Unit Outline
OCCT3000 Research Design for Occupational Therapy
Semester 1, 2017

Unit study package code: OCCT3000
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Online Class: 1 x 1 Hours Weekly
Science Laboratory: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.

Credit Value: 25.0
Pre-requisite units:
303542 (v.0) Bachelor of Science (Occupational Therapy) or any previous version
OR
B-OCCT (v.0) Bachelor of Science (Occupational Therapy) or any previous version
AND
313390 (v.0) Evidence Informed Health Practice 100 or any previous version
OR
314512 (v.0) Evidence Informed Health Practice 130 or any previous version
OR
311235 (v.0) OT142 - Measurement in Occupational Therapy or any previous version
OR
CMHL1001 (v.0) Evidence Informed Health Practice or any previous version

Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:

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Teaching Staff:

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Location: Building: 401 - Room: 347

Administrative contact:  
Name: Kerrylyn Johnston  
Phone:  
Email: OTSW.Students@curtin.edu.au  
Location: Building: 401 - Room: Level 2 reception

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Syllabus
Introduction

Being a great OT clinician requires the creative and innovative application of up to date knowledge and skills. Now as a student, and later as a clinician, you will need to refer to the four pillars of evidence-based practice (clinical experience; the client’s goals and values; information from the practice context; and scientific research evidence) to inform you about how best to provide occupational therapy services to your clients. This is a personal responsibility you have in order to meet your duty of care and ongoing professional development activities of your registration with the Australian Health Practitioner Regulation Agency (AHPRA); but, how do you determine if what you read is good quality evidence that should be applied in OT practice, or if it should be disregarded?

This unit will assist you to be critical in your reading of the literature by providing you with knowledge and skills needed to read research evidence and translate findings into plain language implications for clinical practice. This builds on the first year Evidence Informed Health Practice unit where you would have learned the basics about accessing evidence and introductory research methods. The skills developed in this unit will assist you in your applied occupational therapy practice units for this semester and the next, and you will never look at a journal article in the same way again!

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain the relationship of theory and research and its relevance to occupational therapy</td>
<td>📚 🚀 🎯</td>
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<tr>
<td>2 Analyse research outcome in relation to ethics</td>
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<tr>
<td>3 Compare and contrast experimental and naturalistic research design, and apply the appropriate design to address different types of research questions</td>
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<tr>
<td>4 Interpret international and national research findings and critically review their relevance to Occupational Therapy practice</td>
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<tr>
<td>5 Identify and select appropriate analytical techniques for research designs presented</td>
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</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities
OCCT3000 Research Design for Occupational Therapy uses a **Flipped Learning** approach.

There are three phases to Flipped Learning: **Preparation, Application** and **Review**.

In the **preparation** phase you will be provided with essential preparatory information and content of the core concepts of the curriculum that you require. This information will be available via Blackboard in the form of short iLectures; relevant readings from your textbook and other sources; weekly online quizzes to provide you with feedback about your understanding of the concepts. It will be your responsibility to complete this preparation prior to attending your weekly laboratory, so that you can participate in these collaborative seminar style sessions.

The weekly seminars will provide you with the opportunity for **application** of the information gained from the provided online learning materials. The seminars are also designed to encourage your independent learning and are mostly experiential in nature. You will be expected to come prepared to actively participate in the seminars. Completing the weekly preparation activities will enhance your learning activities in class.

The unit has been set up so that each week is a building block to the final unit learning outcome; that is, you being able to critically read, interpret, and apply research evidence to the other three pillars of EBP in order to make a clinical decision. The weekly learning outcomes are written at the top of the relevant learning materials web page for each week in Blackboard. It is highly recommended that you **review your progress towards the learning outcomes** for each week. A good rule of thumb is: can you explain the concepts to someone else in plain language? To gauge your progress, you should look back at the end of each week and see how well you answered the weekly online quiz questions, and participated in the seminar activities. If you are not confident with your understanding of the concepts and you have completed the necessary weekly learning activities, please do not hesitate to make an appointment with your tutor to get more support.

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**Learning Resources**

**Library Reading List**

The Reading List for this unit can be accessed through Blackboard.

**Essential texts**

The required textbook(s) for this unit are:

  
  There are **three copies** of the textbook in the Learning Resource Centre (LRC) in B108 - you can read relevant parts of the book, but they are not available for loan from the LRC. There are also **three hard copies** available for loan from the Robertson Library.

  You will find an **online electronic version of the book** available through the Reading List link for this unit on the Blackboard menu; however, please note that you cannot permanently download the readings, but you can read them online with a 1-day loan limit. Furthermore, **only three students can access the eBook at any one time**.

