City University of Hong Kong
Course Syllabus

offered by Department of Applied Social Sciences
with effect from Semester A 2016 /17

Part I   Course Overview

Course Title:	Project
Course Code:	SS6805
Course Duration:	2 Semesters (Semester A & B mode) / 1 Semester (Semester A mode only)
Credit Units:	6
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	At least completed 18-credits
Co-requisites: *(Course Code and Title)*	1) Any one of the following three courses: SS5213 Social Work Research Methods (only open to Registered Social Worker), SS5421 Qualitative Research Methods, or SS5425 Quantitative Research Methods (allow concurrent enrolment in one of the three listed courses if not included in the 18 credits completed)
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**

    This course aims to provide students hands-on experience in initiating, planning and implementing an independent research project with the view to advance knowledge and skills in counselling. It aims to foster disciplined thinking as a researcher and the capacity to construct counselling knowledge through empirical investigation.

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 apply research theories and methods to the task of designing an independent research project.	25%	✔		
2.	Demonstrate research competencies in reviewing literature, formulating objectives and research questions in designing and conducting his/her independent research project; designing appropriate data collection method.	25%	✔	✔	
3.	Analyze and interpret research data, and present research findings.	25%		✔	
4.	Show intelligent discussion of the research data to demonstrate the academic ability of 'researching in practice'', discuss implications of what could be learnt and concluded from the study.	25%			✔
		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	
1.	<u>Class Practice Exercises</u> Class exercises on using	√	√			

	SPSS for survey data analysis will be taught and conducted in SPSS Workshops. Workshops on learning how to present data in conducting in-depth qualitative interviews and Programme Evaluation Techniques will also be provided. Good practices in presenting quantitative and qualitative survey data will be shared, with students' active discussion and critique in classroom discussion.					
2.	Student Presentation All students are required to present their research project proposal in the classroom, and to answer queries and questions regarding their study objectives, framework, research questions, methodology, links to theories in research and counselling practice. They need to learn how to defend their research study objectives and methodology, and sharpen their research focus in the light of comments from peer students and the Workshop tutor and their Project Supervisors.	√	√	√	√	
3.	Project Report Apart from attending Workshop classes, students are required to meet their Project Supervisor periodically for writing-up of a Project Report (8,000 to 10,000 words) to show their ability in conducting an independent research study with an intelligent critique on the implications of their research findings. They are required to demonstrate the ability to present their	√	√	√	√	

	research data clearly and convincingly, with a link to the counselling theories or concepts in investigation.					

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		
Continuous Assessment: 100 %						
<u>Class Practice Exercises</u> SPSS exercises will be provided to students to enable them to learn how to run data-analysis and cross-tabulation to study the relationship between independent variables and dependant variables.	√				10%	
<u>Student Presentation</u> Student Presentation based on work done in their own research study objectives, research questions, framework, dependent and independent variables for study, and methodology.		√			10%	
<u>Project Report</u> A Project Report of 8,000 to 10,000 words demonstrating student's ability in conducting an independent research study and the academic ability of discussing implications arising from the study. The			√	√	80%	

Project report needs to show the student's research competencies in the following areas: literature review, formulating research questions, research design and conduction, results analysis, findings evaluation and presentation, and discussing relevant implications.						
					100%	

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)
Class Practice Exercises (10%)	Showing knowledge of SPSS in running data-analysis and cross-tabulation to study the relationship between independent variables and dependant variables	Showing an excellent ability in applying appropriate statistical test under different research situations; utilizing SPSS to analyse data with correct procedures; interpreting test results correctly	Showing a good ability in applying appropriate statistical test under different research situations; utilizing SPSS to analyse data with reasonable procedures; interpreting test results correctly	General ability in applying statistical test under different research situations; showing some understanding in using SPSS and interpreting test results	Ability to understand the research requirement; showing minimum understanding of SPSS and statistical knowledge	Little evidence of understanding of relationships between independent variables and dependent variables; weak in using SPSS to solve statistical issues
Student Presentation (10%)	Presenting clearly and concisely on research question, review of relevant literature, methodological account, results and discussion after the submission of project report	Well-structured oral presentation; presenting in an audience-friendly manner; excellent understanding of own research project	Reasonable structure of oral presentation; showing a good understanding of own research project	General understanding of own research project and some ability of delivering own research	Little ability to present own research project in a concise and clear manner	Little evidence of the ability to present own research project
	Showing the ability to answer questions raised by fellow students	Remarkable familiarity with own research	Good understanding of studied	Some understanding of studied	Limited understanding of relevant	Little understanding of relevant

