



COURSE SYLLABUS

The Ecology of Inclusion, Participation and Children's Everyday Functioning, 7.5 credits

The Ecology of Inclusion, Participation and Children's Everyday Functioning, 7,5 högskolepoäng

Course Code: LEPS20	Education Cycle: Second-cycle level
Confirmed by: Director of Education Dec 17, 2019	Disciplinary domain: Education (50%) and health sciences (50%)
Valid From: Spring 2020	Subject group: BU2
Version: 1	Specialised in: A1F
	Main field of study: Child Studies

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- explain inclusion and participation in education, health and social services related to theoretical perspectives in an international context
- describe and show a deep understanding regarding functioning in everyday life for children/youth with disability, longterm health conditions or at risk and in need of special support from a holistic, inclusive and interactive perspective
- demonstrate a deep understanding of the components of intervention processes, assessment and evaluation

Skills and abilities

- create an intervention plan with a focus on participation and a long-term goal of autonomy of the child/youth and the family
- identify factors that facilitate participation and inclusion in everyday life for children and youth with disability, longterm health conditions or at risk
- use collaborative problem solving involving the child/youth, family and professionals

Judgement and approach

- problematize and interpret conceptions of participation and inclusion in intervention processes in different contexts based on theoretical frameworks
- critically reflect on professionals' role and skills working with an inclusive approach in involving the child/youth and family in the intervention process
- problematize ethical issues in the intervention process

Contents

- Perspectives on inclusion in relation to children with disability, longterm health conditions or at risk

- Inclusion and participation in the health, social and educational sector
- The use of systems theory and ICF-CY in intervention processes
- Barriers and facilitators for inclusion and participation of children/youth in need of special support
- Collaborative problem-solving involving the child/youth family and professionals in the intervention process
- Ethical consideration in intervention processes

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups. A digital learning platform is used.

The students are encouraged to suggest literature from their own country or from parts of the world not provided in the literature list.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

The applicant must hold the minimum of a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) within health and care sciences, behavioral science, socialwork, or educational sciences, including independent, theoretical based work, i.e. a thesis or the equivalent. Also 45 credits at advanced level within the subjects of the bachelor's degree including independent, theoretical based work, i.e. a thesis or the equivalent.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on instruction, seminars and course literature.

The course is examined through:

- Seminar
- Oral presentation
- One written assignment

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

To receive the final grade of A the student must receive pass for the seminar and oral

presentation and A for the individual assignments. Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Literature seminar [†]	1.5 credits	U/G
Oral presentation [†]	2 credits	U/G
Individual written assignment	4 credits	A/B/C/D/E/FX/F

[†] The examination is graded Fail (U) or Pass (G)

Course evaluation

The instruction is followed up throughout the course. At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student representative/student representatives (course developer/s). The evaluation, which is published on the relevant e-learning platform and submitted to the administration, is to function as a basis for future improvements to the course.

Course literature

Adair, B., Ullenhag, A., Keen, D., Granlund, M., & Imms, C. (2015). *The effect of interventions aimed at improving participation outcomes for children with disabilities: A systematic review*. *Developmental Medicine & Child Neurology*, 57(12), 1093-1104.

An, M., Palisano, R., Yi, C., Chiarello, L., Dunst, C., & Gracely, E. (2017). *Effects of a Collaborative Intervention Process on Parent Empowerment and Child Performance: A Randomized Controlled Trial*. *Physical & Occupational Therapy In Pediatrics*, 1-15.

Asbjørnslett, M., Helseth, S., & Engelsrud, G. (2014). *'Being an ordinary kid' – demands of everyday life when labelled with disability*. *Scandinavian Journal of Disability Research*, 16(4), 364-376

Castro, S., & Palikara, O. (2018). *An emerging approach for education and care: Implementing a worldwide classification of functioning and disability*. London: Routledge. (60 p)

European Agency for Special Needs and Inclusive Education (2016). *Raising the Achievement of All Learners in Inclusive Education – Literature Review*. (Kefallinou, Anthoula, ed.). Denmark:

Odense. (84 p)

European Agency for Special Needs and Inclusive Education, 2017. *Inclusive Early Childhood Education: New Insights and Tools – Contributions from a European Study*. (M. Kyriazopoulou, P. Bartolo, E. Björck-Åkesson, C. Giné and F. Bellour, eds.). Odense, Denmark. (58 p)

Imms C, Granlund M, Wilson PH, et al. *Participation, both a means and an end: a conceptual analysis of processes and outcomes in childhood disability*. Dev Med Child Neurol. 2017;59:16–25

Lundeby, H., & Tøssebro, J. (2008). *Exploring the Experiences of “Not Being Listened To” from the Perspective of Parents with Disabled Children*. Scandinavian Journal of Disability Research, 10(4), 258-274.

Lygnegard F, Donohue D, Bornman J, et al. *A systematic review of generic and special needs of children with disabilities living in poverty settings in low- and middle-income countries*. J Policy Pract. 2013;12:296–315.

Nilsson, S., Björkman, B., Almqvist, A.-L., Almqvist, L., Björk-Willén, P., Donohue, D., . . . Hvit, S. (2015). *Children's voices-Differentiating a child perspective from a child's perspective*. Developmental Neurorehabilitation, 18(3), 162-168.

World Health Organization

(Selected Chapters).http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf

Ylvén, R., & Granlund, M. (2013). *Collaborative problem solving in the context of early childhood intervention – the link between problems and goals*. Scandinavian Journal of Disability Research, 17(3), 1-19.

Additional literature:

Literature and scientific articles within the student's specialization, recent articles presented by participating faculty (500 p).

Reference Literature:

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

The Interactive Anti-Plagiarism Guide – Jönköping University
Information about plagiarism at higher education institutions