

Cork Counselling Services Training Institute
IACP Accredited
Year One B.Sc. (Hons) Counselling & Psychotherapy/
Certificate in Introduction to Counselling and Psychotherapy Studies

CCS4005: Introduction to Research

Research Presentation 2023/2024

Aims and Summary

This module aims to develop an early understanding of research and its role in the wider world and in the arena of counselling; it fosters a belief as to why research is important in professional practice. It will introduce students to research terminology and enable them to differentiate between types of methodology. It will develop not only their skills in appraising a broad range of literature and scientific papers but also their understanding of statistical terms and analytic processes.

Intended Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to:

1. Situate research within the broader context of inquiry and how this knowledge is essential to the development of the profession.
2. Navigate research and literature databases and access resources to support their learning.
3. Distinguish and define common research methodologies and terms and refer to actual examples of their occurrence.
4. Demonstrate the ability to evaluate an article and when required to interpret numerical information.
5. Describe the process of research from question finding through to presentation in a journal article.

The Presentation

What is required of presenters in presenting a research term?

- Students undertake the presentation in learning groups with a minimum of two students per group. Each group will be assigned research terms. Teamwork and collaboration are essential in dividing up the terms and in the overall presentation. It is also important that the work of each student is clearly defined and separated so that it can be individually marked. This definition and separation are also applicable to the handout.
- Students will give a handout to their audience. No more than two sides of an A4 page for their fellow students, and one each for the two facilitators. This should at the very least outline a definition of the term and include some examples of its application in both research and counselling research.

- References are provided that are particularly valuable in understanding and applying the term.

Presentation Content (5 minutes per person)

1. Background or context to the term
2. What does the term mean?
3. What is important to know about the term?
4. Practical application of the term in research?
5. How is it employed in counselling /psychotherapy research?
6. If applicable critical evaluation including diversity / cultural issues
7. The presentation should include at least one experiential exercise, which the student facilitates. The exercise (s) should be carefully chosen (e.g. consideration should be given to time needed, will it encourage the group members to become active in their learning etc.? How will the exercise encourage understanding of the term? As well as an experiential exercise to involve the group, trainees are encouraged to use creative media to enhance their presentation (e.g. posters, clay, video, drama, music, mime, overhead projectors, powerpoint, poetry, storytelling etc.). This creativity *must be relevant* to the term being presented.
8. Student presenters are expected to facilitate questions and discussion from group members.
9. Group members provide feedback to presenters. This includes positive feedback, negative feedback, and finishes with what was positive.
10. Student presenters are expected to facilitate questions and discussion from group members.
11. Student presenters will be asked to self-evaluate their work. Group members will also provide feedback to presenters. This includes positive feedback, negative feedback and finishes with what was positive.

Please note: All presentations should endeavour to be creative and experiential in nature. