

Module/program name:

Safe & Sound International Master Semester

Psychosocial perspectives on childhood adversity in a global context

ECTS credits: 30

Language: English

Level of study: Master

Organized as a full-time study over one semester with flexible learning in terms of digital resources and tasks. The program is developed by INN University, department of Health and social sciences in collaboration with University of Bergen, Center for crisis psychology and Vietnam National University - University of Education in Hanoi.

The study program is financed by Diku's NORPART-program (NORPART-2018/10052) and supported with resources by the collaborating institutions.

Background

The Safe & Sound international master semester is tailored to provide students with knowledge and experience with cross-cultural and cross-disciplinary aspects of child development, adverse and adaptive conditions of childhood, and the impact on health and well-being. The program will support and supplement existing study programs in terms of 1) increased internationalization and awareness of the global agendas for health and sustainable development, 2) facilitate a joint child and family focus between the master programs in social work with children and youth, environmental psychology and public health, and 3) provide opportunities for a limited number of students to learn and practice abroad.

Structure and content of the semester

The program consists of three interlinked 10 ECTS courses and an additional extended version of course 2 of 15 ECTS, tailored for students who will not take part in the exchange course. An overview is provided in table below:

Course overview

Course/code	Name	ECTS	semester	Study site
Course 1/code xxxx	Crisis psychology and disaster response	10	fall	Center for Crisis psychology, University of Bergen, Bergen NO
Course 2a/ code Xxxx	ACE, health and sustainable	10	fall	Faculty of health and Social Sciences, INN

	development			university, Lillehammer NO
Course 2b /Xxxx Tailored for non- mobile students who sign up for course 2 only	ACE, health and sustainable development. Politics, moral and ethics	15	fall	Faculty of health and Social Sciences, INN university, Lillehammer NO
Course 3 / xxxx	Safe & sound childhood. Field course and practicum	10	fall	VNU University of education, Hanoi VN

Admission criteria:

Master students with

- minimum 2 years studies in integrated master program in psychology
- master students in health, social work or environmental psychology program.
- Adequate proficiency in English to read, write and speak at an academic level equivalent to level C2 of the Common European Framework of Reference for Languages (CEF or CEFR)

These criteria adhere to all course descriptions below.

Course descriptions

1. Course description: **Crisis psychology and disaster response**

Developed, approved and delivered at University of Bergen. Approved and integrated into the programs of INN University and Vietnam National University – University of education, Hanoi.

Subject	Crisis psychology and disaster response
ECTS Credits	10 ECTS
Level of study	Master
Teaching language	English
Teaching semester	Autumn
Educational site	Bergen

Objectives and content	<p>Objectives: The main objective is to introduce students to the research and practicum area of crisis psychology and clinically anchored assessment, intervention and counselling to families, health professionals, and community-based services. The goal and focus of the subject is inspired by the UN sustainable development goals.</p> <p>Content: The main themes are (1) individual reactions and adaptation to trauma; (2) assessment and screening of trauma and grief reactions; (3) preventive interventions in families, schools and the community setting</p>
-------------------------------	--

<p>Learning outcomes</p>	<p>On completion of this course, the students should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p>Knowledge: The student has in-depth knowledge of:</p> <ul style="list-style-type: none"> • How psychological and social factors influence individual reactions and adaptation to trauma • Adaption of low threshold individual, family-, school- and community-based interventions following trauma • Optimal ways to organize psychosocial support after severe trauma, both in the short and longer run <p>Skills: The student has the ability to</p> <ul style="list-style-type: none"> • Explain the basic mechanisms involved in human responses to trauma • Select and use screening instruments, assessment and clinical evaluation of trauma survivors • Communicate to health and social service providers, families and NGO's about methods and approaches to adapt and cope with trauma • Facilitate families, schools and communities in developing, implementing and evaluating social support and outreach efforts; • Facilitate school and community-based interventions to prevent long term adverse health effects <p>General competence: The student can</p> <ul style="list-style-type: none"> • Assist in establishing family-, school- and community-based programs, • Respond to families, teachers and communities with suggestions for adaptive action • Implement and utilize relevant research-based screening and assessment instruments, • Help build, manage and evaluate psychosocial support after violence, abuse and trauma • Work effectively in concert with other health professionals, families and communities
<p>Required Previous Knowledge</p>	<p>Students are expected to have completed at least two year of basic courses in studies in psychology, social work or equivalent.</p>
<p>Recommended Previous Knowledge</p>	

