



**Karolinska
Institutet**

Course syllabus for

Cerebral palsy - causes, symptoms and treatment, 15 credits

Cerebral pares - orsaker, symtom och behandling, 15 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Course code	2QA192
Course name	Cerebral palsy - causes, symptoms and treatment
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Clinical Medical Science
Level	Second cycle, has only first-cycle course/s as entry requirements
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Women's and Children's Health
Decided by	Styrelsen för utbildning
Decision date	2011-03-04
Revised by	Board of Higher Education
Last revision	2017-02-07
Course syllabus valid from	Autumn 2011

Specific entry requirements

A Bachelor's degree or a professional degree of at least 120 credits is required in healthcare or medicine. English language skills equivalent to English B at Swedish upper secondary school are also required.

Proficiency in the English language should be documented by an internationally recognized test such as TOEFL: internet based (iBT) with a total score of at least 90 and minimum score of 20 on written test; paper based (PBT) with a total score of at least 575, and minimum score 4.5 on written test; or IELTS (academic) with an overall mark of at least 6.5 and no band less than 5.5; or other documentation that according to regulations certifies the equivalence of English B at Swedish upper secondary school.

Objectives

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

Knowledge and understanding:

- demonstrate an understanding of the meaning of a family-centred services (FCS)
- independently explain and discuss the genesis of cerebral palsy
- independently and systematically distinguish between various types of functional disabilities in

cerebral palsy and discuss and explain the meaning of these with ICF as a conceptual framework

- show advanced knowledge concerning analysis, treatment and evaluation of functional disabilities in cerebral palsy with ICF as a frame of reference
- evaluate, critically analyse and review scientific findings and show how they can be integrated in evidence-based practise

Skills and ability

- show ability to systematically search, critically interpret and review literature that concerns different aspects of cerebral palsy
- show ability to, based on case studies, search, account for and critically review scientific literature with relevance for the described cases
- show ability to systematically search, review critically and interpret different treatment strategies within the area from a familycentred and cross-professional perspective
- apply the knowledge in relation to case studies
- evaluate effects of different interventions on a short- and longterm perspective with ICF as frame of reference

Assessment ability and attitudes

- evaluate and relate to ethical principles in the area
- evaluate and analyse scientific production in the area

Content

The field of knowledge dealing with individuals with cerebral palsy is multifaceted. Cerebral palsy consists of a number of subdiagnosis, functional disabilities of varying genesis and high comorbidity. The field also contains a rich flora of treatment methods. Cross-professional working methods at investigation and treatment are common. WHO's classification, International Classification of Functioning, Disability and Health (ICF), is used as a conceptual framework to describe effects of assessment and treatment. Within paediatrics and rehabilitation, family-centred services are emphasised and within (re)habilitation for adults with cerebral palsy a client-centred working method is used.

The course covers:

Family- and clientcentred services

ICF as classification and conceptual framework

The bases for evidence-based practice

The development of the central nervous system

Diseases and co-morbidity

Cerebral palsy in a life-time perspective

Cross-professional assessment of cerebral palsy using the ICF as a frame of reference

Treatment of cerebral palsy with an evidence-based, cross-professional approach and ICF as a basis

Teaching methods

The teaching is organised in the form of lectures and group discussions in the web-based platform PingPong. The student's participation in the learning process stands in focus when the student searches for knowledge, applies and evaluates it. Thus the student's development of professional and academic competence is stimulated and supported. The course leaders act by challenging, following and giving feed-back to the students' learning by contributing knowledge in a manner that stimulates and supplements.

Examination

Examination takes place through written individual examination assignments which are assessed according to the grading scale fail (U), pass (G) or pass with distinction (VG). The student's achievements at written assignments that form basis for group discussions and also participation in

group discussions are assessed as fail (U) or pass (G). These must be completed and passed before a summarising final grade can be given. The individual examination assignments of the course are combined to a summarising grade of the whole course according to the grading scale fail (U), pass (G) or pass with distinction (VG).

Compulsory parts: All activities on the web-based learning platform PingPong are compulsory. Where attendance is required in real time the group discussions will be adapted to students living in the same time zone.

Students who have not passed at the regular examination has the right to participate at five further examination sessions. If the student has failed six examinations/tests, no more examination is offered. Each time the student has participated in a particular examination is regarded as an examination session. An examination for which the student registered but not participated in, will not be regarded as an examination.

Transitional provisions

The course has been **cancelled** and was offered for the last time in the fall semester of 2012. Examination will be provided until the spring of 2018 for students who have not completed the course.

Other directives

Language of instruction: English

Literature and other teaching aids

Stanley, Fiona; Blair, Eve; Alberman, Eva

Cerebral palsies : epidemiology and causal pathways

London : Mac Keith, 2000 - xx, 251 s.

ISBN:1-898683-20-4 LIBRIS-ID:8339322

[Library search](#)

Management of the motor disorders of children with cerebral palsy

Scrutton, David; Damiano, Diane; Mayston, Margaret

2. ed. : London : Mac Keith, Keith,c 2004

ISBN:1-898683-32-8 LIBRIS-ID:9469543

[Library search](#)

Hadders-Algra, Mijna.; Carlberg, Eva Brogen.

Postural control : a key issue in developmental disorders

London : Mac Keith, cop. 2008. - ix, 331 s.

ISBN:978-1-898683-57-5 (pbk.) No price LIBRIS-ID:11361457

[Library search](#)

Communicating without speech : practical augmentative & alternative communication

Cockerill, Helen; Carroll-Few, Lesley

London : Mac Keith, 2001 - viii, 185 s.

ISBN:1-898683-25-5 ; No price LIBRIS-ID:8339326

[Library search](#)

Eliasson, Ann-Christin; Burtner, Patricia A.

Improving hand function in cerebral palsy Improving hand function in children with cerebral palsy : theory, evidence and intervention

London : Mac Keith Press, c2008. - xiv, 442 p.
ISBN:978-1-898683-53-7 LIBRIS-ID:11647518
URL: [Länk](#)
[Library search](#)

Pain in children & adults with developmental disabilities

Oberlander, Tim F.; Symons, Frank J.

Baltimore, Md : Brookes, cop. 2006 - xviii, 246 s.
ISBN:978-1-55766-869-1 (pbk.) LIBRIS-ID:10283715
[Library search](#)