JÖNKÖPING UNIVERSITY

CHILD

INSTITUTET FÖR HANDIKAPPVETENSKAP
SWEDISH INSTITUTE FOR DISABILITY RESEARCH

Interventions in Childhood

International master's program (60 / 120 ECTS)

Program guide

2016

Revisions may occur

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Welcome to Jönköping University and CHILD

This study guide provides you with an overview of the master's program Interventions in Childhood. The same information concerns to you who applied to the one and two-year program as you who plan to follow the program full pace and half pace. Full pace students follow two parallel courses, whereas half pace students attend single courses, one at the time. Courses are implemented partly on distance and partly on campus. They include readings, streamed lectures, seminars, and group activities.

Program affiliation

The program is closely connected to the **CHILD** (Children-Health-Intervention-Learning-Development) research program at the Schools of Education and Communication (HLK) and Health and Welfare (HHJ) at Jönköping University (http://ju.se/en/research/research-groups/child.html). CHILD is associated with the Swedish Institute for Disability Research (**SIDR**), which is a cooperation between the universities of Linköping, Örebro, Jönköping (www.liu.se/ihv). CHILD's research leader is professor Mats Granlund, and research coordinator is Cecilia Allegrind.

Further information about the university and its schools, you will find at http://ju.se/en.html

Responsible professors of the program are Mats Granlund and Eva Björck-Åkesson.

Responsible coordinator of the program is Madeleine Sjöman, madeleine.sjoman@ju.se, phone +46 (0) 36 10 17 83

Every course has a **course leader** and one or more course examiners. The course examiner has the responsibility concerning the examination of course and grades.

Study guides will be provided for each course.

Program and Course Introduction

The program starts on Monday during the international introduction (see separate schedule). There is a general welcome meeting for international students at Jönköping University. International students in the program Interventions in Childhood will then meet lecturers for the ***program roll call*** where you will be provided information about additional lectures and activities for this program. The international introduction week includes general information, such as IT, rights and responsibilities, student health services, international office, the police, tax authorities etc. It is highly recommended that students follow this schedule.

Title of qualifications

Degree of Master of Science with a major in Child Studies

- specialisation in Disability Sciences, or
- specialisation in Health and Caring Sciences, or
- specialisation in Special Education, or
- specialisation in Welfare and Social Sciences.

Goals of the master's program

The overall goal of the master's program is to provide a qualified education from an international perspective in the field of interventions to children in need of additional support due to health condition, disability, poverty, social disadvantage or other reasons. The education provides the students with insights related to several topics demonstrating patterns of factors in individuals and populations, which in different contexts will affect important living outcomes such as learning, health, welfare, social security, participation, engagement and involvement of children and youth. The students will also acquire a deep understanding of the connection between theory and practice. The generated knowledge is meant to contribute to the improvement of healthcare, improved health and well-being and good resource management in a global perspective.

Second cycle education (60-120 ECTS) shall essentially build on the knowledge students acquire in first cycle education (0-60 ECTS) or corresponding knowledge. Second cycle education shall involve a deepening of knowledge, skills and abilities relative to first cycle education; in addition to what applies to first cycle education, it shall:

- further develop students' ability to independently integrate and use knowledge,
- develop students' ability to deal with complex phenomena, issues and situations, and
- develop students' potential for professional activities that demand considerable independence or for research and development work.

The master's program is grounded in an ecological perspective on child development, learning, and functioning. Influences are observed at different levels, "from neurons to neighbourhoods". A critical perspective focusing on the individual, the environment, and their interrelationship, is emphasized. A bio-psycho-ecological model is used as a frame of reference and the connection between research and practice is stressed.

More specific, the goals are that the students acquire:

- an overview of the ecology of childhood intervention in an international perspective,
- theoretical understanding about child development and intervention processes providing possibilities for critical examination and analysis of models for intervention and application of those,
- an understanding of major theories and current research related to intervention processes including a focus on the connection between theory and practice,
- basic knowledge in general system theory, and the abilities to relate it to children's health, development, and learning in different environments, and
- deepened knowledge about research methods, and especially methods useful in in the field of research on interventions in childhood.

Graduation requirements

To obtain the Master of Science Degree (120 Credits) with a major in Child Studies, the student must complete the course requirements of at least 120 credits at the higher education level that were not used for the bachelor's degree, with at least 90 credits overall in second-cycle courses and at least 60 of those second-cycle credits in Child studies including two 15-credit master's theses in Child studies reflecting the student's chosen specialization in Disability Sciences, Health and Care Sciences, Special Education, or Welfare and Social Sciences.