  (ISBN/ISSN: 978-0-7295-4135-0)

**Other resources**

Copies of these texts are available in the Robertson Library and/or in the School of OT&SW Learning Resource Centre (B108)


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**Assessment**
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>E assessments</td>
<td>20 percent</td>
<td>Week: 5 and 14&lt;br&gt;Day: Wednesday to Friday&lt;br&gt;Time: Students to schedule their eTest time via Oasis</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>40 percent</td>
<td>Week: 10&lt;br&gt;Day: Sunday 7 May 2017&lt;br&gt;Time: 9:00pm</td>
<td>3,4</td>
</tr>
<tr>
<td>Written examination</td>
<td>40 percent</td>
<td>Week: Examination period&lt;br&gt;Day: To be advised&lt;br&gt;Time: To be advised</td>
<td>1,3,5</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **eAssessments**
   
   You must sit both invigilated eAssessments in the weeks identified above. It is your responsibility to book your two test times at the Assessment Centre on level 5 of the Robertson Library. Bookings can be done via the OASIS homepage. The purpose of these tests is to assist you in consolidating the foundation knowledge required for this unit; therefore the eAssessment content will come from the iLectures, seminars and preparatory materials on Blackboard.

   The first multiple choice eAssessment is worth 10% and will cover information from week 1 through to week 4 (inclusive of Week 4). The second multiple choice eAssessment is also worth 10% and will cover information from week 1 to week 13 (inclusive of Week 13). This second test is an excellent opportunity to review your understanding of content from the unit prior to the written examination. Please refer to the additional information about the eAssessments in the Assessment folder on Blackboard.

   Please note that the online platform through which these tests are administered does not allow students to see which questions they answered incorrectly, nor does it allow students to see the correct answer. These eAssessments are purely to test your knowledge at two points in the semester (i.e. they are summative assessments like your final examination). Students should use the weekly online quizzes in Blackboard and active participation in classroom activities and discussion to obtain feedback about their progress in understanding specific concepts from the unit.

2. **Annotated bibliography**

   The purpose of this assessment is for you to develop the skills to critically read the research literature about a particular occupational therapy intervention; summarise and critique the evidence in an annotated bibliography; and together with evidence from the other three pillars of evidence presented in a case scenario, make a clinical decision about whether or not the intervention would be appropriate for the client in the case scenario.

   **You must complete this assessment individually.** You are advised to refer to the University policies on plagiarism and collusion when preparing your assignment.

   You are to individually read and review the articles and develop your own conclusions about the quality, trustworthiness and relevance of the findings to OT practice. **You are being assessed on what you think.**

   This assessment must be submitted via the Turnitin submission point in Blackboard.

   There are **two parts (A & B)** to this assignment. Detailed instructions for completing the assignment are available on Blackboard in the Assessment Folder.

   A. Read the case scenario and the research journal articles in the Assessment folder on Blackboard and prepare an annotated bibliography. You may use the McMaster Critical Appraisal forms (these forms are also...
located in the Assessment 2 folder on Blackboard) to assist you with your critical reading, but they are not to be included as part of your submission. You will find the marking rubric and an exemplar answer to guide you to what is expected in the Assessment 2 folder.

B. On the basis of reviewing these papers and completing the annotated bibliographies, formulate a one-page written response to the professional practice question posed in the case scenario (using language and terminology appropriate for the recipient of your response).

Assignment presentation and submission:

1. Your critical review assignment MUST be submitted with the cover page, typed, using Calibri 11 point font, single spacing, and with 2.5cm margins all around. Number all pages and ensure your name and student number is provided in the footer of each page. Failure to use this presentation style will affect the marks you will be eligible to receive for the Structure and Language component in the marking rubric.

2. Use correct APA referencing to cite the review papers at the top of each annotation. Information on correct APA 6th referencing style can be found at http://libguides.library.curtin.edu.au/referencing/apa

3. It is a condition of passing the unit that you submit your final copy of this assignment via Turnitin in Blackboard. You must name your document in the following way prior to submission: Last name_First name (as per enrolment)_Student number_OCCT3000_2.doc. Failure to use this naming format will affect the marks you will be eligible to receive for the Structure and Language component in the marking rubric. You will have the opportunity to submit multiple drafts of your work through Turnitin to check the originality report as many times as you like up until the submission time. Please ensure that you give yourself enough time to upload your final document into the system. To be fair to all students, any assignments submitted after the submission time (even one minute late) will incur a 10% late penalty. Also please make sure that you submit the correct final version of the assignment. If you submit a draft version or an assignment for another unit by mistake, then that will be the one that will be marked, and no further correspondence will be entered into the matter.

4. Students MUST comply with the page limit set – your tutor will only read to the maximum number of pages allowed (i.e. 5 pages, excluding the cover page) and will grade your work based on this. That means if your opinion page is on the 6th page, it will not be used to determine your final mark. Please DO NOT submit your completed McMaster Review forms with your assignment – they are simply a tool to guide your critical review.

5. Your marked assignment and grade will be available for you to download through MyGrades in Blackboard 15 working days after the submission date.