		and comprehensive knowledge of studied research area	research area	research topic	research area	research area; not able to answering questions related to own project
	Presentation skills	Good time management; good delivery skills	General delivery skills	General delivery skills	Marginal presentation skills	Poor presentation skills
Project Report (80%)	Evaluating and delimiting research focus	Framing the research question with self-critical awareness of own ontological stance; framing the research question that are amenable to research and manageable given the time frame and resource	Framing the research question with reasonable self-awareness of own ontological position; framing the research question that is amenable to research and manageable given the time frame and resource	Framing the research question with some level of self-awareness of own ontological position; framing the research question that is manageable and feasible within the time frame and limited resources	Framing the research question that is manageable and feasible within the time frame and limited resources	Framing the research question to the minimal extent
	Reviewing literature to explore the initial research idea: search strategy, coverage and synthesis, IT usage	Reviewing seminal relevant literature; identifying leading studies done in studied area; showing	Reviewing relevant literature; identifying relevant studies done in studied area; showing a good ability to	Reviewing relevant literature; showing a general ability to review previous studies and	Reviewing fairly relevant literature; showing some degree of ability to review previous	Reviewing literature that are irrelevant to the research questions and limited ability to present literature

		an excellent competence to critically and independently review previous studies and present research gap	review previous studies and present research gap	present research gap	studies	
	Discussing methodological considerations and offer a methodological critique to foreground research issues and responsive measures to take	Being sensitive to the epistemological stance underpinning of methodological options; showing an excellent ability to critically discuss methodological considerations offer a and methodological critique; showing an excellent ability to select the most suitable methodological approach	Showing general awareness to the epistemological stance underpinning of methodological options; showing a reasonable ability to discuss methodological considerations and offer a methodological critique; showing a reasonable ability to select the most suitable methodological approach	Showing some awareness to the epistemological stance underpinning of methodological options; showing a general ability to discuss methodological considerations; showing a general ability to select a methodological approach	Showing some ability to discuss methodological considerations and select a methodological approach	Little evidence of ability to discuss methodological considerations and select methodological approach

Presenting a research plan for charting the research process and document data collection methods and experiences	Presenting a clear research plan; documenting the process of data collection clearly; showing an excellent ability to discuss experiences in collecting data	Presenting a clear research plan; documenting the process of data collection clearly; showing the ability to discuss experiences in collecting data	Presenting a reasonable research plan; documenting the process of data collection to a reasonable extent	Presenting a research plan; documenting the process of data collection to a minimal extent	Little evidence of a research plan; little documentation of the process of data collection
Being reflexive in monitoring the presence of the researcher self in the research process	Showing vigilant awareness of the researcher's influence on the research process; showing an excellent reflexivity to act upon self-awareness	Showing a general awareness of the researcher's influence on the research process;	Showing some level of self-awareness over own influence on research process	Showing some level of self-awareness over own influence on research process	Little evidence of self-awareness
Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers	Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing an	Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing a good	Presenting and analysing data in a manner appropriate to the methodological option adopted; showing some level of competence in critiquing the	Presenting and analysing data in a manner relevant to the methodological option adopted; showing some level of competence in critiquing the quality and	Presenting and analysing data in a manner irrelevant to the methodological option adopted

		excellent competence in critiquing the quality and sufficiency of collected data for answering the research questions	competence in critiquing the quality and sufficiency of collected data for answering the research questions	quality and sufficiency of collected data for answering the research questions	sufficiency of collected data for answering the research questions	
	Offering an informed discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project	Offering an excellent informed discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project whilst being reflexive of one's authorial presence in the discussion	Offering an reasonable discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project whilst being reflexive of one's authorial presence in the discussion	Offering a general discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project whilst showing some awareness of one's authorial presence in the discussion	Offering a general discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project	Little evidence of the ability to deliver an informed discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project
	Referencing correctly and writing in the correct academic format	Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing	Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing	Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing	Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing	Writing in a format and style(s) inappropriate to the methodological option adopted for the study; little

		one's text following an established convention (e.g. APA)	one's text following an established convention (e.g. APA)	one's text without following an established convention (e.g. APA)	one's text without following an established convention (e.g. APA)	referencing or referencing one's text without following an established convention (e.g. APA)

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

1.   **Keyword Syllabus**

Keyword Syllabus: Quantitative and qualitative research methods. SPSS Workshops. Qualitative Data Presentation Workshops and Programme Evaluation Techniques.   Project study to foster students' research competencies in the following areas: review literature, formulating research objectives and research questions, identifying dependent and independent variables in study, design and conduct research, analyzing results, present and evaluate findings, discussing implications from study data.

