

## Course Description Prevention and Intervention

### Aim of the course

#### Learning outcome, competences

Knowledge: Students will become familiar with

- the major theoretical issues of prevention and intervention
- the techniques of prevention and intervention used in infants, children, and adolescents, and their families

Attitude: The student

- should be motivated to acquire sound theoretical foundation for practical work
- should appreciate the dangers of using techniques of prevention and intervention without the necessary professional competences

Skills: The student should be able to

- implement the knowledge learnt in the course either in practical work as a psychologist or in research
- recognize and treat critically any incompetent planning and execution of prevention and intervention with infants, children, adolescents, and families if encountered with either in the literature or in clinical practice.

### Content of the course

#### Topics of the course

- The concept and models of prevention and intervention.
- Early intervention.
  - Conditions warranting early intervention: medical and/or psycho-social risks.
  - Disadvantaged and endangering environment
  - The two-dimensional model of early intervention.
  - Focus: child, parent, or joint.
- Parent consultation
- Preschool and school prevention and intervention programmes
- The competences of psychology in the intervention with children suffering from major physical illness and their families.
- Training programmes for adolescents

#### Learning activities, learning methods

- Seminar discussion on the presentations and readings and with invited specialists of prevention and intervention

### Evaluation of outcomes

#### Learning requirements, mode of evaluation, criteria of evaluation:

Requirements

- Preparation for the classes: reading the relevant material prior to the class
- Active participation in the discussion
- Essay: interviews with two psychologists doing practical work with children focusing on prevention and intervention. Evaluation of the situation.

Mode of evaluation:

- evaluation of the classroom activity
- written test based on the course material (classroom discussions, compulsory readings)
- interviews

Criteria of evaluation:

- classroom activity
- test: knowledge, understanding
- interviews: thoroughness and professional competence of the questions, evaluation of the situation.

## Reading list

### Compulsory reading list

- Eiser, Ch. (1990); Psychological effects of chronic child disease. *Journal of Child Psychology and Psychiatry*, 31 (1), 85-98.
- Friesen, L. (2010) Exploring animal-assisted programs with children in school and therapeutic contexts. *Early Childhood Education Journal* 2010. 37:261-267.
- Geist, T.R. (2011) Conceptual framework for animal assisted therapy. *Journal of Child and Adolescent Social Work* (2011) 28:243-256.
- Limber S. P. (2011): Development, Evaluation, and Future Directions of the Olweus Bullying Prevention Program. *Journal of School Violence*. 10, 71-87.
- Mahoney, J. L., Stattin, H. (2010): Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of adolescence*. 23. 113-127.
- McDonough, S. (2005); Interaction guidance. In C.H. Zeanah, Jr. (Ed.), *Handbook of Infant Mental Health*. New York: Guilford, 414-418.
- Meisels, S.J., Dichtelmiller, M., & Liaw, F. (2005); A multidimensional analysis of early childhood intervention programs. In C.H. Zeanah, Jr. (Ed.), *Handbook of Infant Mental Health*. New York: Guilford, 361-385.
- Pearl, E. S. (2009): Parent management training for reducing oppositional and aggressive behavior in preschoolers. *Aggression and violent behavior*. 14. 295-305.
- Salmivalli, C., Poskiparta, E. (2012): Making bullying prevention a priority in Finnish schools: The KiVa antibullying program. *New directions for youth development*, 133. 41-53.
- Sameroff, A.J. & Fiese, B.H. (1990); Transactional model of intervention. In S.J. Meisels & J.P. Shonkoff (Eds.), *Handbook of early childhood intervention*. Cambridge: Cambridge University Press, 135-145.
- Sanders, M. R., Markie-Dadds, C., Turner, K. M., T. (2003): Theoretical, Scientific and Clinical Foundations of the Triple P-Positive Parenting Program: A Population Approach to the Promotion of Parenting Competence. *Parenting Research and Practice Monograph No. 1*. 1-24.
- Sylva, K. (1993); Play in hospital: when and why it's effective. *Current Paediatrics*, 3, 247-249.
- Tessier, R. et al. (1998); Kangaroo Mother care and the bonding hypothesis. *Pediatrics*, 1-8.
- Woodruff, G, & Hanson, C. (1987); Three models for early intervention. Project KAI, US Department of Education, Handicapped Children's Early Education Program.

### Recommended reading list

- Cole, M.L. (2009) Literature review and manual: Animal-assisted therapy Unpublished thesis. Lethbridge, Alberta. [www.deltasociety.org/aaa-and-aat-resources](http://www.deltasociety.org/aaa-and-aat-resources)
- Lowenstein, L. (2011): Favourite therapeutic activities for children, adolescents and families: Practitioners share their most effective interventions. Champion Press.

- Parpottas P., (2012) Working with the therapeutic relationship in cognitive behavioural therapy from an attachment theory perspective. *Counselling Psychology Review*,2012. Vol.27,No.3.
- Sanders M. R., Burke, K. (2014): The “Hidden” Technology of Effective Parent Consultation: A Guided Participation Model for Promoting Change in Families. *Journal of Child and Family Studies*. 23, 1289–1297.