

SS6805B: PROJECT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Project

Subject Code

SS - Social and Behavioural Sciences

Course Number

6805B

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

At least completed 18-credits (For Cohort 2016 or before)

At least completed 12-credits (For Cohort 2017 and thereafter)

Co-requisites:

1) Any one of the following four courses: SS5213 Social Work Research Methods (only open to Registered Social Worker), SS5302 Research Methods in Social Sciences, SS5421 Qualitative Research Methods, or SS5425 Quantitative Research Methods (allow concurrent enrolment in one of the four listed courses if not included in the 18 credits completed) (For Cohort 2016 or before)

2) Any one of the following four courses: SS5213 Social Work Research Methods (only open to Registered Social Worker), SS5302 Research Methods in Social Sciences, SS5421 Qualitative Research Methods, or SS5425 Quantitative Research Methods (allow concurrent enrolment in one of the four listed courses if not included in the 12 credits completed) (For Cohort 2017 Part-Time mode Students)

3) Completion of 12 credits including one of the following four courses: SS5213 Social Work Research Methods (only open to Registered Social Worker), SS5302 Research Methods in Social Sciences, SS5421 Qualitative Research Methods, or SS5425 Quantitative Research Methods (For Cohort 2017 Full-Time mode Students)

4) Completion of SS5302 Research Methods in Social Sciences (allow concurrent enrolment of this course if not included in the 12 credits completed) (For Cohort 2018 and thereafter Part-Time mode Students)

Completion of 12 credits including SS5302 Research Methods in Social Sciences (For Cohort 2018 and thereafter Full-Time mode Students)

Precursors

Nil

Equivalent Courses

SS6805 is equivalent to SS6805B

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students hands-on experience in initiating, planning and implementing a 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify and apply research theories and methods to the task of designing a research project.	25	x		
2	Demonstrate research competencies in reviewing literature, formulating objectives and research questions in designing and conducting a research project; designing appropriate data collection method.	25	x	x	
3	Analyze and interpret research data, and present research findings.	25		x	
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			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1:	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.	1, 2, 3, 4	
2	LTA2:	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 a 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.	1, 2, 3, 4	

Additional Information for LTAs

Notes:

SS6805 and SS6805B are equivalent courses. The courses are designed for students in different mode of study. Switching between SS6805 and SS6805B is not allowed.

SS6805

Students of part-time mode study are required to take SS6805. The normal duration of the course is 2 semesters (Semester A and Semester B). No further extension is permitted.

SS6805B

Students of full-time mode study are required to take SS6805B. The normal duration of the course is 2 semesters (Semester B and Summer Term). No further extension is permitted.

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	AT1: Student Presentation Student Presentation based on work done in their own research study objectives, research questions, framework, dependent and independent variables for study, and methodology findings, discussion and implications in the field of counselling.	1, 2, 3, 4	20	Allow AI to (1) conduct proof editing; (2) brainstorm and generate initial ideas; (3) conduct preliminary analyses	Yes

2	AT2: Project Report A Project Report of 8,000 to 10,000 words demonstrating students' ability in conducting a research study and the academic ability of discussing implications arising from the study. The Project report needs to show the students' 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.	1, 2, 3, 4	80	-	No
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Student Presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presenting clearly and concisely on research question, review of relevant literature, methodological account, results and discussion after the submission of project report

Excellent

(A+, A, A-) Well-structured oral presentation; presenting in an audience-friendly manner; excellent understanding of their research project

Good

(B+, B, B-) Reasonable structure of oral presentation; showing a good understanding of their research project

Fair

(C+, C, C-) General understanding of their research project and some ability of delivering their research

Marginal

(D) Little ability to present their research project in a concise and clear manner

Failure

(F) Little evidence of the ability to present their research project

Assessment Task

Student Presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Showing the ability to answer questions raised by fellow students

Excellent

(A+, A, A-) Remarkable familiarity with their research and comprehensive knowledge of studied research area

Good

(B+, B, B-) Good understanding of studied research area

Fair

(C+, C, C-) Some understanding of studied research topic

Marginal

(D) Limited understanding of relevant research area

Failure

(F) Little understanding of relevant research area; not able to answering questions related to their project

Assessment Task

Student Presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presentation skills

Excellent

(A+, A, A-) Good time management; good delivery skills

Good

(B+, B, B-) General delivery skills

Fair

(C+, C, C-) General delivery skills

Marginal

(D) Marginal presentation skills

Failure

(F) Poor presentation skills

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evaluating and delimiting research focus

Excellent

(A+, A, A-) Framing the research question with self-critical awareness of their ontological stance; framing the research question that are amenable to research and manageable given the time frame and resource

