

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social & Behavioural Sciences
with effect from Semester A 2024/25**

Part I Course Overview

| | |
|---|---|
| Course Title: | Project |
| Course Code: | SS6805 / SS6805B |
| Course Duration: | Two Semesters (Semester A & B mode) / Two Semesters (Semester B & S mode) |
| Credit Units: | 6 |
| Level: | P6 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | At least completed 18-credits (For Cohort 2016 or before) At least completed 12-credits (For Cohort 2017 and thereafter) |
| Co-requisites: <i>(Course Code and Title)</i> | 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)

Equivalent Courses:
(Course Code and Title)

SS6805 is equivalent to SS6805B

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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

| LTA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|-------|--|----------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| LTA1: | <p><u>Student Presentation</u></p> <p>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.</p> | √ | √ | √ | √ | |
| LTA2: | <p><u>Project Report</u></p> <p>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.</p> | √ | √ | √ | √ | |

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.

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% | | | | | | |
| 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. | √ | √ | √ | √ | 20% | |
| AT2: Project Report 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 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. | √ | √ | √ | √ | 80% | |
| | | | | | 100% | |

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|----------------------------|---|--|---|--|---|--|
| Student Presentation (20%) | 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 and comprehensive knowledge of studied research area | Good understanding of studied research area | Some understanding of studied research topic | Limited understanding of relevant research area | Little understanding of relevant 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 | Framing the research question with reasonable self-awareness of own ontological position; framing the research question that is amenable to | Framing the research question with some level of self-awareness of own ontological position; framing the research question that is | Framing the research question that is manageable and feasible within the time frame and limited resources | Framing the research question to the minimal extent |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | research and manageable given the time frame and resource | research and manageable given the time frame and resource | manageable and feasible within the time frame and limited resources | | |
| | 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 an excellent competence to critically and independently review previous studies and present research gap | Reviewing relevant literature; identifying relevant studies done in studied area; showing a good ability to review previous studies and present research gap | Reviewing relevant literature; showing a general ability to review previous studies and present research gap | Reviewing fairly relevant literature; showing some degree of ability to review previous studies | Reviewing literature that are irrelevant to the research questions and limited ability to present literature |
| | 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 and offer a methodological critique; showing an excellent | 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 | 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 |

| | | | | | | |
|--|--|---|---|---|--|--|
| | | ability to select the most suitable methodological approach | the most suitable 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 excellent competence in critiquing the | 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 | 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 | 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 | Presenting and analysing data in a manner irrelevant to the methodological option adopted |

| | | | | | | |
|--|---|--|--|---|--|---|
| | | quality and sufficiency of collected data for answering the research questions | quality and sufficiency of collected data for answering the research questions | collected data for answering the research questions | 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 one's text following an established convention (e.g. APA) | 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) | 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) | 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) | 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) |
|--|--|--|--|--|--|------|

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-------------------------------|---|---|--|---|---|
| 1. Student Presentation (20%) | 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 | Fair to limited understanding of own research project but little ability of delivering 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 and comprehensive knowledge of studied research area | Good understanding of studied research area | Fair to limited understanding of relevant research area | Little understanding of relevant research area, not able to answer questions related to own project |
| | Presentation skills | Good time management; good delivery skills | General delivery skills | Marginal delivery skills | Poor delivery skills |
| 2. 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 | 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 | Framing the research question with fair to limited level of self-awareness of own ontological position; framing the research question that is manageable and feasible within the time frame and limited | Framing the research question to the minimal extent |

| | | resource | resource | resources | |
|--|--|--|---|---|--|
| | 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 an excellent competence to critically and independently review previous studies and present research gap | Reviewing relevant literature; identifying relevant studies done in studied area; showing a good ability to review previous studies and present research gap | Reviewing fairly relevant literature; showing a limited ability to review previous studies and present research gap | Reviewing literature that are irrelevant to the research questions and limited ability to present literature |
| | 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 and offer a 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 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 | Presenting a clear research plan; documenting the process of data collection clearly; showing the ability to discuss experiences in | Presenting a reasonable research plan; documenting the process of data collection to a reasonable extent | Little evidence of a research plan; little documentation of the process of data collection |

| | | | | | |
|--|---|--|--|--|--|
| | | experiences in collecting data | collecting data | | |
| | 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 | 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 excellent competence in critiquing the quality and sufficiency of collected data for answering the research questions | 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 | 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 | 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 |
| | 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 | 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 | 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 |

| | | | | | |
|--|--|--|--|--|--|
| | | presence in the discussion | presence in the discussion | | |
| | 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 one's text following an established convention (e.g. APA) | 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) | 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) | 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 (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.). (2016). <i>Methodological issues & strategies in clinical research</i> (4 th ed.). Washington, D.C.: American Psychological Association. |
| 2. | McLeod, J. (2011). <i>Qualitative research in counselling and psychotherapy</i> . London: Sage. |
| 3. | Parry, G. (1996). Writing a research report. In G. Parry, & F. N. Watts, (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (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.)

| | |
|-----|--|
| 1. | Alexander, P. (1996). Intensive quantitative methods. In G. Parry, & F. N. Watts, (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2nd ed.) (pp. 315-341). East Sussex, UK: Erlbaum (UK) Taylor & Francis. |
| 2. | Aveline, M., & Shapiro, D. A. (Eds.). (1995). <i>Research foundations for psychotherapy practice</i> . Chichester: John Wiley & Sons. |
| 3. | Banks, S. P., & Banks, A. (1998). The struggle over facts and fictions. In A. Bank, & S. P. Bank, (Eds.), <i>Fiction & social research: By ice or fire</i> . Walnut Creek, CA: AltaMira Press. |
| 4. | Barker, C. (1985). Interpersonal process recall in clinical training and research. In F. N. Watts (Ed.), <i>New developments in clinical psychology</i> (pp. 154-169). Chichester: BPS Books. |
| 5. | Barker, C., Pistrang, N., & Elliott, R. (2002). <i>Research methods in clinical psychology: An introduction for students and practitioners</i> (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.), <i>Qualitative research in social work</i> (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> (4 th 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</i> 3. 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). <i>What's behind the research? Discovering hidden assumptions in the behavioural sciences</i> . 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.), <i>Evidence in the psychological therapies: A critical guide for practitioners</i> (pp.91-113). East Sussex: Brunner-Routledge. |
| 31. | Wolcott, H. F. (2001). <i>Writing up qualitative research</i> (2nd ed.). Thousand Oaks, CA: Sage |
| 32. | Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). (2003). <i>Handbook of counselling psychology</i> (2nd ed.). London: Sage. |
| 33. | 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.), <i>Turns in the road: Narrative studies of lives in transition</i> (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 |