



School of Social Justice and Inclusion

BA Counselling Skill and Interdisciplinary Studies

Module : M6X00966

Module Handbook 2017/2018

CROESO – WELCOME

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Welcome to the Empirical Research Module

This handbook has been designed to help provide you with the necessary information to assist your progression throughout the module. More detailed information is available on the Moodle module page. Good luck with your studies. If you have any queries regarding this module, please contact the module team leader above.

Research is a cornerstone of psychology and counselling and much emphasis is now placed on the employability and transferability merits of gaining understanding and working knowledge of a variety of research methodologies.

The aim of this component is therefore to further your knowledge of research strategies commonly used within counselling. This module is therefore an important element of your learning, and will enable you to become more research informed and research active. It will provide you with the opportunity to conduct your own research project and interpret and construct informed opinions regarding the research processes and findings of others.

When we begin to think about research methodology, we need to consider the differences between qualitative and quantitative research. You will have seen within other modules how all methodologies have their specific strengths and challenges and these will be

further acknowledged and addressed. We will explore these differences and consider how both quantitative and qualitative research can generate valuable data. Whilst, however, we will consider the concept of quantitative research our main emphasis will be to develop more in-depth understanding of qualitative research and its place within the social sciences, particularly within the field of counselling.

We will also address the difference between two key terms - 'methodology' and 'method' - and will engage with a number of these, particularly those which cluster under the qualitative umbrella.

We will consider a variety of qualitative approaches, depending on the subject areas to be researched and these could include such research areas as Qualitative Data Analysis, Thematic Analysis and Interpretative Phenomenological Analysis.

MODULE CODE: M6X00966
TITLE: Empirical Research Skills
MODULE LEADER Beverly Cole
DATED: 2017/2018
LEVEL: 6
CREDITS: 30
JACS CODE: B940

AIMS

- To develop a practical understanding of empirical research skills
- To develop an understanding of the research process
- To communicate research

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to:

1. Determine, refine, adapt and use appropriate methods and skills.
2. Maintain and improve professional knowledge, skills and application.
3. Skilfully communicate with others in a clear and articulate manner, both verbally and in writing.
4. Apply research and research methodologies to locate, review and evaluate research findings relevant to care and well-being issues, across a range of disciplines
5. Employ appropriate academic conventions in the production and presentation of work.

INDICATIVE CONTENT

The profile of research within the health professions in general has increased significantly within the last ten years. This is particularly true within the discipline of counselling. The tools and techniques for working with questions, hypothesis, hunches and proofs have significantly increased to match the significance of research within contemporary society globally. The debates associated with the

validity of method and the legitimacy of underpinning methodologies, philosophies and values continue to disrupt and construct new perspectives on ontology and epistemology. However, at the base of all research is the need to produce work of quality. This module will therefore consider and engage in the processes involved in research which have been developed to meet those quality standards. The concept of research methods will be investigated as a set of tools in which to do the job of research, and much like any other job there are specific techniques that will be more suitable to do a better job. In considering the range of tools the module will then look at how these are applied in carrying out different approaches to collecting and analysing data. In this module questions will be asked, such as what is data, who are participants, what do we mean by research artefacts? The module will construct a frame around the research practice itself, such as ethical standards, research proposals, research supervision, dissemination and publishing research.

To this end the following areas will be explored:

- Research planning
- Designing research
- Deciding upon methodology and methods
- The research process
- What is data?
- Gathering data
- Analysing data
- E – research
- Integrated research
- How to discuss and present findings
- Evaluating research and transferability
- Research ethics
- Research participants/co researchers
- Methodological implications

- Writing and using research
- Publishing research
- Critical responses to methodological tensions
- Critical responses to the research base of Counselling

LEARNING AND TEACHING STRATEGY

There will be a focus within this module on encouraging and enabling you to enhance your ability to work as an independent researcher. To this end, time will be allocated to enable you to work independently on tasks as directed by the module leader who will be taking the role of research supervisor.

Practical classes: Practical classes, experiential work and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module.

Lectures: Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate such concepts with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
TOTAL	300	100%

Supported Self Study: Self-study and directed reading will enable students to undertake reading and practical work that specifically relates to their own areas of expertise, developing independence in learning, confidence about own ability and developing a strength of interest.

