Child and Adolescent Studies
CAS PhD booklet 2017

Graduate School for Social and Behavioural Sciences
Faculty of Social and Behavioural Sciences
Utrecht University

Universiteit Utrecht
Welcome to CAS!

Dear PhD candidate,

Welcome to the CAS PhD program at the Faculty of Social and Behavioural Sciences of Utrecht University. At this moment CAS has around 20 phd students.

In this booklet you can read all about CAS but also on all sorts of practical things, as well as on CAS level as on Faculty level. Also this booklet is meant to get to know each other a bit better so you find an introduction of all the current CAS PhD students (also called ‘smoelenboek’). And last but not least you find an overview of our alumnus PhD students which will give you an impression of how your working live can look like after CAS.

The CAS board wishes you a successful and joyful time at our program!
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1. General information

**CAS**
stands for *Utrecht Centre for Child and Adolescent Studies* and is a cooperation between four research programs of the Faculty of Social and Behavioural Sciences (FSS). You will be doing your PhD within one of the four research programs.

**Website**
http://www.uu.nl/en/research/child-and-adolescent-studies

**Program coordinator**
Prof. Maja Deković

**CAS board**
- Prof. A.L. (Anneloes) van Baar, leader of research group Development and Treatment of Psychosocial Problems
- Prof. S.J.T. (Susan) Branje, leader of research Adolescent Development
- Prof. M. (Maja) Deković, leader of research Development and Treatment of Psychosocial Problems and coordinator of the PhD programme
- Prof. C. (Catrin) Finkenauer, leader of research group Youth in Changing Cultural Contexts
- Prof. W.A.M. (Wilma) Vollebergh, leader of research group Youth in Changing Cultural Contexts
- S. (Sander) Thomaes, Ph.d., member of research group Social and Personality Development: A Transactional Approach
- Prof. M.A.G. (Marcel) van Aken, co-leader of research group Social and Personality Development: A Transactional Approach
- Prof. B. (Bram) Orobio de Castro, co-leader of research group Social and Personality Development: A Transactional Approach
- Inge Zweers en Sanne Geeraerts, MSc, PhD representatives, also for CAS in de FSS PhD council
- Soundry Staats, MSc, PhD representative, also for CAS in de FSS PhD council

**Year program CAS 2017**

Meeting dates CAS-board: mostly every second Monday of the month, from 15.30-17.00.

- Monday January 9
- Monday February 13
- *Thursday* March 16
- Monday April 10
- *Tuesday* May 9
- Monday June 12
- Monday September 11,
- Monday October 9
- Monday November 13
- Monday December 11

**CAS Education committee**
- Prof. Judith Dubas, chair
- Regina van den Eijnden, Ph.D.
- Jolien van der Graaff, Ph.D.
- Marjolein Verhoeven, Ph.D.
- Rianne van Dijk, Ph.D. students representative
Practical questions
If you have any practical questions about working at the department, you can get information at the secretariat of your own department:
• Psychology (Room H1.05): fsw.psy.secretariaat@uu.nl
• Pedagogical Sciences (Room E2.12): secretariaatpedagogiek@uu.nl
• ISS (ASW) (Room H.209): m.clabbers@uu.nl
• CAS support: Jacqueline Tenkink (Room E2.10): j.f.tenkink-dejong@uu.nl

Confidentiality person (of the faculty)
Prof. Theo Wubbels, available at 3910 or per mail: t.wubbels@uu.nl

FSS PhD Council
The FSS PhD Council has the intention to unite all PhD-candidates of all programs of the Faculty of Social Sciences. Also the Council represents these PhD candidates regarding problems with finance, give or follow education, their supervision, working conditions and administrative regulations. The PhD Council congregates every 6 weeks. Rob Gommans is the representative for CAS in the FSS PhD Council. For more information see the Intranet:
https://intranet.uu.nl/fss-phd-council
https://intranet.uu.nl/en/social-and-behavioural-sciences-phd-office: here you can find the phd information booklet

General information
CAS PhD program is part of the Graduate School of Social and Behavioural Sciences of Utrecht University (GSSBS). For general information about the Graduate school, the PhD programs and organization and quality assurance, please see “Educational Quality Assurance Plan for PhD programmes at the Graduate School of Social and Behavioural Science”.

The CAS PhD program includes three components: 1. Individual supervision, 2. General part, and 3. Domain specific part, and covers the entire period of the PhD track with emphasis on following courses specifically during the first years. For PhD-candidates with a Research Master diploma the minimum program size is 10 EC. For PhD-candidates with a ‘Doctoraal’ diploma (Drs) or academic master, the minimum program size is 20 EC (1.5 EC = 1 week, or 1 EC = 28 hr).

In addition, to gain teaching experience, PhD candidates are supposed to spend a maximum of 10% of their time on teaching tasks as part of their research training. The scope of the teaching obligations will be individually determined, but most frequently it will involve individual supervision of the bachelor project or the Master’s thesis (please see the faculty guideline “Regulations for the teaching activities by doctoral candidates 2011”).

Immediately upon start of their PhD track, PhD candidates must submit Request for Exemption and Admission to the Doctoral Program form:
As soon as the request has been approved and no later than 3 months after the starting date of the PhD track, the PhD student, together with supervisors, fills in the Education and Supervision Agreement form, which includes the list of general and/or domain specific courses to be followed by the PhD student, as well as the list of teaching tasks.

(Faculty) Arrangements
Education and Supervision Agreement

ESA
The Education and Supervision Agreement of the Graduate School of Social and Behavioural Sciences (ESA) specifies rights and duties of the PhD candidate and his/her supervisors with
With respect to education and supervision during the PhD track. The purpose of this agreement is to safeguard the quality of the education and supervision of PhD candidates. Shortly after starting a PhD track PhD candidates will receive a welcome e-mail from the PhD Office (PhDOfficeSBS@uu.nl) with an information booklet and a request to fill out an ESA form. All PhD candidates should complete an ESA form within three months from the date of appointment/admission. There is a different form for employed PhD candidates and non-employed PhD candidates, the PhD Office will supply the correct form. Furthermore employed PhD candidates also need to register at the university digital thesis registration system Hora Est! The exact information on how to register is described in the welcome mail.

Regulations for the allowance for the costs of printing the doctoral thesis
The Faculty of Social and Behavioural Sciences applies a uniform faculty-wide compensation scheme to cover thesis printing costs. See the attachments at the end of this booklet for the exact regulations.

Contact the department manager for your unit before submitting an application. You can declare your costs via the UU portal for declarations: www.uu.nl/declaratie Then you need to upload the invoice of the drukker and a prove of payment. If you are a non-empoyed phd student (“buitenpromovendus”) you can declare your costs directly at Inge Bakker via i.bakker@uu.nl

Regulations for the teaching activities by doctoral candidates 2011
Doctoral candidates with a contract with the Faculty of Social and Behavioural Sciences are supposed to spend a maximum of 10% of their time on teaching tasks as part of their research training.

Introduction seminar for first year PhD students
Interactive sessions per research program are organized every year for new PhD students. The PhD students read an article beforehand and will discuss the article during a two hour meeting. There will be four meetings in total. See also the full CAS PhD program in this booklet.

CAS-dissertation award and article award
The award for best dissertation is handed out once every two years, the next time will be in 2018. The award for best (international) article is handed out yearly during the CAS seminar in spring. See attachments at the end of this booklet for the regulations.

CAS mentors
Goal: Provide guidance for PhD students who have questions or problems with the research project that can’t be solved by supervisors or direct colleagues.
By whom: a senior researcher belonging to the same field
Concrete actions:
1. Every starting PhD students has an introductory talk with the mentor. Jacqueline Tenkink makes sure that all new PhD students know they have to contact the mentor (Gonneke Stevens, g.w.j.m.stevens@uu.nl or Inge van der Valk, I.E.vanderValk@uu.nl) to make an appointment.
2. PhD students can contact the mentor to make an appointment in which questions or problems can be discussed.
3. Jacqueline Tenkink looks into the results of the yearly PhD evaluation and identifies potential problems of PhD students. She will notify the PhD student(s) that are concerned about their possibility to contact the mentor.

Relevant National Research/Graduate Schools
VNOP: www.vnop.nl
ISED: www.ised.nl

Relevant conferences
National conferences:
ORD; http://www.vorsite.nl/
Peer Relations Onderzoekers Meeting
VNOP; http://vnop.nl/
VNOP-ISED-CAS Research Days, each year in November

Local research days
CAS research day, Tuesday March 28, 2017.

International conferences:
EARA; http://www.earaonline.org/
ECDP2017 http://www.ecdp2017.nl
ESFR; http://www.esfr.org/
ICPS; http://www.psychologicalscience.org/
ISSBD; http://www.issbd.org/
SRA; http://www.s-r-a.org/
SRC; http://www.srcd.org/
ICIS; http://www.infantstudies.org/

Conducting research at CAS
Protocol on research data:
https://intranet.uu.nl/en/academic-integrity-faculty-data-storage-protocol
Faculty ethics review board:
https://intranet.uu.nl/en/faculty-ethics-review-board

PURE
Each year you have to register your publications in PURE: https://intranet.uu.nl/en/pure-research-information-system Pure provides researchers with:
• a complete, up-to-date overview of their publications (which can be published on your profile page);
• the ability to add publications themselves easily. Once confirmed, the faculty editor checks everything again. The University Library subsequently checks the access rights and places the publications in the repository;
• the opportunity to present their contribution to meetings and committees;
• the ability to generate an academic CV and adapt it for various purposes;
• the ability to share their publications worldwide, with fellow researchers, journalists and partners, etc.

Research Support Office and Research Funding Days
The acquisition of external research funds is becoming ever more important in order to conduct research successfully. The Research Support Office (RSO) provides assistance throughout the entire funds and grant acquisition process. More information you can find on the Intranet: https://intranet.uu.nl/en/research-support-office-social-and-behavioural-sciences Also it is recommended to visit the research funding days. https://intranet.uu.nl/en/research-funding-days
FERB (Faculty Ethics Review Board)
Check together with your supervisor whether you need ethical review for your research project. Mention that only senior researchers can send an application the committee: https://intranet.uu.nl/en/faculty-ethics-review-board

Career orientation for PhD candidates
The PhD Activating Career Event (PhACE) is a two-day seminar focusing on career orientation for PhD candidates at Utrecht University. In the penultimate year of their doctoral programme, PhD candidates can participate in PhACE to gather information in relation to their future careers after completing their doctorates. PhACE is held three times a year and is free for PhD candidates at Utrecht University. For more information see: https://intranet.uu.nl/en/career-orientation-phd-candidates-phace

PhD monitoring
The progress of the PhD projects are monitored by the CAS PhD monitor. Each year in May questionnaires are send to PhD students and promotors which they fill in independently from each other and send to the CAS secretary. The questionnaires contains questions about education and supervision, the progress of the project and about realized and intended publications.

The results of the PhD monitor are treated confidentially and reviewed on group level (not on individual level) of which all the CAS PhD students who have filled in the monitor will receive an anonymous report (by email in bcc). With problems in supervision the PhD student will be recommended to first talk him or herself with his or her supervisor and if this is not sufficient to go the mentor. As a last step the PhD student can go the faculty confidential person.
2. CAS PhD Program

1 INDIVIDUAL SUPERVISION
The yearly hours of supervision minimally should amount to 60: two weekly meetings with
daily supervisor [co-promotor] and monthly meetings with both daily supervisor and
promotor.

2. GENERAL PART OF PHD TRAINING
GSSBS offers several general courses and workshops to PhD candidates. These courses and
workshop focus on general academic skills (for example: Scientific writing in English,
Presenting your research at conferences) or statistical analyses (for example: Multivariate
analyses, Introduction to SEM using Mplus). See website of GSSBS for overview of general
courses and application forms:
http://www.uu.nl/en/organisation/faculty-of-social-and-behavioural-sciences/education/phd-
courses

The Graduate School offers also seven research master programs, accredited by the
Accreditation Organization of the Netherlands and Flanders (NVAO). If courses are followed
by less than 15 research master students it is possible for PhD candidates to participate in
these courses.
More information on these research master programs can be found on
http://www.uu.nl/masters/en

The courses offered by GSSBS (incl. advanced courses of research masters) are accredited by the
GSSBS. This is also the case for the courses taken from KNAW accredited national
Research Schools and national research networks accredited by the GSSBS. For courses not
(yet) accredited by the GSSBS, approval by the PhD program coordinator and the Dean of the
GSSBS is needed.

3. DOMAIN (CAS) SPECIFIC PART OF THE PHD PROGRAM
This part of PhD program is offered by the CAS staff. Some parts are obligatory for all CAS
PhD students: Introduction seminar CAS, yearly presentation at Research seminars, and
organization of one workshop in the course of the PhD-project. In addition, the CAS staff
offer several specialized courses that PhD students may choose, depending on their interests.
The course offering is determined yearly by the CAS board. For specific information about the
courses, please contact the course coordinator.

