

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 912.715 Research Methods in Counselling Course Assessment and Delivery Outline

**Campus:** Auckland & Christchurch  
**Lecturer:** Ruth McConnell

Mode 2, Semester 2, 2015  
NQF Level: 7, 15 credits

Pre-requisites: 904.715 *Integrated Practice (A)*  
Co-requisites: *none*

**Hndn Delivery:** 5,6 August, 2, 3 September, 3 November  
**Chch Delivery:** 19,20 August, 16,17 September, 5 November

#### CONTENT OVERVIEW:

- Methodologies – identification, interpretation, articulation
- Formulating the research proposal – forming a question, choosing appropriate methodology,
- identifying ethical issues
- Conducting a literature review
- Formulating a research proposal –Written and oral presentation of the research proposal

Advanced Library Search tutorial included

#### ASSESSMENT TASKS AND DUE DATES:

##### 1. Research essay & literature review

- Auckland Due date: Sunday, 27 September
- Christchurch Due date: Sunday, 27 September
- Word count: 3000
- Value: 50%
- Learning Outcomes 1, 2 & 4

Part A: Critically evaluate a range of research methodologies that have been applied to the field of counselling.

Part B: Chose an issue or area of counselling practice which you are interested in and

- write a brief literature review (covering at least 10 articles or book chapters) of the most recent research (within the last 10 years) you have found in this field;
- stating what type of research was done (methodology used),
- critiquing whether it was an appropriately chosen methodology for the issue under study and
- write a summary of the findings or conclusions of the research.

##### 2. Applied research proposal

- Auckland Due date: Sunday, 01 November
- Christchurch Due date: Sunday, 01 November
- Word count: 3000
- Value: 50%
- Learning Outcome 3

Construct a research proposal to address how you would go about conducting your own research in the area of your passion/interest/focus which you have identified in the previous assignment.

The research proposal should include the following:

- A thesis statement that outlines the issue/area of interest/counselling practice.
- A rationale for why you chose this topic/issue/interest area
- A description and rationale for the choice of your proposed methodology
- A summary of the findings in this field to date
- Any ethical considerations (based on either the NZCCA or NZAC code of ethics)

### Oral Presentations of Research Proposals (not graded):

Henderson campus: Nov. 3, 2015

Christchurch campus: Nov. 5, 2015

## GRADING CRITERIA

### 1. Research essay & literature review

| CRITERIA MET  |  |   |  |   |
|---|--|---|--|---|
| Methodologies have been clearly identified and critiqued      | Counselling methodologies do not seem to be fully understood or critiqued<br><br>(- D -+)  | A very limited range of methodologies have been identified and little critique evident<br><br>(- C -+)                              | A range of methodologies have been identified and critiqued adequately<br><br>(- B -+)                                   | A full range of methodologies have been identified and critiqued well<br><br>(- A -+)   |
| Selection of relevant recent research                         | Selections chosen not representative of selected area of interest or not recent enough to show up to date research<br><br>(- D -+) | A limited range of recent research reviewed (less than 10) showing some evidence of searching but little critiquing<br><br>(- C -+) | A good range of recent research (at least 10) reviewed showing evidence of good searching and critiquing<br><br>(- B -+) | Very up to date range of recent research reviewed (more than 10) showing evidence of sophisticated searching and critiquing<br><br>(- A -+) |
| Quality of the summary of the current literature and findings | Fails to grasp the author's main points or provide an adequate summary or critical evaluation<br><br>(- D -+)                      | Articulates an adequate summary but limited critical evaluation<br><br>(- C -+)   | Articulates a clear summary with some depth of critical evaluation<br><br>(- B -+)                                       | Insightful summary of current research articulating a succinct summary of key themes and arguments, and critical evaluation<br><br>(- A -+) |
| Quality of written expression                                 | Not up to tertiary standard<br><br>(- D -+)  | Good structure but many errors throughout<br><br>(- C -+)   | High standard but further work needed in: paragraph structure, writing style and editing<br><br>(- B -+)                 | Very high standard: structure, written expression, editing, spelling and style<br><br>(- A -+)  |
| Accuracy in referencing (APA) and reference list              | Inadequate referencing and/or no reference list<br>Plagiarism detected<br><br>(- D -+)   | Many inaccuracies in referencing and reference list<br><br>(- C -+)   | Most referencing accurate<br><br>(- B -+)  | All referencing and reference list accurate and consistent<br><br>(- A -+)  |
| Submitted to Turnitin   | YES  | NO  |  |   |