6. The marking rubric that your tutor will use to grade your work is available on FLECS – Blackboard. Read this marking rubric carefully and check, before you submit your paper, that you have met the criteria by which you will be assessed.

3. Written Examination

Two-hour written examination during the examination period addressing all concepts covered in the unit during iLectures, preparatory activities, and in-class activities.

Pass requirements

Students are required to obtain a combined mark from all assessments of 50% or greater to pass this unit. Students must attempt and submit ALL components of assessment to be eligible to pass the unit.

You are expected to attend ALL seminars. If you do not attend at least 80% of seminars you may risk not achieving the learning outcomes in the unit. Please advise the unit coordinator if you have concerns about your attendance record.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm
Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

- Applications for extension should be submitted via email to OTSW.Students@curtin.edu.au
- If circumstances for your extension are likely to impact on multiple units, please contact the course coordinator

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 10/07/2017 to 14/07/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site:

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at:
https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:
Student Charter
Values and Signature Behaviours
the University's policy and statements on plagiarism and academic integrity
copyright principles and responsibilities
the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes
Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
The online iLectures available for streaming or download have all been redeveloped for 2017. These iLectures replace traditional face to face lectures and provide the basis for the content knowledge required to pass the assessments for this unit.
## Program calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Preparation</th>
<th>Seminar</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>20 February</td>
<td>View Orientation Video on Blackboard</td>
<td>Research in occupational therapy practice - what you should know by now</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>27 February</td>
<td>Writing a research question to answer a clinical need</td>
<td>Understanding and critiquing the Aim and Methods in a research paper</td>
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<tr>
<td></td>
<td></td>
<td>Finding the right research method to answer your research question</td>
<td>Introduction to the McMaster critical review forms</td>
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<td></td>
<td></td>
<td>Quantitative data and collection methods</td>
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<tr>
<td>2.</td>
<td>6 March</td>
<td>Randomised and non-randomised experimental studies</td>
<td>Understanding and critiquing the Results in a research paper</td>
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<td></td>
<td></td>
<td>Testing hypotheses about differences</td>
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<tr>
<td>3.</td>
<td>13 March</td>
<td>Non-experimental quantitative studies</td>
<td>Understanding and critiquing the Discussion/Conclusion in a research paper</td>
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<td></td>
<td></td>
<td>Testing hypotheses about relationships</td>
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<td></td>
<td></td>
<td>Determining risk</td>
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<td>4.</td>
<td>20 March</td>
<td>Issues impacting on rigour of research</td>
<td>Appraising the quality of a systematic review</td>
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<td></td>
<td></td>
<td>What are systematic reviews and why should you know about them?</td>
<td>Using a systematic review to inform a clinical decision</td>
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<tr>
<td>5.</td>
<td>27 March</td>
<td>Measurement in occupational therapy</td>
<td>OT assessments and measurement issues</td>
<td>eAssessment 1 (29-31 March 2017)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity Description</td>
<td>Notes</td>
<td></td>
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<tr>
<td>6.</td>
<td>3 April</td>
<td>Using OT assessment results to inform a clinical decision</td>
<td>Using OT assessment results to inform a clinical decision</td>
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<tr>
<td>7.</td>
<td>10 April</td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>8.</td>
<td>17 April</td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>9.</td>
<td>24 April</td>
<td>Using qualitative evidence to inform clinical practice</td>
<td>Self-directed online activity to prepare for seminar in Week 10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Qualitative research methods</td>
<td></td>
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<tr>
<td>10.</td>
<td>1 May</td>
<td>Qualitative data collection</td>
<td>Qualitative data collection</td>
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<td></td>
<td></td>
<td>Observation</td>
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<td>Focus group</td>
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<td></td>
<td></td>
<td>Interviews</td>
<td></td>
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<td></td>
<td></td>
<td>Annotated bibliography</td>
<td>Due by 9:00 PM Sunday 7 May 2017</td>
<td></td>
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<tr>
<td>11.</td>
<td>8 May</td>
<td>Analysing qualitative data</td>
<td>Qualitative data analysis</td>
<td></td>
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<tr>
<td>12.</td>
<td>15 May</td>
<td>Rigour in qualitative research</td>
<td>Critically appraising qualitative research</td>
<td></td>
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<tr>
<td>13.</td>
<td>22 May</td>
<td>Ethical issues in research and occupational therapy practice</td>
<td>eAssessment 2 review activities</td>
<td></td>
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<td></td>
<td></td>
<td>Integrating evidence into occupational therapy practice</td>
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<tr>
<td>14.</td>
<td>29 May</td>
<td>Exam preparation</td>
<td>Exam preparation</td>
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<tr>
<td>15.</td>
<td>5 June</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>16.</td>
<td>12 June</td>
<td>Examinations</td>
<td></td>
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<tr>
<td>17.</td>
<td>19 June</td>
<td>Examinations</td>
<td></td>
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