Child and Adolescent Studies

CAS PhD booklet 2019-2020

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 35 PhD students.

In this booklet you can read all about CAS but also on all sorts of practical things, both on CAS level and 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 life 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. Susan Branje

**CAS board**
- Prof. A.L. (Anneloes) van Baar, leader of research group Development and Treatment of Psychosocial Problems
- Prof. S. (Susan) Branje, leader of research group Youth and Family and coordinator of the PhD programme
- Prof. M. (Maja) Deković, leader of research group Development and Treatment of Psychosocial Problems.
- 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
- Prof. S. (Sander) Thomaes, leader of research group Social and Personality Development: A Transactional Approach
- Lysanne te Brinke, MSc, CAS PhD representative

**CAS Education committee**
- Prof. Judith Dubas, chair
- Regina van den Eijnden, Ph.D.
- Jolien van der Graaff, Ph.D.
- Marjolein Verhoeven, Ph.D.
- Zoë Rejaän, MSc (Ph.D. students representative)
- Lisanne de Moor, MSc (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 A2.07): infoasw@uu.nl
- CAS support: Anke Horstman (Room E3.02): a.m.d.horstman@uu.nl

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

**MyPHD**
MyPHD is the registration system that is used for all PhD candidates at Utrecht University. All processes concerning the PhD track (registration, handing in dissertation etcetera), are regulated through this system.
PhD candidates are required to register in MyPhD before a PhD track can start. This registration needs to be done as soon as possible (but within three months of the start of the doctoral research) via the URL MyPhD.uu.nl/registratie. For more information see: https://manuals.uu.nl/en/handleiding/myphd-for-candidates/

**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. Natasha Koper en Maartje Boer are the representatives for CAS in the FSS PhD Council. For more information see: https://intranet.uu.nl/fss-phd-council

**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 the Request for Exemption and Admission to the Doctoral Program form: http://www.uu.nl/en/organisation/phd-programmes/practical-matters/regulations-and-forms

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 his or her 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 (ESA) of the Graduate School of Social and Behavioural Sciences specifies rights and duties of the PhD candidate and his/her supervisors 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.

**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. Contact the department manager for your unit before submitting an application. You can reimburse your costs via the UU portal for declarations: [www.uu.nl/declaratie](http://www.uu.nl/declaratie) Then you need to upload the invoice and a prove of payment. If you are a non-employed 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 2020. 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 a sounding board 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. For PhD students from the pedagogics and child psychology departments, Gonneke Stevens (g.w.j.m.stevens@uu.nl) is the PhD mentor. For PhD students from the ASW department, Inge van der Valk (i.e.vandervalk@uu.nl) is the mentor.

**Concrete actions:**
- If new PhD students would like to have an introductory talk with the mentor, they can contact their mentor to schedule an appointment. Anke Horstman makes sure that all new PhD students know they can 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.
- PhD students can contact the mentor to make an appointment in which questions or problems can be discussed.
- Anke Horstman 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 the possibility to contact the mentor.
Relevant National Research/Graduate Schools
VNOP:  www.vnop.nl

Relevant conferences
National conferences:
ORD;  http://www.vorsite.nl/
Peer Relations Onderzoekers Meeting
VNOP;  http://vnop.nl/
VNOP- CAS Research Days, annually in November (https://vnopcascarsearchdays.sites.uu.nl/)

Local research days
CAS research day, annually around April/March

International conferences:
EARA;  http://www.earaonline.org/
EACDP;  https://www.eadp.info/
ESFR;  http://www.esfr.org/
ICPS;  http://www.psychologicalscience.org/
ISSBD;  http://www.issbd.org/
SRA;  http://www.s-r-a.org/
SRCBD;  http://www.srcd.org/
ICIS;  http://www.infantstudies.org/
SSEA;  http://www.sssea.org/
IAFP;  https://iafponline.com/
ISRI;  http://identityisri.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 to 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 March 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 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: 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 1 ECTS
(coordinator: Branje)
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 ), January-February each year Participants: new PhD-students in their first year
II. Research seminar CAS 2 ECTS  
(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 5 ECTS  
(coordinator: Branje)  
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. A form for requesting financial support for organizing a workshop is included at p. 64.  
Participants: all PhD-students enrolled in the program.  

IV. Specialized courses offered by CAS staff  
1 - Publishing in Social Science 1 ECTS  
(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 process itself – how should we present our findings so that they are convincing to our readership? We also discuss how to handle reviews and respond to reviewers’ comments. The course is suited for PhD students in the first few years of their PhD project.  
When: Fall semester, every other year (2019, 2021, etc.)  

2 - Person-Environment Transactions 2 ECTS  
(coordinator: Laceulle)  
Child and adolescent development is typically the result of both individual characteristics (personality, self-regulation, genes, (neuro)biological factors etc.), and characteristics of the environment (parenting, life events, societal norms etc.). Whereas each factor may uniquely
contribute to development, factors often work together and mutually drive both normal and abnormal development. Aim of this course is to increase knowledge about and competence in research on person-environment (PE) transactions. By the end of this course, you will:

1. Have developed a deeper understanding of PE transactions. Papers shall be discussed on topical theoretical frameworks and explore theoretical dimensions important to obtain a fine-grained understanding of PE interactions, such as the explanatory level of PE transactions and sensitive developmental periods.

2. Have knowledge of state-of-the-art research methods that are used to unveil PE transactions.

3. Be able to apply a PE transactional perspective to your own field of research. You will write and get feedback on a research or grant proposal. In this way, you can practice with the gained knowledge in a way that is directly relevant for your own research.

By combining group discussion with an individual goal, you can benefit from each individuals’ knowledge about and competence in research on PE transactions, while at the same time warranting a close connection to your own PhD thesis.

When: The course consists of 4 meetings of two hours each. Each meeting included two parts: a theoretical and a more practical part.