I. Introduction seminar CAS
(coordinator: Deković)
This seminar gives a broad overview of the research conducted by four research groups
participating in the CAS programs: 1. Social and personality development: A transactional
approach, 2. Development and treatment of psychosocial problems, 3. Adolescent
development: Characteristics and determinants, and 4. Youth in changing cultural contexts.
Program leaders present the major theoretical developments and the 'state of the art' in a
particular field of research, offer short description of the ongoing PhD-projects in their
program, present their perspectives on present debates in the field, and on how the PhD-
projects in their program are meant to contribute to these debates. This overview should give
the future PhD-students a feel for how their own project fits the field of Child and Adolescent
Studies. In addition, they get acquainted with all ongoing research in the participating
research groups and with all the other PhD-students.
Format: 4 lectures (intro, lectures of each full professor ), September – October each year
Participants: new PhD-students in their first year
II. Research seminar CAS
(coordinator: Dubas)
In this seminar, all PhD students are requested to present their plans for the research and their ongoing work and planned publications in the PhD-project. In addition, all PhD-students have to act as referees for the presentation of the other students. Staff members act as referees as well.
Format: two half days each year (November and May). PhD-students present. All students have to present once each year. All staff members of CAS are required to be present.
Participants: all PhD-students enrolled in the program

III. Workshops CAS
(coordinator: Deković)
In workshops, ongoing work with respect to particular theoretical or methodological issues is presented and discussed. PhD students organize the workshops: they propose a theme, invite (inter)national experts to be present at the workshop and give an introductory lecture on their work, they collect relevant literature that has to be read as preparation for the workshop, and organize all logistics involved in organizing a workshop.
Format: the workshops take the form of a one- or two-day seminar. All PhD-students are required to organize one workshop in the course of their PhD-project, in collaboration with one other PhD-student. A maximum of 3 workshops will be organized each year. Proposals for workshops are presented to the board of CAS. Participating in workshops is voluntary, but PhD-students have to participate in at least 3 workshops during their PhD-trajectory.
Participants: all PhD-students enrolled in the program

IV. Specialized courses offered by CAS staff
#1 - Publishing in Social Science
(coordinator: Thomaes)
The aim of this 2 × 4h course is to gain more insight into key aspects of the publication process: How do I prepare for writing a paper? How can I write persuasively? What information do I incorporate in my paper, and what information do I leave out? How do I choose a target journal? How do I revise my paper? In this course, we will focus on style of presentation, tactical decisions, and how to persuade your readership, your scientific peers. In the first part of the course, we will focus on why it is important to publish, and how one can achieve to publish one’s research. The second part of the course deals with the writing of the paper itself – how should we present our findings so that they are attractive and convincing for our readership? Finally, in the third part of the course we discuss how to best handle reviews and respond to reviewers’ comments.
The course is suited for PhD students in the first few years of their PhD project.

#2 - Person-Environment Transactions
(coordinator: Orobio de Castro)
The aim of this prolonged course – returning 4-weekly meetings– is to develop a deeper understanding of person-environment (PE) transactions. This understanding is developed by reflecting on and discussing: the evolutionary background of person-environment transactions, the types of interactions that exist and on which explanatory level they take form (i.e., personality traits, temperament, genes), the neurobiological phenomena

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1 The specialized courses can be followed also within other PhD training programs, either in Utrecht, or at another university. The only requirement for taking up a particular course as part of the PhD-curriculum is, that the pertinent course is part of either a PhD-program in a national Research School, part of a PhD-program or a graduate school at another university. Proposal for choice of courses will be registered in the Education and Supervision Agreement of the Graduate School, and will be in accordance with the criteria of the Graduate School.
associated with these transactions, which developmental periods have special relevance for
the study of these transactions, etcetera. Also, the empirical means with which these
transactions can be unveiled will be scrutinized.
As many participants will at least have some basic knowledge on PE transactions, the didactic
concept of this course is grounded in elaborate group discussion and reflection. Each meeting,
one or two group members will prepare a critical contribution, that is taken as the starting
point for the meeting. This contribution can have different forms, such as discussing a
recently published or seminal research paper, presenting data and/or results from one’s own
study on PE transactions, sharing possible research ideas or ideas for grant proposals,
strategies for adequate analyses, and so on. In this way, a group-based effort can spur on
each individuals’ knowledge about and competence in research on PE transactions.

# 3 - The role of peers in young people’s development 1 ECTS
(coordinator: Harakeh)
In this course the focus lays on the role of peers in different stages of young people’s life, i.e.
childhood, adolescence and young adulthood. Different theories, perspectives and research
methodologies (e.g. social network designs, experimental design, observational design) will
be discussed to get a deeper understanding on how and why peers play an important role in
the life of young people’s development.
This course is primarily for participants (PhD students and/or CAS staff) who are conducting
research on this topic, or are interested to do so in the future. Because participants will have
a basic knowledge on this topic and work on different sub-themes using different
methodologies, this will contribute to participant’s knowledge and initiate possible
collaborations between participants. The meetings will be once every 6 weeks, in which
participants will present their findings on this theme and/or introduce and discuss a paper
with an interesting perspective, analysis and/or research methodology. Also, other experts in
this research field from other Universities will be invited to present their research on peers.

#4 – Conceptual and Methodological Issues in Intervention Research 2 ECTS
(coordinator: Deković)
During this advanced course, which is primarily intended for PhDs who are themselves
involved in the intervention research, participants (PhD students and/or CAS staff) will
present their own work and problems/questions they encounter. These questions concern
conceptual, methodological, and practical issues involved in planning and carrying out
intervention research: conceptualizing, designing, and testing behavioral/social interventions;
use of empirical evidence, theory and clinical practice in formulating study aims and
hypotheses; implementing rigorous design in clinical practice: eligibility, recruitment,
enrollment, assessment of intervention integrity; testing interventions for diverse
populations; selecting measures; planning and conducting the data analysis: statistical
power, effectiveness, moderator/mediator models; issues involved in reporting and publishing
of intervention studies: what to report, in which journals; and ethical issues involved in
intervention research.
The course is organized around the elements of the empirical cycle, such as the process of
conceptualization and operationalization, research strategies and methods, data gathering,
data analysis and writing of report. However, the exact topic of each session will be
determined based on interests/needs of participating PhD students. For each session, two to
three participants (PhD students and/or CAS staff) prepare presentation and send the
literature to be read for this session. The main aim of the course is that PhD learn how to
critically reflect on the conceptual and methodological choices they (and others) make. The
sessions take places once in 6 weeks.
#5 – Experimental Research
(coordinator: Huijding)

How do I conduct experimental research? And more fundamental; why would I want to do experimental research in the first place? What kinds of questions can I answer using experimental designs, that I cannot answer using other designs? How can I set up my experimental research, and what aspects do I need to consider before I start? Questions as these will be addressed in the present course. In particular, this course aims to provide theoretical background knowledge and hands-on expertise on conducting experimental research (i.e., laboratory experiments, field experiments) with children, adolescents, and young adults. Students will also learn about possibilities to use existing labroom facilities and equipment within CAS.

The course is meant both for novices and more advanced experimental researchers. It will help novices designing their studies and choosing their sampling and randomization strategy. It will help more advanced experimental researchers optimizing their research design, and generating potential follow-up studies or conceptual replications. Other important issues, such as involving ethical concerns and dealing with IRBs will also be addressed. Students will be asked to present their experimental research, or their (very) preliminary plans for experimental research, and will receive extensive feedback from the other participants. Depending on the number of participants, this course will be given in four 2-hour sessions. Obviously, conducting experimental research is an ongoing process, and so the teachers of this course will be more than willing to continue to provide their advice after the course is over.

#6 – Studying Development: Longitudinal Analyses
(coordinator: Branje)

The aim of this prolonged course – returning six-weekly meetings– is to develop a deeper understanding of longitudinal analyses. Different types of longitudinal analyses can be discussed: Cross-lagged path analyses, latent growth models, latent class growth models and mixture models, latent transition models, sequential analyses, etc. A deeper understanding of these analyses is developed by reflecting on and discussing the types of longitudinal analyses that exist and which type of research questions they can answer, which types of analyses fit with different ideas about development, the complexities and common problems associated with these analyses, the interpretation of the results, etcetera.

As many participants will at least have some basic knowledge on longitudinal analyses, the didactic concept of this course is grounded in elaborate group discussion and reflection. Each meeting, one or two group members will select an article and prepare a critical contribution, that is taken as the starting point for the meeting. This contribution can have different forms, such as discussing the results of longitudinal analyses of a recently published or seminal research paper, presenting data and/or results from one’s own longitudinal analyses, strategies for adequate analyses, and so on. In this way, a group-based effort can spur on each individual’s knowledge about and competence in longitudinal analyses.

#7 – Tacit Academic Knowledge: Hidden Rules for Academic Success in Times of the Replicability Crisis
(coordinator: Thomaes)

In preparing for an academic career, PhD students spend much time and effort on gaining what may be called “formal” or declarative knowledge—knowledge of the subject matter and methods relevant to one’s field. They typically gain less “tacit knowledge”—knowledge of how one should deal with oneself, with one’s work, and with others. How do I decide what are important problems to work on? How do I write up my research findings in a way that interests and convinces others? How can I decide on the best potential outlets for my manuscripts? How can I be a productive scholar without neglecting other responsibilities? How do I wisely create opportunities for myself on the job market?
Tacit knowledge, and the ability to act upon it, is critically important at determining young scholars’ success in academia. The goal of this course is to teach tacit academic knowledge in a way that helps PhD students to make more informed work-related decisions, and in a way that supports PhD students in their building gratifying, successful careers. The course will consist of six 2-hour sessions, in which the following questions will be addressed: (1) How to get your research published?, (2) How to get your proposals funded?, (3) How to optimize your productivity?, (4) How to deal with setbacks and experience gratification from your work?, (5) How to develop an own style of work?, and (6) How to avoid sloppy science and to ethical research? Students can attend all sessions, but alternatively they can also choose to attend those sessions that are of most interest to them.

#8 – Conducting a Meta-Analysis 2 ECTS
(coordinators Van der Graaff & Van der Valk)
This course is primarily intended for researchers (DaSCA students/PhD students/CAS staff) who are involved in, or who start doing a meta-analysis. The aim is to go through all the steps of a meta-analysis, from defining the research question and designing a literature search strategy, to writing down the results in a scientific article. The course consists of seven meetings (max. 2 hours each) that are each dedicated to a specific step of the meta-analysis: 1) research question & in- and exclusion criteria, 2) literature search & coding system, 3) writing the introduction, 4) effect sizes & multilevel approach, 5) heterogeneity & publication bias, 6) reporting results, 7) writing the discussion. Participants prepare for the meetings by reading literature on meta-analyses as well as high-quality examples of meta-analyses, by bringing in drafts of sections of their own study, and by preparing short presentations. The meetings provide researchers with the opportunity to cooperate, to give and receive peer-feedback, and to share tips and tricks regarding best practice for meta-analyses. An expert on meta-analysis will join several of the meetings to give a theoretical introduction on the topic and to answer questions.

Useful links:
https://www.uu.nl/en/organisation/phd-programmes
(you can also find the booklet of the PhD council here)
3. Overview staff members CAS

Social and Personality Development

**Directors:** prof. B. Orobio de Castro & prof. M.A.G. van Aken

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<tr>
<th>Role</th>
<th>Names</th>
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<td><strong>Full professors</strong></td>
<td>Aken, M.A.G. van</td>
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<td>Kemner, C.</td>
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<td>Orobio de Castro, B.</td>
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<td>Engels, R.C.M.E.</td>
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<td><strong>Special professor</strong></td>
<td>Dubas, J.</td>
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<td><strong>Associate professors</strong></td>
<td>Dubas, J.</td>
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<td>Thomaes, S.</td>
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<td><strong>Assistant professors</strong></td>
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Development and Treatment of Psychosocial Problems

**Directors:** prof. M. Deković & prof. A.L. van Baar

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**Adolescent development: Characteristics and determinants**

**Director:** prof. S.J.T. Branje

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## Youth in Changing Cultural Contexts

**Directors:** prof. W.A.M. Vollebergh & prof. C. Finkenauer

| Full professors   | Finkenauer, C.                                      |
|                  | Vollebergh, W.A.M.                                  |
|                  | Bogt, T. ter                                         |
| Associate professor | Eijnden, R. van den                                      |
| Special Professor  | Nijnatten, C. van                                     |
| Assistant professors   | Vanweesenbeeck, I.                                   |
| Postdocs           | Ditzhuijzen, J. van                                  |
| PhD students       | Boendermaker, W.                                     |
|                    | Peeters, M.                                          |
|                    | Emmerink, P. (NWO)                                   |
|                    | Gommans, R. (NWO)                                    |
|                    | Laninga-Wijnen, L.                                    |
|                    | Willems, Y. E.                                       |
4. Overview PhD projects

**Why some adolescents thrive and others don’t: The role of uncertainty dynamics**

**Andrik Becht**

In the current PhD project we study the development of certainty and uncertainty in adolescence. There is increasing evidence that uncertainty is one of the major risk factors in adolescent development. For example, uncertain commitments preclude adolescent identity development and may result in prolonged identity crisis. However, we do not have information on the development of uncertainty during adolescence, and we have no information on uncertainty transmission in parent-adolescent relationships. Moreover, we will analyse whether short-term processes (e.g., between day measures) of self and relationship certainty and uncertainty are the mechanisms that drive long term processes. Also, we investigate how adolescent uncertainty predicts adaptive development (e.g., anxiety and depression) in emerging adulthood and biological markers of adolescent uncertainty (e.g., cortisol measures) will be identified.

