



# HLTH306

## Research Methods for Health Sciences

S1 Day 2016

*Dept of Chiropractic*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Subramanyam Vemulpad

[subramanyam.vemulpad@mq.edu.au](mailto:subramanyam.vemulpad@mq.edu.au)

Contact via [subramanyam.vemulpad@mq.edu.au](mailto:subramanyam.vemulpad@mq.edu.au)

C5C West 351

Tuesday 10 am -12 noon

Lecturer

Kenneth Beath

[ken.beath@mq.edu.au](mailto:ken.beath@mq.edu.au)

Contact via [ken.beath@mq.edu.au](mailto:ken.beath@mq.edu.au)

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit provides an introduction to the principles of evidence-based health practice. The unit covers a range of issues in research including: subjectivity and objectivity; different research strategies; evaluation and interpretation of data; and ethical issues. Concepts of efficacy, effectiveness, clinical and statistical significance, and critical appraisal of published work are introduced.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Explain the role of research and scientific enquiry in health sciences

Compare relative merits of different levels of 'evidence'

Explain the importance of evidence based health care

Critically appraise available information including published work related to health sciences

Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice

Use spread sheets and Minitab for basic statistical analyses of data

Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity

Demonstrate skills for self-directed learning and inquiry

## General Assessment Information

### 1. Assignment

Specific details of the Assignments will be provided in your first practical class. The assignments must be submitted by the due date.

**Extension to due date** may be granted under extenuating circumstances. Application for extensions must be made under the disruption to studies policy

([http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption and prior to the submission date of the assignment. Resubmission of assignments will not be considered under usual circumstances. Late submissions without this approval will incur a penalty of 10% of the score for each day of delay. Submissions later than a week after the deadline will not be marked.

### 2. Practicals

The practical exercises will be marked each week, and the overall mark will be calculated using marks from all practicals.

### 3. Examination

The University Examination period in for First Half Year 2016 is from: 14 June – 1 July, 2016.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. You are expected to ensure that you are available until the end of the teaching semester that is the final day of the official examination period.

The raw marks resulting from assessment of your work will be used as an initial indicator of the quality of your learning and understanding. Note that the mark ranges mentioned for different grades in the Macquarie University Undergraduate Handbook are not the raw marks. To obtain a grade you must satisfy the qualitative definition of that grade. Once your grade has been determined, you are allocated a mark in the appropriate range indicating your approximate position amongst students assigned that grade.

You are expected to present yourself for examination at the time and place designated in the

University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for disruption to studies. Information about the disruption to studies process is available at

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

In particular, pay attention to the following information on the Disruption to Studies:

The [disruption to studies policy](#) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

**Serious and unavoidable disruption:** The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

**Supplementary examination:** If a supplementary examination is granted as a result of the Disruption to Studies process, the examination will be scheduled after the conclusion of the official examination period. (Please check the Faculty of Science and Engineering website for Supplementary exams schedule).

*If you are granted a supplementary exam via the Disruption to Studies process, you will have to appear for a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period. The submission of a Disruption to Studies form should not be used as a 'just in case' strategy.*

Supplementary exams may be in a different format to the exam set in the normal examination period e.g. oral examination.

## Assessment Tasks

Name	Weighting	Due
<u>Practical work</u>	20%	Weekly
<u>Assignment 1</u>	15%	7 April 2016 (9 am)
<u>Assignment 2</u>	15%	2 Jun 2016 (9 am)
<u>Final Examination</u>	50%	June (University Exam period)

### Practical work

Due: **Weekly**

Weighting: **20%**

Exercises based on Practical sessions

On successful completion you will be able to:

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Use spread sheets and Minitab for basic statistical analyses of data
- Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity
- Demonstrate skills for self-directed learning and inquiry

### Assignment 1

Due: **7 April 2016 (9 am)**

Weighting: **15%**

Assignment would include data analysis and interpretation as well as critical appraisal of published articles.

On successful completion you will be able to:

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Use spread sheets and Minitab for basic statistical analyses of data
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- Demonstrate skills for self-directed learning and inquiry

## Assignment 2

Due: **2 Jun 2016 (9 am)**

Weighting: **15%**

Assignment would include data analysis and interpretation as well as critical appraisal of published articles.

On successful completion you will be able to:

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
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- Demonstrate skills for self-directed learning and inquiry

## Final Examination

Due: **June (University Exam period)**

Weighting: **50%**

This will be a 2 hour written examination with questions (MCQ, true/false, filling in the blank and short answers) related to all lecture and practical material.

On successful completion you will be able to:

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity
- Demonstrate skills for self-directed learning and inquiry

## **Delivery and Resources**

### **Delivery mode**

1. 2 hour lectures per week, weeks 1-13. iLectures are available for this unit.
2. Eleven x2 hour practicals per student, starting from week 2.
3. Four to five hours per week self-instructional learning, readings from the text and exercises on lecture topics

### **Class times and locations**

**Lecture times:** 2 hrs each week starting from 2 March 2016.

Wednesday 2-4 pm; E7BT4

**Practicals** : 2 hrs each week, as noted below, starting week 2 (7 March 2016).

Prac Group 1: Monday 10 – 12 noon; E4B306; starting on 7 March

Prac Group 2: Monday 12 – 2 PM; E4B306; starting on 7 March

Prac Group 3: Monday 2 – 4 PM; E4B306; starting on 7 March

Prac Group 4: Monday 4 – 6 PM; E4B306; starting on 7 March

You are advised to bring a USB memory stick for practical classes. Practical group allocations will be finalized in Week 1. Students allocated to one group cannot turn up for practicals meant for another group without prior approval from the Unit convenor.