## 2. Applied research proposal

| CRITERIA MET  |  |   |   |  |
|---|--|---|---|--|
| A clear thesis statement has been articulated outlining the area of issue/interest/counselling practice and clearly articulates the focus and goals of the proposed research. | Inadequate thesis statement has been articulated<br>the area of issue/interest/counselling practice not clear<br>the focus and goals of the proposed research not laid out clearly<br><br>(- D -+) | Thesis statement not very clearly articulated<br>the area of issue/interest/counselling practice not well expressed<br>the focus and goals of the proposed research not clearly presented<br><br>(- C -+) | A thesis statement has been articulated<br>And there has been an adequate presentation of the area of issue/interest/counselling practice<br>the focus and goals of the proposed research have been outlined.<br><br>(- B -+) | A well-articulated thesis statement has been presented outlining the area of issue/interest/counselling practice and clear articulation of the goals of the proposed research.<br><br>(- A -+) |
| A clear rationale for your choice of topic/issue/interest area  | No rationale given for the choice of the topic<br><br>(- D -+)   | An unclear rationale for your choice of topic/issue/interest area<br><br>(- C -+)   | A clear rationale for your choice of topic/issue/interest area but not embedded in your own story<br><br>(- B -+)   | A very clear rationale for your choice of topic/issue/interest area including details of how this relates to your own story or passion for counselling<br><br>(- A -+)                         |
| A clear description and rationale for the choice of your proposed methodology   | <i>No rationale given for the choice of methodology</i><br><br>(- D -+)  | <i>An unclear rationale for your choice of methodology</i><br><br>(- C -+)  | A clear rationale for your choice of methodology<br><br>(- B -+)  | A very clear rationale for your choice of methodology and how this relates to your own story or passion for counselling<br><br>(- A -+)  |
| A clear summary of the findings in this field to date   | Fails to grasp the author's main points or provide an adequate evaluation<br><br>(- D -+)  | Annotations articulate an adequate summary and critical evaluation<br><br>(- C -+)  | Annotations articulate a clear summary with some depth of critical evaluation<br><br>(- B -+)   | Insightful annotations articulating a succinct summary of key themes and arguments, and critical evaluation<br><br>(- A -+)  |
| Critical engagement with any ethical issues that may arise in the proposed research (based on either the NZCCA or NZAC code of ethics)  | No critical engagement with the ethical issues that may arise in the proposed research<br><br>(- D -+)   | Limited critical engagement with the ethical issues that may arise in the proposed research<br><br>(- C -+)   | Good critical engagement with the ethical issues that may arise in the proposed research<br><br>(- B -+)  | Excellent critical engagement with the ethical issues that may arise in the proposed research<br><br>(- A -+)  |
| Quality of written expression   | Not up to tertiary standard<br><br>(- D -+)  | Good structure but many errors throughout<br><br>(- C -+)   | High standard but further work needed in; paragraph structure, writing style and editing<br><br>(- B -+)  | Very high standard structure, written expression, editing, spelling and style<br><br>(- A -+)  |
| Accuracy of in-text referencing and reference list (APA 6 <sup>th</sup> Edition)  | Inadequate referencing and/or no reference list<br>Plagiarism detected<br><br>(- D -+)   | Many inaccuracies in referencing and reference list<br><br>(- C -+)   | Most referencing accurate<br><br>(- B -+)   | All referencing and reference list accurate and consistent<br><br>(- A -+)   |
| Submitted to Turnitin   | YES  | NO  |   |  |

## EXPECTED ALLOCATION OF STUDY HOURS

| Assessment overview     | Time allocation (in hours) | % of total grade |
|-------------------------|----------------------------|------------------|
| Lectures                | 18                         |                  |
| Research essay          | 50                         | 50%              |
| Research proposal       | 50                         | 50%              |
| Reading and reflection  | 32                         | -                |
| <b>Total for course</b> | <b>150</b>                 | <b>100%</b>      |

## REFERENCES

### Key Texts

McLeod, J. (2014) *Doing research in counselling and psychotherapy*. (3<sup>rd</sup> Edition) London: Sage.

### Additional Readings

Ackerly, Brooke and Jacqui True. (2010). *Doing feminist research in political and social science*. Basingstoke: Palgrave Macmillan.

Andrew, M., Farhall, J., Ong, B., & Waddell, F. (2009). Perceptions of mental health professionals and family caregivers about their collaborative relationships: A factor-analytic study. *Australian Psychologist*, Vol. 44 No. 2, (94-104).

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Burr, V. (2015) *An Introduction to Social Constructionism (3rd Ed.)*. London: Routledge.

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