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.	Kazdin, A. E. (Ed.). (2003). *Methodological issues & strategies in clinical research* (3rd ed.). Washington, D.C.: American Psychological Association.
2.	McLeod, J. (2001). *Qualitative research in counselling and psychotherapy.* London: Sage.
3.	Parry, G. (1996). Writing a research report. In G. Parry, & F. N. Watts, (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2nd ed.) (pp. 137-155). East Sussex, UK: Erlbaum (UK) Taylor & Francis.

2.2   **Additional Readings**
(Additional references for students to learn to expand their knowledge about the subject.)

Recommended texts:

1.	Alexander, P. (1996). Intensive quantitative methods. In G. Parry, & F. N. Watts, (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2nd ed.) (pp. 315-341). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
2.	Aveline, M., & Shapiro, D. A. (Eds). (1995). Research foundations for psychotherapy practice. Chichester: John Wiley & Sons.
3.	Banks, S. P., & Banks, A. (1998). The struggle over facts and fictions. In A. Bank, & S. P. Bank, (Eds.), Fiction & social research: By ice or fire. Walnut Creek, CA: AltaMira Press.
4.	Barker, C. (1985). Interpersonal process recall in clinical training and research. In F. N. Watts (Ed.), New developments in clinical psychology (pp. 154-169). Chichester: BPS Books.
5.	Barker, C., Pistrang, N., & Elliott, R. (2002). Research methods in clinical psychology: An introduction for students and practitioners (2nd ed.). Chichester: John Wiley & Sons.
6.	Cohler, B. J. (1994). The human sciences, the life story, and clinical research. In E. Sherman, & W. J. Reid (Eds.), Qualitative research in social work (pp. 163-174). New

	York: Columbia University Press
7.	Cone, J. D. (2001). Evaluating outcomes: Empirical tools for effective practice. Washington, D.C.: American Psychological Association.
8.	Diamond, G. S., & Diamond, G. M. (2002). Studying a matrix of change mechanisms: An agenda for family-based process research. In H. A. Liddle, D. A. Santisteban, R. F. Levant, & J. H. Bray, (Eds.), Family psychology: Science-based interventions (pp. 41-66). Washington, DC: American Psychological Association.
9.	Elliott, R. (1984). A discovery-oriented approach to significant change events in psychotherapy: Interpersonal process recall and comprehensive process analysis. In L. N. Rice, & L. S. Greenberg (Eds.), Patterns of change: Intensive analysis of psychotherapy process (pp. 249-286). New York: The Guilford Press.
10.	Elliott, R. (1986). Interpersonal Process Recall (IPR) as a psychotherapy process research method. In L. S. Greenberg, & W. M. Pinsof (Eds.), The psychotherapeutic process: A research handbook (pp. 503-527). New York: The Guilford Press.
11.	Elliott, R. (2001). Hermeneutic single-case efficacy design: An overview. In K. J. Schneider, J. F. T. Bugental, & J. F. Pierson, (Eds.), The handbook of humanistic psychology (pp. 315-324). Thousand Oaks, CA: Sage.
12.	Gillham, B. (2000). The research interview. London: Continuum.
13.	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.
14.	Heppner, P. P., Kivlighan, Jr., D. M., & Wampold, B. E. (1999). Research design in counselling (2nd ed.). Belmont, CA: Brooks/Cole.
15.	Hoshmand, L. T., & Martin, J. (Eds.). (1995). Research as praxis: Lessons from programmatic research in therapeutic psychology. New York: Teachers College Press.
16.	Josselson, R., & Lieblich, A. (2001). Narrative research and humanism. In K. J. Schneider, J. F. T. Bugental, & J. F. Pierson (Eds.), *The handbook of humanistic psychology* (pp. 275-288). Thousand Oaks, CA: Sage
17.	Kendall, P. C., Butcher, J. N., & Holmbeck, G. N. (Eds.). (1999). *Handbook of research methods in clinical psychology* (2nd ed.). New York: John Wiley & Sons.
18.	Lambert, M. J., & Lambert, J. M. (1999). Use of psychological tests for assessing treatment outcome. In Maruish, M. E. (Ed.), *The use of psychological testing for treatment planning and outcomes assessment* (2nd ed.). N.J.: Lawrence Erlbau