#3 - Conceptual and Methodological Issues in Intervention Research 1,5 ECTS
(coordinator: Koning)
The aim of this course is to develop a deeper understand of conducting intervention research. During this advanced course, which is primarily intended for PhDs who are themselves involved in the intervention research, issues that researchers may encounter will be addressed. These issues concern conceptual, methodological, and practical issues involved in planning and carrying out intervention research, such as: conceptualizing, designing, and testing behavioral/social interventions; 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 ((cost-)effectiveness, moderator/mediator models); issues involved in reporting and publishing of intervention studies (what to report, in which journals; and ethical issues).

As all participants are some way or another involved in intervention research, 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 one’s own analyses, strategies for adequate analyses, an upcoming press release, the tension between science and practice, and so on. In this way, a group-based effort can spur on each individual’s knowledge and skills relevant for conducting intervention research.

When: The meetings take places once in 8 weeks.

#4 – Studying Development: Longitudinal Analyses 2 ECTS
(coordinator: Nelemans)
The aim of this prolonged course is to develop a deeper understanding of longitudinal analyses. Different types of longitudinal analyses will be discussed, depending on the interests of the participants, such as longitudinal measurement invariance models, cross-lagged path analyses (conventional and random-intercept), latent growth models, latent class growth and mixture models, latent transition models, dynamic structural equation modeling, etcetera. A deeper understanding of these analyses is developed by reflecting on and discussing the different types of longitudinal analyses that exist and the different developmental 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 results, etcetera.

As many participants will at least have some basic knowledge of 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.

When: The 8 sessions take place once every ±6 weeks, between October and June. Dates are set together with course participants.

#5 – Tacit Academic Knowledge: Hidden Rules for Academic Success 1.5 ECTS
(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 three 4-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.

When: Spring semester, every other year (2020, 2022, etc.)

#6 – Conducting a Meta-Analysis 2 ECTS
(coordinator: Endendijk)
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.

When: This course will not be offered in the academic year 2019-2020.

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. S. Thomaes

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# Development and Treatment of Psychosocial Problems

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

| **Full professors** | Asscher, J.  
|                     | Baar, van, A. L.  
|                     | Deković, M.  
| **Emeriti**         | Matthys, W.  
|                     | Weijers, I.  
| **Associate professor** | Buist, K.  
|                     | Huijding, J.  
| **Assistant professors** | Buist, K. L.  
|                     | Bodden, D.H.M.  
|                     | Endendijk, J.  
|                     | Reitz, E.  
|                     | Spuij, M.  
|                     | Stikkelbroek, Y.  
|                     | Verhoeven, M.  
|                     | Vermande, M. M.  
|                     | Vossen, H.  
|                     | Vreeke, L.  
| **Postdoc**         | Rasing, S.  
|                     | Noordermeer, S.D.S.  
| **PhD students**    | Bogičević, L.  
|                     | Dijk, R. van  
|                     | Hofstee, M.  
|                     | Loon, A. van  
|                     | Mertens, E.  
|                     | Portengen, C.  

Adolescent development: Characteristics and determinants

**Director:** prof. S. Branje

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| **Associate professors** | Hale, W.  
  Van de Rijt, B. |
| **Assistant professors** | Graaff, J. van der  
  Ham, J. van der  
  Hibbel, B.  
  Monch, M.  
  Nelemans, S.  
  Valk, I. van der  
  Wied, M. de  
  Wijsbroek, S. |
| **Postdocs**             | Becht, A.  
  Geeraerts, S.  
  Hoeben, E.  
  Trifan, T. |
| **PhD students**         | Bernasco, E.  
  Christiaens, A.  
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Youth in Changing Cultural Contexts

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

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4. Overview PhD projects
The YOUTH GOT TALENT project is about optimizing the chances for youth with all socioeconomic and ethnic backgrounds. We want to know why some young people succeed in developing their potential and talent, while others do not. We will enhance our understanding of the processes that contribute to social equality and inclusion among young people. Therefore we want to gain more knowledge about adolescents’ wellbeing, social participation, support from family, friends and teachers, future orientation, perceived discrimination, how much trust they have in different institutes and (groups of) persons and their belief in a just world. What feelings do adolescents get when they think about their future? Do they plan everything out or are they ‘going with the flow?’

In my PhD project I will focus on the relationship between the future orientation and wellbeing of adolescents with different socioeconomic and ethnic backgrounds. This year, 2019-2020, I am responsible for the data collection for our project. We are collecting data from secondary schools students and MBO-students (12 – 20 years of age).
Borderline personality disorder (BPD) is a disorder with major negative long term health and psychosocial consequences. Although BPD features usually first surface during adolescence, the disorder is often not recognized until later in adulthood. Research has also been focused on adults, and therefore little is known about the development of BPD in youth. In recent years the attention for a developmental perspective on BPD has increased, with early intervention programs being developed and implemented for adolescents. HYPE (Helping Young People Early) is one of these programs, developed in Australia and implemented in The Netherlands at GGZ Centraal in 2016. With growing demand, waiting lists for early intervention programs are rising. There is need for a low-key intervention for this at-risk group. This project will develop such an intervention, specifically an app-based intervention. The app aims to decrease one of the core features of BPD, namely self-harm, which is often present since the early teens in patients who go on to develop BPD. The data collected by the app will be analyzed on patterns concerning BPD development. This is a dual PhD-project, carried out by Tessa van den Berg and Anouk Aleva (GGZ Centraal).

