



KURSPLAN

Introduction to Interventions in Childhood, 15 högskolepoäng

Introduction to Interventions in Childhood, 15 credits

Kurskod:	LIIR25	Utbildningsnivå:	Avancerad nivå
Fastställd av:	Utbildningschef 2015-05-04	Utbildningsområde:	Vård (75%) och undervisningsområdet (25%)
Gäller fr.o.m.:	Hösten 2015	Ämnesgrupp:	BU2
Version:	1	Fördjupning:	A1N
Diarienummer:	HLK 2015/1693-313	Huvudområde:	Studier om barn och ungdom

Lärandemål

Upon completion of the course the student should have the

Knowledge and understanding to

- describe the construct of children in need of additional support
- be familiar with universal conventions on rights of children and practices in childhood
- frame the ecology of interventions in childhood in an theoretical and international perspective
- recognize political, social and cultural dimensions in conceptualization of risk , functioning, long-term conditions and disability in childhood in an international perspective
- relate to risk, prevention, and resilience in childhood
- recognize philosophy, orientation and principles in different models of childhood interventions
- relate interventions to inclusion and participation
- identify interrelationship of policy-practice and research in ECI, and
- identify ethical considerations related to the involvement of children and families in research

Skills and abilities to

- reflect on children's functioning and needs in the context of rights around the world
- use a systems theory approach when describing childhood functioning
- use a bio-psycho-socialframework for discussions of the need for interventions
- discuss inclusion and participation as a framework in childhood interventions
- focus interventions in childhood contexts on everyday life situations and relations , and
- review literature in the field of research on interventions in childhood

Judgement and approach to

- express the mediating role of the environment in a child's everyday functioning and participation in everyday life situations, and
- reflect critically on the concept intervention in different childhood ecologies

Innehåll

The course provides an introduction to

- Children in need of additional 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 interventions in childhood
- Ethics in interventions and research

Undervisningsformer

The course is implemented in the form of individual studies, group work, streamed lectures, and seminars.

The course uses a digital learning platform.

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

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. Such a request should be addressed to

the Managing Director and be in writing.

If the contents and/or literature of the course is changed, examination according to the present course syllabus shall be offered during one year after the change. Students are guaranteed a minimum of three examination occasions, including the regular occasion. After that, examination according to the present course syllabus is granted on a case-by-case basis.

Should the course be terminated, examination shall be offered for two years after the final course occasion. Thereafter, examination is granted on a case-by-case basis.

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

At the end of the course, the students will be examined by one written exam and one individual paper that will also be presented orally.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Examination	15 hp	A/B/C/D/E/FX/F

Övrigt

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.

Kurslitteratur

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