City University of Hong Kong
Course Syllabus

Department of Applied Social Sciences
with effect from Semester A 2015 / 16

Part I   Course Overview

Course Title: Research Methods in Counselling

Course Code: SS5804

Course Duration: One semester

Credit Units: **3**

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II   Course Details

1. **Abstract**

    This course aims to examine the use of qualitative and quantitative research methods in counselling research, explore design issues and decisions in the planning of a counselling research project, and apply learned research concepts to prepare research proposals.

2. **Course Intended Learning Outcomes (CILOs)**
    (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify and evaluate research focus and frame research questions in a critical and reflexive manner;	5%	✓	✓	
2.	Evaluate ontological, epistemological, and conceptual issues in deliberating on methodological design, particularly regarding the choice of qualitative, quantitative, and mixed methods approaches appropriate to the research questions set;	10%		✓	
3.	Conduct library research to review, synthesize, and appraise the literature in different stages of the research process;	5%	✓	✓	
4.	Plan and conduct data collection and analysis in quantitative and qualitative studies; and	10%		✓	
5.	Develop a research project studying aspects of counselling, detailing how the research idea was conceived, how research questions were framed, intended utility of prospective research findings, methodological design being chosen among available options and its justification, data collection and analysis plan, potential threats to the quality of the prospective study, and evaluate relevance of research products to practice in real-world settings.	70%			✓
		100%			

A1: *Attitude*
     Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2: *Ability*
     Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3: *Accomplishments*
     Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
TLA1: Mini-lectures with case illustration	Mini-lectures illustrated by student-led seminars on exemplar research studies to examine the quantitative as opposed to the qualitative traditions of research, and how the two traditions complemented each other in mixed methods approach.	√	√	√	√	√		
TLA2: Student presentations	Student presentations on research projects to examine how research questions are framed, the use of literature review in different stages of the research process, and methodological designs adopted. .	√	√	√	√	√		
TLA3: Hands-on exercise	Hands-on exercise to develop data collection and analysis skills – questionnaire design, scale construction, structured and unstructured interviews, focused group interviews, and participant observation; qualitative and quantitative data preparation and analysis.				√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: __100__%								
AT1: Group presentation	√	√	√	√			30%	
AT2: Short reflection paper	√	√	√	√			20%	
AT3: Research paper	√	√	√	√	√		50%	
							100%	

AT1:   Group presentation on a research project

Students work in small groups to develop research projects studying aspects of counselling. Each group gives a 45-minute presentation that examines critically: (a) how the research focus is set; (b) connection to the literature; (c) the place of the researcher and the research participants in the research process; (d) the research methodology; and (e) what is learnt from this study and its contribution to knowledge advancement in counselling theories and practice. A group mark is given to the group members.

AT2:   Short reflection paper

Student presentation is accompanied by a collection of short reflection papers (each around 1,000 words), each authored by a member of the group, to reflect on one's research learning derived from taking part in the process and design of the research project. Each short paper carries an individual mark for the author.

AT3:   Research paper

Each student is to write a research paper of around 3,000 words documenting her/his part in developing and conducting the research project, examining adequacy of the way the research focus is framed, connection with the extant literature, strengths and limitations of the methodological design, and one's research experience in data collection and analysis.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation on a research project (30%)	▪ Group effort (investment of time and group resource in preparation and delivering the presentation.) ▪ How the research topic is framed and its connection to extant literature ▪ Methodological sophistication ▪ Quality of group presentation ▪ Quality of learning the audience acquires	High	Significant	Moderate	Basic	Note even reaching marginal level
2. Short reflection paper (20%)	▪ Quality of writing ▪ Quality of literature review ▪ Quality of discussion ▪ Quality of learning	High	Significant	Moderate	Basic	Not even reaching marginal level
3. Research paper (50%)	▪ Quality of writing ▪ Quality of literature review ▪ Methodology – research strategy	High	Significant	Moderate	Basic	Not even reaching marginal level

	▪ Methodology – data collection ▪ Methodology – data preparation, presentation, analysis, and interpretation					
…						

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
      (An indication of the key topics of the course.)
      Research as a knowledge production activity in counselling; ontological assumptions and epistemological grounding; the quantitative and qualitative research traditions; the quantitative/qualitative divide and mixedmethods approach; the place of literature review in the research process; the researcher self in the research process; research design in the quantitative tradition; research design in the qualitative tradition; data collection and analysis in quantitative and qualitative research; writing research proposals and research reports.

