



Course syllabus for

## **Participation and Environment, 7.5 credits**

Delaktighet och miljö, 7.5 hp

This course syllabus is valid from spring 2024.

Please note that the course syllabus is available in the following versions:

[Autumn2017](#) , [Spring2018](#) , [Autumn2019](#) , [Spring2020](#) , [Autumn2021](#) , [Spring2024](#)

Course code	1AR035
Course name	Participation and Environment
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Not applicable
Level	GX - First cycle
Grading scale	Pass, Fail
Department	Department of Neurobiology, Care Sciences and Society
Decided by	Utbildningsnämnden NVS
Decision date	2017-04-25
Revised by	Education committee NVS
Last revision	2023-10-26
Course syllabus valid from	Spring 2024

### **Specific entry requirements**

A minimum of 60 credits and proficiency in English equivalent to English A/English 5.

### **Objectives**

The general aim of the course is that the student should acquire knowledge and understanding of the relations between environment and participation. The course has a specific focus on technology, as part of the environment on social structures, laws, and organisation of services in relation to disabilities, from a local and global perspective of society.

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

- account for theories and concepts relevant to understanding and analysing relations between environment and participation
- analyse and reflect on the relation between environment and participation
- apply relevant knowledge of legislation and organisation of service that affects participation for individuals living with functional limitations locally and globally
- analyse and reflect on how legislation and organisation of services impact participation for people

with disabilities

- communicate effectively and appropriately in English in the area of the course content

## Content

The course is divided in two parts.

### **Environment and Participation - Theories and Concepts, 4.0 hp**

Grading scale: GU

In this part, theories and concepts of relevance to understand the relation between environment and participation in relation to disability are introduced. Concepts that are included are: accessibility, usability, universal design, social constructivist views on disability, independence, autonomy, participation, empowerment. Theories/models that are included: The social model of disability, occupational science models with a focus on the interaction between person - environment.

### **Participation in Everyday Life, 3.5 hp**

Grading scale: GU

In this part, the student reflects on how legislation and organisation of service affect participation in the everyday life for individuals with disabilities locally and globally.

International legislation: UN's declaration of human rights and The WHO's global health policy.

National legislation and local organisation of service in different parts of the world.

## Teaching methods

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for the student to take active responsibility for their learning. The teaching methods include lectures, seminars, group assignments and study visits.

The course coordinator decides whether, and if so how, absence from compulsory course elements can be supplemented. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student cannot retake the element until the next time the course is offered.

## Examination

Part 1 Environment and participation - theories and concepts, is examined through a combined oral and written individual examination as well as participation in seminars.

Part 2 Participation in everyday life, is examined through written and oral presentation of a group assignment as well as active participation in examination seminar.

Students who do not pass regular examinations are entitled to resit the examination on five more occasions. If the student has failed six examinations/tests, no additional examination will be provided. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

If there are special grounds, or a need for adaptation, for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and abilities may not be changed, removed or reduced.

## Transitional provisions

An examination will be made available for a period of one year in the event of the course being discontinued or a new course syllabus being devised.

## Other directives

Course evaluation is carried out according to the guidelines established by the Board of Education. The course will not be credited in a degree together with another course the student has completed and passed which completely or partly corresponds to the contents of this course.

## Literature and other teaching aids

*Shakespeare, Tom*

### **Disability rights and wrongs revisited**

2nd edition. : Hoboken : Taylor and Francis, 2013. - viii, 280 p.

ISBN:978-0-415-52761-3 LIBRIS-ID:14673783

*Also available as electronic book*

[Library search](#)

### **Participation in health and welfare services : professional concepts and lived experience**

*Eide, Arne H.; Josephsson, Staffan; Vik, Kjersti*

Abingdon, Oxon : Routledge, 2017. - xv, 235 pages

ISBN:978-1-138-64485-4 LIBRIS-ID:20177604

*Also available as electronic book*

[Library search](#)

### **Willard & Spackman's occupational therapy Willard and Spackman's occupational therapy**

*Schell, Barbara A. Boyt.; Gillen, Glen; Scaffa, Marjorie E.*

*Willard, Helen S.; Spackman, Clare S.*

12th ed. : Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins, cop. 2014 - 1262 p.

ISBN:9781451110807 LIBRIS-ID:13922214

*Chapter 17-18, 38, 42, 70*

[Library search](#)

### **International classification of functioning, disability and health (ICF)**

Geneva : World Health Organization, 2001 - 299 s.

ISBN:9241545429 LIBRIS-ID:8346060

[Library search](#)

*United Nations*

### **Convention on the Rights of Persons with Disabilities Optional Protocol**

United Nations, 2006

URL: [Länk](#)

### **1948-1998 : the Universal Declaration of Human Rights**

[New York] : United Nations Dept. of Public Information, 1998 - [28] s.

LIBRIS-ID:2658363

*Barnes, Colin; Mercer, G.*

### **Exploring disability : a sociological introduction.**

2nd ed. : Cambridge : Polity, 2010. - vii, 341 s.  
ISBN:0745634850 (hbk.) : LIBRIS-ID:11953553

[Library search](#)

**Gender and disability research in the Nordic countries**

*Kristiansen, Kristjana; Rannveig Traustadóttir*

Lund : Studentlitteratur, 2004 - 400 s.

ISBN:91-44-03826-7 LIBRIS-ID:9810180

[Library search](#)

**Using environments to enable occupational performance**

*Letts, Lori; Rigby, Patty; Stewart, Debra*

Thorofare, N.J. : Slack, cop. 2003 - xviii, 314 s.

ISBN:1-55642-578-3 (hardcovers) LIBRIS-ID:9046878

[Library search](#)

*Hurst, R*

**The international disability rights movement and the ICF**

25(11-12) : Disability & Rehabilitation, 2003 - 572-576.