Specifically, my research will focus on the effectiveness of the app-intervention on emotion regulation. I will also examine the clinical utility of the intervention. Subsequently, I will look at the predictive value of emotion regulation on the effectiveness of HYPE treatment, and whether the app has an enhancing effect on this.
A large proportion of children and youth in mental health care shows aggressive problem behavior. The prevention and treatment of these problem behaviors is necessary, since this is a serious risk factor for the development of adverse outcomes later in life. Over the past years, knowledge regarding the effectiveness of interventions for aggressive behavior problems has increased. However, the effects of current evidence-based cognitive behavioral treatments (CBT) on children’s aggressive behavior problems are modest at best and do not work for all children. Therefore, it is necessary to examine whether the effectiveness of interventions for children with aggressive behavior problems can be enhanced. Moreover, CBT interventions are expected to be most effective when children’s aggressive cognitions are challenged in emotionally involving social situations since these are the situations that trigger their aggression in real life. Virtual reality allows for such exposure within a controlled treatment context. In addition, virtual reality has been found to enhance treatment motivation, which may foster intervention adherence as well as effectiveness. However, it is yet unknown if virtual reality can enhance treatment effects for children with aggressive behavior problems.

The aim of the present research is to test the effectiveness of an interactive virtual reality intervention for children with aggression problems. Moreover, it is expected that (1) the virtual reality intervention will decrease aggressive behavior problems, (2) in addition will possibly be more effective in treating aggressive behavior problems than current treatments (in which cognitions and skills are being practiced in role plays), and (3) that children will have more treatment motivation. In total, 200 boys aged 8-12 years will be recruited in clinical settings. Children will be randomized into three groups: individual CBT with virtual reality, individual CBT with role plays (active control group), and care-as-usual (passive control group).
Borderline personality disorder (BPD) is a disorder with major negative long term health and psychosocial consequences. Although BPD features usually first surface during adolescence, the disorder is often not recognized until later in adulthood. Research has also been focused on adults, and therefore little is known about the development of BPD in youth. In recent years the attention for a developmental perspective on BPD has increased, with early intervention programs being developed and implemented for adolescents. HYPE (Helping Young People Early) is one of these programs, developed in Australia and implemented in The Netherlands at GGZ Centraal in 2016. With growing demand, waiting lists for early intervention programs are rising. There is need for a low-key intervention for this at-risk group. This project will develop such an intervention, specifically an app-based intervention. The app aims to decrease one of the core features of BPD, namely self-harm, which is often present since the early teens in patients who go on to develop BPD. The data collected by the app will be analyzed on patterns concerning BPD development. This is a dual PhD-project, carried out by Tessa van den Berg and Anouk Aleva (GGZ Centraal).

My part of the research project will target the underlying mechanisms in the development of BPD symptoms, with a focus on interpersonal problems. With a longitudinal approach, we aim to identify risk- and protective factors, which could be used for future treatment to prevent BPD and reduce self-harm among adolescents and young adults.
THE ROLE OF PEERS IN THE DEVELOPMENT OF AUTONOMY AND INTERNALIZING PROBLEMS

Esther Bernasco
Supervisors: Prof. Susan Branje & dr. Evelien Hoeben

In this project I aim to examine the several roles of peers (e.g., friend, bully) in the development of autonomy and internalizing problems with a focus on intra-individual processes. Friendship may be a buffer against the negative effects of victimization, but it’s unclear which aspects of friendship are responsible for this buffering effect. Friendship may also have a negative effect, when two friends rehash the same problem over and over against, a concept known as co-rumination. I also aim to examine how trajectories of victimization and autonomy development are affected by school transitions. The project is embedded in the INTRANSITION project, a longitudinal, multi-method, multi-informant project that studies development across school transitions. Data collection combines questionnaires, observation data and experience sampling methods to record data on development from minute-to-minute, day-to-day and over the years.
PREDICTORS AND OUTCOMES OF PROBLEMATIC SOCIAL MEDIA USE

Maartje Boer
Supervisors: Prof. Catrin Finkenauer. Dr. Regina van den Eijnden, dr. Gonneke Stevens

My research focuses on problematic social media use among adolescents. Social media use is considered to be problematic when people show addictive characteristics, for example when hobbies or other activities are displaced by social media use. In the dissertation, we investigate what type of social media behavior is typical to problematic social media use (e.g. active or passive use, number of profiles, frequency of use). We also study whether certain behaviors precede or follow after problematic social media use, particularly ADHD-related behaviors and aspects of well-being, using longitudinal data. In addition, we aim to study which contexts may contribute to problematic social media use by looking at classroom composition and social media behavior in school classes, for which we will use data from adolescents in 335 school classes. Finally, we will study predictors of problematic social media use using cross-national data on adolescents from several European countries.

We aim to address these questions by taking advantage of longitudinal data from the 'Digital Youth Project' (DiYo) as well as cross-national data from the WHO-collaborative international 'Health Behavior in School-aged Children'-study (HBSC), in which 48 countries in regions across Europe participate. I was actively involved with the data collection of the Dutch HBSC-study, in which 9000 adolescents from primary and secondary schools participated (11-18 year) in October and November 2017.
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.
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.
INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT OF IDENTITY AND THE SELF IN ADOLESCENTS.

Annabelle Christiaens
Supervisors: Prof. Susan Branje

The development of a coherent and stable sense of self is an important task during adolescence and is an indicator of positive psychological development. Taking on new social roles during this period is considered as a driving force in psychological maturation (i.e. maturation of a sense of self and personality). A period where every adolescent has to consider their next step in life and take on new social roles is during school transition phases. When studying the experiences of adolescence before and after their transition from primary to secondary school or from secondary to tertiary school, we can study individual development during this transition.

In relation to the study of the self, most individuals show overall stability in their development of the self and move towards identity maturation. However, a large minority experiences difficulty in making strong commitments and remain "stuck" in the process of identity formation. Therefore, it is important to understand individual differences in the process of identity development and the development of a coherent and stable sense of self. The main goal of my project is to answer the question of why some individuals are able to transition to identity maintenance processes while others are stuck in identity formation without being able to make stable commitments.

