



## KURSPLAN

# Introduction to Interventions in Childhood, 15 högskolepoäng

*Introduction to Interventions in Childhood, 15 credits*

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<b>Kurskod:</b>	LIIR25	<b>Utbildningsnivå:</b>	Avancerad nivå
<b>Fastställd av:</b>	Utbildningschef 2018-05-29	<b>Utbildningsområde:</b>	Vård (75%) och undervisningsområdet (25%)
<b>Reviderad av:</b>	Utbildningsledare 2018-05-28	<b>Ämnesgrupp:</b>	BU2
<b>Gäller fr.o.m.:</b>	Hösten 2018	<b>Fördjupning:</b>	A1N
<b>Version:</b>	4	<b>Huvudområde:</b>	Studier om barn och ungdom
<b>Diarienummer:</b>	HLK 2016/2165-313		

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### Lärandemål

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

#### Kunskap och förståelse

- describe the concept participation for children in need of special support with a theoretical and international perspective
- explain relevant interventions to improve inclusive practices for children in need of special support
- recognize political, social and cultural dimensions in conceptualization of everyday life situations for children in need of special support

#### Färdighet och förmåga

- apply systems theory when identifying and describing interventions for children in need of special support
- produce papers with linguistic rigor and in a form that consistently comply to rules for presentations of scientific material
- critically reflect on the content of policy documents and ethical considerations in relation to participation for children in need of special support and their everyday life situation

#### Värderingsförmåga och förhållningssätt

- compare different theoretical perspectives on child development and functioning
- evaluate the mediating role of the environment in a child's everyday functioning and participation

### Innehåll

- 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
- Theoretical perspectives on interventions in childhood
- Ethical considerations concerning to evaluate interventions in natural environments and

children's right to participate in everyday life situation

### **Undervisningsformer**

The teaching consists of lectures, seminars and exercises performed individually or in groups. The students are encouraged to suggest literature from their own country or from parts of the world not provided in the list of literatures. 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.

Undervisningen bedrivs på engelska.

### **Förkunskapskrav**

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 och betyg**

Kursen bedöms med betygen A, B, C, D, E, FX eller F.

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

The examination is based on instruction and course literature.

#### **Forms of examination:**

- *Two written assignments*
- *One group presentation*
- *One seminar*

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

To receive the final grade of A the student must receive pass for the seminar, the group assignment and A for the individual assignments.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student is entitled to request that

the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

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

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Seminar <sup>1</sup>	2 hp	U/G
Written group assignment <sup>1</sup>	4 hp	U/G
Group presentation <sup>1</sup>	3 hp	U/G
Individual written assignment	6 hp	A/B/C/D/E/FX/F

<sup>1</sup> The examination is graded Fail (U) or Pass (G)

### Kursvärdering

At the end of the course, a course evaluation is performed and commented on by the course coordinator and a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

### Övrigt

The course requirements are to follow streamed lectures, attend lectures and seminars, 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

### Kurslitteratur

Bartolo, Paul A., Björck-Åkesson, Eva, Giné, Climent, & Kyriazopoulou, Mary (2016). *Ensuring a strong start for all children: inclusive early childhood education and care*. In: Implementing inclusive education: Issues in bridging the policy-practice gap (International perspectives on inclusive education; Vol. 8). Bingley: Emerald Group Pub. (17pp).

Gal, Tali (Ed.), & Faedi Duramy, Benedetta, (2015). *International perspectives and empirical findings on child participation: From social exclusion to child-inclusive policies*. New York: Oxford University Press. (200 pp.)

Guralnick, Michael J. (2005). *The developmental systems approach to early intervention (International issues in early intervention)*. Baltimore: Paul H. Brookes Pub. (100 pp.)

Imms, Christine, Granlund, Mats, Wilson, Peter H., Steenbergen, Bert, Rosenbaum, Peter L., &

Gordon, Andrew M. (2016). Participation, both a means and an end: a conceptual analysis of processes and outcomes in childhood disability. *Dev Med Child Neurol*. doi:10.1111/dmcn.13237

Lindsay, Geoff, Shah, Sonali, & Kyriazopoulou, Mary (2016). *Multicultural diversity and special educational needs*. In Implementing inclusive education: Issues in bridging the policy practice gap (International perspectives on inclusive education; Vol. 8). Bingley: Emerald Group Pub. (21 pp).

Mpofu, Elias., & Oakland, Thomas (2010). *Rehabilitation and health assessment. Applying ICF guidelines*. New York: Springer Publishing Company. (63 pp.)

Mukherji, Penny, & Albon, Deborah (2015). *Research methods in early childhood. An introductory guide*. London: Sage Publications Ltd. (Selected chapters)

NRC (National Research Council) and IOM (Institute of Medicine). (2000). *From neurons to neighbourhoods: The science of early childhood development*. Washington D.C.: National Academy Press. (150 pp.) [http://www.nap.edu/openbook.php?record\\_id=9824](http://www.nap.edu/openbook.php?record_id=9824)

Shonkoff, Jack. P. & Meisels, Samuel. J. (Ed.). (2000). *Handbook of early childhood intervention* (2nd ed.). Cambridge, England: Cambridge University Press. (160 pp.)

Soriano, Victoria. (2016). Young voices on inclusive education. In Implementing inclusive education: Issues in bridging the policy practice gap (International perspectives on inclusive education; Vol. 8). Bingley: Emerald Group Pub. (17pp.)

UN(1989). *Convention on the Rights of the Child*. [http://www.unicef.org/crc/index\\_30197.html](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 (Selected Chapters). [http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf)

In addition: Articles and reports about 600 pp.

### Other sources

*Citing Sources – How to Create Literature References*. <http://ju.se/library/search--write/citingsources---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>