

PRIFYSGOL

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UNIVERSITY

Module 7 Title: Dissertation	Level:7	Credit Value: 60
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Module code: SOC707	Cost centre: GASC	JACS2 code:
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Semester(s) in which to be offered: Year 2 Semester 3 and Year 3 semester 1	With effect from: December 2009
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Office use only: To be completed by AQSU:	Date approved: December 2009 Date revised: November 2012 Version no: 2
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Subject: Education	Module Leader: Marion Gossman
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Module duration (total hours): 600 hours Scheduled learning & teaching hours: 35 hours face to face in 2 day blocks and 6 hours tutorials Independent study hours: 559	Status: CORE core/option/elective (identify programme where appropriate):
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Percentage taught by Departments other than originating Department (please name other Departments):	0%
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Programme(s) in which to be offered: MA Counselling with Children and Young People (part time) MA Counselling Studies with Children and Young People (full time)	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
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Module Aims

- To enable students to utilise previous learning to assist in the completion with guidance and supervision, an extended piece of critical independent study into a counselling children and young people area of their own choice. This will enable

them to develop their ideas, understanding and critical thinking within their chosen area of interest.

- To provide intensive and experiential group face to face dissertation training workshops to explore research methods and key skills in literature reviews, writing research papers and reflective learning in the process.
- To offer both individual and group research supervision experiences.
- Opportunity in consultation with an appointed individual research supervisor to be encouraged to select a suitable area of study of significance from the programme and research questions to undertake an in-depth study.
- To enable the student to provide the supervisor with and to be able to use a sound plan to carry out a small scale research project or a literature –based study with a small element of empirical work.

Added value

In addition to the above the module will offer the opportunity for students to present their research findings to their peers, programme team and other invited guests at a celebration of programme research conference. This aspect of the programme will occur after the module has been completed and the presentation will not be part of the assessed learning outcomes.

Students will be encouraged to submit their research papers of publishable standard to research peer reviewed journals either as sole author or joint author with their research supervisor

Expected Learning Outcomes

Knowledge and Understanding

By the end of the module a student will be able to:

1. Demonstrate knowledge of research principles, theories and methods
2. Recognise the practical use of research findings in areas associated with Counselling Studies with Children and Young People both from own research and research of others for own practice
3. Outline, distinguish and point out the strengths and weaknesses of different approaches to research in counselling and play therapy.
4. Identify and discuss ethical issues in research and explain how to address them.
5. Devise, describe and manage at least one method of research and demonstrate the critical knowledge and skills necessary to collect data and analyse it to propose findings and extend knowledge.
6. Write, explain, present and communicate research findings in areas associated with Counselling with Children and Young People to professional audiences in a format suitable for publication.
7. Interpret, clarify, relate, reflect and write on own experience of the process of researching.

Transferable/Key Skills and other attributes:

Anti discriminatory practice base;
Communication skills;
Presentation skills;
Written skills;
Reflective skills;
Development of IT skills.

Assessment

Indicative assessment:

Students will be required to complete an appropriate fully scoped research proposal of approximately 3,000 words. It is anticipated that a 20,000 word dissertation will then be led by, and incorporate, the research proposal.

A completed ethics form will also be required which may need to be considered by the University Ethics Committee.

Assessment number	Learning outcomes to be met	Type of assessment	Weighting	Word count (if coursework)
One	All	Coursework	100%	20,000

Learning and Teaching Strategies

Workshops to gain knowledge, skills and confidence in research methods to enable the student to carry out a small scale empirical study with Online support materials, discussions, group tasks and exercises to complete both in class and outside of class. In addition the student will be expected to gain a comprehensive knowledge of the literature available in his or her subject area in directed and private study.

Supervision sessions with the allocated supervisor at all stages of the planning, researching and preparation of project. The research supervisor will be available for the equivalent of six hours of individual tutorials in the academic year. The keeping of a research journal to record reflexive and reflective learning experience will be expected during the dissertation process.

Syllabus outline

The structure of a research paper, critically analysing a research paper, reading research papers exercises, historical perspective and current agenda for counselling and play therapy research, reviewing the literature, quantitative and qualitative methods, the issue of validity for qualitative research, your research autobiography, keeping a research journal, choosing a topic, exploring a research idea-the hot seat exercise, interviewing, questionnaires, analysing data, writing a research paper, A research idea demonstrated through a group exercise of the research process, reflection on the process.

Bibliography

This reading list is for reference purposes and students will be guided by the module tutors and supervisors for specific related texts.

Research methods & dissertation preparation:

Bell, J. (1987) *Doing your research project: a guide for first-time researchers in education and social science*. Milton Keynes: Open University Press

Bergin, A. And Garfield, S. (eds.)(1994) *Handbook of psychotherapy and behavior change*. New York Chichester: Wiley.

Denzin, N. And Lincoln, Y. (eds.) (1994) *Handbook of qualitative research*. Thousand Oaks London: Sage.

Denzin, N. and Lincoln, Y. (eds.) (2005) *The SAGE Handbook of Qualitative Research. 3rd edn*. Thousand Oaks, CA: Sage (authoritative cutting-edge overviews by leading figures)

Frommer, J. and Rennie, D. (eds.) (2001) *Qualitative Psychotherapy Research: Methods and Methodology*. Lengerich: Pabst.

Hart C. (1998) *Doing a literature review: releasing the social science research imagination*. London: Sage.

Kumar, R (1999) *Research methodology: a step-by-step guide for beginners*. London: Sage.

Kvale, S. (1996) *Interviews: an introduction to qualitative research interviewing*. London: Sage. (a source of great wisdom)

Lepper, G. and Riding, N. (2006) *Researching the psychotherapy process: a practical guide to transcript-based methods*. Basingstoke: Palgrave Macmillan.

Lewis I. And Munn, P. (1997) *So you want to do research! : a guide for beginners on how to formulate research questions*. Edinburgh: Scottish Council for Research in Education.

McLeod, J. (1994) *Doing counselling research*. London: Sage.

McLeod, J. (1999) *Practitioner research in counselling*. London: Sage.

McLeod, J. (2001) *Qualitative research in counselling and psychotherapy*. London: Sage

Morse, J. (ed.) (1992) *Qualitative health research*. Newbury Park, California: Sage.

Munn P. and Driver, E. (1999) *Using questionnaires in small-scale research: a teacher's guide*. Edinburgh: Scottish Council for Research in Education.

Reason, P. and Rowan, J (1981) *Human Inquiry: A Sourcebook of New Paradigm Research*. Chichester: John Wiley and Sons.

Seale, C. (1999) *The quality of qualitative research*. London: Sage.

Spinelli E. (1994) *The interpreted world: an introduction to phenomenological psychology*. London: Sage.

Watkins, C. E. and Schneider, L.J. (eds.) (1991) *Research in counselling*. London: Lawrence Erlbaum Associates.