Specifically, in my project I will examine individual differences in the development of identity and the self in (late) adolescents during the school-transition phase. For example, the transition from high school to a follow-up education (MBO / HBO / WO in the Netherlands) is a key moment during adolescents where at the age of 16-18 are forced to commit to a specific education in order to prepare for vocational adult life. The INTRANSITION project follows 800 middle to late adolescents who are preparing for this transition, making this transition or have already made the transition. Within this project I will examine the effect of school transitions on the development of identity from multiple perspectives in order to understand how the transition effects the development of identity and what factors serve as vulnerability or protective factors during this transition.
DEVELOPMENT OF THE SELF FROM ADOLESCENCE INTO EMERGING ADULTHOOD: THE ROLE OF LIFE TRANSITIONS AND VARIABILITY IN SELF-PERCEPTIONS

Marloes van Dijk
Supervisors: Prof. Wim Meeus, Prof. Susan Branje, dr. Bill Hale

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.
FAMILY BREAK-UP, SYSTEM BREAK-DOWN: DYNAMIC POST-DIVORCE PROCESSES AND CHILD ADJUSTMENT OVER TIME

Rianne van Dijk
Supervisors: Prof. Maja Deković, Prof. Susan Branje, dr. Inge van der Valk

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.
Conscience is a multi-facets concept that concerns children’s conduct (e.g., internalization of rules), emotion (e.g., empathy), and cognition (e.g., moral judgment). Conscience is said to be one of the most important socialization milestones in early childhood. To understand conscience development as well as parental socialization in early years, we take a person × environment transactional perspective in the PhD project. First, at an individual-development level, we focus on the relations between conscience and other social (mal)adjustments, such as externalizing problems or prosocial behaviors. Second, at an environmental-dynamic level, we focus on how cultural factors, age differences, and parental cognition or emotion impact parenting behaviors. Third, at a person × environment-transaction level, we test how child characteristics moderate the associations between contextual factors and conscience or how contextual factors moderate the associations between child characteristics and conscience. Specifically, child characteristics are focused on temperamental indicators of regulation and reactivity and contextual factors are focused on family environment, parenting behaviors, and parental cognition/emotion.

To investigate these questions, we work on four datasets. Two longitudinal observational datasets of Chinese children and their families are used (BELONGS 2010, a 7-wave study with participants tracked from 6 to 84 months; BELONGS 2015, a 4-wave study with participants tracked from 6 to 36 months). Another two large-sample survey datasets are from both the Netherlands (CECPAQ-Dutch) and China (CECPAQ-China) and are used to examine the predictors and outcomes of parenting behaviors at ages of 1-4.
THE INTERPLAY OF MIGRANT STATUS AND SOCIOECONOMIC STATUS ON ADOLESCENTS’ MENTAL HEALTH.

Elisa Duinhof
Supervisors: Prof. Anneloes van Baar, dr. Marjolein Verhoeven

In Europe, research addressing the risk of migrant adolescents for reporting mental health problems have come up with mixed findings. One explanation for these mixed findings is that associations between migrant status and adolescent mental health may be confounded by others factors, such as adolescents’ socioeconomic status. Previous studies on the relationship between migrant status and adolescent mental health mostly included socioeconomic status as a control or mediating variable, thereby neglecting that migrant status and socioeconomic status can interact and jointly impact adolescents’ mental health. Using data from the international Health Behaviour in Schoolaged Children project (HBSC) this PhD project examines the mental health of adolescents in the Netherlands and Europe. More specifically, it will take a closer look at the joint impact of migrant status and other confounding factors, such as socioeconomic status, on adolescents' mental health.
In the coming years I will investigate the association between socioeconomic status on one hand, and the development of behavioral control and social competence in adolescence on the other hand. I expect to primarily use data from the YOUth and TRAILS cohorts. There is a lot of relevant information and knowledge available within the CAS network to further disentangle this association. My starting period will evolve around reading literature, specifying research questions, and selecting appropriate analyses. With Wilma Vollebergh and Margot Peters as my supervisors I believe we will get a better insight into the underlying processes of ‘the intergenerational transmission of inequalities’. I invite everyone to call or e-mail me anytime with tips on longitudinal analyses, getting the most out of your PhD, or amazing running-events!”
Rob Gommans

Supervisors: Prof. Tom ter Bogt, dr. Gonneke Stevens, Prof. Toon Cillessen (Radboud University)

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.
Suzanne Geurts  
*Supervisors: dr. Regina van den Eijnden, dr. Ina Koning, dr. Helen Vossen*

Society has come to depend on the many advantages that digital devices bring, such as rapid access to information and instant communication. However, preliminary evidence shows that there are also negative consequences associated with the use of digital media, potentially leading to serious cognitive, psychosocial and physical health problems. This makes it imperative to investigate protective factors of excessive digital media use among youth, where parents are indispensable as they are the most important socialization agents in children’s lives and digital media use at early ages most often takes place at home. While several studies have examined how parents should guide their children to safely use the Internet, information on effective parenting is limited due to the fact that nearly all studies are cross-sectional, single-informant, related to only one aspect of online behavior (e.g. social media use) and based on self-reports only. Therefore, a better understanding of what is going on in the family setting is needed to equip parents with the necessary tools to guide their children towards a healthy use of digital media.

In my PhD project, a longitudinal, multi-perspective (all family members) and multi-method design will be applied to obtain valid and innovative knowledge that will guide the development or refinement of intervention programs to prevent excessive digital media use among youth aged 8-18 years. The research questions that we aim to address are: Which parenting behaviors and dynamic family processes do effectively contribute to the prevention of excessive digital media use among youth? How is the effect of parenting and dynamic family processes on youth’ excessive digital media use different for subgroups of youth and families? And what are important mechanisms (e.g. self-control, social comparison processes) underlying these effects? We will collect data from families (two parents and at least two children between 8 to 18 years) by combining interviews and questionnaires with objective measures (screen time tracking app and wearable social sensors).
EARLY DEVELOPMENT OF SELF-REGULATION: THE INTERPLAY BETWEEN BRAIN, BEHAVIOR AND ENVIRONMENT

Marissa Hofstee
Supervisors: Prof. Maja Deković, dr. Jorg Huijding

Self-regulation, which is defined as the ability to automatically or purposely control thoughts, feelings and behavior, is predictive for development in many domains in life. For instance, competent self-regulation is associated with higher academic competence and lower vulnerability to externalizing and internalizing problems. The concept self-regulation and related constructs are widely studied, but many of the previous studies focus either on environment or brain development independently. However, brain development is also formed by environmental experiences, particularly those during early sensitive or critical periods. Therefore, in this project, we will examine a longitudinal mediation model of self-regulation with a multi-method approach including both behavioural and neuroimaging measures.

