



COURSE SYLLABUS

Developmental Sciences and Intervention processes, 15 credits

Utvecklingsvetenskap och interventionsprocesser, 15 högskolepoäng

Course Code:	HDSR25	Education Cycle:	Second-cycle level
Confirmed by:	Utbildningsrådet Sep 10, 2024	Disciplinary domain:	Health sciences
Valid From:	Jan 20, 2025	Subject group:	BU2
Version:	1	Specialised in:	A1N
		Main field of study:	Child Studies

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- describe the contemporary policy base for interventions in childhood
- describe developmental models for interventions in childhood.

Skills and abilities

- identify methods and partnership roles for a transactional team approach to assess child needs and implement childhood interventions
- apply concepts and theories related to childhood interventions
- measure and analyze the quality of childhood interventions
- conduct an ecocultural family interview.

Judgement and approach

- review and evaluate the involvement of child, family, and collaborating team in intervention planning
- problematize ethical considerations connected to the implementation of childhood interventions.

Contents

- ethics, rationale and policy for childhood interventions
- developmental frameworks for childhood interventions
- collaborative approaches for intervention processes
- methods and practices in implementing and evaluating interventions

Type of instruction

The course is implemented through lectures, seminars and exercises performed individually and in groups.

The teaching is conducted in English.

Prerequisites

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, behavioral science, social work, disability research, or educational sciences, including independent, theoretical based work- i.e. a thesis or equivalent. Proof of English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

Examination of the course will be based upon group assignments and individually written assignments.

Registration of examination:

Name of the Test	Value	Grading
Group assignment 1	1 credit	U/G
Group assignment 2	1 credit	U/G
Group assignment1	3 credits	U/G
Individual assignment 1	4 credits	A/B/C/D/E/FX/F
Individual assignment 2	6 credits	A/B/C/D/E/FX/F

Course literature

Albrecht, G.L., Seelman, K., & M. Bury, M. (Eds.). (2001). *Handbook of disability studies*. Sage Publications. [full text on line]

Guralnick, M. J. (Ed.). (2005). *The developmental systems approach to early intervention*. Paul H. Brookes Publishing C°.

NRC (National Research Council) and IOM (Institute of Medicine). (2000). *From neurons to neighborhoods: The science of early childhood development*. 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*. National Academy Press.
http://www.nap.edu/catalog.php?record_id=13119

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

United Nations General Assembly. (1989). *Convention on the rights of the child*. United Nations.

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