



Course syllabus

Faculty of Social Sciences

Department of Social Work

4SA705 Funktionsnedsättning och funktionshinder i välfärdssamhället, 15 högskolepoäng

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 2018-06-04 by Faculty of Social Sciences. Revision of the course literature and examination, editorial changes.

The course syllabus is valid from autumn semester 2018

Prerequisites

General entry requirements for studies at second-cycle level, plus specific entry requirements: social work, 90 credits or other main subject relevant to the course, including 15 credits at first-cycle level. English A and Swedish B.

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 supervisions. Compulsory attendance will be required for parts of the course, which is stipulated in the course documents or timetable.

Examination

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

Examination of the intended learning outcomes 1, 3 and 4 is in the form of an individually conducted written assignment worth 11 credits, which is discussed in a seminar and assessed by the grades Fail, Pass or Pass with Distinction. An additional two literature seminars worth 2 credits each, which are based on the life-cycle perspective and which examine the intended learning outcome 2. The 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. The evaluation follows the department's web-based course evaluation template. The course evaluation will be collated and returned to the students by the course coordinator. The collated evaluation will be filed in accordance with the departmental regulations.

Required Reading and Additional Study Material

Required reading

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

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.)

Hallberg, U & Hallberg, L (2014). *Barn med särskilda behov. En kunskapsöversikt om funktionsnedsättning*. Lund: Studentlitteratur (147 p.).

Hallerstedt, G. (2006). *Diagnosens makt. Om kunskap, pengar och lidande*. Göteborg: Daidalos, (128 p.).

Jeppson Grassman, E & Olín Luritzen, S. (2018) *Mellan hälsa och ohälsa. Ett livsloppsperspektiv*. Lund: Studentlitteratur, (224 p..

Jumisko, E., Lexell, J., & Söderberg, S. (2009). *The meaning of feeling well in people with moderate or severe traumatic brain injury*. *Journal of Clinical Nursing*, 18(16), 2273-2281 (18 p.)

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*. (4th ed.) Malmö: Gleerups Utbildning AB (184 p.)

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.)

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

Tossebro, Jan, Bonfils, Inge S., Teittinen, Antti, Tideman, Magnus, Traustadottir, Rannveig, & Vesala, Hannu T. (2012). *Normalization Fifty Years Beyond--Current Trends in the Nordic Countries*. *Journal of Policy and Practice in Intellectual Disabilities*, 9(2), pp. 134-146, (12 p.)