



KURSPLAN

Utvecklingsvetenskap och interventionsprocesser, 15 högskolepoäng

Developmental Sciences and Intervention Processes, 15 credits

Kurskod:	LUUS25	Utbildningsnivå:	Avancerad nivå
Fastställd av:	Nämnd för Fristående kurs 2014-11-24	Utbildningsområde:	Vård (75%) och undervisningsområdet (25%)
Gäller fr.o.m.:	Våren 2015	Ämnesgrupp:	BU2
Version:	1	Fördjupning:	A1F
Diarienummer:	HJK 2014/4057-122	Huvudområde:	Studier om barn och ungdom

Lärandemål

Upon completion of the course the student should:

Kunskap och förståelse

- describe the contemporary policy base for interventions in childhood,- define developmental models for interventions in childhood,
- identify quality dimensions for interventions in childhood,
- identify methods for a transactional team approach to interventions in childhood and
- identify partnership roles for professionals and families in childhood interventions.

Färdighet och förmåga

- apply a hierarchical systems model for practice in interventions in childhood,
- apply processes of assessment and interventions in childhood, with recognition of environmental influences on child functioning and development,
- conduct an ecological interview or intervention plan with a family and
- design a systematic evaluation of interventions.

Värderingsförmåga och förhållningssätt

- critically analyse the evidence for models of intervention,
- review the involvement of children and families in intervention planning, and
- measure and evaluate quality of interventions and services for children.

Innehåll

- Rationale and policy base for interventions in childhood
- Developmental frameworks for intervention with children and families
- Models of interventions
- Multidimensional approaches to assessment, and planning of interventions – the use of collaborative problem-solving strategies
- Methods and practices in implementing interventions
- Methods and practices in evaluating interventions

- Ethical issues in interventions in childhood

Undervisningsformer

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

Undervisningen bedrivs på engelska.

Förkunskapskrav

Kandidatexamen inom huvudområdena hälsa och vårdvetenskap, samhällsvetenskap, pedagogik eller humaniora. Dessutom krävs genomgången kurs i Introduction to Interventions in Childhood, 15 hp eller motsvarande, samt Engelska kurs B/6.

Examination och betyg

Kursen bedöms med betygen Underkänd, Godkänd eller Väl godkänd.

The course is graded according to the ECTS-grading scale (A-F).

The students will be examined by one written exam and one individual paper. The paper can be written in Swedish or English.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Examination	15 hp	U/G/VG

Övrigt

The course requirements are to follow lectures, to participate in group work and seminars, and to deliver written assignments on time.

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

Kurslitteratur

Selected chapters from the following books:

Bornman, J., & Rose, J. (2010). *Believe that all can achieve. Increasing classroom participation in learners with special support needs*. Pretoria: Van Shaik.

Guralnick, M. J. (Ed.) *The developmental systems approach to early intervention*. Baltimore: Paul H. Brookes Publishing Co.

Majnemer, A. (Ed.). (2012). *Measures for children with developmental disabilities*. An ICF-CY approach. London: Mac Keith Press.

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

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//

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

Sameroff, A. J. (Ed.). (2009). *The transactional model of development. How children and contexts shape each other*. Washington D.C.: American Psychological Association.

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

Wachs, T. (2000). *Necessary but not sufficient*. Washington DC: American Psychological Association.

Wehmeyer, M. L. (Ed.). (2013). *The Oxford handbook of positive psychology and disability*. New York: Oxford University Press.

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

In addition a sample of scientific articles and reports.