For this study we use data from the ongoing Research on Adolescent Development and Relationships (RADAR) project, currently consisting of 7 annual waves and 75 between day measures to tap certainty-uncertainty dynamics.
Where their different start in life takes moderately preterm children: Behaviour and development from early childhood to school age

Lilly Bogičević

Within the STAP (Study of Attention in Premature children) Project we will investigate the development of at risk children, specifically those born moderately preterm (gestational age 32 – 36+6 weeks), from early childhood to school age. It has long been thought that children born after 32 weeks of gestation are not at risk for adverse developmental outcomes later in life. Even though most moderately preterm born children do not suffer from severe disabilities, they are however born with an immature brain that develops under different circumstances than the brain of a term born child. The difference in brain development may also lead to a diverging pattern of development.

The first aim of this project is to study differences in behaviour and development of moderately preterm and term born children. The second aim is to examine how moderately preterm children develop over time on various domains, i.e. general cognition, attention capacities, processing speed and behaviour. The third and last aim is to investigate how to identify early on which children are at an increased risk for developmental problems by the time they reach school age. We will address these aims by studying five data waves collected at 12, 18, 36 and 72 months of age among approximately 100 moderately preterm and 100 term born children and their parents.
Extracting and Enhancing the Effective Elements for the Treatment of Aggressive Behavior Problems in Youth

Lysanne te Brinke

Over the past years, knowledge regarding the effectiveness of interventions for externalizing problem behavior has increased. Although interventions are generally found to be moderately effective, treatment responsiveness is variable. Differences in treatment responsiveness can be explained by (a) the variable causes and nature of aggressive behavior and (b) the variable content and implementation of treatments. The current project tries to improve treatment effectiveness, by extracting and enhancing the effective elements of interventions for aggressive behavior problems in youth.

Specifically, my PhD project will focus on emotion regulation. Many effective interventions for aggressive behavior problems incorporate emotion regulation training, but it is not clear which techniques are most effective. We will examine this separately for adolescents with mild to borderline intellectual disabilities and adolescents without intellectual disabilities.
Co-occurrence of different types of behavior problems

Children with both emotional and behavioral problems show dysregulation across all three components of self-regulation: they have impairments in the ability to regulate affect (anxiety, depression), behavior (aggression), and cognition (attention problems). This phenotype of severe dysregulation is often represented by the Child Behavior Checklist Dysregulation Profile (CBCL-DP or DP). DP consists of elevated scores on three syndrome scales of the Child Behavior Checklist: Anxious/Depressed (AD), Aggressive Behavior (AGG), and Attention Problems (AP) (or simply AAA-scales).

A growing line of research indicates that DP is a clinically relevant phenotype, uniquely predicting adverse outcomes like psychiatric problems, pathological personality, and suicidality. Research on the DP is also closely related to a small, but important field of clinical research that has demonstrated remarkably high rates of comorbidity between the clinical manifestations of the three components of self-regulation (affect: anxiety/depression; behavior: Oppositional Defiant Disorder (ODD); cognition: Attention Deficit Hyperactivity Disorder (ADHD)).

We will examine the validity of the Dysregulation Profile, the development of pathology). Furthermore we will examine biological risk markers of severe dysregulation.

These questions will be addressed using a combination of large scale longitudinal studies and small scale studies (observational, treatment, and experimental studies) using both community and at-risk or clinical samples of children and families. A multi-method, multi-informant approach will be adopted.
Hostile interpretational styles and aggression in young children

Anouk van Dijk

Children with aggressive behavior problems tend to have a hostile interpretational style—in unclear situations, they readily assume that others have hostile intentions. Although many studies support the link between aggression and hostile interpretational styles, less is known about why some children acquire this style whereas others do not. My PhD-project focuses on this question. We have conducted studies to examine a theory explaining age differences in hostile interpretational styles, to examine links between social cognition and bullying behavior, to test a short manipulation of children’s interpretational styles using a picture book, and to examine parental modeling of interpretational styles. With our research, we aim to provide a theoretical basis for prevention and intervention efforts as well as concrete starting points for such efforts.
Development of the self from adolescence into emerging adulthood: The role of life transitions and variability in self-perceptions

Marloes van Dijk

Over the course of adolescence and young adulthood, people increasingly know who they are and what they want to become in life. During the same period, young people go through numerous role changes (e.g., becoming a partner, student, or employee) and experience life events (e.g., death of a relative, being arrested, or illness). The social investment theory and identity theory predict that investments in social roles foster the development of the self, including personality and identity maturation. At the same time, differences between individuals in personality and identity may affect the ability of people to navigate through life transitions and to deal with life events. The development of the self is a key developmental task in adolescence and young adulthood and until now, research predominantly ignored associations between development of the self and the transitions to new roles. Therefore, in my PhD project we will examine the development of the self (i.e., personality, identity, and self-concept clarity) in relation to transitions into adult societal roles and life events.

Moreover, little is known about the micro-processes that underlie developmental changes in personality, identity, and self-concept. Developmental changes are thought to be marked by a substantial temporary increase in intra-individual variability (i.e., fluctuations in perceptions of self and identity), after which a restabilization occurs in which the self is experienced as more consistent. These periods of increased variability may be especially likely to occur at times of transitions or life events. Although this variability in self-perceptions may be needed to develop the self in a changing context, higher variability in self-perceptions is also linked to more internalizing problems and lower subjective well-being. Therefore, in this project, we will also investigate the role of daily fluctuations in self-perceptions in the development of the self. Finally, we will examine how role transitions, development of the self, and variability in self-perceptions are related to adjustment.
Yearly, approximately 70,000 Dutch children are confronted with a parental divorce or separation. Compared to those from intact families, children from divorced families are prone to developing adjustment problems that may persist well into adulthood. Yet, large individual variability in children’s response to divorce is acknowledged. Rather than examining how divorce is related to child adjustment, previous research has focused mainly on group differences between children from intact and divorced families. In contrast, the overarching aim of our project is to examine processes that explain how and under what circumstances family disruption affects children's post-divorce adjustment.

Based on family systems theory, we aim to extend previous research by examining multiple interrelated processes of all family subsystems (i.e., parental, mother-child, father-child, siblings) in recently divorced families over time. Disruption in the parental dyad is assumed to affect child adjustment through the mother-child, father-child, and siblings systems. Associations between post-divorce relationships and child adjustment are explained through children’s intrapersonal processes.

To obtain a detailed analysis of post-divorce family processes over time, we will employ an innovative methodology: A full-family, longitudinal, and multi-method design. At three different time points (i.e., directly after divorce, 1 year later, and another year later), data will be collected through observations (home visits), daily diaries, and multi-informant surveys (questionnaires). By linking behaviors on a micro- (observations), meso- (daily diaries), and macro-timescale, our longitudinal study is able to bridge the gap between divorce-related assumptions made in clinical practice and empirical research.
Remarkably little is known about the mental health and wellbeing of women whom have chosen to have an abortion in the Netherlands. So far, research in other countries has lead to a variety of results and different conclusions. The main goal of this study is to investigate mental health and wellbeing of women whom have had an abortion. The objectives are to find out whether these women are at risk for developing mental health disorders or other negative responses, not only during and after the abortion, but also before.

The main questions are:
1. What is the lifetime and 12-month prevalence of mental health disorders or other negative psychological responses of women whom have had abortions, at the time of the abortion? What is the incidence and recurrence of these problems in the 6 years after the abortion?
2. How can we explain the prevalence, incidence and recurrence of psychological problems mental health disorders or other negative psychological responses of women that choose for abortion:
   A. To what extent are these women at increased risk for mental health disorders, compared with women that did not experience abortion?
   B. To what extent were these mental health disorders already present prior to the abortion (increased risk on abortion in women with mental health disorders)?
   C. What are the main risk factors for the prevalence/incidence/recurrence of mental health disorders or other negative psychological responses after abortion (which women are most at risk)?
3. What are the implications of these results for the counselling and care for women whom have chosen to have an abortion, pre- and postabortion?

In this study at least 300 women who have had an abortion will be followed for 6 years. The women in the cohort will be matched with sociodemographically comparable women whom have already taken part in the NEMESIS-2 study (mental health prevalence study conducted by the Trimbos Institute).

In the present study, the same diagnostic instrument will be used as in NEMESIS-2, the CIDI 3.0.. This instrument measures prevalence of a number of standard DSM-IV and ICD10 diagnoses. Several extra questionnaires will be administered, concerning sociodemographic variables, personal and social vulnerability, and characteristics of the abortion. The participants will be interviewed three times. The first time (T1) is approximately three weeks after the abortion, the second time (T2) is 2.5 years after the abortion and the third time (T3) will be after 5 years.
Family dynamics following a (pediatric) burn event

Marthe Egberts

Officially, I am an external PhD candidate at the Association of Dutch Burn Centres, but I mostly work at the Department of Clinical and Health Psychology at the University of Utrecht. Because my research mainly concerns children, I became a member of CAS.

My project is primarily focused on family dynamics after pediatric burn injury. Psychological consequences of pediatric burns for children as well as their parents are examined longitudinally, by the use of questionnaires. Specific constructs include child behavioral problems, child and parental posttraumatic stress and parental feelings of depression and anxiety. Moreover, as a second part of the project, I will investigate the impact of parental presence during child wound dressing procedures, by the use of qualitative interviews. The last part of my project is not focused on children, but adults with burns. It will concentrate on the relational impact of burns, for example concerning intimacy and coping within couples. Questionnaires are administered repeatedly over an 18-month period to patients with burns, as well as their partners. Hopefully, my research will reveal interesting and clinically relevant insight into the psychological consequences of burns, emphasizing a family perspective.

Supervisors

Prof. Peter van der Heijden
Prof. Rinie Geenen
Rens van de Schoot, Ph.D.
Nancy van Loey, Ph.D.
Scientific and popular debates about young people’s sexuality today show strongly contradictory claims in terms of sex differences and the enactment of the heterosexual double standard; the divergent set of rules regarding sexual conduct, prescribing sexual modesty for girls and sexual prowess for boys. Detrimental effects of the sexual double standard for women’s as well as men’s sexual experience have been described and empirically confirmed by many. There is considerable worry that the sexualisation of popular (youth) media may once more strengthen, among others, inequitable gender roles and attitudes in young people.

My PhD project takes an interactional, contextualised, process oriented perspective on gendered (hetero)sexuality and sociosexual behaviour. This perspective is partly caught in the axiom 'doing gender' (West and Zimmerman, 1987) and posits gendered behaviour as a 'situated doing, carried out in the virtual or real presence of others who are presumed to be oriented towards its production and as day-to-day enactment of prescribed social roles and the double standard'. The research goals of my PhD project include:

1. To assess diversity in the endorsement and enactment of (aspects of) the heterosexual double standard among adolescents and young adults in the Netherlands, in relation to relevant demographic characteristics (such as gender, age, ethnic background, educational level, sexual orientation, relationship status, et cetera).
2. To assess the impact of, notably, partner’s gender typedness and level of assertiveness (partner related variables) and gender normative setting (context related variable) on the enactment of ‘the five A’s’ in sexual interactions, specifically on the enactment of sexual assertiveness (initiation versus compliance) by subjects.
3. To assess the moderating role of, notably, subject’s gender typedness on the effects of partner and context related independent variables on the enactment of the heterosexual double standard (as evinced in terms of sexual initiation versus compliance).
Development of infant self-regulation within the early caregiver relationship: A cascade model

**Sanne Geeraerts**

With a multi-method project, involving infants and their mothers, we aim at examining the processes through which the early development of infant self-regulation within the proximal caregiver relationship influences broad socio-emotional adaptation over time, as proposed by a developmental cascade model. We will also examine the buffering role of parental self-regulation in this cascade model. These questions will be studied by using both a macro-approach (by following infant-parent dyads for one year with five measurement waves) and micro-approach (by conducting an observational study to investigate real time interactions).
Will the real peer group please stand up? Peer influence on adolescent health-related behaviors in multiple peer groups

Rob Gommans

I’m involved in a cross-national study titled Health Behaviour in Schoolaged Children (HBSC), gaining insight into young people’s well-being, health behaviours and their social context. This research collaboration with the WHO Regional Office for Europe is conducted every four years in 43 countries and regions across Europe and North America. The HBSC collects data on 11-, 13- and 15-year-old boys' and girls' health and well-being, social environments and health behaviours. In The Netherlands, the study is a collaboration between Utrecht University, Trimbos Institute and The Netherlands Institute for Social Research (SCP).