Good

(B+, B, B-) Framing the research question with reasonable self-awareness of their ontological position; framing the research question that is amenable to research and manageable given the time frame and resource

Fair

(C+, C, C-) Framing the research question with some level of self-awareness of their ontological position; framing the research question that is manageable and feasible within the time frame and limited resources

Marginal

(D) Framing the research question that is manageable and feasible within the time frame and limited resources

Failure

(F) Framing the research question to the minimal extent

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Reviewing literature to explore the initial research idea: search strategy, coverage and synthesis, IT usage

Excellent

(A+, A, A-) Reviewing seminal relevant literature; identifying leading studies done in studied area; showing an excellent competence to critically review previous studies and present research gap

Good

(B+, B, B-) Reviewing relevant literature; identifying relevant studies done in studied area; showing a good ability to review previous studies and present research gap

Fair

(C+, C, C-) Reviewing relevant literature; showing a general ability to review previous studies and present research gap

Marginal

(D) Reviewing fairly relevant literature; showing some degree of ability to review previous studies

Failure

(F) Reviewing literature that are irrelevant to the research questions and limited ability to present literature

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Discussing methodological considerations and offer a methodological critique to foreground research issues and responsive measures to take

Excellent

(A+, A, A-) Being sensitive to the epistemological stance underpinning of methodological options; showing an excellent ability to critically discuss methodological considerations and offer a methodological critique; showing an excellent ability to select the most suitable methodological approach

Good

(B+, B, B-) 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

Fair

(C+, C, C-) 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

Marginal

(D) Showing some ability to discuss methodological considerations and select a methodological approach

Failure

(F) Little evidence of ability to discuss methodological considerations and select methodological approach

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presenting a research plan for charting the research process and document data collection methods and experiences

Excellent

(A+, A, A-) Presenting a clear research plan; documenting the process of data collection clearly; showing an excellent ability to discuss experiences in collecting data

Good

(B+, B, B-) Presenting a clear research plan; documenting the process of data collection clearly; showing the ability to discuss experiences in collecting data

Fair

(C+, C, C-) Presenting a reasonable research plan; documenting the process of data collection to a reasonable extent

Marginal

(D) Presenting a research plan; documenting the process of data collection to a minimal extent

Failure

(F) Little evidence of a research plan; little documentation of the process of data collection

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Being reflexive in monitoring the presence of the researcher self in the research process

Excellent

(A+, A, A-) Showing vigilant awareness of the researchers' influence on the research process; showing an excellent reflexivity to act upon self-awareness

Good

(B+, B, B-) Showing a general awareness of the researchers' influence on the research process;

Fair

(C+, C, C-) Showing some level of self-awareness over their influence on research process

Marginal

(D) Showing some level of self-awareness over their influence on research process

Failure

(F) Little evidence of self-awareness

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers

Excellent

(A+, A, A-) Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing an excellent competence in critiquing the quality and sufficiency of collected data for answering the research questions

Good

(B+, B, B-) Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing a good competence in critiquing the quality and sufficiency of collected data for answering the research questions

Fair

(C+, C, C-) Presenting and analysing data in a manner appropriate to the methodological option adopted; showing some level of competence in critiquing the quality and sufficiency of collected data for answering the research questions

Marginal

(D) Presenting and analysing data in a manner relevant to the methodological option adopted; showing some level of competence in critiquing the quality and sufficiency of collected data for answering the research questions

Failure

(F) Presenting and analysing data in a manner irrelevant to the methodological option adopted

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Offering an informed discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project

Excellent

(A+, A, A-) 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

Good

(B+, B, B-) 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

Fair

(C+, C, C-) 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

Marginal

(D) Offering a general discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project

Failure

(F) 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

Assessment Task

Project Report (80%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Referencing correctly and writing in the correct academic format

Excellent

(A+, A, A-) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one' s text following an established convention (e.g. APA)

Good

(B+, B, B-) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one' s text following an established convention (e.g. APA)

Fair

(C+, C, C-) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one' s text without following an established convention (e.g. APA)

Marginal

(D) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one' s text without following an established convention (e.g. APA)

Failure

(F) Writing in a format and style(s) inappropriate to the methodological option adopted for the study; little referencing or referencing one' s text without following an established convention (e.g. APA)

Assessment Task

Student Presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presenting clearly and concisely on research question, review of relevant literature, methodological account, results and discussion after the submission of project report

Excellent

(A+, A, A-) Well-structured oral presentation; presenting in an audience-friendly manner; excellent understanding of their research project

Good

(B+, B) Reasonable structure of oral presentation; showing a good understanding of their research project

Marginal

(B-, C+, C) Fair to limited understanding of their research project but little ability of delivering their research project in a concise and clear manner.