Studiepoengreduksjon	
Access to the Course	<p>The attendance to the course is limited to 25 students. Priority will be given to students registered at the professional program in clinical psychology at the University of Bergen who has been admitted to the 10/20 ECTS module of Global Mental Health Practicum and students from the Inland Norway University of Applied Sciences (HINN) and international students participating in mobility programs organized by Center for Crisis Psychology.</p> <p>Other master's students may apply subject to availability and fulfilment of basic knowledge requirements. Attendance is given through written application.</p>
Teaching Methods and Extent of Organized Teaching	Teaching methods comprise about 20 hours of lectures, seminars and group presentations
Compulsory Assignments and Attendance	<p>Students are required to attend at least 80% of the scheduled lectures and seminars.</p> <p>Compulsory activities must be completed and approved before the student can proceed to the assessment.</p>
Forms of assessment	<p>Portfolio assessment with portfolio consisting of two products:</p> <ol style="list-style-type: none"> 1. Group presentation 2. Group report
Grading Scale	Pass/ not pass
Assessment semester	Autumn
Reading List	Recommended reading of about 450 pages. The reading list will be available from 1.06
Course Evaluation	The course will be evaluated in accordance with the Faculty of Psychology's routines for participatory evaluation and the University of Bergen's Quality Assurance System.
Course coordinator	Centre for Crisis Psychology, Faculty of Psychology
Course administrator	Centre for Crisis Psychology, Faculty of Psychology
Contact information	Centre for Crisis Psychology, tel. +47 55 58 46 82, senior adviser Unni.heltne@uib.no

2a. Course description: **ACE, health and sustainable development**

Developed, approved and delivered at INN University. Approved and integrated into the programs of University of Bergen and Vietnam National University – University of education, Hanoi.

Subject	Adverse childhood experiences, health and sustainable development
ECTS Credits	10 ECTS
Level of study	Master
Teaching language	English
Teaching semester	Autumn
Educational site	INN University, Campus Lillehammer
Objectives and content	<p>Objectives:</p> <p>The main objective of the course is to introduce the student to the field of child development and how the conditions of childhood affect the individual child, and how it may impact later generations and society at large. The course addresses how the concept of childhood, of caring and rearing are distinctly constituted in various cultural contexts, and as such includes variations in what is understood as adverse and favorable childhood experiences. The course intends to foster open mindedness, cultural awareness, and critical thinking, as well as reflectiveness about the structural, environmental and ideological contexts of childhood.</p> <p>Content:</p> <ul style="list-style-type: none">- Human development and childhood trauma and adversity- Reflection on social and cultural plurality and intercultural communication- Local and global perspectives on health and wellbeing, among others the UN Agenda 2030,- a human rights based approach to child well-being and social welfare- Indigenous issues and concerns, and the dynamics of colonialization- A world fit for children? Pollution, nutrition, climate change, urbanization and rapid changes in traditional family patterns.

<p>Learning outcomes</p>	<p>On completion of this course, the students should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p>Knowledge: The student has:</p> <ul style="list-style-type: none"> • In-depth knowledge of how basic theories in psychology, public health, ecology and sociocultural theories relate to children’s health and family well-being • In-depth knowledge of how adverse childhood experiences might affect development, health and well-being across the life-span • Substantial insight into the international frameworks and agendas to promote a safe and sound childhood, family well-being, and sustainable development. • Advanced knowledge of promotion of early childhood development and prevention of childhood adversity based on best available evidence <p>Skills: The student</p> <ul style="list-style-type: none"> • Can identify childhood needs, rights, and risks in various settings, and initiate action to enhance child and family well-being. • Can recognize the importance of interdisciplinary and multisector collaboration in interventions targeted at early childhood and family well-being. • Manage to transform and communicate professional and scientific knowledge to influence stakeholders and decision makers in society. • Understand and respect the role of culture, spirituality, and traditions in child and family life and well-being <p>General competence: The student</p> <ul style="list-style-type: none"> • has the ability to reflect on ethical, methodological, and practical issues related to social research and cross-cultural professional practice • can work effectively in concert with other health and social professionals, families and communities in promoting and protecting child and family well-being. • Has, through intercultural exchange and collaboration, learned respect, openness and tolerance for people of plural and distinct knowledges, cultures and social positions.