My research focuses on peer influence processes (e.g., conformity) among children and adolescents, and developmental methodology and statistical analyses, specifically concerning sociometric measurements, dyadic data analyses, and group composition research. My PhD project is about which peer contexts influence adolescents to engage in or abstain from health-related behaviours, and individual, dyadic, and contextual factors that amplify or attenuate this influence.

Supervisors

Prof. Tom ter Bogt
Gonneke Stevens, Ph.D.
Prof. Toon Cillessen,
(Radboud University)
Taking snapshots of preventive interventions

Ferry Goossens

On the effectiveness of three preventive interventions for youth and the roles of implementation and conflict of interest in trial outcomes

Intervention studies

In my dissertation I describe three trials in which the effectiveness of three preventive interventions for youth were tested in the Netherlands. The interventions aim to improve the social and emotional development of children in elementary school (PATHS), reduce alcohol use and mental health problems in students in secondary education (Preventure), and empower adolescent second generation migrants (POWER). The results revealed no effectiveness of the PATHS intervention, which was probably due to the intervention strategy that was tested in this study. Intervention effects of Preventure were also not found regarding the (secondary) mental health outcomes that were examined in this dissertation. The intervention effects of POWER were limited, but greater in groups in which the intervention was implemented with more fidelity. These studies teach us that replication studies remains needed within the field of prevention; it cannot be assumed that what works within one context or specific situation will also works in other contexts or situations. Measuring the implementation during a trial has to be seen as equally important to measuring the actual intervention outcomes. It is the product of these two factors that ultimately produces the intervention effects. I additionally argue also that more effort is needed to search for interventions that not only work in ideal settings, but also still work when implemented in real life settings.

Conflict of interest

My dissertation also gives an answer to the question how common conflicts of interests are in intervention trials. To what extent are intervention researchers also the developers of the intervention or working for the licensee, and how does this affects the trial outcomes? It was tested whether this effect was mediated either by the cynical view or the high fidelity view. The first view implies that researchers with a conflict of interest manipulate the research results, or (un)consciously make choices during the study that increase the chance of finding positive intervention effects. The second view holds that licensees and program developers, who are also the researchers, implement the intervention in the most faithful manner during the trial, and thereby achieve better trial outcomes. The results reveal that having a conflict of interest is very common in Dutch intervention trials of youth interventions; in 84 percent of the articles at least one of the authors had a conflict of interest. Analyses regarding an international dataset of intervention trials of school-based substance use prevention programs revealed that a conflict of interest was prevalent in 75 percent of the cases. Using meta-regression analyses, it was demonstrated that having a conflict of interest does indeed affects the study outcomes significantly. It could, however, not be confirmed whether the high fidelity or the cynical view moderated this effect. Based on these studies, I argue that more independent intervention research is needed, as well as more transparency about conflicts of interest in intervention research.
Malleability of social information processing in aggression: underlying factors and implicit interventions

Wieteke Hiemstra

Childhood aggression is suggested to be one of the best-known predictors of later social adjustment difficulties. Furthermore, research has shown that childhood aggression remains relatively stable over time. Different interventions targeting childhood aggression have already been studied and are in use in practice. However, effects of these interventions are modest. That is why, in this project, we seek additional benefits in direct interventions on social cognitions. Our goal is to find new ways of individual intervention that could be a good addition to bigger, existing interventions (e.g. parent trainings). The main focus is on hostile intent attribution, which is key in aggressive behaviour. Our participants are boys aged 8 to 12 who are already following special education because of their behavioural problems. In the project, we study innovative ways of reducing hostile intent attribution by implicit retraining through a computer task and application. Besides these experimental studies, we also look at underlying factors implicated in the link between social information processing and aggression. Amongst others, we look at narcissism, self-esteem and social acceptance.
Changes in Parent-Child Relationship from in Transition to Emerging Adulthood

Rengin İşık

As an external PhD student from Istanbul, Turkey, I am interested in understanding changes in parent-child relations during the transition to emerging adulthood (EA), more particularly from high school to university. During my professional work as a psychological counselor/psychotherapist, I have worked with emerging adults from various backgrounds, and since 2012, I have been empowering university students through teaching specially designed courses and workshops on self-awareness and life skills. My observations, together with my clients' and students' reflections, support the claim that EA is an exciting, but also stressful transitional period, which includes a series of changes that young individuals and their families need to adapt.

Parent-child relationship in adolescence has received extensive attention, and recently more research is focusing on what happens next, and how does the story continue during a significant transitional period: from adolescence to emerging adulthood (EA). EA (between 18 to 29 year old) is known to be a time of change, instability and uncertainties, but also a time for exploration. One major path that most emerging adults in post-industrialized countries take is continuing tertiary education after high school, which brings changes in roles and tasks for children, and influences parent-child relationship quality. Compared to a few decades ago, parents tend to be increasingly involved in their early adult children's lives. During this particular transition, various forms of living situations are observed; while some continue to live with their parents, some move out, and some find a semi-independent form of living.

In this PhD project, we will examine changes in parent-child relationship quality and autonomy in relation to living situations of the young adults. This association will be investigated bidirectionally to answer the following research questions: Do low levels of parent-child relationship quality predict moving out of the parental home faster, and in what ways does parent-child relationship quality predict changes in different forms of living situation? How is the quality of the parent-child relationship affected by the separation? Does parent-child relationship quality decrease or increase as a result of this transition, and which factors determine whether it decreases or increases? We also plan to make a cross-cultural comparison by using CONAMORE and RADAR longitudinal data sets, and newly collected data from Turkey as part of this PhD research project. A comparable data set will be collected from high school students in Istanbul, Turkey, starting in Fall 2017. The same students will be contacted one year later.

It is our goal that this PhD project will contribute to the limited literature in Turkey, and will be a significant addition to cross-cultural research in adolescence and EA.
The Pavement on a Pathway towards Personality Pathology

Nagila Koster

A comprehensive and integrative theoretical framework that seeks to describe and understand the life-course development of an individual’s personality is proposed by McAdams. This framework differentiates three levels of personality: The first, *dispositional traits* are part of the individual as actor and viewed as broad dimensions of individual differences between people, accounting for inter-individual consistency and continuity in behavior, thought and feeling across situations over time. The second, *characteristic adaptations* are part of the individual as agent and include the aspects of human individuality that concern motivational, social-cognitive and developmental adaptations, contextualized in time, place and/or social role. The third, an individual’s *narrative identity* is part of the individual as author and constitutes a personal story about one’s life that helps to shape behavior and establish identity. It is through the content and shape of this story that the narrative identity may be linked to dispositional traits and characteristic adaptations. In line with the *diathesis-stress model* it is assumed that a maladaptive development of one’s personality from childhood to adulthood is accounted for by a pre-dispositional vulnerability in interaction with specific (stressful) life experiences and possibly difficulties in creating a globally coherent and causally correct life story. The first part of this project aims to enhance knowledge on the interplay between these three layers over time, specifically focusing on maladaptive aspects of personality development. The second part of this project aims to relate this conceptualization of personality to pathological personality functioning, defined as maladaptive self- and interpersonal functioning.
Peer norms as context in social network processes and social development

Lydia Laninga-Wijnen

The current research project is focused on the longitudinal impact of peer norms on friendship networks and behavior development. More specifically, I study the impact of descriptive norms (average, aggregated scores of all peers in a setting, mostly the classroom) versus status norms (associations between certain behaviors and popularity) on selection and influence processes regarding academic achievement, antisocial and prosocial behavior. Moreover, I examine to what extent these norms interact and explain the development of these three behaviors. For my Phd, we collected data from about 2,000 students (12-17 years of age), who we already follow for three years (three times a year). I already started with my Phd in September for 1 day a week, and since February for 4 days a week. I really enjoy my time here!
Ziyan Luan started her PhD project in the summer of 2014 at the Department of Developmental Psychology. Her dissertation focuses on the trajectories, mechanisms and consequences of personality development from childhood to middle adulthood, as judged from multiple perspectives.

More specifically, Ziyan investigates possible driving forces and challenges for personality development as well as its underlying mechanisms. In addition, she examines the predictive validity of early personality (development) for later crucial life outcomes.

To study these questions, she primarily works on data from a 29-year longitudinal study - the LOGIC study (the Munich Longitudinal Study on the Genesis of Individual Competence), in which individuals have been followed from early childhood to young adulthood. In addition, she also works on the G&P study (the Family and Personality study), in which Dutch families were followed for three years in a full round-robin design.
This project focuses on the development and the predictors of parenting during adolescence and young adulthood. Family relationships, which are among the most important of adolescent relationships, undergo significant changes during adolescence. Parent-child relationships are thought to evolve towards greater equality, interdependence, and reciprocity. Although much research has investigated the consequences of parenting for adolescent adjustment, less is known regarding what are the determinants of parenting. The aims of the project are to study how parenting develops during adolescence, as well as what are the general and within family processes that affect parenting. We are using longitudinal data to examine: a) the development of parenting, b) aspects of the Belsky’s model of parenting (e.g. whether the personal characteristics of the parent are more important for the quality of parent-child relationship during adolescence than are contextual sources of support, or whether parental personality and the marital relationships are more important than child characteristics), as well as c) what are the within-family processes that affect parenting (e.g. how parents learn from their experience with an older child, and parent their younger child differently). Data from the ongoing longitudinal project Research on Adolescent Development and Relationships (RADAR), as well as the YOUth cohort are used.
Solid as a rock, flexible as water? Improving students’ psychosocial wellbeing in prevocational schools.

Esther Mertens

This PhD project aims to examine the effectiveness and working mechanisms of Rock and Water (R&W). R&W is a widespread, school-based, psychophysical intervention that aims to increase levels of resilience, psychosocial wellbeing, social safety and sexual health in youth. In a Randomized Controlled Trial four conditions will be examined: ‘Light’ (a core-team of teachers is trained to implement R&W), ‘Standard’ (a core-team is trained and the whole school team), ‘Plus’ (a core-team and the school team are trained and parents are involved) and a control condition. A multi-informant (i.e., students, teachers and parents) and multi-method (i.e., questionnaires and video-observations in a subsample) approach is used. Characteristics of youth (e.g., gender, ethnicity, duration of R&W) and trainers (e.g., gender, ethnicity, education, expertise of R&W, experienced competence) are taken into account as moderators. The working mechanisms of R&W will be studied by examining whether increases in self-control, self-reflection and self-esteem mediate the effect of R&W on resilience, psychosocial wellbeing, social safety and sexual health. Additionally, communication style of a subsample of youth within the classroom is studied as mediator of the effect of R&W on social safety.

Supervisors
Prof. Maja Dekovic
Ellen Reitz, Ph.D.
Neuropsychological correlates of empathy dysfunction and treatment success in children with disruptive behavior disorders
Jarl Pijper

Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), referred to as Disruptive Behavior Disorders (DBD) in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), are disorders usually first diagnosed in infancy, childhood or adolescence. ODD may be a developmental precursor of CD in late childhood and adolescence, which, in turn, may be a developmental antecedent of antisocial personality disorder (APD) or psychopathy in adulthood. However, only a small group of early starters (childhood-onset) may develop life-course-persistent antisocial behavior.

Children with DBD constitute a heterogeneous group, including children who may show different developmental trajectories to antisocial behavior. Callous-Unemotional (CU) traits identify a particular severe and violent subgroup of children who are at risk to develop persistent CD and adult psychopathy. CU traits have high genetic loadings, and are associated with abnormalities in the processing of punishment cues. For those without CU traits, environmental factors and quality of parenting play a larger role in the development of antisocial behavior, suggesting different etiologies of subgroups of DBD individuals.

Lack of empathy is a core component of CU traits in childhood and psychopathy in adulthood. Nevertheless, reviews and meta-analytic studies show that empathy problems are associated with the broader spectrum of antisocial behavior in clinical, non-clinical and forensic populations. As of yet, little is known about the nature and causes of empathy impairment in children with DBD.

Study purpose: A first goal of the current project is to examine the nature of empathy dysfunction in children with DBD, based on the assumption that the underlying mechanisms may be different for DBD subtypes. A second goal is to examine more closely the relationships between neuropsychological correlates of empathy dysfunction and treatment success, based on the assumption that DBD children with high levels of CU traits are less responsive to treatment than those without CU traits.