Failure

(F) Little evidence of the ability to present their research project

Assessment Task

Student Presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Showing the ability to answer questions raised by fellow students

Excellent

(A+, A, A-) Remarkable familiarity with their research and comprehensive knowledge of studied research area

Good

(B+, B) Good understanding of studied research area

Marginal

(B-, C+, C) Fair to limited understanding of relevant research area

Failure

(F) Little understanding of relevant research area, not able to answer questions related to their project

Assessment Task

Student Presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presentation skills

Excellent

(A+, A, A-) Good time management; good delivery skills

Good

(B+, B) General delivery skills

Marginal

(B-, C+, C) Marginal delivery skills

Failure

(F) Poor delivery skills

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evaluating and delimiting research focus

Excellent

(A+, A, A-) Framing the research question with self-critical awareness of their ontological stance; framing the research question that are amenable to research and manageable given the time frame and resource

Good

(B+, B) Framing the research question with reasonable self-awareness of their ontological position; framing the research question that is amenable to research and manageable given the time frame and resource

Marginal

(B-, C+, C) Framing the research question with fair to limited level of self-awareness of their ontological position; framing the research question that is manageable and feasible within the time frame and limited resources

Failure

(F) Framing the research question to the minimal extent

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Reviewing literature to explore the initial research idea: search strategy, coverage and synthesis, IT usage

Excellent

(A+, A, A-) Reviewing seminal relevant literature; identifying leading studies done in studied area; showing an excellent competence to critically review previous studies and present research gap

Good

(B+, B) Reviewing relevant literature; identifying relevant studies done in studied area; showing a good ability to review previous studies and present research gap

Marginal

(B-, C+, C) Reviewing fairly relevant literature; showing a limited ability to review previous studies and present research gap

Failure

(F) Reviewing literature that are irrelevant to the research questions and limited ability to present literature

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Discussing methodological considerations and offer a methodological critique to foreground research issues and responsive measures to take

Excellent

(A+, A, A-) Being sensitive to the epistemological stance underpinning of methodological options; showing an excellent ability to critically discuss methodological considerations and offer a methodological critique; showing an excellent ability to select the most suitable methodological approach

Good

(B+, B) 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

Marginal

(B-, C+, C) Showing some ability to discuss methodological considerations and select a methodological approach

Failure

(F) Little evidence of ability to discuss methodological considerations and select methodological approach

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presenting a research plan for charting the research process and document data collection methods and experiences

Excellent

(A+, A, A-) Presenting a clear research plan; documenting the process of data collection clearly; showing an excellent ability to discuss experiences in collecting data

Good

(B+, B) Presenting a clear research plan; documenting the process of data collection clearly; showing the ability to discuss experiences in collecting data

Marginal

(B-, C+, C) Presenting a reasonable research plan; documenting the process of data collection to a reasonable extent

Failure

(F) Little evidence of a research plan; little documentation of the process of data collection

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Being reflexive in monitoring the presence of the researcher self in the research process

Excellent

(A+, A, A-) Showing vigilant awareness of the researcher's influence on the research process; showing an excellent reflexivity to act upon self-awareness

Good

(B+, B) Showing a general awareness of the researcher's influence on the research process;

Marginal

(B-, C+, C) Showing some level of self-awareness their influence on research process

Failure

(F) Little evidence of self-awareness

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers

Excellent

(A+, A, A-) Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing an excellent competence in critiquing the quality and sufficiency of collected data for answering the research questions

Good

(B+, B) Presenting and analysing data in a manner appropriate to the methodological option adopted and amenable to scrutiny by readers; showing a good competence in critiquing the quality and sufficiency of collected data for answering the research questions

Marginal

(B-, C+, C) Presenting and analysing data in a manner relevant to the methodological option adopted; showing some level of competence in critiquing the quality and sufficiency of collected data for answering the research questions

Failure

(F) Presenting and analysing data in a manner irrelevant to the methodological option adopted Presenting and analysing data in a manner irrelevant to the methodological option adopted

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Offering an informed discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project

Excellent

(A+, A, A-) 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

Good

(B+, B) Offering a 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

Marginal

(B-, C+, C) Offering a general discussion of what could be learnt and concluded from the study, and implications (theoretical and/or practical) of the research project.

Failure

(F) 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

Assessment Task

Project Report (80%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Referencing correctly and writing in the correct academic format

Excellent

(A+, A, A-) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one's text following an established convention (e.g. APA)

Good

(B+, B) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one's text following an established convention (e.g. APA)

Marginal

(B-, C+, C) Writing in a format and style(s) appropriate to the methodological option adopted for the study; referencing one's text without following an established convention (e.g. APA)

Failure

(F) Writing in a format and style(s) inappropriate to the methodological option adopted for the study; little referencing or referencing one's text without following an established convention (e.g. APA)

Part III Other Information

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.

