



## Seminars on Interdisciplinary, 2,5 higher education credits Tvärvetenskapliga seminarier, 2,5 högskolepoäng

<b>Course Code:</b>	70SE025	<b>Valid from.:</b>	Spring 2011
<b>Level of study:</b>	Third level	<b>Established:</b>	2011-02-28
<b>Subject area:</b>	Medical Science	<b>Revised:</b>	2013-11-07
<b>Higher education credits:</b>	2,5	<b>Approved by:</b>	Head of Department

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### Aims and objectives

#### General aims for third level education

Third level education shall essentially build on the knowledge that students acquire in first level and second level education or corresponding knowledge. In addition to what applies to first level and second level education, third level education shall develop the knowledge and skills needed to be able to conduct research independently (Higher Education Act, Chapter 1, Section 9 a).

The specific national expected learning outcomes in accordance with the Higher Education Ordinance for the degree of doctor and the licentiate degree can be found in *appendix 1 to the general syllabus for the subject*.

#### Course objectives

Central to the studies is to impart to the students insight into the basis of interdisciplinarity in health and health related topics from different research perspectives and in the form of different research problems.

WHO:s International Classification for Functioning and Health (ICF) will be important conceptual framework for interdisciplinary research.

On completion of the course the student shall be familiar with basic approaches to interdisciplinary research and be able to:

- Identify needs for interdisciplinary research in areas of health research, clinical practice and national health policy
- Understand and apply the underlying theories of interdisciplinarity in the context of health related issues at the national and international levels

- Understand the role indicators and survey data in the biopsychosocial ICF implementation monitor mechanisms

### **Main content of the course**

The primary topics to be discussed in this course are the need for interdisciplinary approach when dealing with phenomenon caused by a multiplicity of causes, cases that requires genuinely synthetic interdisciplinary work, involving epistemic integration of the knowledges of the different mechanisms.

An orientation of the background of and the biopsychosocial content of The International Classification of Functioning and Health (ICF).

The argument for interdisciplinarity and the conceptual framework developed for interdisciplinary research (ICF) for complex concrete phenomenon will be applied in selected cases.

### **Reading list and other teaching materials**

Aagaard-Hansen, J. & Ouma, J. (2002) Managing interdisciplinary health research – theoretical and practical aspects. *International Journal of Health Planning and Management*. 17:195-212.

Aboeela, S., Larson, E., Bakken, S., Carrasquillo, A., Glied, S., Haas, J. & Gebbie, K. (2007): Defining Interdisciplinary Research: Conclusions from a Critical Review of the Literature. *Health Research and Educational Trust*. DOI: 10.1111/j.1475-6773.2006.00621.x

Albert, M., Laberge, S., Hodges, B., Regehr, G. & Lingard, L. (2008): Biomedical scientists' perception of the social sciences in health research. *Social Science & Medicine*. 66:2520-2531.

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

Couturier, Y., Gagnon, D., Carrier, S. & Etheridge, F. (2008) The interdisciplinary condition of work in relational professions of the health and social care field: A theoretical standpoint. *Journ. of Interprofessional Care*, 22(4): 341-351.

Danermark, B. (2002) Interdisciplinary Research and Critical Realism: the Example of Disability Research. *International Journal of Critical Realism*, 1:56-64.

Nair, K., Dolovitch, L., Brazil, K. & Raina, P. (2008) It's all about relationships: A qualitative study of health researchers' perspective of conducting interdisciplinary health research. *BMC Health Service Research*. 8:110 doi:10.1186/1472-6963-8-110

Sawa, R. J. (2005) Foundations of interdisciplinary. *Medicine, Health Care and Philosophy*, 8:53-61.

Scott, C. & Hofmeyer, A. (2007) Acknowledging complexity: Critically analyzing context to understand interdisciplinary research. *Journ. of Interprofessional Care*. 21(2):491-501.

Vyt, A. (2008) Interprofessional and transdisciplinary teamwork in health care. *Diabetes Metab Res Rev*. 24 (suppl 1):S106-S109.

World Health Organisation (2001) *International Classification of Functioning, Disability and Health. ICF*. Geneva: WHO.

Other documents, scholarly and scientific articles, and other research materials in electronic form. Maximum 300 pages.

### **Teaching methods**

The course includes reading assignments and lectures. The course language is English. Students are expected to take all the lectures from Blackboard.

Research students who have been admitted to a course have the right to receive tuition and/or supervision for the duration of the time period specified for the particular course to which they are accepted. After that, the right to receive tuition and/or supervision expires.

### **Examination methods**

Students will be required to submit a written course paper.

A research student has the right to request exemption from a compulsory module. If the module in accordance with the course syllabus can be completed in a different way, the examiner may decide, in writing, that the research student shall be exempt from the compulsory module. Should exemption be granted, the research student shall instead complete a substitute assignment determined by the examiner in his/her decision. The substitute assignment will be assessed by the examiner. Should exemption be refused, the decision may be appealed against (Higher Education Ordinance, Chapter 12, Section 2, point 7).

### **Grades**

The grades are Approved and Not approved.

Examinations included in third level education are to be assessed with one of the grades 'fail' or 'pass' (Vice-Chancellor Decision no 181/2003, reg. no. CF 392-2003).

Unless otherwise prescribed above, the research student is required to successfully complete all examinations and compulsory modules in order to be awarded the course grade 'pass'.

## **Re-examination**

Research students who have failed an examination are entitled to a retake. Normally, retakes are offered a certain time period after the first examination was offered.

A research student who has failed an examination twice for a specific course or course module is entitled to request, with the head of school, the appointment of another examiner to determine the grade.

## **Admission requirements**

Research students who have been admitted to third level education at a higher education institution in Sweden, or equivalent programme abroad, have basic eligibility for admission to the course.

## **Selection**

Priority will be given to students admitted to research studies in Medical Science at the School of Health and Medical Sciences at Örebro University. Secondly, research students from Örebro University will be offered a place on the course. Any remaining course places will be offered to research students from other higher education institutions.

## **Transfer of credits for previous studies and other activities**

If a student at a higher education institution in Sweden has successfully completed a certain higher education programme, the student is entitled to credit for this when studying at another higher education institution. This does not, however, apply if there is a substantial difference between the educational programmes.

The same applies to students who have successfully completed a certain educational programme at a university or other institution of higher education in Denmark, Finland, Iceland or Norway or in an entity that is party to the Council of Europe Convention of 11 April 1997 on the Recognition of Qualifications concerning Higher Education in the European Region (Swedish Treaty Series 2001:46), or at the Nordic School of Public Health.

A student is entitled to credit for an educational programme other than one referred to in Section 6 if the knowledge and skills that the student cites are of such a nature and of such a scope that they essentially correspond to the educational programme toward which they are intended to give credit. A student may also receive credit for corresponding knowledge and skills acquired in the course of working activities.

The higher education institution is to consider whether previous education or activities can be accepted for credit (Higher Education Ordinance, Chapter 6, Sections 6-8).

### **Course evaluation**

Course planning and teaching is based on the course description.  
Obligatory course evaluation will assess to what extent the course corresponds with the description.