Supervisors
Prof. Wim Meeus
Minet de Wied, Ph.D.
Stephanie van Goozen, Ph.D.
(Leiden University)

Zhipeng Sun

For this research topic, I hope to know that whether and if so, to what extent the sexual identity dilemma tends to lead to AIDS-related risk behaviors among the Chinese sexual minority youth groups. As this study will mainly analyze the relationship between sexual identity dilemma within a sexual fluidity context and the risk behaviors related to AIDS/HIV among the male youths, so the ultimate aim is to study how to decrease the HIV infection rate of male youths, promote the male youths health, remedy the current public health’s activities and social policies’ faults in AIDS prevention, adding to the analyzing of social contexts, the clients’ comprehension and initiatives. This study defines as an empirical research, and it will cite some classic theories in social science including sexual sociology, social psychology and public health in AIDS, try to have some dialogues with these theories based on the data from fieldwork study, practically, it will resolve the urgent social problems, so this research has a strong practical meaning for Chinese society.

Currently, this is a primary thoughts about the research and it will adjust according to the later discussion with my professor. I hope to conduct a comparison study between Chinese and Dutch society holding an intercultural and inter-social context’s perspective.
The development of emotional Macro- and micro-level relations between parenting and emotional dysregulation as predictors of psychosocial problems.

Soundry Staats

This project investigates how the development of emotion dysregulation (EDR) may mediate the relation between parenting and psychosocial problems in preadolescents. Research has shown that parenting is related to EDR in children, and EDR is associated with psychosocial problems. However, it is unclear whether parent behaviour affects child EDR, vice versa, or both. Similar unclarity exists regarding the relation between EDR and psychosocial adjustment. In addition, studies examining the relationships between parenting and child EDR are usually cross-sectional or prospective studies with relatively long lags between assessments. This allows conclusions about the development of EDR in developmental time (macro-approach), but tells little about the transactions between parenting and child EDR in real time interactions (micro-approach). Yet, differences in micro-patterns of dyadic behaviours might be indicative or predictive of macro-developmental outcomes, and vice versa.

In this project we will examine: 1) how parenting and child EDR are related in developmental time (1a: macro-approach) and during real-time interactions (1b: micro-approach); 2) whether and how the micro-level interactions are related to macro-level development; 3) how EDR and psychosocial adjustment are related; 4) whether and how the development of EDR may mediate the relation between parenting and psychosocial adjustment. We will address these objectives by using the first two data waves of the adolescent YOUth cohort, which is a multimethod, multi-informant study among 3000 youth - aged 8-11 at wave 1 and 11-14 at wave 2 - and their parents.
Aggressive behavior problems place a burden on children, their relatives, and society. Their prognosis is poor, with increased risk for future antisocial behavior, unemployment, and high costs to society. Aggressive behavior is predicted by specific social information processing patterns (SIP) and interventions targeting these patterns are relatively effective. Notwithstanding these impressive findings, an under-appreciation of the heterogeneity and emotional nature of aggressive behavior limits our understanding of SIP in aggression and its application to more effective intervention. Aggressive behaviors tend to be emotional responses to highly engaging stimuli, such as being threatened, disadvantaged, or having power over others. The tendency of aggressive children to respond aggressively to such challenging situations is shaped by emotionally salient experiences in their past - such as aversive experiences with parents and peers. Yet current SIP theory and assessment presuppose a degree of ‘calm, cool & collected’ reflection that is unlikely to capture the actual fast, automatic, and emotional processing that occurs when actual aggressive incidents arise. Key individual differences in emotional SIP are thereby missed. Similarly, attempts to change SIP are less emotionally engaging than the aversive life experiences that have shaped aggressive children’s SIP, as even the most effective cognitive behavioral interventions to date do not involve practice of SIP in actual aggression-eliciting situations.

Aim of the present project is to examine and change actual information processing by children with aggressive behavior problems in emotionally engaging provocative social situations.

We will use interactive virtual reality exposure to aggression provoking social interactions to (1) assess individual SIP patterns of children with aggressive behaviour problems and (2) to develop and test individually tailored cognitive behavioral treatment.

The findings will provide a new framework to understand the differential development of aggressive behavior and will be directly implemented to prevent and treat behavior problems.
Families have to deal with serious stressors when a parent is diagnosed with cancer. Parents and children have to cope with illness related demands and at the same time perform parental and developmental tasks. The quality of life of that parent him- or herself is affected, but also the quality of life of the other family members is threatened. Little is known as yet of the intra- and interpersonal factors that are involved in the adaptation during this process. Knowledge of such factors is needed in order to design potentially effect full intervention programs to support these families and prevent and later problems.

In this study we used a multi-method approach to collect both qualitative data by performing focus groups of parents, children and caregivers and quantitative data by a longitudinal questionnaire study. We aim to collect data from 100 families with children aged 0 – 18 year. The aim of this study is to investigate which factors are related to adjustment of parents and children, expressed in the valuation of quality of life, satisfaction with life and post traumatic stress symptoms. We will take into account the effect of the illness-stage and characteristics of parents and children (moderator effects) and examine whether the outcome measures are mediated by parenting style, family functioning, emotion regulation, negative cognitions and brooding. Additionally, family members and caregivers provide information about the adaptation process and express their needs in the focus groups.
The development of special educational needs students with behavior problems in primary education

Inge Zweers

My name is Inge Zweers, and I am a 4th year external PhD student working at de Ambelt (special education school for students with psychiatric and behavior problems) in collaboration with Utrecht University and the research department of RENN4 (Regional Expertise Center for special education). My research concerns the development of students with special educational needs due to psychiatric and/or behavior problems.

Students with behavior problems perform worse than typically developing students with respect to their academic and their social-emotional development. The recently introduced Law for Suitable Education (Wet op Passend Onderwijs) aims for inclusion of students with special educational needs in regular education. Yet, special education continues to exist, and students with special educational needs can either receive support services in their regular classroom or can be placed in segregated schools for special education. An important question is, therefore, which educational context would be better for the cognitive and social-emotional development of these students. In my study, students with special educational needs are followed longitudinally to examine how their social-emotional and cognitive development is influenced by (the interplay between) the following factors: a) student characteristics (e.g. behavior problems), b) family characteristics (e.g., life events), c) teacher characteristics (e.g., attitudes towards inclusive education), and d) peer-teacher interactions. For data-collection, various measures have been used: questionnaires, tests and qualitative (school) administration data.

Supervisors
Prof. Bram Orobio de Castro
Nouchka Tick, Ph.D.
Rens van de Schoot, Ph.D.
Jan Bijstra, Ph.D.
(Hanze Hogeschool)
Prosocial behaviour and well-being in childhood: developmental and cultural differences

Yue Song

Yue Song’s project aims at investigating three main questions. First, what is the relationship between prosocial giving and emotional well-being in preschoolers, and is this link affected by either the relation to the beneficiary, or the type of giving. Second, how do prosocial behaviours develop across childhood. Third, does the development of prosocial behaviours, and its relationship to happiness, differ between western and eastern cultures.

Supervisors
Prof. Judith Dubas
Kätlin Peets, Ph.D.
Marjolein Verhoeven, Ph.D.
Mechanisms of the Intergenerational Transmission of Physical and Emotional Abuse

Lente Werner

In the Netherlands, using official registration criteria, 9.9% of adolescents experience ongoing parental abuse, and this number doubles when using adolescents’ self-reports. Although physical and emotional abuse often co-occur, both have unique negative consequences persisting long into adulthood. Moreover, parents who experienced abuse during childhood have a larger chance of using abusive parenting practices themselves. This intergenerational transmission of abuse is not limited to the transmission of one type of abuse, with for example children of physically abused parents reporting a higher chance of being neglected. One important step in preventing parental abuse may be to break the intergenerational cycle of abusive parenting. As not all parents who have been abused become abusive themselves, knowledge on underlying mechanisms of the intergenerational cycle of physical and emotional abuse, and on the risk factors making children more vulnerable for these mechanisms, is essential.

In this project, we will examine three potential mechanisms of the intergenerational transmission of physical and emotional abuse: chronic stress, empathy and rejection sensitivity. Being exposed to repeated abuse, may induce a state of chronic stress, which is in turn associated with less adaptive responses to acute stressors, as are experienced when becoming parents themselves. Moreover, experiencing abuse is thought to predict problems in children’s empathy development, as the hostile environment focuses children’s attention to consequences of their behavior for the self, rather than on concern for others. This may in turn increase the risk for later problems in interpersonal interactions, such as the parent-child relationship. Finally, as abuse encompasses rejection towards children, experiences of abuse may change children’s social schemas into a chronic rejection sensitive state. Consequently, as parents, they may be more attuned to negative child behavior, leading them to feel more rejected by their children, which may subsequently predict abusive parenting. To examine these three mechanisms in the intergenerational transmission of physical and emotional abuse, data from both RADAR and the Youth cohort of CID will be used.
Out of control: The Self-Control Strength Model of Family Violence within a genetically informative design

**Yayouk Willems**

Family violence brings tremendous costs to individuals and society. Although it is reliably associated with multiple problems, the pathways underlying these associations are poorly understood hampering effective interventions. We propose that self-control strength plays a key role in family violence because of its foundational function in regulating behavior, emotions, and cognition. We will use a genetically informative design and data from one of the world's largest twin-family databases (the Netherlands Twin Register) to investigate individuals’ susceptibility and resilience to the effects of family violence and their interplay with self-control strength taking gene-environment interplay into account.

Yayouk Willems works as a PhD student at the department biological psychology at the Vrije Universiteit and is a research fellow at the department Social and Behavioural Sciences at the Universiteit Utrecht.
### 5. Utrecht Center (Alumni) CAS PhD Students

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<tr>
<th>Name/Money stream</th>
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</table>

² Only CAS-supervisors are shown in table. We acknowledge the contribution of the colleagues not from CAS-UU: Prof. Brinkgreve, Prof. Sitjma, Prof. Engbersen, Prof van Lieshout, Prof. Engels, Prof. Pogaghi, Prof. Woertman, Prof van Engeland, Prof. Ganzeboom, Prof. Snijders, Prof. Raub, Prof. Hooimeijer, Prof. van Zoonen, Prof. Junger, Prof. Verweel, Prof. Ormel, Prof. Verhulst, Prof. Beekman, Prof. Van Balkom, Prof. Smit, Prof. Doreleijers, Prof. van Os, Prof. Komter, Prof. Matthys, Prof. Vitaro, Prof. Brendgen, Prof. Stevens, Prof. Bakker, Prof. Meeuwesen, Prof Garretsen.
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<td>N. Szabo /NWO</td>
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<td>2006-11</td>
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<td>A. Bekele</td>
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<td>Deputy Director Education Program, Ethiopia</td>
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<td>DoY-seed project</td>
<td>Vollebergh, Monshouwer</td>
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<tr>
<td>C. Paalman / 3d</td>
<td>Sociology</td>
<td>2009-2013</td>
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<td>L.J.P. Steenis/ZONMw</td>
<td>Psychology</td>
<td>2009-2014</td>
<td>Programmamanager onderzoek Fontys Hogeschool Pedagogiek Tilburg</td>
<td>Van Baar, Verhoeven</td>
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<tr>
<td>E. Verhulp/ZonMw</td>
<td>RM</td>
<td>2009-2013</td>
<td>UD UU</td>
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<td>E. Vermeulen-Smit/Ext</td>
<td>Health Sciences</td>
<td>2009-2012</td>
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<td>Brummelman / NWO</td>
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<td>Postdoc UvA &amp; Fulbright</td>
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<td>D. van den Bongardt/ NWO</td>
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<td>Name/ Money stream</td>
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<tr>
<td>L. Baams / UU</td>
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<td>F. Goossens /Ext</td>
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<td>2010-2013</td>
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<td>L. Missotten/ KULeuven</td>
<td>Psychology</td>
<td>2012-2017</td>
<td>Postdoc UU/KULeuven</td>
<td>Branje</td>
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<td>S. Nelemans/ UU</td>
<td>RM</td>
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<td>Postdoc UU/KULeuven</td>
<td>Meeus, Branje, Hale</td>
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<td>K. Pattiselanno/NWO</td>
<td>Sociology/ ICS</td>
<td>2010-2015</td>
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<td>Veenstra (Groningen), Vollebergh, Dijkstra</td>
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<td>I. Defoe/NWO</td>
<td>Psychology VU</td>
<td>2011-2016</td>
<td>SRA Poster Prize 2012 Fulbright 2013-14</td>
<td>Van Aken, Dubas</td>
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<td>M. Slagt/NWO</td>
<td>DASCA (CL)</td>
<td>2012-2016</td>
<td>ISSBD Fellow, Fulbright 2013-14</td>
<td>Dekovic, van Aken, Dubas</td>
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<td>C. van Lissa/ NWO</td>
<td>RM</td>
<td>2011-2015</td>
<td>Postdoc UU/ UvA EUR</td>
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<td>R. Rekker/ UU</td>
<td>RM</td>
<td>2011-2016</td>
<td>Docent UvA</td>
<td>Meeus, Branje, Keijsers</td>
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<tr>
<td>A. Goethem / UU</td>
<td>RM</td>
<td>2008 -</td>
<td></td>
<td>Van Aken, Orobio de Castro</td>
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<tr>
<td>M. Deutz / NWO</td>
<td>RM</td>
<td>2012-2016</td>
<td></td>
<td>Dekovic, Van Baar, Prinzie, Vossen</td>
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<tr>
<td>N Mercer/NWO</td>
<td>RM</td>
<td>2012-2016</td>
<td></td>
<td>Meeus Branje Crocetti</td>
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<td>M. van Dijk/NWO</td>
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<td>2013-2016</td>
<td>Onderzoeks-talent 2012</td>
<td>Branje Meeus Hale</td>
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<td>A. Becht/ NWO</td>
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<td></td>
<td>Meeus Vollebergh Branje</td>
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<tr>
<td>R. Gommans</td>
<td>RM</td>
<td>2012-2017</td>
<td></td>
<td>Bogt, Cillissen, Stevens</td>
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<td>P. Emmerink</td>
<td>RM</td>
<td>2013-2016</td>
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<td>Vanwezenbeeck, Bogt, van den Eijnden</td>
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<td>S. Staats</td>
<td>RM</td>
<td>2016-2020</td>
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<tr>
<td>M. van den Heuvel (ZonMW)</td>
<td>RM</td>
<td>2016-2020</td>
<td></td>
<td>Engels, Bodden</td>
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</tbody>
</table>
### Awards International:

**EARA (European Association for Research on Adolescence) Young Scholar Award:** Branje (2004), Overbeek (2006), Selfhout (2010), Keijsers (2012), Nelemans (2016)

**EARA – lifetime award** (vraag Susan naar details) Meeus (2016)

**ESDP (European Society of Developmental Psychology) Best Dissertation Award:** Orobio de Castro (2000 – 2003), Klimstra (2011)

**ESFR (European Society on Family Relations) Young Scientist Prize:** Van den Akker (2010)

**ISSBD (International Society for the Study of Behavioural Development) Young Scientist Award:** Overbeek (2008), Keijsers (2014)

**IAP (Italian Association of Psychology) Young Researcher Award:** Crocetti (2010)

**SRIF best dissertation award:** Crocetti (2009), Klimstra (2011)

**Thrasher Foundation (Medical Research grants) Early career award:** Abubakar-Ali (2011)

**Fullbrightbeurs:** Marike Deutz (2016)

### Awards National:


**ISED best dissertation awards:** Selfhout (2009), Klimstra (2010)

**Behavioural Science Institute (BSI) best paper award:** Bot (2006)

**Preemium Erasmianum best dissertation award:** van der Vorst (2008)

**National Public Health Award for best dissertation:** van der Vorst (2007)

**NKS Boymans award for best doctoral dissertation in the field of Education:** Rutten (2007)

**Kind-en-Adolescent International Travel Award:** Koning (2008)

**Ruijgrok award:** Keijsers (2011)

**Provinciaals Genootschap voor Kunsten en Wetenschap (PUG) dissertation award:** Keijsers (2013)


**Award for the Best PhD Student Manuscript, the International Academy of Sex Research (IASR):** Van de Bongardt (2014)

**Canadian Student Research Award, the Association for Canada Studies Netherlands:** Van de Bongardt (2014)

**Emerging Scholar Student Travel Award:** Van de Bongardt (2014)

**Prins Bernhard Cultuurfondsbeurs, travel award:** Deutz (2016)

<table>
<thead>
<tr>
<th>Name</th>
<th>Award Type</th>
<th>Years</th>
<th>Best MA thesis NVO</th>
<th>Author(s)</th>
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<tr>
<td>E. Mertens</td>
<td></td>
<td>2016-2020</td>
<td></td>
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<td>L. Bogičević</td>
<td>Psychologi</td>
<td>2015-2019</td>
<td></td>
<td>Van Baar</td>
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<tr>
<td>R. Isik</td>
<td>Psychologi</td>
<td>2016-2020</td>
<td></td>
<td>Branje, Breeman</td>
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<td>S. Mastrotheodores</td>
<td>PhD Psychol</td>
<td>2015-2019</td>
<td></td>
<td>Branje, Dekovic, van der Graaff</td>
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<tr>
<td>L. Werner</td>
<td>RM</td>
<td>2016-2020</td>
<td></td>
<td>Branje, Finkenauer, van der Graaff, De Wied</td>
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<tr>
<td>D. Verkaik</td>
<td>Pedagogisc</td>
<td>2015-2021</td>
<td></td>
<td>van Baar, Boelen, Spuij, Mooren, ,</td>
</tr>
</tbody>
</table>
Best publications within the NWO program Youth and Family 2016: Doornwaard, Brummelman, Van de Bongardt

**CAS award for the best PhD article:**

2013
Brummelman
2014
Van de Bongardt
2015
Defoe
2016
Slagt

**CAS award for the best PhD dissertation:**

2012
De Koning
2014
van den Akker
2015
Brummelman
Form PhD monitoring CAS

PhD monitoring CAS: form to be filled in by PhD candidate

Every year in May/June the CAS PhD monitoring takes place. The CAS board thinks it is important to monitor the progress of PhD projects, in addition to the survey conducted by the faculty PhD council. The results of the PhD monitoring are confidential and will only be analyzed on the group level (not on the individual level). If you experience problems related to the supervision of your PhD project, you are recommended to talk to your supervisor first. If this proves to be insufficient, you're advised to contact the mentor. If this is also not sufficient you can contact the faculty confidential.

To be filled in by PhD candidate

1. Personal data

   1.1 Name of PhD candidate: 

   1.2 Contract period: 

   1.3 Contract/fte: 

   1.4 Funding: 

   1.5 Promotor(s): 

   1.6 Daily supervisor(s): 

   1.7 Methodological consultant: 

2. Nature and extent of supervision

   2.1 In the past year, how often did you meet with your supervisors, i.e. your first and second promotor (weekly, 2-weekly, monthly)? 

   2.2 In the past year, how often did you meet with your daily supervisor (weekly, 2-weekly, monthly)? 

   2.3 Is the nature and extent of the supervision in accordance with the arrangements made at the start of your PhD project (in the Education and

---

3 Hoewel de vragen in het Engels gesteld zijn mag je ook in het Nederlands antwoorden. 
4 Currently, this is Gonneke Stevens 
5 Currently, this is prof. Theo Wubbels
Supervision Agreement)?

2.3a If not, what were the reasons to deviate from prior arrangements?

2.3b If not, do you experience problems because of deviations from prior arrangements?

3. Expertise with regard to research topic

3.1 In your opinion, is there sufficient expertise within the research group or within your supervision team with regard to your research topic?

3.1a If not, what do you feel is missing?

3.1b If not, does this interfere with conducting your research? Is this lack of expertise provided via other means?

4. General quality of the relationship and atmosphere with your supervisors

4.1 How do you evaluate the general quality of the relationship and atmosphere with your supervisors? E.g., during meetings with your supervisor(s), do you feel understood? Do you feel that your supervisor is responsive to your needs, interested, and respectful?

4.2 Do you have any suggestions for improvement?
5. **Data collection**

5.1 Are you using existing data?

5.1a Can you indicate what percentage of your time you spend or are considered to spend on data collection per year? Data collection also includes coordination and data entry.

6. **Conducting of the research**

6.1 Can you indicate for the items below to what extent (not, hardly, a little, considerably) you experience problems with conducting your research?

- Theory building/literature study
- Design and method
- Data collection
- Data processing and analysis
- Writing/reporting
- Presenting and publishing
- Facilities (budget, room, computers, etc.)

6.1a Possible explanations for these problems

6.2 Are there any disagreements between you and your supervisors about, for example, the direction of your research, the collaboration, etc. to such an extent that problems such as delay or interruption arise for conducting your research?
6.2a If so, did you consult with your supervisors, the mentor, the faculty confidential or someone else within or outside your department about this? If not, why not?
If yes, were these consultations satisfactory and do you expect that the disagreements will be resolved in a satisfactory manner within a reasonable time as a result of these consultations?

7. Planning

7.1 Is the progress of your research project as planned?

7.1a If any delay occurred or is expected, what are the reasons for that?

7.1b Are any actions taken or arrangements made to limit this delay as much as possible? If yes, could you describe which actions/arrangements?

7.2 Do you have a so called B&O-meeting every year?

8. Teaching

8.1 Which teaching duties have been agreed upon and for how many hours?

8.2 Were the courses you taught in line with your expertise and/or your research topic?
8.3 Did you experience problems with teaching considering:

The extent

The content/expertise

The facilities

The supervision

9. Other points

9.1 Finally, are there any other issues you feel the CAS board should know about and/or should address?

Date:

Signature PhD candidate:
CAS PhD monitoring: form to be filled in by the promotor/daily supervisor and PhD candidate

A. General information

1. Personal data

1.1 Name of PhD candidate: 

1.2 Contract period: 

1.3 Contract/fte: 

1.4 Funding: 

1.5 Promotor(s): 

1.6 Daily supervisor(s): 

1.7 Methodological consultant: 

2. Information about the dissertation

2.1 (provisional) Title of the dissertation: 

2.2 Format of the dissertation (monograph or a bundle of articles): 

2.3 Nature of the dissertation (theoretical or empirical): 

2.4 Language of the dissertation (Dutch, English, otherwise): 

2.5 Number of chapters: 

B. Progress of the research project

B1. Phase of the research project:

B1.1 Please indicate how far you have progressed with respect to the following items:

Theory building/literature study 

Design and method
B2. Planning

B2.1 Is the progress of your research project as planned?

B2.2 If there is any delay or if delay is expected, could you specify for each of the above points at B1 what the cause is and which actions are taken to limit or eliminate the delay?

B3. Do you have any comments about the facilities that are available to you?

B4. Which studies have been presented and/or published? Please list all of your presentations and publications in APA-format (you can also enclose an attachment with this information).

C. Teaching

C1.1 Which teaching duties have been agreed upon and for how many hours?

C1.2 Were the courses you taught in line with your expertise and/or your research topic?
C1.3 Did you experience problems with teaching considering:

- The extent
- The content/expertise
- The facilities
- The supervision

D. Followed education

D1.1 Which course(s) did you follow in the past year?

D1.2 Was this in accordance with the Education and Supervision Plan?

D1.3 How did you experience this/these course(s)?

D1.4 Did you experience problems with teaching considering:

- The extent
- The content/expertise
- The facilities
- The supervision

D1.5 Do you miss any course(s) currently being offered? If so, which course(s) would you be interested in?
E. Career prospects after completion of the PhD project

E1.1 Were any activities undertaken by the PhD candidate with respect to post-PhD career opportunities? If so, which?

E1.2 Were any activities undertaken by the (daily) supervisor(s) with respect to post-PhD career opportunities? If so, which?

F. Changes/remarks about the content of the job function

G. Changes/remarks about the working conditions

H. Other issues which are important to mention concerning A-G?

Date:

Signature supervisors:

Signature PhD candidate:
Internal Regulations for CAS
Regarding PhD candidates

Selection of PhD research proposals
(Procedure for PhD projects financed by government funding, indirect funding and contract funding)

Article 1
PhD and post-doctoral research proposals acquired externally, in open competition within the framework of the Netherlands Organisation for Scientific Research (NWO) or the Netherlands Organisation for Health Research and Development (ZonMw), whereby a routine NWO or ZonMw assessment procedure with external referees has been followed, will usually be directly allocated to the Child and Adolescent Studies Research Priority (CAS) after a limited feasibility review by the CAS coordinator and a PhD candidate.

Article 2
If an acquired project involves financial commitments in excess of the standard provisions, bench fee and redundancy risks that the grant recipient is expected to guarantee, and permission for the overrun was not given before the acquisition, the research project will not be accepted. In other words: the financial commitments that a project entails must be recorded and approved by the designated authority within the department concerned before the start of the project.

Article 3
1. Candidates for PhD, post-doctoral and temporary Assistant Professor projects that have already been allocated will be recruited by means of an open selection procedure, after the vacancy has been advertised nationally and preferably internationally via a minimum of the university job vacancy website and the digital mailing list of the research school concerned. An exception can be made if the project proposal was personally conceived, written and the details worked out by the intended candidate.

2. An interview committee must be established for every nominated PhD or post-doctoral candidate. The committee makes recommendations in this regard to the CAS Board.

