

COURSE SYLLABUS

Introduction to Interventions in Childhood, 15 credits

Introduction to Interventions in Childhood, 15 högskolepoäng

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| Course Code: | LIIR25 | Education Cycle: | Second-cycle level |
| Confirmed by: | Director of Education Jun 3, 2016 | Disciplinary domain: | Health sciences (75%) and education (25%) |
| Valid From: | Autumn 2016 | Subject group: | BU2 |
| Version: | 2 | Specialised in: | A1N |
| Reg number: | HLK 2016/2165-313 | Main field of study: | Child Studies |

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe the construct of children in need of special support from different international perspectives
- describe the concepts of participation and intervention
- describe risk, prevention, and resilience in childhood
- relate interventions to inclusion and participation in everyday life situations
- recognize political, social and cultural dimensions in conceptualization of risk, functioning, long term conditions and disability in childhood in an international perspective

Skills and abilities

- compare interrelationships of policy-practice and research in childhood interventions from an international perspective
- recognize universal conventions on rights of children and practices in childhood
- describe child functioning
- use a system theory approach when describing childhood functioning and identifying needs of special support in an international perspective
- critically reflect upon and discuss professionals ethnical considerations in relation to interventions
- produce papers with linguistic rigor and formality that consistently comply scientific methods of presentations

Judgement and approach

- evaluate the mediating role of the environment in a child's everyday functioning and participation
- evaluate inclusion and participation as a framework in childhood interventions

Contents

The course provides an introduction to

- Children's functioning and children in need of special support
- Systems theory and a bio-psycho-social model for assessment and intervention
- Risk, prevention, and resilience
- Inclusion and participation
- Philosophies, orientation and constructs in childhood interventions in an international perspective
- Theoretical perspectives on interventions in childhood
- Research on children in need of special support
- Ethical considerations in childhood

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

The applicant must hold the minimum of a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) within health and caring sciences, behavioural science, social work, or educational sciences, including independent, theoretical based work- i.e. a thesis or equivalent. Proof of English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the vice dean of education.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Mandatory module assignments (four), such as papers and presentations, are graded as Pass or Fail.

At the end of the course, the students will be examined by one individual paper that will also be presented orally (graded A-F).

Registration of examination:

| Name of the Test | Value | Grading |
|------------------|------------|----------------|
| Examination | 15 credits | A/B/C/D/E/FX/F |

Other information

The course requirements are to follow streamed lectures, read required literature, deliver written assignments on time, contribute to group papers and presentations, and participate actively in seminars.

The course is provided in half pace. It is structured as off-campus studies individually and in group, in addition to two mandatory seminar days at campus each month. The structure of the course requires students to work independently. As a digital e-learning system is used, access to computer and computer experience are of importance.

Course literature

IOM (Institute of Medicine) and NRC (National Research Council). (2012). *From neurons to neighborhoods. An Update: Workshop Summary*. Washington D.C.: National Academy Press
http://www.nap.edu/catalog.php?record_id=13119

Mitchell, David (2014). *What really works in special and inclusive education. Using evidence-based teaching strategies*. 2nd edition. New York: Routledge (eBook)

Mpofu, E., & Oakland, T. (Eds.). (2010). *Rehabilitation and health assessment. Applying ICF guidelines*. New York: Springer Publishing Company.

Mukherji, P., & Albon, D. (2011). *Research methods in early childhood. An introductory guide*. London: Sage Publications Ltd.

NRC (National Research Council) and IOM (Institute of Medicine). (2000). *From neurons to*

neighborhoods: The science of early childhood development. Washington D.C.: National Academy Press. http://www.nap.edu/openbook.php?record_id=9824 Selected chapters

Shonkoff, J. P. & Meisels, S. J. (Eds.). (2000). *Handbook of early childhood intervention* (2nd ed.). Cambridge, England: Cambridge University Press.

UN(1989). Convention on the Rights of the Child. http://www.unicef.org/crc/index_30197.html

WHO. (2007). *International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)*. Geneva: World Health Organization.

http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf

In addition: Scientific articles. Reports and documents from for example OECD, UNESCO, UNICEF

Reference Literature

Citing Sources – How to Create Literature References. <http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University*. <http://pingpong.hj.se/public/courseId/10565/publicPage.do>