



Course syllabus

Faculty of Social Sciences

Department of Social Work

4SA705 Funktionsnedsättning och funktionshinder i
välfärdssamhället, 15 högskolepoäng

4SA705 Disability Studies in the Welfare Society, 15 credits

Main field of study

Social Work

Subject Group

Social Work and Social Welfare

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2009-12-11

Revised 2023-06-12 by Faculty of Social Sciences. Revision of course literature.
The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements:
Degree of Bachelor of Science in Social Work, or equivalent education in social sciences/behavioural science.

Objectives

After completing the course, students shall be able to:

1. demonstrate deepened knowledge of concepts, theoretical perspectives and current research in disabilities and impairments,
2. analyse the living conditions of people with disabilities on the basis of a life-cycle perspective, in relation to age, gender, diversity and socio-economic factors,
3. critically assess how the welfare society organises its support for people with disabilities, based on the professional and the user perspective as well as research,
4. independently conduct qualified analyses of research and the current state of knowledge within the field.

Content

The following components are included in the course:

- Theoretical perspectives, social, medical, gender, cultural and developmental psychology aspects of disabilities
- Legislation and international policy documents
- Living conditions; education, work, financial support, living arrangements and support from a life-cycle perspective
- Life-cycle and user perspectives of research and organisations
- Ethics and approaches
- Current research into the field of disabilities

Type of Instruction

Teaching builds upon the students' active and independent participation in seminars and group discussions. The course also includes teacher-led components such as lectures and supervision. Compulsory attendance will be required for parts of the course, which is stipulated in the course documents or schedule.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination takes place by means of an individual written assignment comprising 7.5 credits, which is also discussed in a seminar, and assessed by the grades Fail, Pass or Pass with Distinction. Examination also takes place through five literature seminars comprising 1.5 credits each, which are based on the life-cycle perspective and theoretical perspectives on disabilities. The literature seminars are assessed by the grades Fail or Pass.

To be awarded a grade of Pass (G) in the entire course, the student is required to demonstrate their knowledge in accordance with the intended learning outcomes. Criteria for the grade of Pass with Distinction (VG) in the entire course are stated in the course documents.

Course Evaluation

A course evaluation will be conducted at the end of the course, based on the department's web-based course evaluation template. The course evaluation is compiled and returned to the students by the course coordinator, and is later filed in accordance with the departmental regulations.

Required Reading and Additional Study Material

Required reading

Ambjörnsson, Fanny (2021). *Nadja – en systers berättelse*. Norstedts, (201 p.) ISBN: 9789113111056

Andersson, G. (2016). *Från patient till person: om allvarliga psykiska problem - vardag, vård och stöd*. (1st ed.) Lund: Studentlitteratur (288 p.) ISBN: 9789144108131

Andréasson, Frida., Mattsson, Tina, & Hanson, Elizabeth. (2023). 'The balance in our relationship has changed': everyday family living, couplehood and digital spaces in informal spousal care. *Journal of Family Studies*, 29(2), 719-737. (18 p.) Available on the Internet.

- Berggren, Ulrika Järkestig, Emilsson, Ulla Melin & Bergman, Ann-Sofie. (2021). Strategies of austerity used in needs assessments for personal assistance—changing Swedish social policy for persons with disabilities. *European Journal of Social Work*, 24(3), 380-392. (12 p.) Available on the Internet.
- Bergman, A (2015) *Stöd till barn när föräldrar avlider*. I: (Ed.) Järkestig Berggren, Magnusson, Hanson E., Magnusson, L. *Att se barn som anhöriga : Om relationer, interventioner och omsorgsansvar* (Barn som anhöriga ; 2015:6). Kalmar: Linnéuniversitetet : Nationellt kompetenscentrum anhöriga (Nka), (112 p.)
- Burns, N. (2017). The human right to health: Exploring disability, migration and health. *Disability & Society*, 32(10), pp. 1463–1484 (21 p.)
- Dixon, J., & Robb, M. (2016). Working with Women with a Learning Disability Experiencing Domestic Abuse: How Social Workers Can Negotiate Competing Definitions of Risk. *The British Journal of Social Work*, 46(3), pp. 773-788 (15 p.)
- Dunér, A., & Olin, E. (2018). Personal assistance from family members as an unwanted situation, an optimal solution or an additional good? The Swedish example. *Disability & Society*, 33(1), pp. 1–19 (18 p.)
- FN:s konvention om rättigheter för personer med funktionshinder (A/61/611), (2006)
- Fernqvist, S. & Näsman, E. (2016). Välfärdsstatens logik? Erfarenheter från föräldrar med kognitiva och ekonomiska svårigheter. *Socialvetenskaplig tidskrift*, 2016:1, pp. 1–18 (18 p.)
- Hallerstedt, G. (2006). *Diagnosens makt. Om kunskap, pengar och lidande*. Göteborg: Daidalos, (128 p.) ISBN: 9789171732385
- Hydén, Margareta (2008). Evidence-based social work på svenska—att sammanställa systematiska kunskapsöversikter. *Socialvetenskaplig tidskrift*, 15(1). (16 p.)
- Jeppson Grassman, E & Olin Luritzen, S. (2018) *Mellan hälsa och ohälsa. Ett livsloppsperspektiv*. Lund: Studentlitteratur, (224 p.) ISBN: 9789144117171
- Järkestig Berggren, U., Rowan, D., Bergbäck, E., & Blomberg, B. (2016). Disabled students' experiences of higher education in Sweden, the Czech Republic, and the United States – a comparative institutional analysis. *Disability & Society*, 31(3), 339-356 (17 p.)
- Järkestig Berggren, Ulrika, & Hanson, Elizabeth. (2016). Children as Next of Kin: A Scoping Review of Support Interventions for Children Who Have a Parent with a Serious Physical Illness. *Child Care in Practice*, 22(3), 277-295 (18 p.)
- Lindqvist, R. (2017). *Funktionshindrade i välfärdssamhället*. (latest ed.) Malmö: Gleerups Utbildning AB (184 p.) ISBN: 9789151107493
- Löfgren-Mårtensson, L. (2013). “Hip to be Crip?” About Crip Theory, Sexuality and People with Intellectual Disabilities. *Sexuality and Disability*, December 2013, Volume

31, Issue 4, pp. 413–424 (11 p.)

Olsson, Lena (2016). *Children with mild intellectual disability and their families—needs for support, service utilisation and experiences of support* Jönköping: Jönköping University, School of Health and Welfare. (104 s)

Söder, M., & Hugemark, A. (2016). *Bara funktionshindrad? Funktionshinder och intersektionalitet* (2nd rev. ed.). Malmö: Gleerup, (214 p.) ISBN: 9789140693624