ÖREBRO UNIVERSITET

Course syllabus
Third-cycle courses and study programmes

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish-language version shall prevail.

Foundation Course I in Disability Research, 12.5 higher education credits

Baskurs I i handikappvetenskap, 12,5 högskolepoäng

Course Code/Codes	70HV084
Subject Area	Disability Science
School/equivalent	School of Health Sciences
Valid from	2017-07-01
Approved	2017-05-15
Revised	2020-02-11
Approved by	Head of School
Translation to English, date and signature	2018-07-06 CHK

1 Course content

This course is an interdisciplinary foundation course in disability science that uses biopsychosocial perspective as its starting point. Disability science is a discipline that looks at the interaction between, on the one hand, lasting physical, psychological, intellectual or sensory impairments and, on the other hand, the various problems and possibilities that either hinder or help an individual's full participation in society. In addition to the biopsychosocial perspective, other perspectives on functional impairment and disability, such as medical and social models, are examined. Disability science is an interdisciplinary field, integrating knowledge from a range of disciplines. Central to the field is the ethical approach reflected in the UN Convention on the Rights of Persons with Disabilities.

The Foundation Course I in Disability Research (12.5 credits) discusses:

- disability science in relation to the three focus areas of the Swedish Institute for Disability Research (IHV), set out in their research strategy: human development and functioning in everyday life; communication with a particular focus on hearing and deafness; and work and occupation.
- humanism, human rights and ethics in relation to persons with disabilities, children's rights and research ethics
- ontological issues
- epistemological questions of the nature, possibilities and limitations of knowledge, as well as questions of knowledge production in an interdisciplinary context
- philosophy of science analyses of scientific texts
- scholarly analysis and synthesis
- critical review and analysis of new and complex phenomena, issues and situations
- identification and formulation of interdisciplinary research questions
- how to describe functioning and functional impairment respectively from a biopsychosocial perspective

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding
- broad knowledge and systematic understanding of the research field (part of outcome 1)
- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
- insights into ontological and epistemological aspects of interdisciplinarity (part of outcome 1)

Competence and skills
- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- ability to conduct philosophy of science analyses of scientific texts (part of outcome 3)

Judgement and approach
- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

- an understanding of and the ability to account for humanism, human rights, and ethics in relation to functional impairment and disability
- a broad understanding of current central theories of science
- an ability to critically analyse the strengths and weaknesses of different theory of science approaches
- an understanding of and the ability to describe theories on functioning and functionally impairing structures
- an ability to formulate research problems in an interdisciplinary perspective of relevance to disability research.

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Readings component 1
Svensk författningssamling Lag (2003:460) om etikprövning av forskning som avser människor (Swedish Code of Statutes, Act on ethical vetting of research on humans) http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Lag-2003460-om-etikprovning_sfs-2003-460/?bet=2003:460 [Downloaded 18th August 2014].

Thorsén, Håkan, Människosyn och etik, Remus, Stockholm 2010. Or Comstock, Gary. (2013). Research Ethics -A Philosophical Guide to the Responsible Conduct of Research. Cambridge University Press.

Readings component 2
Chalmers, Alan F. (4th edition, 2013) What is this thing called science? Univ. of Queensland Press, Open University Press. (192 pages) (Alt. in Swedish. Vad är vetenskap egentligen? Nya Doxa.)

Danermark, Berth (2006) Socialt arbete och kunskap – tre metateoretiska mönster. In Björn Blom, Stefan Morén & Lennart Nygren (eds.) Kunskap i socialt arbete. Stockholm: Natur & Kultur. 33-48 (16 pages)

Danermark, Berth, Ekström, Mats, Jakobsen, Liselott and Karlsson, Jan Ch. (2002) Explaining society. Routledge. (221 pages) (Alt in Swedish. Att förklara samhället. Studentlitteratur.)

Holland, Domenic (2014) Integrating Knowledge Through Interdisciplinary Research. Problems of theory and practice. London: Routledge. Appendix: Research design. Pp. 188-205. (18 pages)

Bhaskar, Roy. and Danermark, Berth, Metatheory, Interdisciplinarity and Disability Research — A Critical Realist Perspective. Scandinavian Journal of Disability Research, 4:278-297, 2006.

Rönnberg, J. (2004). Cognition, Communication, and disability. In W. Östreng (editor). Synergies (pp. 13-15). Interdisciplinary communications 2003/2004. Centre for Advanced Study at the Norwegian Academy of Sciences and Letters.

Readings component 3
Engel, George (1977) The need for a new medical model: A challenge for biomedicine. Science, 196: 129-136. (8 pages)

Rowe, John W. Introduction Approaching Interdisciplinary Research. In: Frank Kessel, Patricia Rosenfield & Norman Anderson (Eds) Interdisciplinary Research: Case Studies from Health and Social Science, Oxford University Press Inc. Oxford. 2008.

Wachs, Theodore D. Necessary But Not Sufficient – The Respective Roles of Single and Multiple Influences on Individual Development, American Psychological Association, Washington DC 2000 p 217-315.

Bickenbach, E.J., Chatterju, S., Badley, E.M. & Üstün, T.B. (1999). Models of disablement, universialism and the international classification of impairments, disabilities and handicaps. Social Science & Medicine 48, pp 1173-1187.

Additional reading
Doctoral theses and papers in disability science.

4 Teaching formats

Teaching on the course takes the following format:

Lectures, self-study and seminars. What we call “the good academic conversation” is in focus. Teachers and students prepare for the session by providing and studying respectively the relevant material (e.g. course readings, recorded lectures, vignettes) well in advance of each session. During the session, focus is on a discussion where the teacher and all students contribute with their own relevant knowledge and experiences.

5 Examination

The course is assessed through the following examinations which will be graded separately:

1.1 **Ethics in research**. Individual written hand-in assignment which will also be discussed at a seminar with regard to humanism, human rights, and ethics in relation to disabilities, 2 credits (0100)

1.2 **Theory of Science 1**. Participation in seminar discussing methodological, ontological and epistemological problems. The student is expected to submit a written paper to be examined and presented orally, and to comment on a fellow student's work, 4 credits (0200).

1.3 **Disability from an interdisciplinary perspective 1**. Individual written hand-in assignment discussing disability as an interdisciplinary research problem from a biopsychosocial perspective. The student is also expected to present and defend their paper and discuss a fellow student's work, 6.5 credits (0300).

For examinations consisting of several examination components, the following applies:
If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

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7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The language of instruction is English, alternatively Swedish.

Transitional provisions