2.   **Reading List**
2.1   **Compulsory Readings**
      (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Sanders, P., Wilkins, P. (2010). First steps in practitioner research: a guide to understanding and doing research in counselling and health and social care. Ross-on-Wye, Herefordshire, England: PCCS Books.
2.	McLeod, J. (2011). Qualitative research in counselling and psychotherapy (2nd ed.). London: Sage.
3.	Flick, U. (2015). Introducing research methodology: A beginner's guide to doing a research project (2nd ed.). Thousand Oaks, CA: Sage.
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2.2   **Additional Readings**
      (Additional references for students to learn to expand their knowledge about the subject.)

1.	Angrosino, M.V., & Mays de Perez, K.A. (2003). Rethinking observation: From method to context. In N.K. Denzin & Y.S. Lincoln (Eds.), Collecting and interpreting qualitative materials (2nd ed.) (p. 107-154). Thousand Oaks, CA: Sage.
2.	Aparasu, R.R., & Bentley, J.P. (Eds.). (2015). Principles of research design and drug literature evaluation. Burlington, MA: Jones & Barlett Learning.
3.	Atkinson, P., et al. (Eds.). (2001). Handbook of ethnography. London: Sage.
4.	Atkinson, P., Coffey, A., & Delamont, S. (2003). Key themes in qualitative research: Continuities and changes. Walnut Creek, CA: AltaMira Press.
5.	Ayres, L., Kavanaugh, K., & Knafl, K.A. (2003). Within-case and across-case approaches to qualitative data analysis. Qualitative Health Research, 13(6), 871-883.
6.	Berger, R.J., & Quinney, R. (2005). Storytelling sociology: Narrative as a social inquiry. Boulder, Colorado: Lynned Rienner Publishers.
7.	Birks, M., & Mills, J. (2015). Grounded theory: A practical guide (2nd ed.). Los Angeles, CA: Sage.
8.	Boeije, H. (2010). Analysis in qualitative research. London. Sage
9.	Bordens, K. S., & Abbott, B.B. (2011). Research design and methods: A process approach. New York: McGraw-Hill.In methodology and design. Washington, DC: American Psychological Association.
10.	Boyatzis, R.E. (1998). Transforming qualitative information: Thematic analysis and code development. Thousand Oaks, CA: Sage.
11.	Brewer, J.D. (2000). Ethnography. Buckingham: Open University Press.
12.	Bryman, A. (2001). Introduction: A review of ethnography. In A. Bryman (Ed.). Ethnography, Vol. 1 (p. i–xxxix). London: Sage.
13.	Brewer, J., & Hunter, A. (2006). Foundations of multimethod research: Synthesizing styles. Thousand Oaks, CA: Sage.
14.	Camic, P.M., Rhodes, J.E., & Yardley, L. (2003). Qualitative research in psychology: Expanding perspectives
15.	Chamberlayne, P., Bornat, J., & Wengraf, T. (Eds.). (2000). The turn to biographical methods in social science: Comparative issues and examples. London: Routledge.

