



COURSE SYLLABUS

Developmental Sciences and Intervention Processes, 15 credits

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Course Code:	LDSS27	Education Cycle:	Second-cycle level
Confirmed by:	Director of Education Oct 3, 2016	Disciplinary domain:	Health sciences (75%) and education (25%)
Valid From:	Spring 2017	Subject group:	BU2
Version:	1	Specialised in:	A1F
Reg number:	HLK 2016/3679-313	Main field of study:	Child Studies

Intended Learning Outcomes (ILO)

Upon completion of the course the student should have the

Knowledge and understanding to

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

Skills and abilities to

- 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
- design a systematic evaluation of interventions
- use an ethical perspective to children in need of special support and their families

Judgement and approach to

- critically analyse the evidence for models of intervention
- review and evaluate the involvement of children and families in intervention planning,
- measure and evaluate quality of interventions and services for children
- express the mediating role of the environment in a child's everyday functioning and participation in everyday life situations

Contents

- 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
- International perspectives in interventions in childhood

Type of instruction

The course is implemented in the form of individual studies, group work, 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.

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, behavioural science, social work, or educational sciences, including independent, theoretical based work- i.e. a thesis or equivalent. Proof of English proficiency is required. Also, completed or ongoing course Introduction to Interventions in Childhood, 15 ECTS, at Jönköping University or equivalent course at advanced level.

Examination and grades

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

The grades A, B, C, D and E are all passing grades. The examination is based on tuition and course literature.

In the course Developmental Sciences and Intervention Processes, mandatory module assignments (four), such as papers and presentations, are graded as Passed or Failed. At the end of the course, the students will be examined through an individual paper that also will be presented orally with peer opponents (graded A-F).

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 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.

Registration of examination:

Name of the Test	Value	Grading
Examination	15 credits	A/B/C/D/E/FX/F

Other information

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 a couple of mandatory seminar days at campus each month. The 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.

Course literature

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.) *The developmental systems approach to early intervention*. Baltimore: 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*. 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

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.

In addition a sample of scientific articles and reports.