Group Project Work: Project work is largely focused on the summative assessments, with students being encouraged to develop their knowledge and ideas with both peers and the tutor.

ASSESSMENT

Learning outcome (Learners will)	Assessment Criteria (Learners can)
Determine, refine, adapt and use appropriate methods and skills.	Demonstrate the ability to determine, refine, adapt and use appropriate methods and skills.
Maintain and improve professional knowledge, skills and application.	Demonstrate the maintenance and improvement of professional knowledge, skills and application.
Communicate with others in a clear and articulate manner, both verbally and in writing.	Demonstrate the ability to communicate with others in a clear and articulate manner, both verbally and in writing.
Apply research and research methodologies to locate, review and evaluate research findings relevant to Care and well-being issues, across a range of disciplines.	Demonstrate the ability to apply research and research methodologies to locate, review and evaluate research findings relevant to care and well-being issues, across a range of disciplines.
Employ appropriate academic conventions in the production and presentation of work.	Demonstrate the ability to employ appropriate academic conventions in the production and presentation of work.

OVERVIEW OF ASSIGNMENTS [See below and Moodle for specific details]

Assessment Component 1

Written Essay (1,000 - 1,500 words) (20%). Research proposal.

Assessment Component 2

Practical Assessment: 20 mins (40%). Focus group facilitation.

Assessment Component 3

Practical Assessment 20 mins (10%). Focus group participation..

Assessment Component 4

Presentation of 15 minutes (30%).

Assessment Summary

	Activity type	Percentage
1	Coursework	20%
2	Practical	80%
	TOTAL	100%

INDIVIDUAL ASSIGNMENTS

LEVEL 6

MODULE CODE: M6X00966

EMPIRICAL RESEARCH SKILLS MODULE

ASSESSMENT COMPONENT: 1 M6X00966 CW20% Ass1

ASSESSMENT TYPE: ASSIGNMENT

COMPONENT WEIGHTING: 20 %

WORD COUNT: 1,000 – 1,500 WORDS

MODULE TUTOR: Beverly Cole

Submit a project proposal including ethical considerations for an empirical research project.

From this, complete and submit the university ethics form for consideration and response.

SUBMISSION DETAILS:

Via Turnitin

Submission date: 12 March 2018

ASSESSMENT COMPONENT: 2 M6X00966 CW40% Ass2

ASSESSMENT TYPE: PRACTICAL

COMPONENT WEIGHTING: 40 %

WORD COUNT: 20 minutes

MODULE TUTOR: Beverly Cole

Building upon the information supplied in Assignment One [Research Proposal and ethics form], facilitate a research focus group.

SUBMISSION DETAILS: Classroom based assessment

Submission date: Several dates for focus groups, provisional dates
26th March 2017 (possibly on other day)

ASSESSMENT COMPONENT: 3 M6X00966 CW10% Ass 3

ASSESSMENT TYPE: Presentation

COMPONENT WEIGHTING: 10 %

WORD COUNT: 20 minutes

MODULE TUTOR: Beverly Cole

Participate in a research focus group

SUBMISSION DETAILS:

A classroom based assessment. Assessment dates will be allocated to students by the tutor. Several dates for focus groups, provisional dates 26th March (possibly on other day)

ASSESSMENT COMPONENT: 4 M6X00966 CW30% ASS4

COMPONENT WEIGHTING: 30 %

WORD COUNT: 15 minutes

MODULE TUTOR: Beverly Cole

Building on work from Assignment One [Research Proposal] and Assignment Two [Facilitating a Focus Group], present an analysis and discussion of your research findings

SUBMISSION DETAILS:

The date for your presentation will be allocated to students by the tutor.
Provisional dates 14th, 15th May 2018.

