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 II in Disability Research, 12.5 higher education credits

Baskurs II i handikappvetenskap, 12,5 högskolepoäng

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<th>Course Code/Codes</th>
<th>70HV081</th>
<th>70HV082</th>
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<tr>
<td>Subject Area</td>
<td>Disability Science</td>
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<tr>
<td>School/equivalent</td>
<td>School of Health Sciences</td>
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<td>Approved</td>
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<td>Translation to English, date and signature</td>
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1 Course content

This course is an interdisciplinary in-depth course in disability science and it builds on foundation course I. It takes as a starting point the three focus areas of the Swedish Institute for Disability Research (IHV), set out their research strategy: human development and functioning in everyday life; communication with a particular focus on hearing and deafness; and work and occupation.

The Foundation Course II in Disability Research (12.5 credits) discusses:
- the relationship between ontology, epistemology and methodology
- philosophy of science analyses of scientific texts
- scholarly analysis and synthesis
- methodological implications for interdisciplinary disability research
- critical review and analysis of new and complex phenomena, issues and situations
- identification and formulation of interdisciplinary research questions
- perspectives and theories of relevance to biopsychosocial disability research

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

**Judgement and approach**
- intellectual autonomy and disciplinary rectitude (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:

- insights into the relationship between theory of science starting points and research practice
- an ability to put their own thesis project into a theory of science tradition
- the ability to reflect on methodological problems in interdisciplinary disability research
- an ability to critically review and integrate biopsychosocial levels in research
- an ability to write and defend, independently, a scientific text and to critically review scientific texts written by others
- the ability to reflect on the possibilities and limitations of disability research, its role in society and the responsibility of the individual for how it is used.

### 3 Reading list and other teaching material

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

**Readings component 1**


**Readings component 2**


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 Individual written hand-in assignment discussing ontological and epistemological problems, 2.5 credits. (70HV081)

1.2 Individual written hand-in assignment, including the student defending their own paper as well as discussing a fellow student’s work on interdisciplinary disability research from a biopsychosocial perspective, 10 credits (70HV082)

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.

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

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