

MODULE SPECIFICATION FORM

Module Title: Research 3 (3.14)	Level: 6	Credit Value: 30
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Module code: OCC611 (if known)	Cost Centre: GATY	JACS2 code: BP30
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When offered: Year 3 Trimester 2-3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2012 Date revised: May 2013 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic area:	Occupational Therapy	Module Leader:	Rhiannon Macpherson
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Module duration (total hours):	300	Status: Core
Scheduled learning & teaching hours:	80	
Independent study hours:	220	
Placement hours:	N/A	

Programme(s) in which to be offered: BSc (Hons) Occupational Therapy	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
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Module Aims:

To develop students with an ability to use, critique, carry out and present research in an empirical/literature based context, appropriate to the profession of occupational therapy.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

Critically analyse the value of research and possible ethical constraints/processes in relation to the current knowledge base.

Intellectual Skills:

Critically analyse research methods from a broad spectrum of methodologies.

Demonstrate acquisition of appropriate practical research skills and the application of these skills in data collection, analysis and interpretation.

Discipline Specific (including practical) Skills:

Critically evaluate the appropriateness of research methods to occupational therapy.

Utilise appropriate methodology/methods for an occupational therapy related study.

Critically appraise evidence based practice in occupational therapy

Transferable Skills:

Demonstrate skills in managing a research project.

Present data, both verbally and in written format in order to effectively disseminate findings.

Reflect upon their ability to carry out the research process.

Assessment:

Formative Assessment

Description: Students to develop a portfolio demonstrating their understanding of research methodologies and critiques of literature

Summative Assessment

Research Presentation (80%) and Reflection (20%) (5000 words (3500 Paper and 1500 Reflection))

Description: The project designed in Level 5 project will be undertaken to demonstrate the required learning outcomes. This may be in the form of an investigation (Audit or survey/pilot study) or a literature based study. The study should be presented as a research paper, which should be written in accordance with guidelines for publication in a peer reviewed journal relevant to occupational therapy (3500 words) together with a brief report of the students' reflection on the research process (1500 words). The focus of marks will be on the data analysis, presentation of results and discussion.

Specific regulations that apply to this module are:

Students are permitted three attempts at this module, but in line with COT requirements, students submitting an assessment for the third time (in the absence of extenuating circumstances) are required to engage fully with the module in order to receive further academic learning

and

A pass mark of 40% must be achieved

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	All	Project/reflective practice assignment	100%	NA	5000

Learning and Teaching Strategies:

The predominant learning method will be through self directed learning with tutorial support as necessary. Other methods will be as follows:

Keynote Lectures	Fieldwork / Field exercise	Research supervision
Peer led Seminar	Journal clubs	Research conference
Group work & discussion		Personal reflection

Syllabus outline:

The focus of this module will be the management and execution of the research project with an emphasis on application of data collection for a specific project, analysis of results and discussion of findings. Students will demonstrate an appreciation of service user involvement in research design.

Students will further develop skills in the selection and critical analysis of evidence and also have the opportunity to develop the skills of critical reviews of literature.

Students will apply an appropriate method of data collection, introduced in the earlier stages of the programme during Research 1 and 2 (for example questionnaires, interviews, observation, documentary and experiments). Broad research approaches will also be explored and applied in more depth, including descriptive, experimental and action research. Issues relating to validity and reliability will be consolidated. Students will develop skills related to the critical review of literature building upon those skills introduced in Research 2.

Methods of statistical analysis including descriptive and inferential statistics will be examined in relation to specific projects. Qualitative analysis including the use of templates and thematic analysis will be explored in more depth and practised. Alternative methods of displaying data will also be developed.

Issues of informed consent, harm versus benefit, confidentiality, storage of data and dissemination of findings will be explored and applied in more detail along with other pertinent ethical issues. It is recognised that students undertaking empirical studies within their work place and university will be required to submit a proposal to Cardiff University and/or Research and Development Committees of the appropriate Trust plus Local Research and Ethics Committees, and this process will have commenced in Level 5, Research 2.

N.B. The nature of this module will allow it to be run as a free standing module for qualified occupational therapists should they wish to develop their research knowledge and skills for their continuing professional development. In this instance a research proposal will be a requirement as part of this module.

Bibliography

Essential

Hicks CM, (2009) *Research Methods for Clinical Therapists*, 5th Edition, Edinburgh, Churchill Livingstone.

Associated Reading

Aveyard H, (2010) *Doing a Literature Review in Health and Social Care*, 2nd Edition, Maidenhead, Open University Press.

Bell J, (2010) *Doing Your Research Project*, 5th Edition, Maidenhead, Open University Press.

Bowling A, (2009) *Research Methods in Health*, 3rd Edition, Maidenhead, Open University Press.

Creswell J, (2007) *Qualitative Inquiry and Research Design*, 2nd Edition, London, Sage.

Creswell J, (2008) *Research Design*, 3rd Edition, London, Sage.

Dahlberg L, McCaig C, (Editors), (2010) *Practical Research and Evaluation*, London, Sage.

Denscombe M (2007) *The Good Research Guide* (3rd Edition) Maidenhead: Magraw Hill

Gray DE, (2009) Doing Research in the Real World, 2nd Edition, London, Sage.

Hek G, Judd M, Moule P, (2011) Making Sense of Research: An Introduction for Health and Social Care Practitioners, 4th Edition, London, Sage.

Kielhofner G, (2006) Research in Occupational Therapy – Methods of Inquiry for Enhancing Practice, Philadelphia, FA Davis Company.

Locke LF, Spirduso WW, Silverman SJ, (2009) Reading and Understanding Research, 3rd Edition, London, Sage.

Polgar S, Thomas SA, (2007) Introduction to Research in the Health Sciences, 5th Edition, Edinburgh, Churchill Livingstone.

Robson C, (2010) Real World Research, 3rd Edition, Oxford, Blackwell

Silverman D, (2010) Qualitative Research, 3rd Edition, London, Sage.

Taylor MC (2007) Evidence-Based Practice for Occupational Therapists (2nd Edition) Oxford: Blackwell publishing

Walliman N, Applegate J, (2009) Your Undergraduate Dissertation in Health and Social Care, London, Sage

Walliman N (2011) Your Research Project: Designing and Planning Your Work. London: Sage