

# Kurslitteratur

**Kurs:** Multidisciplinary Cooperation and Interprofessional Approaches  
in Special Education Research, 7,5 credits  
**Kurskod:** UQ011FU  
**Institution:** Specialpedagogiska institutionen  
**Beslut:** Fastställd av institutionsstyrelsen vid Specialpedagogiska institutionen  
2020-10-20 och gäller från och med VT21.

## Required Course Literature

- Anderson, E. M. (2013). Preparing the next generation of early childhood teachers: The emerging role of interprofessional education and collaboration in teacher education. *Journal of Early Childhood Teacher Education*, 34(1), 23-35.  
doi:10.1080/10901027.2013.758535
- Avendano, S. M., & Cho, E. (2020). Building collaborative relationships with parents: A checklist for promoting success. *Teaching Exceptional Children*, 52(4), 250-260. doi:10.1177/0040059919892616
- Barr, H. (2013). Toward a theoretical framework for interprofessional education. *Journal of Interprofessional Care*, 27(1), 4-9.  
doi:10.3109/13561820.2012.698328
- Borg, E., & Drange, I. (2019). Interprofessional collaboration in school: Effects on teaching and learning. *Improving Schools*, 22(3), 251-266.  
doi:10.1177/1365480219864812
- Czarniawska, B. (2007). *Shadowing and other techniques for doing fieldwork in modern societies*. (1. [uppl.]). Malmö: Liber. (134s)
- Ekornes, S. (2015). Teacher perspectives on their role and the challenges of inter-professional collaboration in mental health promotion. *School Mental Health*, 7(3), 193–211. doi:10.1007/s12310-015-9147-y

## Department of Special Education



- Hontvedt, M., Silseth, K., & Wittek, L. (2019) Professional Collaboration in Teacher Support Teams—A Study of Teacher and Nurse Educators' Creative Problem-Solving in a Shared Space for Professional Development, *Scandinavian Journal of Educational Research*, 1-8 doi:10.1080/00313831.2019.1665098
- Hynek, K. A., Malmberg-Heimonen, I., & Tøge, A. G. (2020). Improving interprofessional collaboration in Norwegian primary schools: A cluster-randomized study evaluating effects of the LOG model on teachers' perceptions of interprofessional collaboration. *Journal of Interprofessional Care*, 1-10 doi:10.1080/13561820.2019.1708281
- Karlsson, M., Garvare, R., Zingmark, K., & Nordström, B. (2020). Organizing for sustainable inter-organizational collaboration in health care processes. *Journal of Interprofessional Care*, 34(2), 241-250. doi:10.1080/13561820.2019.1638760
- McDonald, S. (2018). Going with the flow: shadowing in organisations. In Cassell, C., Cunliffe, A. L., & Grandy, G. *The SAGE Handbook of Qualitative Business and Management Research Methods* (pp. 205-218). London: SAGE Publications Ltd. doi:10.4135/9781526430236
- Mælan, E. N., Tjomsland, H. E., Baklien, B., & Thurston, M. (2019). Helping teachers support pupils with mental health problems through inter-professional collaboration: A qualitative study of teachers and school principals. *Scandinavian Journal of Educational Research*, 1–15. doi:10.1080/00313831.2019.1570548
- Saggers, B., Tones, M., Dunne, J., Trembath, D., Bruck, S., Webster, A., Klug, D., & Wang, S. (2019). Promoting a collective voice from parents, educators and allied health professionals on the educational needs of students on the autism spectrum. *Journal of Autism and Developmental Disorders*, 49(9), 3845-3865. doi:10.1007/s10803-019-04097-8
- Quinlan, E. (2008) Conspicuous Invisibility- Shadowing as a Data Collection Strategy, *Qualitative Inquiry*, 14(8),1480-1499. doi:10.1177/1077800408318318

## Valbar litteratur

Valbar litteratur väljs i samråd med kursansvarig lärare.