



JÖNKÖPING UNIVERSITY
School of Education and Communication

PROGRAMME SYLLABUS
Interventions in Childhood, 60 credits

Programmestart: Autumn 2016



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Interventions in Childhood, 60 credits

Interventions in Childhood, 60 högskolepoäng

Programme code: LAIB5

Programmestart: Autumn 2016

Confirmed by: Dean 2015-01-30

Education Cycle: Second-cycle level

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Title of qualification

Degree of Master (60 credits) with a major in Child Studies

- specialisation in Disability Sciences, or
- specialisation in Health and Caring Sciences, or
- specialisation in Special Education, or
- specialisation in Welfare and Social Sciences

Programme overview

The International Master's level program on Interventions in Childhood offers interdisciplinary education to provide effective intervention for children in need of support for their development and/or functioning in everyday life beyond what is provided to all children. It includes children at risk for developing long term health conditions and/or impairments because of a health condition and/or disability, or psychosocial circumstances and other environmental influences. The education considers everyday life situations of children in different settings, including family, preschool/school, hospital, and community.

The program is held in English and open for both national and international students. It is designed to prepare students for leadership roles in child care and preschool, school, special education, early intervention/habilitation, child health care, social services and the equivalent in addition to further research.

The one year program leads to a 60 ECTS Master of Science with a major in Child Studies. Students choose one of the four specialisation areas for their degree:

1. Disability Sciences, or
2. Health and Caring Sciences, or
3. Special Education, or
4. Welfare and Social Sciences

Objectives

The overall goal of the master's program is to provide a qualified education from an international perspective in the field of interventions to children in need of additional support due to health condition, disability, poverty, or at risk for social or other reasons. The master's program is grounded in an ecological perspective on child development, learning, and functioning. Influences are observed at different levels, "from neurons to neighbourhoods". A critical

perspective focusing on the individual, the environment, and their interrelationship, is emphasized. A bio-psycho-ecological model is used as a frame of reference and the connection between research and practice is stressed.

More specific, the goals are that the students acquire:

- an overview of the ecology of childhood intervention in an European and international perspective,
- theoretical understanding about child development and intervention processes providing possibilities for critical examination and analysis of models for intervention and application of those,
- an understanding of major theories and current research related to intervention processes including a focus on the connection between theory and practice,
- basic knowledge in general system theory, and the abilities to relate it to children's health, development, and learning in different environments, and
- deepened knowledge about research methods, and especially methods useful in the field of research on interventions in childhood.

Aims stated in the Swedish Higher Education Act (SFS 1992:1434 revised 2006:173 1 Ch. 8 §) declare that the student who has completed the study program leading to a Master of Science in accordance with the Degree Ordinance (appendix 2, Higher Education Ordinance SFS 1993:100, revised 1998:1003) should have:

Knowledge and understanding to

- demonstrate a broad command in their main field of study and deeper knowledge of certain parts of the field, together with insight into current research and development work
- demonstrate deeper methodological knowledge in their main field of study

Skills and abilities to

- critically and systematically integrate knowledge of theory and evidence in order to analyze, assess and deal with complex phenomena, issues and situations in their main field
- independently identify and formulate issues in their main field and plan, using appropriate methods and carry out advanced tasks within specified time limits
- discuss and argue for theory and evidence, both orally and in writing, in national as well as international contexts
- participate in research and development work

Judgement and approach to

- make assessments in their main field of study, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work
- demonstrate insight into the potential and limitations of science, its role in society and people's responsibility for how it is used
- identify their need of further knowledge and to take responsibility for developing their knowledge
- have a commitment to disseminate research findings and engage in dialogue with wider research community

Independent project

For a Degree of Master (60 Credits) students must have completed an independent project (thesis) worth at least 15 Credits in their main field of study, within the framework of the course requirements.

Contents

The one year master's program (60 credits) is conducted on an advanced level with full time studying. One year of education comprises 40 weeks. Full time studying requires at least 40 hours a week and results in 60 credits a year. The program prepares for further research studies.

Courses are held in English with two parallel half time courses each semester. It includes seminars and lectures on campus and streamed lectures offered by international professors. Students are given the opportunity to choose focus of examination tasks in each course, and in the master thesis based on their chosen specialisation area.

The program includes four core courses that are common for all students and organized into a logic progression:

Fall semester

A. Introduction to Interventions in Childhood, 15 credits

B. Theory of Science and Scientific Methods, 15 credits

Spring semester

C. Developmental Sciences and Intervention processes, 15 credits

D. Independent work (thesis), 15 credits

Teaching and examination

The teaching is conducted with problem-based methods, focusing on individual students' own learning. The way of working is adapted to the character of each course and may include literature reviews, lectures, seminars, individual tasks, or group work.

The courses are provided in half pace. They are 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.

To pass a course, the student needs to fulfill all the course requirements. Examination will be executed by written exam, oral exam or term papers. Different methods of examination can be used within a single course. The student will be offered at least three examination opportunities in each examine section. The university is not obligated to offer re-exams in courses a student has already passed. Mandatory workshops and assignments can figure within the frame of the course.

All courses will be graded according to the ECTS system. A-E all constitute Pass and FX and F are equal to Fail.

For most workshops and mandatory group assignments, only Pass (C) or Fail (FX/F) is given.

Prerequisites

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.

Qualification Requirements

After completing the course requirements of the program, the student will provide a Master of Science degree.

Other Information

The program is provided by the School of Education and Communication in collaboration with the School of Health and Welfare. It is closely connected to the CHILD (Children-Health-Intervention-Learning-Development) research program. CHILD is associated with the Swedish Institute for Disability Research (SIDR). Internationally recognized professors from Europe and elsewhere (e.g. Australia, South Africa, North America, Taiwan, Belgium, Portugal, and Germany) are engaged in the program.

Applicants may also submit a letter of motivation including professional orientation, personal preferences and goals and how they think the program will advance those goals.