

## **Children's Health and Development in a Global World**

Barns hälsa och utveckling i en global värld  
7.5 credits

Single subject and programme course

736A37

Valid from: 2022 Spring semester

<b>Determined by</b>		<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences		Child Studies	
<b>Date determined</b>		<b>Course level</b>	<b>Progressive specialisation</b>
2015-10-16		Second cycle	A1N
<b>Revised by</b>		<b>Disciplinary domain</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences		Social sciences	
<b>Revision date</b>		<b>Subject group</b>	
2021-10-15		Child and Youth Education and Care	
<b>Offered first time</b>		<b>Offered for the last time</b>	
Spring semester 2015			
<b>Department</b>		<b>Replaced by</b>	
Institutionen för Tema			

## Course offered for

- Master's Programme in Child Studies

## Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen within the humanities, social sciences or the behavioral sciences with a major relevant to the programme.  
Examples of fields:
  - anthropology
  - education
  - history
  - communication studies
  - media studies
  - language studies
  - psychology
  - social work
  - sociology
  - political scienceor equivalent
- English corresponding to the level of English in Swedish upper secondary education (English 6/B)  
(Exemption from Swedish)
- Passed at least 75 ECTS credits from the master's program in Child studies (F7MCH), 15 of which must be the master's thesis in term two

## Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- account for different definitions of the concept "health"
- account for the basic perspectives in developmental psychology
- critically discuss the meaning of the key concepts in child health discourses
- identify and analyze the dilemmas of comparing children's health and development in a global perspective
- analyze and discuss the application of the Convention on the Rights of the Child in the development of child health politics and policies

## Course content

The content of the course is divided into three overarching themes:

### **Children's health and development in a historical and sociological perspective**

- Theoretical perspectives in child health discourses
- The developing child
- Normality and deviance

### **Children's health in a global perspective**

- Child health policies and interventions
- Moral and ethical dilemmas in the transmission of health norms between different cultural contexts

### **Child health and the UN Convention of the Rights of the Child (UNCRC)**

- The significance of the UNCRC in the development of national and international health politics.

## Teaching and working methods

The teaching in this course is carried out online and consists of lectures, seminars and group work. In addition, the student will engage in independent studies.

Language of instruction and examination: English.

## Examination

Examination comprises:

- active participation in seminars and workshops, grading scale: Fail/Pass
- individual oral presentation, grading scale: Fail/Pass
- individual written assignment, grading scale: EC

A passing grade (E) in the course requires grade E in the written individual assignment as well as a passing grade in the other examinations in the course. Higher grades are based on the written individual assignment.

Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.