

## COURSE SYLLABUS

### Developmental Sciences and Intervention processes, 15 credits

*Utvecklingsvetenskap och interventionsprocesser, 15 högskolepoäng*

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Course Code:	HDSR25	Education Cycle:	Second-cycle level
Confirmed:	Sep 17, 2025	Disciplinary domain:	Health care
Valid From:	Jan 19, 2026	Subject group:	Child and Youth Education and Care
		Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Child Studies

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### Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

#### Knowledge and understanding

- describe contemporary social policies for interventions in childhood
- describe child and adolescent development in relation to risk- and protective factors.

#### Skills and abilities

- identify and critically discuss a transdisciplinary team approach to assessing children's needs and planning childhood interventions
- apply concepts and theories related to childhood interventions
- conduct and critically reflect upon a systematic assessment of children's needs.

#### Judgement and approach

- problematize ethical considerations connected to the implementation of childhood interventions.

#### Content

- ethics, rationale and policy for childhood interventions
- developmental theories for childhood interventions
- collaborative approaches for intervention processes
- risk- and protective factors in relation to children
- assessments of children's needs
- 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.

Language of instruction is in English.

#### Entry requirements

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 oral group examinations and individually written assignments.

Registration of examination:

Name of the Test	Value	Grading
Oral examinations	5 credits	G/U
Written assignment 1	4 credits	A/B/C/D/E/FX/F
Written assignment 2	6 credits	A/B/C/D/E/FX/F

## Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Albrecht, G.L., Seelman, K., & M. Bury, M. (Eds.). (2001). *Handbook of disability studies*. Sage Publications.

Castro, S., & Palikara, O. (Eds.). (2017). *An emerging approach for education and care: Implementing a worldwide classification of functioning and disability*. Routledge.

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

National Research Council (NRC), & Institute of Medicine (IOM). (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academy Press. [https://www.nap.edu/openbook.php?record\\_id=9824](https://www.nap.edu/openbook.php?record_id=9824)

Institute of Medicine and National Research Council. (2012). *From neurons to neighborhoods: An update—Workshop summary*. National Academies Press. <https://www.nap.edu/catalog/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. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

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

Additional scientific articles and reports may be added.