

## Liverpool John Moores University

Title: Research Methods in Counselling

Status: Definitive

Code: **5514ARCCS** (124444)

Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health

Teaching School/Faculty: Accrington & Rossendale College

Team	Leader
Philomene Uwamaliya	Y

<b>Academic Level:</b>	FHEQ5	<b>Credit Value:</b>	20	<b>Total Delivered Hours:</b>	48
<b>Total Learning Hours:</b>	200	<b>Private Study:</b>	152		

### 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
Presentation	AS1	Presentation of findings 20mins	20	
Essay	AS2	Research proposal 3500words	80	

### Aims

*To provide students with practical experience of carrying out a piece of secondary research on a self-chosen area-related topic.*

*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 Design, propose and carry out a substantive piece of secondary research analysis within counselling.
- 2 Reflect upon the experiences and skills gained through carrying out a piece of research and how these can be applied to their role as a counselling practitioner.
- 3 Analyse and interpret secondary data using quantitative and/or qualitative methods.

## Learning Outcomes of Assessments

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

Presentation 20mins	1	3
Research proposal 3500words	2	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.

## **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.