To examine this longitudinal mediation model of self-regulation, data from the baby and child cohort of YOUth will be used. The YOUth cohort follows children from before birth until the age of 6 with repeated measurements of brain and behavioural development. The YOUth cohort is part of the NWO Gravitation Consortium on Individual Development (CID) and the Strategic Theme Dynamics of Youth.
CHANGES IN PARENT-CHILD RELATIONSHIP FROM IN TRANSITION TO EMERGING ADULTHOOD

Rengin İşik
Supervisors: Prof. Susan Branje, dr. Linda Breeman

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.
EFFECTIVENESS AND WORKING MECHANISMS OF THE YOUTH INITIATED MENTORING (YIM) APPROACH TO PREVENT OUT-OF-HOME PLACEMENTS OF YOUTH

Natasha Koper
Supervisors: Prof. Susan Branje, Prof. Geert-Jan Stams (UvA), dr. Hanneke Creemers (UvA), Levi van Dam (stichting JIM)

Out-of-home placements may negatively impact children’s lives and their development. At worst, out-of-home care may increase children’s problem behavior and deteriorate relationship quality with family members. At best, out-of-home care is as effective as outpatient care, despite its much higher costs. Thus, out-of-home care warrants reconsideration. An innovative approach in outpatient youth care, is the Youth Initiated Mentoring (YIM) approach, in which youth nominate a mentor from among the non-parental adults within the existing social network (e.g., neighbors, family friends, extended family members). These natural mentors provide the youth with support and advise formal youth care professionals, thus combining informal and formal care. Existing youth-care intervention programs are embedded within the YIM approach. Thus, the YIM approach is an addition to care as usual, and aims to strengthen the effects of intervention programs by means of the natural mentor.

This PhD research project has three main objectives:
1. First, we aim to examine which families position a YIM and why.
2. Second, we aim to examine the effectiveness of the YIM approach by comparing the YIM approach (i.e., intervention group) with other systemic family interventions in youth care (i.e., control group with care as usual). Our goal is to gain knowledge on whether the YIM approach is associated with changes in a) family’s resilience (+), b) family relationship quality (+), c) parenting skills (+), d) youth’s overall wellbeing (+), e) youth’s emotional and behavioral problems (-), f) youth safety (+), and g) number, duration and type of out-of-home placements (-).
3. Third, we aim to generate knowledge about the working mechanisms of the YIM approach. Specifically, we examine whether the YIM approach is associated with increases in a) youth-YIM relationship quality, b) family’s social resourcefulness, c) shared decision making, d) treatment motivation, and whether these factors potentially mediate the effect of the YIM approach on the outcome variables.
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.
Youth with Mild to Borderline Intellectual Disabilities (MBID) display more behavioral problems than children without MBID, and behavioral problems are more likely to persist later in life in youth with MBID. This highlights the importance of effective, evidence based treatment programs to minimize behavioral problems for youth with MBID. However, standard cognitive behavioral therapy (CBT) protocols are difficult for youth with MBID and behavioral problems, due to their limited cognitive abilities and other social and psychological and environmental risk factors. Therefore, an enhanced CBT protocol for youth with MBID and behavioral problems (‘Meer zelfcontrole, minder boos’) has been developed, incorporating strategies to cope with these challenges. However, there is limited understanding of 1) the efficacy of CBT for MBID youth with behavioral problems, 2) how heterogeneous characteristics of youth with MBID and behavioral problems interact with CBT-characteristics, and 3) the therapeutic process in relation to treatment outcome.

The main goal of my PhD project is to optimize treatment for youth with MBID and behavioral problems. Specifically, I will test: a) if the newly developed enhanced CBT-program results in significant decreases in behavioral problems, b) how heterogeneous risk factors (e.g. variability in executive functioning) interact with treatment characteristics (i.e. cognitive restructuring, homework assignments), and c) how the therapeutic process (i.e. alliance, treatment comprehension) interacts with the change process in youth with MBID and behavioral problems. Timely and targeted treatment of youth with behavioral problems and MBID will reduce the suffering of these youth and their families, and may also prevent the development of mental health problems and improve functioning later in life.
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).
Amanda van Loon
Supervisors: Prof. Jessica Asscher, Prof. Michiel Westenberg (Leiden University), dr. Hanneke Creemers (UvA)

This project is a collaboration with Leiden University and aims to strengthen the connection between education and youth care and aims to promote the mental health of adolescents. A Response to Intervention model is developed for the approach of school-related stress in secondary school. This is a multi-tier approach for early detection and support of vulnerable students. In phase one, first and second year high school students receive three classical and interactive lessons about stress. This part of the study is investigated by Leiden University. In phase two, students who want more help can self-select themselves for one of the skills-training programs offered by the study (performance anxiety, social skills or emotion regulation training). My PhD project examines the effectiveness of these school-based skills-training programs in a randomized controlled trial for each program. A multi-method (i.e. questionnaires and physiological measurements) and multi-informant (i.e. students, parents and trainers) approach is used to investigate the effects on specific goals of the program, stress, well-being, internalizing and externalizing behavior and self-esteem. Moderator effects of student, parent and trainer characteristics are also examined, as well as program integrity.
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.
LINKS OF EMPATHY AND PROSOCIALITY TO THE PROVISION OF EMOTIONAL AND AUTONOMY SUPPORT: AN INVESTIGATION ACROSS RELATIONSHIPS AND GENERATIONS