Requirements to complete the program are (1) completing the requirements for the Master of Science (120 credits) with a major in Child Studies and (2) completing all courses that are listed as mandatory courses in the Contents section, or their equivalent.

The degree certificate will be issued after formal application from the student.

Structure of the program

Interventions in Childhood is a blended learning program, which contributes to a flexible learning where you learn both on and off campus. Internships are not included. You follow two parallel, half-pace courses in which you are provided streamed lectures by internationally recognized professors from five continents. Each course includes 2-3 mandatory full-day seminars on campus each month in addition to regular resource seminars and a number of group works. The study groups jointly prepare the seminars so that discussions with the teachers provide you advanced knowledge. Your skills are assessed by written tests, individual papers, group papers, and presentations in class. This requires work both independently and in group.

One academic year (equivalent to 60 ECTS) consists of 40 study weeks, divided in two semesters (Aug-Jan; Jan-June). Each study week equals 1.5 ECTS and corresponds to 40 hours of study. The only scheduled break falls during the last week of December and first week of January; however, given the organization of the fall semester, you will have assignments to complete during this break and prepare to present at the university in January.

The Swedish University System

Education at Swedish universities is based on the principle that students take responsibility for their studies with support from the teaching faculty.

The basis for this pedagogical view is that the individual is given the freedom to search his own knowledge as well as to take responsibility for his learning and personal development. The goal with the learning is that the individual gains a preparedness to act in order to participate in the development of a changing society.

The basic pedagogical view means the following:

- the environment for the learning promotes the active search for knowledge and the student's own responsibility;
- learning processes and examination forms contribute to the development of the ability of the student to think critically, solve problems, learn in depth and comprehend;
- learning processes promote the development of a professional approach in the work;
- a scientific approach is a natural part in the learning.

This basic pedagogical view is made concrete in the different courses through forms of work which support the learning processes of the student.

Basic requirements

Language. In order to meet the minimum requirements of all the courses, as well as to be able to complete the master's thesis, you will have to complete daily readings, weekly-to-monthly writing assignments, and participate actively in classroom discussions and presentations. For this reason, proficiency in the English is a must. If your level of English proficiency is low, you can first apply to one of the pathway programs http://ju.se/en/study-at-ju/our-programmes/pathway-programmes.html.

Digital Literacy. It is important for you to have basic competence in the use of digital technologies. The majority of course communication (e-mail, personal instant messaging) and content delivery is accomplished using Ping Pong. Having a personal laptop would be a plus; however, if you do not have a personal computer, there are stationary computers on campus that the students can freely access.

Scientific writing. You are supposed to use the APA reference style (the Harvard System, see core readings) in all written assignments. The APA style is the editorial style that many sciences have adopted to present written material in the field. Editorial style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material. It concerns uniform use of elements, such as citation of references, punctuation and abbreviations, selection of heading, construction of tables, and presentation of statistics.

Plagiarism

Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. You find an interactive anti-plagiarism guide at Ping Pong. The guide is a set of online learning materials aimed at helping students to avoid unintentional plagiarism when writing academic texts. It takes about 3 hours to complete. Your papers and theses will be automatically analyzed for plagiarism by URKUND.

Grades

The courses are graded according to the ECTS-grading scale, with A (outstanding performance with only minor errors), B (above the average standard but with some errors), C (generally sound work with a number of notable errors), D (fair but with significant shortcomings), E (performance meets the minimum criteria), FX (fail – more work required before the credit can be awarded), or F (fail – considerable further work is required).

Course evaluation

At the end of each course you will complete a digital evaluation form that you find on Ping Pong (Content). The evaluation covers e.g. relevance of content and subject, learning outcome, contribution of lectures, seminars and literature, and degree of satisfaction. You are encouraged to make recommendations for course improvement.

E-learning system

At Jönköping University we use an e-learning system called Ping Pong. You can think about it as a virtual classroom where you find news, course plans, articles and reports, streamed lectures, presentation of lecturers, course evaluations, and other important information.

You find all information at the student's web https://ju.se/student/en/service/it-information.html

Core and reference readings

In addition to articles and reports, access to books will be required. The following books are core readings of importance for more than one course:

APA. (2009). *Publication Manual of the American Psychological Association*. Washington, D.C.: The Association cop. (information also at http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html)

Day, R. A. (1998). *How to Write & Publish a Scientific Paper*. Cambridge: Cambridge University Press.