Teaching Methods and Extent of Organized Teaching	Blended and flexible learning methods, i.e., a combination of online and in class locations with lectures, teacher and peer supervision, and group work. Canvas is used as an electronic learning platform. A web page for the course is set up with a blog, which also serves as learning and teaching resources.
Compulsory Assignments and Attendance	Students are required to attend minimum 80% of the scheduled lectures and seminars. Compulsory activities must be completed and approved before the student can proceed to the assessment. Compulsory assignments are: 1. Reflection note(s) 2. Group presentation – written and oral 3. Blog post (s)
Forms of assessment	Classroom exam
Grading Scale	Pass/ not pass
Assessment semester	Autumn
Reading List	Recommended reading of about 600 pages. The reading list will be available from beginning of June
Course Evaluation	The course will be evaluated in accordance with the INN Faculty of Social and Health Sciences' routines for evaluation and the INN Quality Assurance System.
Course coordinator	Department of Social Work and Guidance, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences (INN University)
Course administrator	Department of Social Work and Guidance, INN University
Contact information	Department of Social Work and Guidance, Faculty of Social and Health Sciences, INN University, Associate professor Kerstin Söderström, e-mail: kerstin.soderstrom@inn.no

2b. Course description: **ACE, health and sustainable development. Politics, moral and ethics**

Developed, approved and delivered at INN University. Approved and integrated into the programs of University of Bergen and Vietnam National University – University of education, Hanoi.

Subject	Adaptive and adverse childhood experiences, health and sustainable development
ECTS Credits	15 ECTS
Level of study	Master
Teaching language	English
Teaching semester	Autumn
Educational site	INN University, Campus Lillehammer
Objectives and content	<p>Objectives:</p> <p>The main objective of the course is to introduce the student to the field of child development and how the conditions of childhood affect the individual child, and how it may impact later generations and society at large. The course addresses how the concept of childhood, of caring and rearing are distinctly constituted in various cultural contexts, and as such includes variations in what is understood as adverse and favorable childhood experiences. The course intends to foster open mindedness, cultural awareness, and critical thinking, and reflectiveness about the structural, environmental and ideological contexts of childhood. The topics of the course are related to moral philosophy and ethics.</p> <p>Content:</p> <ul style="list-style-type: none"> - Human development and childhood trauma and adversity - Reflection on social and cultural plurality and intercultural communication - Local and global perspectives on health and wellbeing, incl. Agenda 2030, and the Quality rights framework of the World Health Organization - a human rights based approach to child well-being and social welfare - Indigenous issues and concerns, and the dynamics of colonialization - A world fit for children? Pollution, nutrition, climate change, urbanization and rapid changes in traditional family patterns.

Learning outcomes

On completion of this course, the students should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge:

The student has:

- In-depth knowledge of how basic theories in psychology, public health, ecology and sociocultural theories relate to children's health and family well-being
- In-depth knowledge of ethical philosophical traditions and positions related to social research and cross-cultural professional practice.
- In-depth knowledge of how adverse childhood experiences might affect development, health and well-being across the life-span
- Substantial insight into the international frameworks and agendas to promote a safe and sound childhood, family well-being, and sustainable development.
- Advanced knowledge of promotion of early childhood development and prevention of childhood adversity based on best available evidence

Skills:

The student

- has the ability to identify childhood needs, rights, and risks in various settings, and initiate action to enhance child and family well-being.
- can recognize the importance interdisciplinary and multisector collaboration in interventions targeted at early childhood and family well-being.
- manages to transform and communicate professional and scientific knowledge to influence stakeholders and decision makers in society.
- understands and respects the role of culture, spirituality, and traditions in child and family life and well-being
- can differentiate and combine professional and moral and ethical argumentation related to child and family well-being and distributional justice

General competence:

The student

- has the ability to reflect on ethical, methodological, and practical issues related to social research and cross-cultural professional practice
- can work effectively in concert with other health and social professionals, families and communities in promoting and protecting child and family well-being.

	<ul style="list-style-type: none"> • Has, through intercultural exchange and collaboration, learned respect, openness and tolerance for people of plural and distinct knowledges, cultures and social positions • Can apply philosophical argumentation to the substantial focus of childhood adversity, health and sustainable development.
Teaching Methods and Extent of Organized Teaching	Blended and flexible learning methods, i.e., a combination of online and in class locations with lectures, teacher and peer supervision, and group work. Canvas is used as an electronic learning platform with addition of unique.
Compulsory Assignments and Attendance	<p>Students are required to attend minimum 80% of the scheduled lectures and seminars. Compulsory activities must be completed and approved before the student can proceed to the assessment.</p> <p>Compulsory assignments are:</p> <ol style="list-style-type: none"> 1. Reflection note(s) 2. Group presentation – written and oral 3. Blog post (s)
Forms of assessment	Classroom exam
Grading Scale	Pass/ not pass
Assessment semester	Autumn
Reading List	Recommended reading of about 800 pages. The reading list will be available from beginning of June
Course Evaluation	The course will be evaluated in accordance with the INN Faculty of Social and Health Sciences' routines for evaluation and the INN Quality Assurance System.
Course coordinator	Department of Social Work and Guidance, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences (INN University)
Course administrator	Department of Social Work and Guidance, INN University
Contact information	Department of Social Work and Guidance, Faculty of Social and Health Sciences, INN University, Associate professor Kerstin Söderström, e-mail: kerstin.soderstrom@inn.no

3. Course description: **Safe & Sound - Global Child Mental Health and Social Work Practicum**

Developed, approved and delivered at INN University. Approved and integrated into the programs of University of Bergen and Vietnam National University – University of education, Hanoi.

