



## KURSPLAN

# Developmental Sciences and Intervention Processes, 15 högskolepoäng

*Developmental Sciences and Intervention Processes, 15 credits*

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<b>Kurskod:</b>	LDSR29	<b>Utbildningsnivå:</b>	Avancerad nivå
<b>Fastställd av:</b>	Utbildningschef 2018-11-29	<b>Utbildningsområde:</b>	Vård (75%) och undervisningsområdet (25%)
<b>Gäller fr.o.m.:</b>	Våren 2019	<b>Ämnesgrupp:</b>	BU2
<b>Version:</b>	1	<b>Fördjupning:</b>	A1N
		<b>Huvudområde:</b>	Studier om barn och ungdom

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### Lärandemål

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

#### Kunskap och förståelse

- describe the contemporary policy base for interventions in childhood
- define developmental models for interventions in childhood
- Identify methods and partnership roles for a transactional team approach to assess child needs and implement childhood interventions

#### Färdighet och förmåga

- Apply concepts and theories related to childhood interventions
- Problematize ethical considerations connected to the implementation of childhood interventions
- Conduct an ecological interview with a family

#### Värderingsförmåga och förhållningssätt

- Review and evaluate the involvement of child, family, and collaborating team in intervention planning
- Measure and analyze the quality of childhood interventions

### Innehåll

- Ethical issues in, and rationale and policy for childhood interventions
- Developmental frameworks for childhood interventions
- Collaborative approaches for intervention processes
- Methods and practices in implementing and evaluating interventions

### Undervisningsformer

The teaching consists of lectures, seminars and exercises performed individually or in groups. A digital learning platform is used.

The students are encouraged to suggest literature from their own country or from parts of the

world not provided in the literature list.

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) with at least 90 credits in health and care sciences, behavioral science, social work, disability research, or educational sciences, including independent, theoretical based work, i.e. a thesis or the equivalent. English proficiency is required. Exemption is granted from requirement in Swedish.

### 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 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 active participation in seminars 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 at course start.

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.

Poängregistrering av examinationen för kursen sker enligt följande system:

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

<sup>1</sup> This examination is awarded Pass (G) or Fail (U)

## Kursvärdering

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, 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, discussions and presentations, and participate actively in seminars.

The course is provided half pace. It is structured with off-campus individual and group studies, and two seminar days on campus per month. The structure requires students to work independently. As a digital e-learning system is used, access to computer is important.

## Kurslitteratur

Selected chapters from the following books:

- Albrecht, G.L., Seelman, K., & M. Bury, M. (Eds.). (2001). *Handbook of disability studies*. Thousand Oaks, CA: Sage Publications. [full text on line]
- Guralnick, M. J. (Ed.). (2005). *The developmental systems approach to early intervention*. Baltimore: Paul H. Brookes Publishing Co.
- 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](http://www.nap.edu/openbook.php?record_id=9824)
- 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](http://www.nap.edu/catalog.php?record_id=13119)
- Shonkoff, J. P., & Meisels, S. J. (Eds.). (2000). *Handbook of early childhood intervention* (2nd ed.). New York: Cambridge University Press.
- United Nations General Assembly. (1989). *Convention on the rights of the child*. New York: United Nations.
- WHO. (2007). *International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)*. Geneva: World Health Organization.
- Castro, S. & Palikara, O. (Eds.). (2017). *An emerging approach for education and care: Implementing a Worldwide Classification of Functioning and Disability*. Routledge.
- Additional scientific articles and reports may be added.

## 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.ju.se/public/courseId/10565/publicPage.do>