

# Quality Registers

Programme course

7.5 credits

Kvalitetsregister

8MM153

Valid from: 2019 Spring semester

**Determined by**

The Board for First and Second Cycle  
Programmes at the Faculty of Health  
Sciences

**Date determined**

2014-02-17

## Main field of study

Occupational Therapy, Public Health, Nursing

## Course level

Second cycle

## Advancement level

A1X

## Course offered for

- Master's Progr in Occupational Therapy/Public Health Science//Physiotherapy/Speech and Language Pathology/Medical Education/Nursing Science
- Master's Programme in Occupational Therapy/Public Health Science//Physiotherapy/Speech and Language Pathology/Medical Education/Nursing Science

## Entry requirements

To be admitted to the course, a bachelor degree is required , alternatively a professional examination relevant to the main field of study for the degree - for example, occupational therapist, speech therapist, hearing therapist, physiotherapist, nurse, public health scientist, medical doctor, behavioural scientist, dietician, psychologist, sociologist, dentist, consisting of a minimum of 180 ECTS university credits/120 ECTS university credits including an independent degree project of at least 15 ECTS university credits (C-level or equivalent second cycle studies). In addition, knowledge of Swedish and English as prescribed for general admission for undergraduate studies is required, eg Swedish 3/B and English 6/A.

## Intended learning outcomes

### INTRODUCTION

The course is an optional advanced level continuation course within Public Health Sciences. The course is part of the Master Program in Public Health Sciences.

### INTENDED LEARNING OUTCOMES

After completion of the course, the student is expected to know:

Knowledge and understanding;

Be able to describe the level and distribution of health in different populations and to describe social determinants of health.

Be able to analyze mechanisms for health development including social and economic conditions, gender, ethnicity, disability and use of care.

Knowledge and understanding

Be able to apply theoretical concepts and models when explaining health inequalities

Judgement and approach

Reflect on health policies

## Course content

Explanation models for health inequalities

Central concepts within health inequalities

Sustainable development and welfare

## Teaching and working methods

Student centered and problem based learning form the foundation for the teaching at the Faculty of Health Sciences (FHS). The student takes responsibility for, studies and researches current content of the courses and study programme. The working methods challenge the students to independently formulate questions for learning, to seek knowledge and in dialogue with others judge and evaluate achieved knowledge. Students work together in groups based on reality based situations to develop their own learning, contribute to the fellow students' learning and to practice cooperation. The teacher's role is to support the students in this way of learning. The curricula are thematically organised, integrating subjects in theoretical and practical modules throughout the study programmes. The study programmes collaborate in certain integration modules where interprofessional learning takes place through the participation of students from several professions learning with, about and from each other. The course methods and integration modules stimulate and support the student's development of professional and interprofessional competencies as well as prepare the student for cooperation in the coming profession.

The teaching methods in this course consist of lectures and seminars.

## Examination

The form of examination used in the course is an individually written exam. Compulsory parts with required attendance are seminars, which are required for the examination.

## Grades

Two-grade scale, U, G

## Other information

Planning and implementation of the course is to be based on the wordings in the course syllabus. A course evaluation is mandatory for each course and should include the question whether the course is in agreement with the course syllabus. The course coordinating teacher will analyse the course evaluation and propose appropriate development of the course. The analysis and proposal feedback will be given to the students, the Programme Coordinator/Director of Studies and as needed to the Board for First and Second Cycle Programmes, if it is related to general development and improvement. The course is carried out in such a way that disabilities, ethnicity, gender and age are given prominence as relevant variables for analysis and discussion. If the course is cancelled or undergoes major changes, examination is normally offered under this course syllabus, at a total of three occasions within a year, of which one in close proximity to the first examination.

## Department

Institutionen för medicin och hälsa