Marije van Meegen
Supervisors: Prof Susan Branje, dr. Jolien van der Graaff

The self-determination theory (SDT) states that satisfaction of basic psychological needs such as autonomy and relatedness is associated with positive developmental outcomes. Empathy and prosociality may be crucial to the ability to provide a context in which the needs for relatedness and autonomy are satisfied. However, longitudinal research on the roles of empathy or prosociality in relationships and parenting is scarce. The few available studies are limited and focus mainly on parent-child relationships and are mainly based on self-reports. Therefore, in this PhD project, we aim to examine the intergenerational transmission of empathy and prosociality across relationships and across three generations using a multi-informant, multimethod, and longitudinal design. We will examine the bidirectional effects of autonomy and emotional support on prosocial behavior in relationships with parents, siblings, and best friends. Moreover, we will investigate need supportive parenting as a potential mediating mechanism in the intergenerational transmission of empathy and prosociality. We will use data from the ongoing larger project Adolescent Development and Relationships (RADAR).
SOLID AS A ROCK, FLEXIBLE AS WATER? IMPROVING STUDENTS’ PSYCHOSOCIAL WELLBEING IN PREVOCATIONAL SCHOOLS

Esther Mertens
Supervisors: Prof. Maja Deković, dr. Ellen Reitz

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.
Development of a coherent and stable sense of identity is a key developmental task in adolescence, for which youth need to figure out who they are and how they came to be that person. Past studies have examined how identity develops throughout most of adolescence, but this research has mostly started from secondary school onwards, leaving it unclear how the impact of the primary-to-secondary-school transition impacts early adolescent development. Moreover, past research has largely examined the process of identity development at a between-person level, informing us about how older youth generally have a more matured identity than do younger adolescents, but not giving us insight into how youth develop over time. In my PhD, which is part of the larger INTRANSITION project, I will focus on examining identity development around the transition from primary to secondary school in a sample of 400 youth. In addition, I am interested in examining what factors in the individual and environment make that some adolescents adapt better than others, and also in investigating outcomes of early adolescent identity development.
From birth onwards, gender shapes the way children are parented, talked to and the reactions of others to boys’ and girls’ behaviors, activities and preferences. These so-called gendered socialization processes often happen unconscious and implicitly, and are therefore best captured with neuroscientific measures. Although much research has dedicated itself to untangling the biological and environmental determinants of gendered behavior, there is very little research on the underlying processes of gender socialization. Knowledge about these underlying mechanisms is important, because it can increase our understanding of the roots of gender inequality in early childhood.

Previous research already established a link between mothers’ neural activity and the way they communicate gender stereotypes to their child. The current project aims to expand this research, to see which neural processes are involved in maternal and paternal gender socialization and whether these differ between daughters and sons. This should provide us with more insights into whether gender socialization is elicited by the children’s gender and behavior or whether parents actively shape them towards gender-appropriate behavior.

For the present project, we will assess the relations between mothers’ and fathers’ observed gender socialization practices with their preschool children (ages 3–5) and neural activity to gendered child stimuli, measured with electroencephalography (EEG). We will examine parents’ neural activity towards pictures of their daughters versus sons and towards boys and girls that confirm or violate gender expectations. We will further investigate how these neural activity patterns translate to gender socialization practices of parents with their own children, and gender differences in their children’s preferences and behavior.
WHERE DO I BELONG? CHILDREN IN MULTI-RESIDENT FAMILIES

Zoë Rejaën
Supervisors: Prof. Susan Bronje, dr. Inge van der Valk, Prof. Wendy Schrama

Children’s need to belong is a fundamental human desire to be connected to a group, and to be involved in close and secure interpersonal relationships. Belongingness has strong positive effects on health, adjustment, and well-being. Children’s sense of belonging originates from their first strong relationships, usually with parents or other primary caregivers. Accordingly, the family is the first unit to which children belong, later followed by their school, neighborhood, and community, with each domain having a substantial effect on their development and psycho-social adjustment. As children grow into adolescence, time spent with family typically decrease, while engagement with school, peers, and community increases. Yet, adolescents still need their families as stable foundations from which to move out into the world and gain independence and autonomy.

However, each year, a considerable number of children experience the divorce or separation of their parents. This typically results in moving, disruptions in family routines, and increased instability in children’s lives. What happens to a child’s sense of belonging when growing up in a family of divorce? Our multidisciplinary research team will explore which individual, parent-child, inter-parental, school, neighborhoods, digital media, and legal factors are important to consider, to prevent these children’s sense of belonging from being threatened. We aim to include 250 post-divorce families in a 3-wave longitudinal study, combining both quantitative as qualitative methods.
I will spend the upcoming four years investigating the complex processes that influence the development of socioeconomic health disparities during adolescence and young adulthood. Special attention will be paid to the role of both social causation and selection mechanisms in influencing young people’s health (behaviours) and educational trajectories. During the first part of my research project, I will look at whether changes in substance use behaviours precede changes in educational trajectory (selection) or vice versa (causation). My research will mainly be based on the TRAILS dataset.
Adolescents often show characteristics and behaviors that resemble those of their parents. Particularly, problem and interaction behaviors are often observed to inadvertently continue from one generation to the next. However, much remains unknown about the extent to which intergenerational associations are due to transmission from parents to their children and which mechanisms underlie this transmission. At the same time, parental behaviors might not only shape child behaviors, but these associations might be bidirectional in that parent and child reinforce each other’s behaviors.

