

Interdisciplinary perspectives on health and disability, 7.5 credits

Tvårvetenskapliga perspektiv på hälsa och funktionshinder, 7,5 hp

Course Code/Codes	70HV087
Subject Area	Disability Research
School/equivalent	School of Health Sciences
Valid from	2022-07-01
Approved	2022-03-31
Revised	2022-03-30
Approved by	Head of School
Translation to English, date and signature	2022-09-09 CHK

1 Course content

This course is an interdisciplinary basic course on health and disability that takes a biopsychosocial perspective. It looks at various theory of science perspectives, such as positivism, constructivism and critical realism, which will be discussed in relation to interdisciplinary research problems. The course also discusses the interplay between disabilities and different barriers and possibilities that can hinder or help an individual's full participation in society. In addition to the biopsychosocial approach, other perspectives on disability will be discussed, such as the medical and social models of disability. Research on health, disability and functional impairment is an interdisciplinary field, integrating knowledge from a range of subjects.

The course includes:

- ontological and epistemological questions in relation to knowledge production in an interdisciplinary context on health and disability,
- critical review and analysis of the role of science in understanding health and disability,
- identification and formulation of interdisciplinary research questions, and
- describing health, functioning and disability 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)

- familiarity with research methodology in general (part of outcome 2)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

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)
- the ability to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research (outcome 5)
- the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general (outcome 6)
- the ability to identify the need for further knowledge (outcome 7)
- the capacity to contribute to social development both through research and education and in some other qualified professional capacity (part of outcome 8)
- the capacity to support the learning of others (part of outcome 8)

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:

- insights into the relation between theory of science and research practice
- ability to pinpoint their thesis work within the framework of a theory of science tradition,
- ability to reflect on methodology questions in interdisciplinary research on health and/or disability,
- understanding theories of health, functioning and disabling structures,
- ability to critically review and discuss biopsychosocial levels in research on health and disability,
- ability to independently write and defend a scientific text and to critically review scientific texts written by other students, and
- ability to formulate research problems in an interdisciplinary perspective of relevance to health and/or disability.

3 Reading list and other teaching material

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

Course readings for component 1, Theory of Science, 2.5 credits

Andreasson, Jesper & Johansson, Thomas (2020) *Vetenskapsteori - grunder och tillämpning* Lund: Studentlitteratur (223 pages)

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

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 och Karlsson, Jan Ch. (2002) *Explaining society*. Routledge. (221 pages) (Alt in Swedish. *Att förklara samhället*. Studentlitteratur.)

Hacking, Ian. (2008) *Social construction of what?* Harvard Univ. Press (221 pages) (Alt in Swedish. *Social konstruktion av vad?* Thales.)

Price, Leigh (2014). Critical Realist versus Mainstream Interdisciplinarity. *Journal of Critical Realism*, 13(1), 52–76. (25 pages)

Course readings for component 2, Interdisciplinarity, Health and Disability, 5 credits

Bickenbach, E.J., Chatterju, S., Badley, E.M. & Üstün, T.B. (1999). Models of disablement, universalism and the international classification of impairments, disabilities and handicaps. *Social Science & Medicine* 48, pp1173-1187.

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

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

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

Vehmas, Simo and Mäkelä, Pekka. (2009) The ontology of disability and impairment. A discussion of the natural and social features. In Kristjana Kristiansen, Simo Vehmas and Tom Shakespeare. *Arguing about disability. Philosophical perspectives*. London: Routledge. 42-56 (15 pages).

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.

Additional course readings

Further readings in the form of articles may be added.

4 Teaching formats

Teaching on the course takes the following format:

Lectures, independent study and seminars.

5 Examination

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

1.1 Theory of Science 2.5 credits. Individual written hand-in assignment on ontological and epistemological questions in relation to interdisciplinary research. Code: 0100

1.2 Interdisciplinarity, health and disability, 5 credits. Individual written hand-in assignment as well as defence of and discussion on another course participant's work regarding interdisciplinary research on health and disability. Code: 0200

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 course is offered in English, alternatively Swedish, and is partly a distance learning course.

Transitional provisions