



## COURSE SYLLABUS

# Conducting Research with and about Persons with an Impairment or Disability, 5 credits

*Att bedriva forskning med och om personer med Funktionsnedsättning och funktionshinder, 5 högskolepoäng*

---

Course Code: FHBFF33

Education Cycle:

Third-cycle level

Confirmed by: Utbildningsrådet Oct 26, 2022

Research subject:

Disability Research

Valid From: Jan 1, 2023

Version: 1

---

### Intended Learning Outcomes (ILO)

After completion of course the student is expected to have below skills and knowledge:

Knowledge and understanding

- In detail describe and discuss the concept of inclusive research design and how it can be applied when including persons with impairment or disabilities.

Skills and abilities

- Identify challenges and plan for conducting research with and about persons with impairment or disability.
- Adapt research methods to include persons with impairment or disability.
- Apply research with an inclusive research design.

Judgement and approach

- Evaluate ethical aspects when doing research with and about persons with impairment or disability,
- critically reflect on different approaches to inclusive research
- critically reflect on the researcher's approach to the entire research project when including persons with impairment or disability,
- critically reflect over aspects of trustworthiness when persons with impairments or disability are informants.

### Contents

- study design including persons with impairment or disability
- research methods
- ethical aspects of research
- inclusive research design

### Type of instruction

The course is given on-line and includes lectures, individual and group work, and mandatory

seminars.

The teaching is conducted in English.

### Prerequisites

Entry requires 240 credits, of which 60 credits should be on an advanced level, including a thesis of 15 credits (or equivalent).

### Examination and grades

The course is graded Fail (U) or Pass (G).

The course is examined through an individually written assignment and seminars

Registration of examination:

Name of the Test	Value	Grading
Written assignment <sup>†</sup>	3.5 credits	U/G
Seminars	1.5 credits	U/G

<sup>†</sup> Individually written assignment

### Course literature

Bailey, S., K. Boddy, S., Briscoe., & C. Morris. (2015). Involving disabled children and young people as partners in research: A systematic review: Involving disabled children and young people as partners in research. *Child: Care, Health and Development* 41: 505–14. <https://doi.org/10.1111/cch.12197>

Green, G. (2016). Power to the people: to what extent has public involvement in applied health research achieved this? *Research Involvement and Engagement*, 2(1), 1-13. <https://doi.org/10.1186/s40900-016-0042-y>

[doi.org/10.1186/s40900-016-0042-y](https://doi.org/10.1186/s40900-016-0042-y)

Jørgensen, C. R. (2019). Children's involvement in research—A review and comparison with service user involvement in health and social care. *Social Sciences*, 8(5), 149.

<https://doi.org/10.3390/socsci8050149>

Liabo, K., Ingold, A., & Roberts, H. (2018). Co-production with “vulnerable” groups: Balancing protection and participation. *Health Science Reports*, 1(3), e19. <https://doi.org/10.1002/hsr2.19>

Macaulay, A. C., Jagosh, J., Sella, R., Henderson, J., Cargo, M., Greenhalgh, T., ... & Pluye, P. (2011). Assessing the benefits of participatory research: a rationale for a realist review. *Global Health Promotion*, 18(2), 45-48. <https://doi.org/10.1177/1757975910383936>

Nind, M. (2014). *What Is Inclusive Research?* London, England: Bloomsbury Publishing PLC.

van Rooijen, M., Lenzen, S., Dalemans, R., Beurskens, A., & Moser, A. (2021). Stakeholder engagement from problem analysis to implementation strategies for a patient-reported experience measure in disability care: A qualitative study on the process and experiences. *Health Expectations*, 24(1), 53-65. <https://doi.org/10.1111/hex.13147>

Scientific articles will be added.

The most recent editions of the course literature should be used.