Using a longitudinal approach, my PhD project focuses on the intergenerational transmission of both psychopathology and relationships among up to three generations. We will investigate the reciprocal associations between parental and adolescent psychopathology and relationships to test whether they are driven by intergenerational transmission, or convergence, and to assess their long term effects on adolescent development. Additionally, we will examine the underlying mechanisms that determine the transmission (or convergence) of psychopathology and relationships in adolescence by investigating the mediating role of emotional states and the moderating role of polygenic risk scores.
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.
USING INTERACTIVE VIRTUAL REALITY EXPOSURE TO UNDERSTAND AND TREAT AGGRESSIVE BEHAVIOR PROBLEMS IN YOUTH

Rogier Verhoef
Supervisors: Prof. Bram Orobio de Castro, Prof. Sander Thomaes

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.
YOUTH GOT TALENT: OPTIMISING YOUTH POTENTIAL FOR SOCIAL PARTICIPATION, HEALTH, AND WELLBEING

Dom Weinberg
Supervisors: Prof. Catrin Finkenauer, dr. Gonneke Stevens

The Netherlands is at or near the top of the international rankings in income, housing, health status, safety, and education, yet despite the opportunities that this provides, young people from disadvantaged backgrounds are increasingly likely to fall behind in a number of life domains. The SES-health gradient refers to the robust link between low socioeconomic status (SES) and less youth social participation, poorer (mental) health, and lower wellbeing. However less is known about how this gradient depends on the national and neighbourhood environment, and is moulded by social, cultural, legal, and political contexts. Existing research has mostly adopted a risk perspective to explain the SES-health gradient (e.g. examining stress, feelings of relative deprivation and stigma) to the detriment of understanding the importance of positive processes, such as adolescents’ goals and ambitions, creativity, hope and autonomy. These gaps in our understanding are highly problematic, because adolescence and young adulthood are pivotal life phases, when young people are thinking about their future and goals, in which socioeconomic status, social participation, (mental) health, and wellbeing are formed. The YOUth Got Talent project is therefore an inter- and transdisciplinary approach to understanding the relationships between socioeconomic status and youth development and health.

In sum, my project is about better understanding socioeconomic status, and its relationship with adolescent health, wellbeing and social participation. I am using existing data from sources including HBSC (Health Behaviour in School-aged Children) study, and PIAMA (The Prevention and Incidence of Asthma and Mite Allergy birth cohort), as well as new data being collected in the Youth Got Talent project.
CHARACTERISTICS OF CHILDREN’S OVERESTIMATION AND EXPLORATION OF POSSIBLE INTERPRETATIONS - A COMPARATIVE STUDY OF CHILDREN IN CHINA AND THE NETHERLANDS

Mengtian Xia
Supervisors: Prof. Sander Thomaes, dr. Astrid Poorthuis

Overestimation of young children is an important topic in the field of developmental psychology. On the one hand, the individual’s perception and evaluation of one’s own ability is an important part of the self-concept. On the other hand, an individual’s ability to estimate his or her performance in a task is a form of metacognition. Therefore, the research of overestimation can not only help us to further understand the emergence and development of self-concept, but also allow us to further explore the concept of metacognition.

Given that previous studies were mainly targeted at children from the US and rarely involved children from other countries, it is unclear whether children’s overestimation is universally observed during development, or whether cultural differences influence the extent to which children overestimate their performance. Therefore, the present study will address the question whether children from the Netherlands and China also overestimate their performance. Second, the study will further serve as a complement to the predecessors’ conclusions as to whether children differ in their estimates of others’ performance and their own performance. Finally, the study will also examine whether past experiences affect children’s predictions, in other words, whether children can incorporate past experiences into their estimates.

Young children who are attending kindergartens/preschool from the Netherlands and China will be recruited to participate in the study.
### 5. Utrecht Center (Alumni) CAS PhD Students

<table>
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<tr>
<th>Name/Money stream</th>
<th>Master</th>
<th>Start - Year of PhD</th>
<th>Current employment</th>
<th>Grants</th>
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<tr>
<td><strong>A. Menting / 3d</strong></td>
<td>Psychology</td>
<td>2007-2012</td>
<td>Ass prof UU, Developmental Psychology</td>
<td></td>
<td>Orobio de Castro, Matthys</td>
</tr>
<tr>
<td><strong>C. Put / ZonMw</strong></td>
<td>Psychology</td>
<td>2007-2012</td>
<td>UD UvA</td>
<td></td>
<td>Deković</td>
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<tr>
<td><strong>K. Schoemaker / UU</strong></td>
<td>Pegagogics</td>
<td>2007-2012</td>
<td>Post doc VU; Behavioral Scientists at de William Schrikker Groep</td>
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<td>Mathijs, Deković</td>
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<td><strong>M. Spuij/ZonMw</strong></td>
<td>Pegagogics</td>
<td>2007-2012</td>
<td>Ass prof UU, Pedagogics</td>
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<td>Boelen, Deković, Prinzie</td>
</tr>
<tr>
<td><strong>K. Stals/ 3d</strong></td>
<td>Psychology</td>
<td>2007-2011</td>
<td>senior medewerker at NJI</td>
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<td>Van Yperen</td>
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<tr>
<td><strong>Stoltz, S. / ZonMw</strong></td>
<td>Pedagogics</td>
<td>2007-2011</td>
<td>Ass prof RUN, Developmental Psychology</td>
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<td>Deković, Prinzie, Orobio de Castro</td>
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<tr>
<td><strong>A. van den Akker /UU</strong></td>
<td>RM</td>
<td>2008-2012 CL</td>
<td>Ass prof UvA, Pedagogics</td>
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<td><strong>S. Boelema/UU</strong></td>
<td>Psychology</td>
<td>2008-2014</td>
<td>Neuropsychologist, UMCU</td>
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<td><strong>A. Kepper/ZonMw</strong></td>
<td>Criminology</td>
<td>2008-2013</td>
<td>Lecturer at Amsterdam University of Applied Sciences</td>
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<tr>
<td><strong>M. de Looze (UU)</strong></td>
<td>RM</td>
<td>2008-2013 CL</td>
<td>Ass prof UU, Interdisciplinary Social Science</td>
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<tr>
<td><strong>J. Rijlaarsdam /ZonMW</strong></td>
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<td><strong>T. van Rooij /ZonMw</strong></td>
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<td>2008-2011</td>
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<td>Van den Eijnden</td>
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<td><strong>H. Schuuringa / ZonMw</strong></td>
<td>Health</td>
<td>2008-2012</td>
<td>Ass prof UU, Developmental Psychology</td>
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<tr>
<td><strong>P. Helmond /3d</strong></td>
<td>RM</td>
<td>2008-2012</td>
<td>Researcher IVO</td>
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<tr>
<td><strong>S. Mulder / ZonMw</strong></td>
<td>Pedagogics</td>
<td>2008-2013</td>
<td>Postdoc UU</td>
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<tr>
<td><strong>D. vd Giessen/ NWO</strong></td>
<td>RM</td>
<td>2009-2013</td>
<td>Ass prof UvA, Pedagogics</td>
<td></td>
<td>Meeus, Branje</td>
</tr>
</tbody>
</table>