Reading List

Compulsory Readings

Title	
1	Kazdin, A. E. (Ed.). (2016). Methodological issues & strategies in clinical research (4th ed.). Washington, D.C.: American Psychological Association.
2	McLeod, J. (2011). 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.

Additional Readings

Title	
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

7	Lambert, M. J., & Lambert, J. M. (1999). Use of psychological tests for assessing treatment outcome. In Maruish, M. E. (Ed.), <i>The use of psychological testing for treatment planning and outcomes assessment</i> (2nd ed.). N.J.: Lawrence Erlbaum
8	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.), <i>Handbook of personality psychology</i> (pp. 947 – 967). San Diego, CA: Academic Press
9	Leahy, R. L., & Dowd, E. T. (Eds.). (2002). <i>Clinical advances in cognitive psychotherapy: Theory and application</i> . New York: Springer.
10	Maruish, M. E. (Ed.). (2004). <i>The use of psychological testing for treatment planning and outcomes assessment</i> (3rd ed.). N.J.: Lawrence Erlbaum.
11	McLeod, J. (1999). <i>Practitioner research in counselling</i> . London: Sage
12	Meloy, J. M. (2002). <i>Writing the qualitative dissertation: Understanding by doing</i> (2nd ed.). Mahwah, J.J.: Lawrence Erlbaum.
13	Morley, S. (1996). Single case research. In G. Parry, & F. N. Watts (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2nd ed.) (pp. 277-314). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
14	Moustakas, C. (2001). Heuristic research: Design and methodology. In K. J. Schneider, J. F. T. Bugental, & J. F. Pierson (Eds.), <i>The handbook of humanistic psychology</i> (pp. 263-274). Thousand Oaks, CA: Sage.
15	Newman, F. L. (1994). Selection and design and statistical procedures for progress and outcome assessment. In M. E. Maruish (Ed.), <i>The use of psychological testing for treatment planning and outcome assessment</i> (pp. 111-134). N.J.: Lawrence Erlbaum.
16	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.), <i>The psychotherapeutic process: A research handbook</i> (pp. 477-501). New York: The Guilford Press.
17	Owens, R. G., Slade, P. D., & Fielding, D. M. (1996). Patient series and quasi-experimental designs. In G. Parry, & F. N. Watts (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2nd ed.) (pp. 229-251). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
18	Polkinghorne, D. E. (1999). Traditional research and psychotherapy practice. <i>Journal of Clinical Psychology</i> , 55 (12), 1429-1440.
19	Roberts, M. C., & Ilardi, S. S. (Eds.). (2003). <i>Handbook of research methods in clinical psychology</i> . Malden, MA: Blackwell.
20	Robson, C. (2016). <i>Real world research</i> (4th ed.). Oxford: Blackwell.
21	Roth, A., & Fonagy, P. (Eds.). (2005). <i>What works for whom? A critical review of psychotherapy research</i> . New York: The Guilford Press.
22	Ruckdeschel, R., Earnshaw, P., & Firrek, A. (1994). The qualitative case study and evaluation: Issues, methods, and examples. In E. Sherman, & W. J. Reid (Eds.), <i>Qualitative research in social work</i> (pp. 251-264). New York: Columbia University Press.
23	Russell, R. L. (Ed.). (1994). <i>Reassessing psychotherapy research</i> . New York: The Guilford Press.
24	Sanger, J. (1996). <i>The compleat observer? A field research guide to observation</i> . London: The Falmer Press.
25	Scheurich, J. J. (1997). Research methods in the postmodern. In <i>Qualitative studies series 3</i> . London: Falmer Press.
26	Shapiro, D. A. (1996). Outcome research. In G. Parry, & F. N. Watts (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2nd ed.) (pp. 201-228). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
27	Slife, B. D., & Williams, R. N. (1995). What' s behind the research? Discovering hidden assumptions in the behavioural sciences. Thousand Oaks, CA: Sage.
28	Steele, R. G., & Roberts, M. C. (2005). Therapy and interventions research with children and adolescents. In M. C. Roberts, & S. S. Ilardi (Eds.), <i>Handbook of research methods in clinical psychology</i> (pp. 307-328) Oxford: Blackwell.
29	Toukmanian, S. G., & Rennie, D. L. (Eds.). (1992). <i>Psychotherapy process research: Paradigmatic and narrative approaches</i> . Newbury Park, CA: Sage.

30	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.
31	Wolcott, H. F. (2001). Writing up qualitative research (2nd ed.). Thousand Oaks, CA: Sage
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