Guralnick, M. J. (Ed.). (2005). *The Developmental Systems Approach to Early Intervention*. Baltimore: MD: Paul H. Brookes.

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

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. Free PDF avialable at http://www.nap.edu/openbook.php?record_id=9824

Shonkoff, J. P. & Meisels, S. J. (Eds.). (2000). *Handbook of early childhood intervention* (2nd ed.). Cambridge, England: Cambridge University Press. eBook available at http://ebooks.cambridge.org/ebook.jsf?bid=CBO9780511529320

United Nations General Assembly. (1989). *Convention on the rights of the child*. New York: United Nations. http://www.unicef.org/crc/

United Nations General Assembly. (2006). *Convention on the rights of persons with disabilites*. http://www.un.org/disabilities/convention/conventionfull.shtml

WHO. (2007). *International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)*. Geneva: World Health Organization. eBook available at http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf

For the methods course, the SPSS program is required. It can be acquired from helpdesk for a cost of about 250 SEK but it is also installed at the free stationary computers on campus.

You are encouraged to suggest relevant literature from your own country and cultural sphere/professional field, preferably in English so you can share with faculty and other students.

Scholarship information

Possible scholarships: https://eng.si.se/areas-of-operation/scholarships-and-grants/the-swedish-institute-study-scholarships/

Countries who can apply:
http://www.oecd.org/dac/stats/documentupload/DAC%20List%20of%20ODA%20Recipients%202014%20final.pdf

Other information

A **schedule** including mandatory campus sessions, additional supportive lectures and seminars as well as deadlines for assignments will be provided for each course.

You have access to a **study room** (Hb 234) with a desktop, data projector and some workplaces. During the first introduction week, students will be informed about how to connect their own laptops to the wifi. The study room is located on the second floor in the building of HLK and locked with a code. It is recommended that campus students jointly follow streamed lectures in the study room.

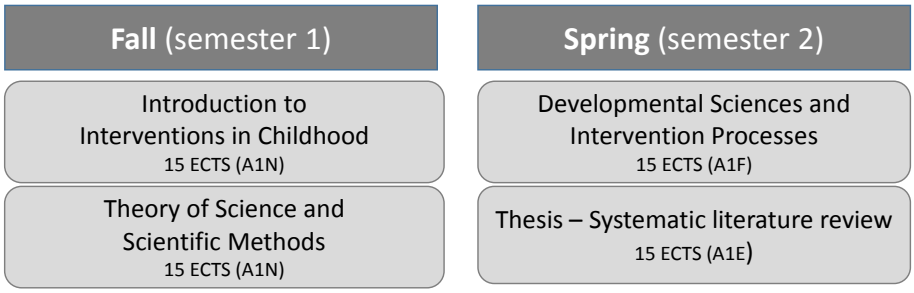
As project groups will include a cultural mix of students, time on the day has to be reserved for this collaboration in addition to time for seminars. If more rooms are needed for group discussions, you can make reservations at http://ju.se/student/en/campus/group-room-booking.html

The available desktops are in special computer rooms on the second floor in HLK or in the library.

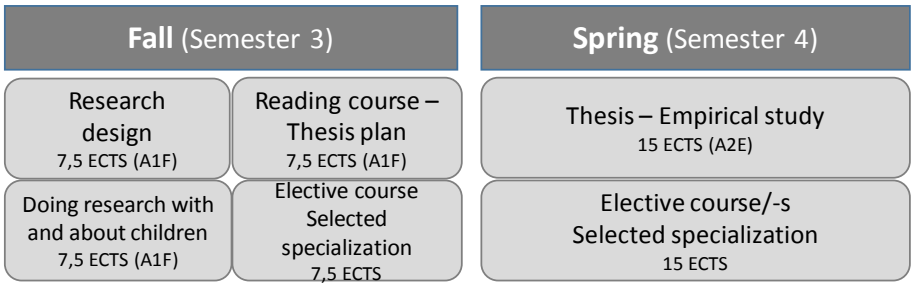
If you attend single courses, you are required to attend mandatory lectures and seminars at campus over in average two days at about seven scheduled sessions. In between, you should do readings, follow streamed lectures, complete individual assignments, and set aside time so you can participate in group sessions on distance or at campus.