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2 Only CAS-supervisors are shown in table. We acknowledge the contribution of the colleagues not from CAS-UU: Prof. Brinkgreve, Prof. Sijtsma, 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. Ornel, 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>J. van der Graaff/ NWO</td>
<td>RM</td>
<td>2009-2014</td>
<td>Ass prof UU, Pedagogics</td>
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<td>T. Jansen/ZonMw</td>
<td>RM</td>
<td>2009-2012</td>
<td>Post-doctoral Fellow, Brown University, US</td>
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<td>G. Kocken / Ext</td>
<td>Psychology</td>
<td>2009-2013</td>
<td>Clinical Psychologist</td>
<td>Orobio de Castro</td>
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<td>P. Leijten / ZonMw</td>
<td>Psychology</td>
<td>2009-2013</td>
<td>Ass prof UvA, Pedagogics</td>
<td>Orobio de Castro, Thomaes</td>
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<tr>
<td>M. Malmberg / Ext</td>
<td>RM</td>
<td>2009-2013</td>
<td>Senior Researcher, Dutch Youth institute (NJI)</td>
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<tr>
<td>J. Nieuwenhuis/ UU</td>
<td>RM</td>
<td>2010-2014</td>
<td>Post doc– Delft University of Technology, Faculty of Architecture and the Built Environment</td>
<td>Meeus</td>
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<td>M. Peeters/ZonMw</td>
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<td>2009-2014 CL</td>
<td>Ass prof UU, Interdisciplinary Social Science</td>
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<td>C. Paalman / 3d 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>Lecturer/researcher Fontys University of Applied Sciencesl Eindhoven</td>
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<td>E. Verhulp/ZonMw</td>
<td>RM</td>
<td>2009-2013</td>
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<tr>
<td>E. Vermeulen-Smit/Ext Health Sciences</td>
<td>2009-2012</td>
<td>Researcher Trimbos Institute</td>
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<td>Van Goethem / UU</td>
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<td>S. Knuiman /UU</td>
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<td>2009-2015</td>
<td>Lecturer UU, Pedagogics</td>
<td>Van Baar, Hoksbergen, Rijk</td>
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<tr>
<td>Y. Stikkelbroek / Zon MW</td>
<td>Psychology</td>
<td>2011-2016</td>
<td>Ass prof UU, Pedagogics &amp; Clinical psychologist, researcher and head of post-academic psychological education, GGZ Oost BrabantClinical work</td>
<td>Van Baar, Bodden</td>
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</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 achievement award:** 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)

<table>
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<th>Institution/Role</th>
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<tr>
<td>M. De Jong/UU</td>
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<td>H. Jansens/NWO</td>
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<td>K. Pattiselanno/NWO</td>
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<td>DASCA (CL)</td>
<td>2012-2016 CL</td>
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<td>N. Mercer/NWO</td>
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<td>P. Emmerink</td>
<td>RM</td>
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<td>A. van Dijk/NWO</td>
<td>Psychology</td>
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<tr>
<td>Z. Luan</td>
<td>Psychology</td>
<td>2013-2017</td>
<td>Van Aken, Poorthuis</td>
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AIP (Italian Association of Psychology) award for the best poster presented by a young Researcher: Crocetti (2013)
SRIF best dissertation award: Crocetti (2009), Klimstra (2011)
Thrasher Foundation (Medical Research grants) Early career award: Abubakar-Ali (2011)
Pro Futura Award by the Swedish Collegium for Advanced Studies (SCAS): Zalk (2013)

Awards National:
National Public Health Award for best dissertation: van der Vorst (2007)
Kind-en-Adolescent International Travel Award: Koning (2008)
Ruigrok award: Keijzers (2011)
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)
Best publications within the NWO program Youth and Family 2016: Doornwaard, Brummelman, Van de Bongardt
Zorg Onderzoek Nederland, Medische Wetenschappen (ZonMW), ZonMw Parel: Valk (2013)
ZonMw Parel: Leijten (2015)

CAS award for the best PhD article:
2014 - Brummelman
2015 - Van de Bongardt
2016 - Defoe
2017 - Slagt
2018 - Becht
2019 – Laninga-Wijnen

CAS award for the best PhD dissertation:
2012 - De Koning
2014 - van den Akker
2016 - Brummelman
2018 - Slagt
6. Attachments

6.1 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.
6.2 Regulations article and dissertation awards

Regulations for the CAS article award

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 qualifying\(^1\) CAS Ph.D. student who is the first author, (b) written as part of the dissertation during the Ph.D. training period, and (c) published\(^2\) in an international peer-reviewed SSCI or SCI journal between July 1, 2015 and December 31, 2016.

\(^1\)Qualifying 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.

\(^2\)By 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 (a.m.d.horstman@uu.nl; 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 (a.m.d.horstman@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.
6.3 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 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.
6.4 Request financial support for organizing a seminar, lecture or workshop

A. Applicants

Main Applicant:
Organizers:

B. Content seminar, lecture or workshop

Preliminary title:
Date and duration:
Location:
Format:
Research area:
Research theme:
Goals:
Target audience:

Preliminary programme:

C. Budget summary

For example:

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