3. The interview committee must comprise at least three members, including a minimum of: the project applicant or supervisor (or co-supervisor), the programme leader or a representative of the programme put forward by the programme leader, and a representative from the PhD or post-doctoral section.

4. The following factors must be assessed when selecting a candidate:
   - level of theoretical knowledge and skills in the research field concerned;
   - relevant research and work experience;
   - methodological expertise;
   - quality of the candidate’s final thesis or another thesis and/or recent academic publications of which the candidate was first author;
   - ability to publish in English (or as an exception, in another global language if there is good reason).
Article 4:
1. A writing test is compulsory in the final phase of all application procedures for a PhD project. A writing test may also be set as part of the application procedure for a post-doctoral project, but it will be more usual to assess the candidate's thesis or a recent publication written in English to assess his/her English writing skills.
2. The writing test consists of reading, summarizing and commenting on an English academic article or a similar English text, in English. The test will be set in a way that allows candidates to demonstrate their own English academic writing skills. In exceptional cases and depending on the nature of the research project, the intended supervisor (or co-supervisor) can set the writing test in another global language if there is good reason.
3. The results of the writing tests are assessed anonymously and used to make the final selection of a candidate.
4. The Departmental Manager reviews the candidates' CVs at an early stage to identify any financial risks, and makes recommendations in this regard to the interview committee.
5. The results of the nominated candidate's writing test, his/her letter of application and CV, along with the interview committee's nomination are passed to the leader of the research programme for which the candidate will be working to take a decision on appointing that candidate. The nomination must also be passed to the CAS Board, which decides whether to appoint the candidate to CAS.

Training and supervising PhD candidates

Article 5:
1. PhD candidates will be allocated one day-to-day supervisor and at least one thesis supervisor. If it is deemed necessary for the project, the supervision team will also include a methodologist.
2. The day-to-day supervisor will be an expert in the research field of the PhD project, and a member of CAS. The (primary) supervisor will be a CAS member of staff.
3. Supervision entails a minimum of two hours of contact time per week between the PhD candidate and the day-to-day supervisor to focus on the implementation and progress of the PhD project. It also entails at least one hour of targeted contact time per month between the PhD candidate and the (primary) thesis supervisor. The total amount of contact time with the day-to-day supervisor and the thesis supervisor (or supervisors) over a whole year, including preparation time, comes to approximately four hours (0.1) per week.

Article 6:
1. PhD candidates are entitled to teaching. PhD candidates who have completed a two-year accredited research Master's degree programme in a discipline relevant to the PhD project are entitled to a minimum of 10 ECTS of teaching at the Graduate School (GS). Candidates who have not completed a research Master's degree programme will receive a minimum 20 ECTS of teaching at the Graduate School.
2. If, in the interests of the project, the PhD candidate needs to take special additional courses, teaching time can be extended to a maximum of 600 hours.
3. During the initial months of a PhD project, the day-to-day supervisor and the thesis supervisor are responsible for compiling an Education and Supervision Agreement (ESA, or OBP in Dutch), for which the standard form should be used. The education part of the ESA comprises a description of the teaching components (courses, practical lessons,
seminars, summer school courses, etc.) to be taken, in accordance with the stipulations of paragraphs 1 and 2 of this article.

**Article 7:**
1. PhD projects that receive government funding usually last for four years, with an appointment of 1.0 FTE per week. If the PhD candidate, the day-to-day supervisor(s) and thesis supervisor(s) can give good reasons, the programme leader concerned can decide to extend the duration of the PhD project to a maximum of five years with a proportional reduction of the hours worked per week. Appointments that deviate from the general rule must be in line with the stipulations of the Collective Labour Agreement (CAO).
2. PhD projects may be shorter, lasting for example three years, if they comply with the following conditions:
   - The thesis will be subject to the same requirements as a four-year PhD project in terms of academic level and scope;
   - It must be feasible to meet these requirements;
   - The project is set up in a way that makes a shorter duration possible; and
   - The nominated PhD candidate has completed a two-year accredited research Master's degree programme in a discipline relevant to the project.
3. PhD candidates are appointed for a period of one year, in line with the CAO. After ten months, the PhD candidate and the supervisors will hold an assessment and development (A&D) interview. If the results of this interview are satisfactory, the contract can be extended until the end of the project period.
4. PhD candidate appointments may not be extended beyond the end of the project period, unless the exceptional provisions laid down in the CAO apply.

**Article 8:**
1. On average, PhD candidates are expected to dedicate a maximum of 10% of their time to teaching duties.
2. The individual details regarding teaching duties are set out in the ESA, following consultation between the PhD candidate, the supervisor and the Head of Department.

**Article 9:**
1. PhD projects should be set up to ensure that PhD candidates spend no more than an average of 30% of the entire research period on gathering data and primary data processing, for example: making transcripts and encoding, but not: scale construction and data analysis. The time planned for data collection must be appropriate to the scope of the appointment and the education plan. The supervisors are responsible for ensuring that these standards are observed and, if necessary, modifying the research and work plan or arranging assistance, in consultation with the PhD candidate.
2. If the realistically estimated time for gathering data and primary processing exceeds the 30% norm, the supervisors must state in the project application phase and in the ESA, that adequate assistance can and will be provided. This is one of the standards used to assess the feasibility of the project.

**Article 10:**
1. CAS uses standard amounts to estimate the costs of PhD projects. Every PhD candidate is given a budget for literature, material costs, travelling expenses and conferences. This
budget is set at approximately €8,000, to be spread across the total duration of the PhD project (in principle €2,000 per year), plus an extra contribution for conference expenses if the PhD candidate gives a presentation (maximum one conference per year).

**Monitoring the progress of PhD projects**

**Article 11:**
1. The progress of PhD projects is monitored by means of the PhD monitor. Short questionnaires are sent to PhD candidates and supervisors every year in the month of May. The PhD candidates and supervisors must complete these questionnaires truthfully and independently before returning them to the CAS Office. The questionnaires comprise questions about the programme and the supervision provided, about the progress of the project, and about papers that have been published or are in the pipeline.

2. All answers provided are treated confidentially. The CAS coordinator discusses the details anonymously (at group level) with the CAS Board.

3. If necessary, the CAS coordinator, or at his/her request the programme leader concerned, will contact the day-to-day or thesis supervisor (or supervisors).

**Article 12:**
1. Every year, the thesis supervisor must arrange an A&D interview with the PhD candidate, the day-to-day supervisor(s) and any other thesis supervisor, using the A&D form compiled and issued by the faculty's Human Resources department.

2. The time spent gathering and processing data must be a fixed item on the agenda for this interview.

3. The results of the interview should be recorded on a standard report sheet, approved and signed by all concerned and sent to the section manager of the department.

**PhD candidate mentoring system**

**Article 13:**
1. The Graduate School appoints a Confidential Advisor for the PhD candidate in consultation with the candidate.

2. Prof. Theo Wubbels, Emeritus Professor of Educational Sciences in the Faculty of Social and Behavioural Sciences Utrecht, has been appointed as Confidential Advisor for PhD candidates.
Regulations article and dissertation awards

Regulations for the CAS article award 2017

General Description

The award for best article (the so called “CAS article award”) is awarded once a year by CAS to recognize an outstanding research achievement by a Ph.D. student. The article prize is awarded at the CAS research day in the spring of each year and concerns articles which have been published in the previous academic year. The prize consists of an award certificate and an honorarium of €250.

Eligibility requirements

The article must be: (a) written by a qualifying1 CAS Ph.D. student who is the first author, (b) written as part of the dissertation during the Ph.D. training period, and (c) published2 in an international peer-reviewed SSCI or SCI journal between July 1, 2015 and December 31, 2016.

1Qualifying CAS Ph.D. students are: either current CAS Ph.D. students enrolled in one of the CAS research programs (that is, at least one of the dissertation advisors (promotors) is a CAS professor) or a former CAS Ph.D. student whose appointment ended between July 1, 2015 and June 30, 2016.

2By published it is meant that the article must be published (in print or on-line) or accepted for publication during the designated time period. Those articles that have not yet been published must be accompanied by the letter of acceptance. The same article cannot be submitted more than one time for the award under any circumstances.

Procedure

1. The review committee for the CAS article award will consist of 4 CAS staff members, each representing one of the 4 research programs that comprise CAS (Adolescent Development, Development and Treatment of Psychosocial Problems, Social and Personality Development, and Youth in Changing Cultural Contexts). Usually this committee will consist of the members of the CAS education committee but additional or substitute members will be appointed as deemed necessary.
2. The CAS secretariat will be responsible for distributing the nominated articles to the committee members and help with other administrative tasks as needed.
3. Each year the CAS board will send a letter to all CAS Ph.D. students to invite them to submit an article that fits the criteria to their research chair for consideration for nomination for the article award. Within each research group two articles will be selected to be forwarded to the CAS award review committee. Each research program will develop their own method of determining which articles will be selected and forwarded to the awards committee.
4. Each research group is allowed to submit a maximum of two articles for the article award. The articles must be sent digitally to the CAS secretariat (j.f.tenkink-dejong@uu.nl) on or before February 10, 2017.
5. The award committee will decide the winner of the award on or before March 1, 2017. The award committee will decide the final method for determining the award, although recommended guidelines are listed at the end of this document.
6. The committee will write a final report that names the final winner and details the rationale for the final decision. The other nominated articles will not be mentioned in the report. This report will be sent to the CAS board for review. If necessary, the CAS board may request additional information from the committee.

7. The CAS board with the assistance of the secretariat will arrange that the award certificate and monetary prize is prepared so that the chair of the awards committee can present the award at CAS research day.

Set by the CAS board and the CAS Education Committee, July 6, 2015.

Guidelines: Procedure and Criteria CAS Article Award

CAS Awards Committee: The review committee for the CAS article award will consist of 4 CAS staff members, each representing one of the 4 research programs that comprise CAS (Adolescent Development, Development and Treatment of Psychosocial Problems, Social and Personality Development, and Youth in Changing Cultural Contexts). Usually this committee will consist of the members of the CAS education committee but additional or substitute members will be appointed as deemed necessary.

Submissions: Two articles per research program will be nominated for the award by the respective chair of each research program. Thus, each year 8 articles will be eligible for committee review for the award.

Review Conditions: Each submitted article will be reviewed by 3 members of the review committee who are not from the nominee’s home research program. That is, no committee member will rate any article that is submitted from her or his home research program nor shall any committee member judge any article in which he or she is a co-author. Thus, in total each reviewer will usually judge 6 articles.

Review Criteria: The following criteria will be used to judge the merits of the submitted article.

1. innovative character of the central hypothesis
2. innovative character of the methodology
3. social relevance of the central hypothesis
4. advances theory
5. scientific impact evidenced by journal reputation, impact factor and press attention
6. societal impact
7. quality of writing and organization

Review Procedures: Each article will be judged on the 7 criteria listed above, with the reviewer noting which criteria were exceptionally strong for each article. The reviewer will then independently rank the submissions from 1 to 6 with 1 indicating the best article, 2 the second best, and so on. The rankings will then be discussed across the 8 submissions, with the article with the highest average ranking being nominated for the research article award. In the event of a tie, the committee members not involved in the nominees’ respective research program will further discuss and make a final decision concerning the winner. A final winner and honorable mention (2nd runner up) will be determined. The committee will write a final report that details the rationale for their final decision and send it to the CAS board.
Administrative Details: The CAS secretariat will be responsible for distributing the nominated articles to the committee members and help with other administrative tasks as needed.

Regulations for CAS dissertation award

General Description

The award for best dissertation (the so called “CAS dissertation award”) is given once every two years by CAS to recognize outstanding scholarship in doctoral dissertation research. The dissertation award is awarded at the CAS research day in the spring of the award year and concerns dissertations which have been defended in the two previous academic years. The prize consists of an award document and an honorarium of €500.

Eligibility requirements

The dissertation must be written by a CAS Ph.D. student and defended between July 1, 2014 and December 31, 2015. A CAS Ph.D. student is anyone who is registered with CAS while completing the dissertation and for whom at least one advisor is a CAS professor.

