



Course syllabus for

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

Delaktighet och miljö, 7.5 hp

This course syllabus is valid from autumn 2017.

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	Fail (U) or pass (G)
Department	Department of Neurobiology, Care Sciences and Society
Decided by	Education committee NVS
Decision date	2017-04-25
Course syllabus valid from	Autumn 2017

### **Specific entry requirements**

A minimum of 60 credits and proficiency in English equivalent to English B/English 6.

### **Objectives**

The general aim of the course is that the student should acquire knowledge and understanding of relations between environment and participation. Special focus is placed at environmental factors connected to technology and to the structures, laws and organisation of service in relation to disabilities from a local and global perspective of the society.

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

- account for theories and concepts of relevance to understand and analyse 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 on participation for individuals with physical disabilities locally and global
- analyse and reflect on which consequences legislation and organisation of service have on participation for individuals 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 hp** 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** 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 used teaching methods are lectures, seminar, group assignments and study visits.

The course coordinator decides whether, and if so how, absence from compulsory course elements can be made up. 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 be examined through a combined oral and written individual examination as well as participation in seminar.  
Part 2- Participation in the everyday life be examined through oral presentation of a group assignment as well as active participation in examination seminar.

Students who do not pass a regular examination are entitled to re-sit 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.

## 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. ~~as well as based on established evaluation routines in the programme.~~

## Literature and other teaching aids

*Shakespeare, Tom*

**Disability rights and wrongs**

London : Routledge, 2006 - viii, 232 s.

ISBN:0-415-34719-X (pbk.) LIBRIS-ID:10252424

[Library search](#)

*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](#)

**International Classification of Functioning, Disability and Health (ICF).**

Geneva : World Health Organization, 2001

**Global Health : An Introductory textbook**

*Lindstrand, Ann; Bergström, Staffan; Rosling, Hans; Rubenson, Birgitta; Stenson, Bo*

Studentlitteratur AB, 2006 - 326

ISBN:9144021984

[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](#)

**United Nations. The universal declaration of human rights.**

<http://un.org/en/documents/udhr/>,

*Hurst, R*

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

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

*Muennig, P; Su, C*

**Introducing Global Health: Practice, Policy and Solutions**

Jossey-Bass, California, 2013

**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](#)

**Willard & Spackman's occupational therapy**

*Crepeau, Elizabeth Blesedell; Cohn, Ellen S.; Schell, Barbara A. Boyt*

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

11. ed : Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins, cop. 2009 - 1191 s.

ISBN:9780781760041 LIBRIS-ID:10865216

URL: [Länk](#)

[Library search](#)