16.	Coolican, H. (2014). Research methods and statistics in psychology (6th ed.). Hove, East Sussex: Psychology Press.
17.	Cooper, M., Watson, J.C., & Hölldampf (Eds.). (2010). Person-centered and experiential therapies work: A review of the research on counseling, psychotherapy and related practices. Ross-on-Wye, Herefordshire, England: PCCS Books.
18.	Corbin, J., & Strauss, A. (2015). Basics of qualitative research: Techniques and procedures for developing grounded theory. Thousand Oaks, CA: Sage.
19.	Crano, W.D, Brewer, M.B., & Lac, A. (2015). Principles and methods of social research (3rd ed.). New York: Routledge.
20.	Creswell, J.W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage
21.	Czarniawska-Joerges, B. (2004). Narratives in social science research. London: Sage.
22.	Dahlbert, L., & McCaig, C. (Eds.). (2010). Practical research and evaluation: A start-to-finish guide for practitioners. London: Sage.
23.	Dallos, R., & Vetere, A. (2005). Researching psychotherapy and counselling. Berkshire, England: Open University Press.
24.	Denzin, N.K., & Giardina, M.D. (2007). Ethical futures in qualitative research: Decolonizing the politics of knowledge. Walnut Creek, CA: Left Coast Press.
25.	Denzin, N.K., & Lincoln, Y.S. (Eds.). Collecting and interpreting qualitative materials. Thousand Oaks : SAGE Publications.
26.	DeVault, M.L. (2007). Feminist interviewing: Experience, talk, and knowledge. In S.N. Hesse-Biber (Ed.), Handbook of feminist research: Theory and praxis (pp. 173-197). Thousand Oaks, CA: Sage.
27.	Etherining, K. (2004). Becoming a reflexive researcher: Using our selves in research. London: Jessica Kingsley.
28.	Fawcett, B., & Pockett, R. (2015). Turning ideas into research: Theory, design and practice. London: Sage.
29.	Flick, U. (2015). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project (2nd ed.). Thousand Oaks, CA: Sage.
30.	Fontana, A., & Frey, J.H. (2003). The interview: From structured questions to negotiated text. In N.K. Denzin & Y.S. Lincoln (Eds.), Collecting and interpreting qualitative materials (2nd ed.) (p. 61-106). Thousand Oaks, CA: Sage.
31.	Foster, P. (2006). Observational research. In R. Sapsford & V. Jupp (Eds.), Data collection and analysis (2nd ed.). (pp. 57-92). London: Sage.
32.	Fraser, M.W., Richman, J.M., Galinsky, M.J., & Day, S.H. (2009). Intervention research: Developing social programs. New York: Oxford University Press.
33.	Frost, N. (2011). Qualitative research methods in psychology: Combining core approaches. Berkshire, England: Open University Press.
34.	Furr, R.M. (2011). Scale construction and psychometrics for social and personality psychology. Los Angeles: Sage. Gray, D.E. (2014). Doing research in the real world (3rd ed.). London: Sage. Gubrium, J.F., et al. (2012). The Sage handbook of interview research : the complexity of the craft (2nd ed.). Thousand Oaks, CA: Sage.
35.	Hale, S., & Napier, J. (2013). Research methods in interpreting a practical resource. London: Bloomsbury Academic. Hammersley, M., & Atkinson, P. (2007). Ethnography: Principles in practice (3rd ed.). London: Routledge.
36.	Hart, C. (1998). Doing a literature review: Releasing the social science research imagination. London: Sage.
37	Haslam, S.A., & McGarty, C. (2014). Research methods and statistics in psychology (2nd ed.). London: Sage.
38.	Hayes, S.C., Barlow, D. H., & Nelson-Gray, R.O. (1999). The scientist practitioner: Research and accountability in the age of managed care (2nd ed.). Boston: Allyn &Bacon.
39.	Holstein, J.A., & Gubrium, J.F. (Eds.). (2003). Inside interviewing new lenses, new concerns. Thousand Oaks, CA: Sage.
40.	Howe, K.R. (2003). Closing methodological divides: Toward democratic educational research. Dordrecht, the Netherlands: Kluwer Academic Publishers.
41.	Howitt, D., & Cramer, D. (2014). Introduction to research methods in psychology (4th ed.). Harlow,