Overview of courses – full pace students

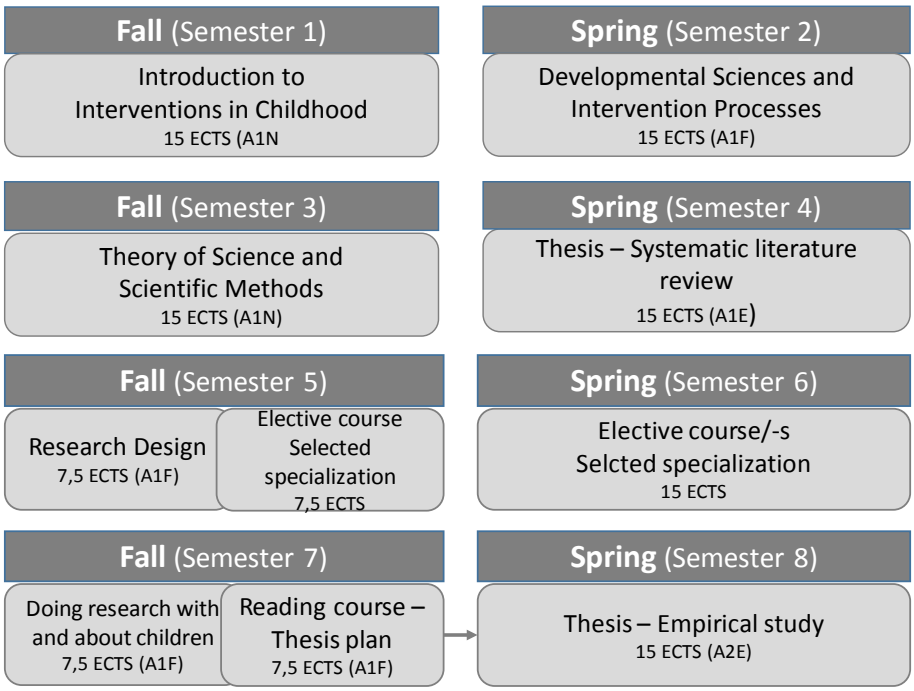
YEAR 1



YEAR 2



Overview of courses – half pace students



Some useful links

Support for studies

- Pingpong info for students http://ju.se/en/it-helpdesk/ju-faq---manuals/programs/pingpong.html
- Search and write http://ju.se/Library/search--write/citing-sources---how-to-create-literature-references.html
- CHILD http://ju.se/en/research/research-groups/child.html
- How to write a thesis http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing
- ICF-CY (the manual) http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf
- ICF eLearning tool http://icf.ideaday.de/en/index.html
- ICF-CY Developmental code sets http://www.icfcydevelopmentalcodesets.com/home.html

Informative organizations and web sites

- CHILD http://ju.se/en/research/research-groups/child.html
- Swedish Institute for Disability Research (SIDR). http://www.liu.se/ihv/?l=en&sc=true
- Frank Porter Graham Institute (free membership) http://fpg.unc.edu/
  Provides streamed lectures about children with disabilities. Lots of information for educators.
- Connect modules. Videos, activities, and narratives that will guide you through a process to learn about serving children with disabilities effectively http://community.fpg.unc.edu/connect-modules/learners/
- International Society on Early Intervention (free membership) http://depts.washington.edu/isei/index.html
  Provides a searchable, web-based library with a wide range of free materials to support professional training in the field of early intervention
- Parent to Parent of the United States. www.p2pusa.org
  Provides emotional & informational support for families of children who have special needs, most notably by matching parents seeking support with an experienced, trained 'Support Parent'.
- Team Around the Child (TAC) http://www.teamaroundthechild.com/
  Works internationally to share information, help build knowledge and promote teamwork around babies, children and adults who are disabled, marginalised or vulnerable.
- Early Childhood Education and Care (ECEC). www.oecd.org/edu/earlychildhood
  Part of the Organisation for Economic Co-operation and Development (OECD), which promotes policies that will improve the economic and social well-being of people around the world. At OECD' webpage you find many comprehensive, official reports about preschools and schools all around the world. One example is the Programme for International Student Assessment (PISA).
- Gapminder http://www.gapminder.org/. Provides a fact-based worldview.

Welcome to

Interventions in Childhood

We hope you will find the courses interesting and challenging!

"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself"

Lloyd Alexander