

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: Research Methods in Counselling
Status: Definitive
Code: **5504ARCCS** (121060)
Version Start Date: 01-08-2016

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Accrington & Rossendale College

Team	Leader
Philomene Uwamaliya	Y

Academic Level: FHEQ5 **Credit Value:** 24 **Total Delivered Hours:** 48
Total Learning Hours: 240 **Private Study:** 192

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	27
Seminar	15
Tutorial	6

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	RESEARCH PROPOSAL 3000	80	
Presentation	AS2	PRESENTATION 20MINS	20	

Aims

To provide students with the knowledge and understanding of the research process by planning and producing a proposal for an autonomous piece of research using quantitative and /or qualitative methodologies.

To provide students with an understanding of the ethical issues surrounding the

planning, conduct and presentation of research

Learning Outcomes

After completing the module the student should be able to:

- 1 Plan, conduct and write up a detailed proposal for a piece of research using methods drawn from quantitative and /or qualitative traditions including formulating appropriate questions and research approaches.
- 2 Demonstrate the ability to conduct a literature review synthesising information/data from a variety of printed and electronic resources.
- 3 Identify the ethical issues raised during the course of the research planning process.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

RESEARCH PROPOSAL 3000	1	2	3
PRESENTATION 20MINS	1	3	

Outline Syllabus

The Research Process:

Research design.

Compiling a research proposal outlining the rationale and justification of the chosen methodology.

Distinguishing between inductive and deductive methods, linking and differentiating quantitative and qualitative data.

Undertaking a literature review.

Managing content analysis work, focus groups, using panel and longitudinal studies, life histories and diaries. Managing time and budgets.

Techniques for collected data including methods of gathering data on sensitive or personal issues.

Ethical issues including confidentiality, consent and power issues in the research process.

Dealing with data: managing, interpreting, analysing and presenting both qualitative and quantitative secondary data.

Presenting data: techniques and formats for writing up research reports and data presentation in accordance with academic conventions

Learning Activities

Lectures, paired and group work. Guest speakers. Independent study and one to one tutorial support. Seminar presentations.

Its Learning (VLE) will be utilised as an additional learning resource on this module.

This will provide links to academic web-sites and on-line journals, facilitate group discussion outside of the classroom, access to outline lecture notes, and provide students with assessment details.

Regular tutorials will provide opportunities for informal formative assessment to support student learning and discuss further progress.

References :

Course Material: book

Author: Thomas, G

Publishing Year: 2013

Title: How to Do Your Research Project

Subtitle: A Guide for Students in Education and Applied Social Sciences

Edition: 2nd

Publisher: Sage

ISBN: 978-1-4462-5886-6

Course Material: book

Author: Walliman, N

Publishing Year: 2006

Title: Your Research Project

Subtitle:

Edition: 2nd

Publisher: Sage

ISBN: 1 4129 0131 6

Course Material: book

Author: Yin, R.K.

Publishing Year: 2013

Title: Case Study Research

Subtitle: Design and Methods

Edition: 5th

Publisher: Sage

ISBN: 978-1-4522-4256-9

Notes

The key emphasis of this module is to train students to become active and capable research practitioners by preparing a proposal for a small-scale autonomous piece of secondary research. This may use either quantitative or qualitative methodologies (or a combination of both). Learners will also be expected to reflect upon their decisions, actions and personal experiences of preparing the proposal and share these experiences with their peers in seminar presentations at the end of the course. Regular tutorials will provide opportunities for informal formative assessment to support student learning and discuss further progress.

The module will begin with an evaluation of research theory and methodological choices with which the practitioner will be faced. The second half will consist mainly of independent study supported by one-to-one tutorials. It is envisaged that an

employer representative from the student's workplace will attend their presentation of their findings.

All counsellors and psychotherapists need research skills that enable them to read and interpret research evidence related to practice. They also need to monitor and evaluate both individual practice and the work of a service or team. Routine outcome monitoring will involve the use of appropriate instruments that are subject to regular audit. Counsellors and psychotherapists may also engage in formal research in order to contribute to the developing knowledge and evidence base for their profession.