Level (of Study): Level 6

A level is assigned to each academic module within your degree programme to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The standard of work expected at Level 6 is as follows:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

LEVEL	SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND ACTION	AUTONOMY AND ACCOUNTABILITY
	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility	Refine and use practical, conceptual or technological, understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information,	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments Initiate and lead tasks and processes, taking responsibility, where relevant,

	for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or schools of thought and the theories that underpin them.	Use and where appropriate design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	for the work and roles of others. Exercise broad autonomy and judgement.
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Reading List:

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each lecture comes with a series of recommended readings, it is expected that you carry out the reading for the lectures as we go along (it is recommended that you spend time reading the suggested texts before the lecture, to aid your understanding of the topic during the lecture). Additional reading will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible. In addition, where indicated, you will be set readings for the seminars which will allow us to explore the topics in more depth. You will be required to prepare for seminars by researching and bringing information from relevant journal articles and academic texts.

Essential

Coolican, H., 2014. Research Methods and Statistics in Psychology 6th ed. Hove: Psychology Press

Dawson, C., 2009. *Introduction to research methods: a practical guide for anyone undertaking a research project*. 4th ed. London: How To Books.

Denscomb, M., 2012. *Research proposals: a practical guide*. Open University Press.E-book.

Denstombe, M., 2010. *Ground rules for social research: guidelines for good practice*. 2nd ed. Berkshire, England: Open University Press/McGrawHill.

Denstombe, M., 2007. *The good research guide for small-scale social research projects*. 4nd ed. Berkshire, England: Open University Press/McGrawHill.

Recommended

Braun, G, 2015. Doing Thematic Analysis. Doctor Ginny Braun. Doing and Communicating Qualitative Research. School of Psychology, Criminology and Sociology, Kingston University, London. 13 – 17 July 2015.

Braun, V. and Clarke, V. 2006. 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*. 3(2). 77 – 10.

Braun, V. & Clarke, V. 2012. Thematic analysis'. In Cooper, H. (Ed.). *The Handbook of Research Methods in Psychology*. Washington, DC: American Psychological Association.

Braun, V. and Clarke, V. 2013. *Successful qualitative research: A practical guide for beginners*. London: Sage.

Creswell, J.W., 2009, *Research design: qualitative, quantitative, and mixed methods approaches*. 3rd ed. London: Sage.

Coolican, H., 2009. *Research Methods and Statistics in Psychology* 5th ed. London: Hodder Education

Gibbs, G., 2007. *Analyzing qualitative data*. The Sage Qualitative Kit. London: Sage.

Silverman, D., 2011. *Interpreting qualitative data: a guide to the principles of qualitative research*. 4th ed. London: Sage.

Holt, N. and Walker, I., 2009. *Research with People: Theory, Plans and Practices*. London: Palgrave MacMillan.

Howitt, D., and Cramer, D., 2008. *Introduction to Statistics in Psychology* 2nd ed. England: Pearson Education Limited.

Howitt, D. and Cramer, D., 2011. *Introduction to Research Methods in Psychology* 3rd ed. England: Pearson Education Limited

Passer, M.W., 2014. *Research Methods: Concepts and Connections*. USA: Worth Publisher

Punch, K., 2006. Developing effective research proposals.

Thomas, G., 2009. *How to do your own research project*. London: Sage.

Willig, C., 2013. *Introducing qualitative research in psychology*. 3rd ed. McGrawHill/Open University.

Willig, C., 2012. *Qualitative interpretation and analysis in psychology*. Berkshire, England: McGraw Hill/Open University.

Background

Cooper, M. 2008. *Essential research findings in counselling and psychotherapy: the facts are friendly*. London: Sage.

Kumar, R., 2011. *Research methodology: a step-by-step guide for beginners*. 3rd ed. London: Sage.

Lebow, J., 2006. *Research for the psychotherapist*. London: Routledge

McLeod, J., 2003. *Doing counselling research*. 2nd ed. London: Sage

Walliman, N., 2011. *Research methods, the basics*: London: Routledge.

Journals

Therapy Today (BACP)

Person-Centred & Experiential Therapies

Journal of Humanistic Psychology

Arts in Psychotherapy

American journal of family therapy

British Journal of Guidance and Psychotherapy

Counselling and Psychotherapy research (BACP)

Evidence based mental health

Ecopsychology

International journal of philosophical practice

Journal of mental health counselling

Journal for social action in counselling and psychology

Journal of multicultural counselling and development

Journal of child psychotherapy

Journal of psychotherapy practice and research

Psychology and psychotherapy: theory, research and practice