

# Syllabus

for course at first level

**Intellectual disability: An inter-professional approach**  
**Utvecklingsstörning: Ett interprofessionellt perspektiv**

**7.5 Higher Education  
Credits  
7.5 ECTS credits**

<b>Course code:</b>	UQ149F
<b>Valid from:</b>	Autumn 2018
<b>Date of approval:</b>	2015-02-04
<b>Changed:</b>	2018-02-20
<b>Department</b>	Department of Special Education
<b>Main field:</b>	Special Education
<b>Specialisation:</b>	G2F - First cycle, has at least 60 credits in first-cycle course/s as entry requirements

## Decision

This course syllabus is approved by the Board of the Department XXXX-XX-XX

## Prerequisites and special admittance requirements

A good command of written and spoken English (upper secondary school leaving certificate, TOEFL-test or equivalent), and at least one year of successful studies at university level in education (60 ECTS or equivalent).

## Course structure

Examination code	Name	Higher Education Credits
MOM1	Intellectual disability: An inter-professional approach	7.5

## Course content

The population of children and young learners with intellectual disabilities with complex needs is increasing. These children will require more care and support across different services providers from Education and Health to Social Care. This will in many ways require a particular set of skills and competences from providers. It will require professional collaboration between these different professional groups; namely, teachers, health care and social care workers. This course is interested from an inter-professional approach in building knowledge and competences on working with these children. It will address evidence on the demographic trends and patterns of the population, and the implications of trends and patterns and teaching of the professionals. An important aspect of the course is how knowledge-sharing and collaboration can be initiated and supported for the effective delivery of care and support.

## Learning outcomes

Upon completion of the course, students will be able to:

- Understand and describe the trends and patterns from an evidence based perspective pertaining to the population of children and young learners with intellectual disabilities with complex needs.
- Understand and describe the educational, health and social care needs of these children.
- Describe and analyze their role as teachers in supporting learners with intellectual disabilities with complex needs.
- Understand the role of inter-professional team-work in providing services to this population of learners.

## Education

Instruction will be given in the form of lectures, seminars, student group work and thematic synthesis.

**Forms of examination**

Students' knowledge is examined through an individual written examination.

Grades will be awarded based on a seven-point scale related to the learning objectives of the course. The scale will be as follows:

A= Excellent  
B= Very Good  
C= Good  
D= Satisfactory  
E= Sufficient  
Fx= Insufficient  
F= Inadequate

The grading criteria for the course will be described in the course description.

If students receive the grade Fx or F, they are allowed to retake the examination as long as the course is still provided, in order to obtain a grade of E or higher.

Students who receive a grade of E or higher may not retake the examination to attain a higher grade. If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have another examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

The date of the examination will be indicated on the course description.

**Interim**

After the course syllabus is revoked the students have the right to be examined once every semester for a maximum period of three semesters.

**Misc**

The course is offered as an elective course in special education.

**Required reading**

The course literature will be included in the course description.