Procedure

1. The review committee for the CAS dissertation award will consist of 4 CAS staff members, each representing one of the 4 research programs that comprise CAS (Adolescent Development, Development and Treatment of Psychosocial Problems, Social and Personality Development, and Youth in Changing Cultural Contexts). Usually this committee will consist of the members of the CAS education committee but additional or substitute members will be appointed as deemed necessary.
2. The CAS secretariat will be responsible for distributing the nominated articles to the committee members and help with other administrative tasks as needed.
3. The CAS board will send a letter to all CAS staff in June of the award year inviting them to nominate a dissertation that was defended within the eligibility period to their research chair for consideration for the dissertation award. Within each research group one dissertation will be selected to be forwarded to the CAS dissertation award review committee. Each research program will develop their own method of determining which dissertation will be selected and forwarded to the awards committee and dissertation advisors and daily supervisors (promotors and co-promotors) are allowed to make the nominations to their department chair.
4. Each research group is allowed to submit one dissertation for award consideration. A copy of the dissertation along with a supporting letter that explains why the specific dissertation should receive the award must be sent digitally to the CAS secretariat (j.f.tenkink-dejong@uu.nl) on or before January 15, 2018.
5. The award committee will decide the winner of the award on or before March 1, 2018. The award committee will decide the final method for determining who will be awarded, although recommended guidelines are listed at the end of this document.
6. The committee will write a final report that names the final winner and details the rationale for the final decision. The other nominated dissertations will not be mentioned in the report. This report will be sent to the CAS board for review. If necessary, the CAS board may request additional information from the committee.
7. The CAS board with the assistance of the secretariat will arrange that the award certificate and monetary prize is prepared so that the chair of the awards committee can present the award at the CAS research day.

Set by the CAS board and the CAS Education Committee,
Procedure and criteria for review of CAS dissertation award

CAS Dissertation Award Review Committee: The review committee for the CAS dissertation prize will consist of 4 CAS staff members, each representing one of the 4 research programs that comprise CAS (Adolescent Development, Development and Treatment of Psychosocial Problems, Social and Personality Development, and Youth in Changing Cultural Contexts). Usually this committee will consist of the members of the CAS education committee but additional or substitute members will be appointed as deemed necessary.

Submissions: One dissertation per research program will be nominated for the prize by the respective chair of each research program. Thus, 4 dissertations will be eligible for committee review for the prize.

Review Conditions: Each submitted dissertation will be reviewed by 3 members of the review committee who are not from the nominee’s home research program. That is, no committee member will rate any dissertation that is submitted from her or his home research program nor shall any committee member judge any dissertation in which he or she is a co-author on any of the chapters. Thus, in total each reviewer will usually judge 3 dissertations.

Review Criteria: The following criteria will be used to judge the merits of the submitted dissertation:

1. innovative character of the central hypotheses or research questions
2. innovative character and/or level of sophistication of the methodology
3. social relevance of the central hypotheses
4. theoretical contribution
5. coherent structure of the monograph (explicit argumentation for the order and structure of the dissertation including a conclusion that ties the various elements together)
6. richness of the data (including multiple sources and/or informants)
7. scientific impact as evidenced by publication in top-tier journals and press attention
8. societal impact (have the studies led to changes in the relevant domain?)
9. quality of writing and organization

Review Procedures: Each dissertation will be judged on the 9 criteria listed above, with the reviewers noting which criteria were exceptionally strong for each dissertation. The reviewers will then independently rank the submissions from 1 to 3 with 1 indicating the best dissertation, 2 the second best, and so on. The rankings will then be discussed across the 4 submissions, with the article with the highest average ranking being nominated for the dissertation award. In the event of a tie, the committee members not involved in the nominees’ respective research program will further discuss and make a final decision concerning the winner. A final winner and honourable mention (2nd runner up) will be determined. The committee will write a final report that details the rationale for their final decision and send it to the CAS board.

Administrative Details: The CAS secretariat will be responsible for distributing the nominated dissertations to the committee members and help with other administrative tasks as needed.
Regulations for the teaching activities by doctoral candidates 2011
(as laid down by the Faculty Management Team)

Faculty of Social and Behavioural Sciences  
Utrecht University

Preamble
Even though all (162) doctoral candidates employed at the faculty of Social and Behavioural Sciences enjoy equal legal status irrespective of the kind of funding of their projects, the various disciplines apply regulations with regard to the teaching activities to be carried out by the doctoral candidates that differ greatly per discipline. The regulations vary from imposing a maximum of 10% of obligatory and unpaid teaching tasks for a period of three years (usually supervising Bachelor research projects) to paid teaching activities or no teaching tasks at all.

The FMT views these differences in rights and obligations as undesirable and intolerable. The FMT is of the opinion that a limited teaching activity by the doctoral candidate has a positive effect on the (qualifications and career perspectives of the) doctoral candidate himself, on the reciprocity between teaching and research tasks, and may lead to cost reduction in the hiring of temporary lecturers without a doctoral degree.

Regulations
Doctoral candidates with a contract with the Faculty of Social and Behavioural Sciences are supposed to spend a maximum of 10% of their time on teaching tasks as part of their research training. The objective of this rule is:
• To allow doctoral candidates to gain teaching experience in order to improve their qualifications for a (combined) academic position after completing their degree;
• To increase the reciprocity between teaching and research activities;
• To involve students in doctoral research, particularly during their Bachelor research project or when writing their theses.

A faculty guideline supports the principle of unity in employership and prevents misunderstandings and inequality between doctoral candidates. The basic idea is that 10% is a sufficiently substantial amount of time to gain relevant experience while it is not too much to jeopardize the doctoral research.

Therefore, no separate teaching contract is required. This is even undesirable for two reasons. Firstly, when determining the maximum term of a temporary position (the CAO NU allows six years for scientific staff) the number of years someone has been employed as a doctoral candidate are not taken into account whereas the number of years employed as a lecturer are. Secondly, it is university policy to not allow for more than one contractual position per employee.

The doctoral candidates will be given the opportunity to prepare for their teaching tasks through courses or supervision, if so required.

Target group
The regulations apply to all doctoral candidates who are employed at the Faculty of Social and Behavioural Sciences, including those employed on external funding (government, indirect, contract and charity funding) and, where this is fair and the arrangements allows for this, also to doctoral candidates who are employed elsewhere but fully seconded to the Faculty of Social and Behavioural Sciences, taking into account the stipulations of this regulation.

**Commencing date**
These regulations take effect from the present academic year. The 2011-2012 academic year shall be viewed as a transitional year, as from the 2012-2013 academic year these regulations shall apply in full to all doctoral candidates.

**Scope**
The implementation of these regulations allows doctoral candidates to spend an average of 10% of their time on teaching tasks during the course of their project. The scope of their teaching obligations will have to be discussed carefully during the first and last years of their project in particular. As long as the doctoral candidates spend an average of 10% of their time on teaching activities individual adjustments are possible, for instance 10% per year, 13% in three years, or 20% in two years. The individual arrangement shall be laid down in the ‘Education and Supervision Agreement’ that is drawn up for each doctoral candidate. In principle, the 10% rule also applies to doctoral candidates employed on a three-year contract, but extra attention to individual arrangements may be required here.

**Nature of the teaching tasks**
As much as possible, the doctoral candidates will be deployed for individual supervision, for instance during the bachelor project or the Master's thesis (supervised by a senior staff member). This arrangement provides students with the opportunity to participate in and contribute to the research of the doctoral candidates, e.g. with regard to data collecting. If individual supervision is not (completely) feasible the main focus will be on the supervision of work groups during the Bachelor degree.

As is the case in the deployment of other staff members, it is up to the chair of the department to decide on the concept teaching assignments of the doctoral candidates. If so required, the chair shall consult with the supervisor and the Director of the Bachelor School or the Master’s Coordinator and be responsible for an optimal match between the doctoral candidate in his teaching role and the specific teaching activities. If no adequate match can be made within the scope of the teaching activities of the department the chair shall look for fitting teaching tasks at other departments. As is expressly the case with other staff members too, the doctoral candidates may be requested to provide teaching in other than their own disciplines as well.

For international doctoral candidates and those who are not sufficiently proficient in the Dutch language alternative options shall be looked into allowing them to teach in English or to provide individual supervision during the Bachelor’s or Master’s research (in English).

As is the case with other staff members, the decision on the final teaching assignment shall, if so required, be made by the head of the department.

**Financial aspects**
The Regulations for the teaching activities by doctoral candidates do not refer to a financial scheme. The objective of the regulations is threefold: 1. to give the doctoral candidates the opportunity to gain some teaching experience within the framework of their degree and in order to increase their position on the academic job market; 2. to contribute to the quality of teaching and to increase the reciprocity between teaching and research activities through the
deployment of young researchers, and 3. to provide equal rights, obligations and opportunities to all doctoral candidates at the faculty of Social and Behavioural Sciences.

Conclusion
Doctoral candidates who are of the opinion that their teaching tasks have not been arranged in conformity with these regulations shall first discuss this with their supervisor or supervisors. If this does not lead to a satisfactory arrangement the dispute shall be put before the chair of the department. If this still does not lead to a satisfactory solution the decision shall be put to the head of the department. The head of the department shall also decide on any cases these regulations do not provide for, if so required after consultation with the faculty management team.

These regulations, including the quality of their implementation, shall be evaluated by the Boards of Studies and Research upon conclusion of the 2013-2014 academic year. Prior to this the FMT shall ask the PhD Council for their verbal and written assessments.

The FMT trusts that these regulations will have a positive effect on the academic training and the career perspectives of the doctoral candidates at the faculty of Social and Behavioural Sciences as well as on the teaching at the faculty in general and that it allows for an equal and transparent framework for all doctoral candidates.
Faculty of Social and Behavioural Sciences thesis printing cost compensation scheme

The Faculty of Social and Behavioural Sciences applies a uniform faculty-wide compensation scheme to cover thesis printing costs.

How does the scheme work?
The compensation of thesis printing costs is subject to the following regulations:

* Under no circumstances will the awarded amount exceed the actual costs incurred.
* If no external funding is available, an amount of €750 will be awarded. The recipient will sign a statement confirming that no additional funds were received.
* If external funding of less than €750 has been allocated, this external funding will be supplemented up to a maximum of €750. The recipient will sign a statement confirming that no additional funds were received.
* If external funding in excess of €750 is available, reimbursements will not exceed the amount awarded by the grant provider and no additional reimbursement will be made by the faculty.

These costs may not be reimbursed from government funding (WBS numbers starting with SA) or the financial reserves (WBS numbers starting with SR).

How do I apply?
Contact the department manager for your unit before submitting an application. You can declare your costs via the UU portal for declarations: www.uu.nl/declaratie Then you need to upload the invoice of the drukker and a prove of payment. If you are a non-empoyed phd student (“buitenpromovendus”) you can declare your costs directly at Inge Bakker.

Any questions?
Please contact Inge Bakker-van Leeuwen via I.Bakker@uu.nl
Allowance for the costs of printing the doctoral thesis

See also: https://fd8.formdesk.com/universiteitutrecht/SBS_costallowanceproductionthesis

Faculty of Social and Behavioural Sciences, Utrecht University
Graduate School of Social and Behavioural Sciences
PhD Office

Name doctoral candidate:

BSN (= Tax and social Insurance no.):

Address:

Town/City and postal code:

Bank account no.:

* IBAN nr:

* SWIFT/BIC code:

Date of doctoral thesis defence ceremony:

The undersigned declares that

1. His / her thesis has been approved by the supervisor and the assessment committee;

2. He / she has examined and agrees with the Regulations for the allowance for the costs of printing the doctoral thesis, as drawn up in September 2010 (see further in this note);

3. He / she has incurred expenses for the production costs of the thesis. Evidence of these expenses has been enclosed;

and requests to be considered for the faculty printing allowance of € 750.00.

Signature Place Date

.......................... .................. .................. 

Send to:
Inge Bakker
☎ (31 30 2539224)
✉️ i.bakker@uu.nl
Graduate School of Social and Behavioural Sciences/promoties
Regulations for the allowance for the costs of printing the doctoral thesis, as drawn up in September 2010

For the sake of uniform regulations which apply to the whole faculty, the Faculty Management Team has decided on the following stipulations with regard to the allowance for the costs of printing the doctoral thesis:

- Any doctoral candidate who completes his / her doctoral research at our faculty is entitled to a printing allowance of € 750.00;

- A separate faculty fund has been earmarked for this purpose within the budget of the Graduate School of Social and Behavioural Sciences;

- This allowance replaces all previous allowances and compensations that used to be granted within the departments of the faculty;

- As a result, no other internal allowances, such as project grants, will be granted in addition to the printing allowance;

- Any internal departmental arrangements which apply to the further internal or external dissemination of the thesis towards colleagues, management, institutes etc, either for a regular or a reduced tariff, will remain in force and do not come under the scope of these regulations;

- In consideration of this allowance the doctoral candidates shall provide a sufficient number of thesis copies for internal distribution free of charge, including copies for the beadle, the assessment committee, the university library and three copies for the Faculty management Team;

- These regulations will take effect as of 1 September 2010, using the date of the doctoral thesis defence ceremony as the benchmark;

- The allowance will not be granted retrospectively;

- Condition for the application for the allowance is a doctoral thesis which has been approved by the assessment committee as well as a written statement that no other, additional allowances shall be applied for;

- The application including the afore mentioned statement shall be submitted to Inge Bakker (I.Bakker@uu.nl), supporting office doctoral agrees.