Code xxxx

ECTS Credits

10 ECTS

Level of Study

Master

Teaching semester

Autumn

Educational site

For this course, the formal educational site will be Vietnam National University – University of Education, Hanoi, Vietnam. The internship locations will be approved by INN University and carefully selected by the partner institutions (university, NGO, private or public organizations). The locations for internship will be pre-chosen by the course administration and will be designed to each student by the course administrator.

Objectives and Content

The objective of the course is to provide students with the opportunity to experience, develop an understanding of, and reflect critically on professional/academic practice in an international setting. This objective is reached through observation of the daily operations and interaction with social welfare and health care providers and NGO's working with childhood adversity and mental health issues. The student will take part in different learning experiences and perform duties agreed to in an outplacement agreement with the host institution.

As part of the internship, time is set aside with the internship mentor at the host institution. These consultations will provide space for discussions about the student's experience, and the institution's experience with the student. In addition, INN University will provide supervision in regular video-meetings.

Learning Outcomes

Upon completion of this course, the students should have the following learning outcomes:

Knowledge:

The student has:

- In depth knowledge of adverse childhood experiences in the Vietnamese society, and how these are manifested at the practicum site
- Insight into how the practicum site deals with Adverse childhood experiences, health and sustainable development
- Experience based knowledge of cultural and professional etiquette at the practicum site

Skills:

The student can:

- Formulate own learning outcomes during the internship
- Apply academic knowledge in a professional setting to solve real-world problems
- Give and receive constructive and culture sensitive feedback based on one's work experience
- Relate effectively to persons with a different cultural or educational background on different levels in an organization's structure
- Communicate within and outside a professional organization with due respect to the organizations mission and values

General competence:

By the end of the course, the student has:

- competence to reflectively use own experiences and feedback from mentors to enhance one's own learning as well as professional and cross cultural competency
- the ability to be a good team player across cultural and professional differences
- demonstrated professional commitment and cultural sensitivity

Required Previous Knowledge

Successfully completed the previous two courses "Crisis psychology and disaster response" and "Adverse childhood experiences, health and sustainable development".

Recommended previous knowledge

Besides their academic and professional knowledge, experience in organizing activities for children and youth will be valued. might enable the student to contribute to the practicum site.

Access to the Course

Access is given to a limited number of students who have successfully completed the previous two courses "Crisis psychology and disaster response" and "Adverse childhood experiences, health and sustainable development".

Prospective students will be selected on the basis of an application including: a) motivation letter, b) curriculum vitae, c) grades from completed courses and d) description of relevant experience, including skills and training that could be practiced in an international practice setting with children, such as teaching, sports, arts, cultural and other leisure activities.

Teaching Methods and Extent of Organized Teaching

The practicum period of about 4 weeks is a hands-on experience working in a professional setting. Lectures or other classroom teaching activities during practicum will be limited. A compulsory pre-departure/start-up seminar will address administrative, practical, cultural, and professional issues. During the course, an intensive on-site field-course or workshop of thematic relevance to the students and the practicum site(s) is offered. After the practicum period, students will have about 1 week to prepare their field report/practicum summary and oral presentation.

Compulsory Assignments and Attendance

The student must complete the requirements of the internship Agreement and the internship mentor at the host institution must confirm that this is done. Compulsory assignments are minimum 2 individual Blog post at the module's website, and an oral presentation to fellow students and teaching staff at home university.

Forms of Assessment

Individual practicum report of 10 – 15 pages and oral presentation

Grading Scale

Pass/not pass

Reading List

About 400 pages self-directed

Course Evaluation

The course will be evaluated in accordance with the INN university, Faculty of Health and social sciences' routines for evaluation and the INN Quality Assurance System.

Program Committee

Faculty of Health and social sciences at INN university

Course Coordinator

Department of Social Work and Guidance, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences (INN University)

Course Administrator

Department of Social Work and Guidance, Faculty of Social and Health Sciences, INN University, Associate Professor Kerstin Söderström, e-mail: kerstin.soderstrom@inn.no