	England: Pearson.
42.	Isarael, M. (2014). Research ethics and integrity for social scientists (2nd ed.). London: Sage.
43.	Josselson, R., & Lieblich, A. (Eds.). (1999). Making meaning of narratives. Thousand Oaks, CA: Sage.
44.	Kim, J-H. (2016). Understanding narrative inquiry the crafting and analysis of stories as research. Thousand Oaks, CA: Sage.
45.	Klingner, J.K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. Educational Researcher, 34(8),14-20.
46.	Knox, R. (2007). Experiencing risk in person-centred counselling a qualitative exploration of therapist risk-taking. British Journal of Guidance & Counselling, 35(3), 317-330.
47.	Kvale, S. (1996). InterViews : an introduction to qualitative research interviewing. Thousand Oaks, CA: Sage.
48.	Lepper, G., & Riding, N. (2006). Researching the psychotherapy process: A practical guide to transcript-based methods. Basingstoke, Hampshire: Palgrave Macmillan.
49.	Lichtman, M., Tech, V. (2014). Qualitative research for the social sciences. Thousand Oaks, CA: Sage. Lieblich, A., & Josselson, R. (Eds.). (1997). The narrative study of lives. Thousand Oaks, CA: Sage.
50.	Livholts, M., & Tamboukou, M. (2015). Discourse and narrative methods. London: Sage
51.	Longhofer, J.F., Floersch, J., & Hoy, J. (2013). Qualitative methods for practice research. New York: Oxford University Press. Lyons, N., & LaBoskey, V.K. (Eds.). (2002). Narrative inquiry in practice: Advancing the knowledge of teaching. New York: Teachers College Press.
52.	Madill, A., Widdicombe, S., & Barkham, M. (2001). The potential of conversation analysis for psychotherapy research. The counselling Psychologist, 29(3), 413-434.
53.	Marshall, C., & Rossman, G.B. (2016). Designing qualitative research (6th ed.). Thousand Oaks, CA: Sage.
54.	McLeod, J. (2013). An introduction to research in counselling and psychotherapy. London: Sage.
55.	McLeod, J. (2010). Case study research in counselling and psychotherapy. Los Angeles, CA: Sage.
56.	McLeod, J. (2003). Doing counselling research (2nd ed.). London: Sage.
57.	McNiff, J. (2014). Writing and doing action research. London: Sage.
58.	Miles, M.B., Huberman, A.M., & Saldaña, J. (2013). Qualitative data analysis: A Methods Sourcebook (3rd ed.). Thousand Oaks, CA: Sage.
59.	Miller, R.L. (2000). Researching life stories and family histories. London: Sage.
60.	Mills, J., & Birks, M. (2014). Qualitative methodology : A practical guide. London: Sage.
61.	Mischler, E.G. 1986). Research interviewing: Context and narrative. Cambridge, Massachusetts: Harvard University Press.
62.	O'Reilly, M., & Kiyimba, N. (2015). Advanced qualitative research: A guide to using theory. London: Sage.
63.	Padgett, D.K. (Ed.). (2004). The qualitative research experience. Belmont, CA: Thomson.
64.	Patton, M.Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4th Ed.). Thousand Oaks, CA: Sage.
65.	Polkinghorne, D. E. (1999). Traditional research and psychotherapy practice. Journal of clinical psychology, 55, 1429-1440
66.	Posavac, E.J. (2011). Program evaluation methods and case studies (8th ed.). Boston: Prentice Hall.
67.	Remler, D.K., & Van Ryzin, G.G. (2015). Research methods in practice: Strategies for description and causation. Los Angeles, CA: Sage.
68.	Riessman, C.K. (2008). Narrative methods for the human sciences. Los Angeles, CA: Sage.
69.	Saldaña, J. (2015). Thinking qualitatively methods of mind. Thousand Oaks, CA: Sage.
70.	Schwandt, T.A. (2003). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N.K. Denzin & Y.S. Lincoln (Eds.), The landscape of qualitative research (2nd. ed.) (p. 292-331). Thousand Oaks, CA: Sage.
71.	Scott, G., & Garner, R. (2013). Doing qualitative research designs methods and techniques. Upper Saddle River, N.J.: Pearson Education.
72.	Shank, G.D. (2002). Qualitative research: A personal skills approach. Upper Saddle River, N.J.: Pearson Education.
73.	Sheperis, C.J., Young, J.S., Daniels, M.H. (Eds.). (2010). Counseling research: Quantitative, qualitative, and mixed methods. Boston: Pearson.
74.	Sidnell, J., & Tanya, S. (Eds.). (2013). The handbook of conversation analysis. Chichester, West Sussex, UK: Wiley-Blackwell

75.	Silverman, D. (2014). Interpreting qualitative data (5th ed.). London: Sage.
76.	Silverman, D. (Ed.). (2011). Qualitative research issues of theory method and practice. London: Sage.
77.	Smyth, J., & McInerneg, P. (2013). Whose side are you on? Advocacy ethnography: some methodological aspects of narrative portraits of disadvantaged young people, in socially critical research. International Journal of Qualitative Studies in Education, 26(1), 1-20.
78.	Sparkes, A.C. (2005). Narrative inquiry: exploring the *whats* and *hows* of personal stories. In I. Holloway (Ed.), Qualitative research in health care. Berkshire, England: Open University Press.
79.	Stringer, E.T. (2014). Action research (4th ed.). Thousand Oaks, CA: Sage.
80.	Strong, T., Busch, R., & Couture, S. (2008). Conversational evidence in therapeutic dialogue. Journal of Marital and Family Therapy, 34(3), 388-405.
81.	Strong, T., & Nielsen, K. (2008). Constructive conversations: Revisiting selected developments with clients and counsellors. Counselling and Psychotherapy Research, 8(4), 253-260.
82.	Sutherlanda, O., & Strong, T. (2011). Therapeutic collaboration: a conversation analysis of constructionist therapy. Journal of Family Therapy, 33, 256–278.
83.	Tashakkori, A., & Teddlie, C. (Eds.). (2010). Sage handbook of mixed methods in social & behavioral research (2nd ed.). Thousand Oaks, CA: Sage.
84.	Tracy, S.J. (2013). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact. Chichester, UK: Wiley-Blackwell.
85.	Usher, R. (2001). Telling a story about research and research as story-telling: Postmodern approaches to social research. In C. Paechter, M. Preedy, D. Scott, & J. Soler (Eds.), Knowledge, power, and learning (pp. 47-55). London: Paul Chapman in association with Open University. VanderStoep, S.W., & Johnston, D.D. (2009). Research methods for everyday life: Blending qualitative and quantitative approaches. San Francisco, CA: Sage.
86.	Wengraf, T. (2001). Qualitative research interviewing: Biographic narrative and semi-structured methods. London: Sage.
87.	Wertz, F.J., et al. (2011). Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry. New York: Guilford Press. Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (Eds.). (2010). Handbook of practical program evaluation. San Francisco, CA: Jossey-Bass