19.	Lambert, M. J., & Supplee, E. C. (1997). Trends and practices in psychotherapy outcome assessment and their implications for psychotherapy and applied personality. In R. Hogan, J. Johnson, & S. Briggs, (Eds.), *Handbook of personality psychology* (pp. 947 – 967). San Diego, CA: Academic Press
20.	Leahy, R. L., & Dowd, E. T. (Eds.). (2002). *Clinical advances in cognitive psychotherapy: Theory and application*. New York: Springer.
21.	Maruish, M. E. (Ed.). (2004). *The use of psychological testing for treatment planning and outcomes assessmen*t (3rd ed.). N.J.: Lawrence Erlbaum.
22.	McLeod, J. (1999). *Practitioner research in counselling*. London: Sage
23.	Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2nd ed.). Mahwah, J.J.: Lawrence Erlbaum.
24.	Morley, S. (1996). Single case research. In G. Parry, & F. N. Watts (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2nd ed.) (pp. 277-314). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
25.	Moustakas, C. (2001). Heuristic research: Design and methodology. In K. J. Schneider, J. F. T. Bugental, & J. F. Pierson (Eds.), *The handbook of humanistic psychology* (pp. 263-274). Thousand Oaks, CA: Sage.
26.	Newman, F. L. (1994). Selection and design and statistical procedures for progress and outcome assessment. In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcome assessment* (pp. 111-134). N.J.: Lawrence Erlbaum.
27.	Orlinsky, D. E., & Howard, K. I. (1986). The psychological interior of psychotherapy: Explorations with the Therapy Session Reports. In L. S. Greenberg, & W. M. Pinsof (Eds.), *The psychotherapeutic process: A research handbook* (pp. 477-501). New York: The Guilford Press.
28.	Owens, R. G., Slade, P. D., & Fielding, D. M. (1996). Patient series and quasi-experimental designs. In G. Parry, & F. N. Watts (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2nd ed.) (pp. 229-251). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
29.	Polkinghorne, D. E. (1999). Traditional research and psychotherapy practice. *Journal of Clinical Psychology, 55* (12), 1429-1440.
30.	Roberts, M. C., & Ilardi, S. S. (Eds.). (2003). *Handbook of research methods in clinical psychology.* Malden, MA: Blackwell.
31.	Robson, C. (2002). *Real world research* (2nd ed.). Oxford: Blackwell.
32.	Roth. A., & Fonagy, P. (Eds.). (1996). *What works for whom? A critical review of psychotherapy research.* New York: The Guilford Press.

33.	Ruckdeschel, R., Earnshaw, P., & Firrek, A. (1994). The qualitative case study and evaluation: Issues, methods, and examples. In E. Sherman, & W. J. Reid (Eds.), *Qualitative research in social work* (pp. 251-264). New York: Columbia University Press.
34.	Russell, R. L. (Ed.). (1994). *Reassessing psychotherapy research*. New York: The Guilford Press.
35.	Sanger, J. (1996). *The compleat observer? A field research guide to observation*. London: The Falmer Press.
36.	Scheurich, J. J. (1997). Research methods in the postmodern. In *Qualitative studies series 3*. London: Falmer Press.
37.	Shapiro, D. A. (1996). Outcome research. In G. Parry, & F. N. Watts (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2nd ed.) (pp. 201-228). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
38.	Slife, B. D., & Williams, R. N. (1995). *What's behind the research? Discovering hidden assumptions in the behavioural sciences*. Thousand Oaks, CA: Sage.
39.	Steele, R. G., & Roberts, M. C. (2003). Therapy and interventions research with children and adolescents. In M. C. Roberts, & S. S. Ilardi (Eds.), *Handbook of research methods in clinical psychology* (pp. 307-328) Oxford: Blackwell.
40.	Toukmanian, S. G., & Rennie, D. L. (Eds.). (1992). *Psychotherapy process research: Paradigmatic and narrative approaches.* Newbury Park, CA: Sage.
41.	Turpin, G. (2001). Single case methodology and psychotherapy evaluation: From research to practice. In C. Mac, Moorey, S., & B. Roberts (Eds.), *Evidence in the psychological therapies: A critical guide for practitioners* (pp.91-113). East Sussex: Brunner-Routledge.
42.	Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks, CA: Sage
43.	Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). *Handbook of counselling psychology* (2nd ed.). London: Sage.
44.	Young, A. M., Stewart, A. J., & Miner-Rubino. (2001). Women's understandings of their own divorces: A developmental perspective. In D. P. McAdams, R. Josselson, & A. Lieblich (Eds.), *Turns in **the** road: Narrative studies of lives in transition* (pp. 203-226). Washington, D.C.: American Psychological Association.

Journal Articles & Journal:

1.	British journal of guidance & counselling.
2.	Counselling & Psychotherapy Research
3.	Therapy today
4.	British Journal of Social Work
5.	Journal of Personality Disorder

6.	Journal of Clinical Child & Adolescent Psychology
7.	Journal of Personality Assessment
8.	International Journal of Interdisciplinary Social Sciences
9.	Health Psychology
10.	Journal of Counseling Psychology
11.	Emotion
12.	Psychological Bulletin
13.	International journal of psychological research
14.	Journal of experimental research in personality
15.	Journal of applied biobehavioral research
16.	Qualitative psychology