Attendance: Attendance for practicals is compulsory. Attendance at lectures is strongly recommended.

## **Required and recommended resources**

### *Recommended texts*

An introduction to medical statistics" by Martin Bland (4th edition, 2015; earlier editions should be fine)

Statistics at square one / T.D.V. Swinscow and M.J. Campbell. 10th ed., London : BMJ Books, 2002 (In addition to library copy, this book is available on line via <http://www.bmj.com/thebmj>)

Hoffmann et al. Evidence-Based Practice Across the Health Professions. 2 Edn. ISBN: 9780729541350, Elsevier Australia.

Minichiello et al. Research Methods for nursing and health science. 2 Edn; ISBN: 9781740095969; Pearson Education Australia.

### *Further reading*

Straus, S.E et al. 2005. Evidence Based Medicine; 4 Edn; Churchill Livingstone

## **Useful web-resources:**

<http://www.mq.edu.au/library> (Macquarie University library site; list and links to many databases and Journals)

<http://www.cochrane.org> (Cochrane Collaboration, the most reliable source of evidence in health care)

<http://www.pedro.org.au/> (Physiotherapy Evidence Database)

Unit web page

The URL of the HLTH306 iLearn site is: <https://ilearn.mq.edu.au/>

You will be asked for a username and password. Your username is your student MQID. Your MQID and password have been mailed to you by the University. If you have lost them go to the student portal: <http://students.mq.edu.au/home/>

Any changes made since last offering: Statistics at square one has been added as a recommended text

## **Unit Schedule**

HLTH 306 List of topics by week

**The topic titles are given as a guide only.**

Week	Date (Lecture)	Lecture Topic*	Prac Class



1	2/3/16	Unit overview, Introduction to Evidence Based Practice, Study Design	No
2	9/3/16	Data, Summarising and Graphing Categorical Data	Yes
3	16/3/16	Graphing Continuous Data; populations and samples	Yes
4	23/3/16	Confidence Intervals	Yes
5	30/3/16	What is evidence; where and how to find evidence (Hierarchy of evidence; Health/Chiro databases)	No
6	6/4/16	Research Planning and Research Designs I	Yes
Break	11/4 - 25/4		
7	27/4/16	Research Designs II	No
8	4/5/16	Hypothesis Testing - one and two groups	Yes
9	11/5/16	Hypothesis Testing - regression	Yes
10	18/5/16	Hypothesis Testing - association	Yes
11	25/5/16	Research in Clinical Practice (outcome measures)	Yes
12	1/6/16	Ethics, Conflict of Interest and Confidentiality in Health Research	Yes
13	8/6/16	Revision	Yes

\* Dr Subra Vemulpad: Weeks 1, 5, 6, 7, 11, 12 and 13

Dr Ken Beath: Weeks 1, 2, 3, 4, 8, 9 and 10

**Attendance:** Attendance for practicals is compulsory. Attendance at lectures is strongly recommended.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Explain the importance of evidence based health care

#### Assessment tasks

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice

- Use spread sheets and Minitab for basic statistical analyses of data
- Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity
- Demonstrate skills for self-directed learning and inquiry

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the role of research and scientific enquiry in health sciences
- Explain the importance of evidence based health care
- Use spread sheets and Minitab for basic statistical analyses of data
- Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity
- Demonstrate skills for self-directed learning and inquiry

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Use spread sheets and Minitab for basic statistical analyses of data
- Interpret basic epidemiological and statistical terms such as confidence intervals, effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity

### Assessment tasks

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
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- Demonstrate skills for self-directed learning and inquiry

## Assessment tasks

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Explain the role of research and scientific enquiry in health sciences
- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Use spread sheets and Minitab for basic statistical analyses of data
- Interpret basic epidemiological and statistical terms such as confidence intervals,

effectiveness, efficacy, error, incidence, mean, median, mode, prevalence, probability, reproducibility, risk, sample size, sampling, SD, sensitivity, significance, specificity and validity

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Compare relative merits of different levels of 'evidence'
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Use spread sheets and Minitab for basic statistical analyses of data
- Demonstrate skills for self-directed learning and inquiry

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the role of research and scientific enquiry in health sciences
- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Demonstrate skills for self-directed learning and inquiry

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the importance of evidence based health care
- Critically appraise available information including published work related to health sciences
- Explain ethics, confidentiality, conflict of interest and related issues in the context of research and clinical practice
- Demonstrate skills for self-directed learning and inquiry

## **Assessment tasks**

- Practical work
- Assignment 1
- Assignment 2
- Final Examination



## Grading criteria for HLTH306

Achievement of grades will be based on the following criteria:

Grade	
Fail	Failure to complete all assessment tasks or unsatisfactory performance (<50% mark)
Pass	A minimum of 50% in each assessment task
Credit	A minimum of 50% in each assessment task, PLUS a minimum 65% total mark
Distinction	A minimum of 50% in each assessment task, PLUS a minimum 75% total mark
High Distinction	A minimum of 50% in each assessment task, PLUS a minimum 85% total mark

## Changes since First Published

Date	Description
03/03/2016	Unit schedule corrected to include a practical class In Week 13.