



## COURSE SYLLABUS

# Inclusion and Participation - Children's Everyday Functioning, 7.5 credits

*Inclusion and Participation - Children's Everyday Functioning, 7,5 högskolepoäng*

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<b>Course Code:</b> LIPS28	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Feb 26, 2019	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Apr 1, 2019	<b>Subject group:</b> BU2
<b>Version:</b> 2	<b>Specialised in:</b> A1F
	<b>Main field of study:</b> Special Education

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### Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- describe and show a deep understanding regarding functioning in everyday life for children/youth in need of special support from a holistic, inclusive and interactive perspective

Skills and abilities

- demonstrate a deep understanding of the components of intervention processes, assessment and evaluation

- utilize systems theory to create an intervention plan with a focus on the long-term goal of autonomy of the child/youth and the family

- 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 theoretical frameworks

- critically reflect on professionals' role and skills working to support participation in everyday life functioning among children/youth in need of special support.

### Contents

- Perspectives on children at risk and disability and need of special support
- Holistic and interactive perspectives on functioning in everyday life
- The use of systems theory and ICF-CY in intervention processes
- Barriers and facilitators for inclusion and participation among children/youth in need of special support
- Collaborative problem-solving involving the child/youth family and professionals in the intervention process
- Inclusion and participation in health, social and educational sectors
- Ethical consideration in intervention processes

**Type of instruction**

The teaching consists of lectures, seminars and exercises performed individually or in groups.

The students are encouraged to suggest literature from their own country or from parts of the world not provided in the list of literature. A digital learning platform is used. 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, social work, 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. Proof of English proficiency is required. Exemption is granted from the requirement in Swedish.

**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 and course literature.

**Forms of examination:**

- 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.

Registration of examination:

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

<sup>†</sup> The examination is graded Pass (G) or Fail (U)

## Other information

The course is given provided that enough course participants are admitted.

## 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.

Björck-Åkesson E., Granlund, M., & Olsson, C. (1996) Collaborative problem solving in communication intervention. In: Tetzchner, Jensen, Tetzchner, Stephen von, & Jensen, Mogens Hygum. *Augmentative and alternative communication: European perspectives*. London: Whurr. (p.18).

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

Guralnick, Michael J. (2005). *The developmental systems approach to early intervention (International issues in early intervention)*. Baltimore: Paul H. Brookes Pub. (76 p)

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.

Mpofu, Elias., & Oakland, Thomas (2010). *Rehabilitation and health assessment*. Applying ICF guidelines. New York: Springer Publishing Company. (40 p.)

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.

United Nations General Assembly. (1989). *Convention on the rights of the child*. New York: United Nations.

United Nations General Assembly. (n.d.). *Convention on the rights of persons with disabilities*. from <http://www.un.org/disabilities/default.asp?id=259>

WHO. (2007). *International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)*. Geneva: World Health Organization (Selected Chapters). [http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321\\_eng.pdf](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 (350 p)

*Reference Literature:*

*Citing Sources – How to Create Literature References*. <http://ju.se/library/search--write/citingsources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University*. <http://pingpong.ju.se/public/courseId/10565/publicPage.do>