



Faculty of Medicine

## **MEVN43, Cognitive Development and Ability in Children from an Interprofessional Perspective, 7.5 credits**

*Kognitiv utveckling och förmåga hos barn ur ett tvärprofessionellt  
perspektiv, 7,5 högskolepoäng*  
**Second Cycle / Avancerad nivå**

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### **Details of approval**

The syllabus was approved by The Master's Programmes Board on 2019-05-15 to be valid from 2019-05-16, autumn semester 2019.

### **General Information**

The course is a second cycle component of the Master of Science (120 credits) programme in Medical Science.

*Language of instruction:* English

*Main field of studies*

*Depth of study relative to the degree requirements*

Nursing

A1N, Second cycle, has only first-cycle course/s as entry requirements

Physiotherapy

A1N, Second cycle, has only first-cycle course/s as entry requirements

Speech and Language Pathology

A1N, Second cycle, has only first-cycle course/s as entry requirements

Radiography

A1N, Second cycle, has only first-cycle course/s as entry requirements

Reproductive, Perinatal and Sexual Health

A1N, Second cycle, has only first-cycle course/s as entry requirements

Audiology

A1N, Second cycle, has only first-cycle course/s as entry requirements

Occupational Therapy

A1N, Second cycle, has only first-cycle course/s as entry requirements

## Learning outcomes

### Knowledge and understanding

On completion of the course, the students shall demonstrate the ability to

- explain and discuss different theoretical perspectives, models and concepts in the area of children's cognitive development and ability
- explain and discuss methods for assessment, intervention and evaluation related to different aspects of children's cognitive ability, taking the surrounding environment into account

### Competence and skills

On completion of the course, the students shall demonstrate the ability to

- independently and critically review, analyse and apply the available evidence for assessment and intervention with regard to cognitive aspects of children
- justify the choice of and critically review assessment and intervention methods based on a theoretical model
- based on the UN's convention of the child and the global sustainability goals, discuss and analyse the consequences of limited cognition for activity and participation in different contexts
- independently and in a scientifically systematic way, plan research and development work as well as argue for relevant evaluation methods in the area of children's cognitive development and ability

### Judgement and approach

On completion of the course, the students shall demonstrate the ability to

- reflect on how the knowledge and expertise of other professions can enrich and complement their own expertise in the assessment and intervention for children with difficulties related to cognitive ability
- reflect from a diversity perspective on how their own social and cultural background may influence the work with children and families

## Course content

The course has an interprofessional focus involving broadening and specialisation in the respective main fields of study. The course covers the following elements:

- Children's cognitive development and ability, especially perception, attention, executive functions and motivation
- The significance of cognitive ability for activity, participation, communication and learning
- Assessment, intervention and evaluation
- The impact of the context on cognitive ability

- Special focus on co-occurrence of difficulties with regard to different aspects of development
- Cooperation in teams
- Clinical training based on evidence and values
- Diversity and gender equality
- Relevant legislation, the UN convention of the child, the UN global goals for sustainable development

## Course design

The course is carried out interprofessionally, mainly through learning activities that require attendance at the course location, i.e. lectures, literature seminars and interprofessional workshops. The working methods include both independent work and group work. Activities requiring compulsory attendance are indicated in the timetable.

## Assessment

The course is assessed through three exam components:

### **Theory of Cognitive Function and Ability, 2 credits**

Written exam and individual written assignment.

### **Evidence-Based Intervention, 4 credits**

Plan a theoretically supported and evidence-based intervention of relevance to their own main field of study. Individual written report and oral presentation. Peer review

### **Interprofessional Case Study, 1.5 credits**

Presentation of interprofessional case study.

If there are special reasons, alternative forms of assessment can be used.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, Pass, Pass with distinction.

To be awarded a grade of Pass, the student must have been awarded this grade for all assessed components. To be awarded a grade of Pass with Distinction, the student must have been awarded this grade for the components Theory of Cognitive Function and Ability, 2 credits, and Evidence-Based Intervention, 4 credits.

## Entry requirements

To be admitted to the course, students must have a Bachelor's degree or equivalent (180 credits, including 15 credits of project work) in Occupational Therapy, Audiology, Speech and Language Pathology, Physiotherapy, Nursing or Diagnostic Radiology Nursing, or the same level of qualification in Medical Science. Proficiency in English equivalent to a Pass in English 6/English B from Swedish upper secondary school or the equivalent.

## Subcourses in MEVN43, Cognitive Development and Ability in Children from an Interprofessional Perspective

Applies from H19

- 1901 Theories of cognitive function and ability, 2,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1902 Evidence based intervention, 4,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1903 Interprofessional case study, 1,5 hp  
Grading scale: Fail, Pass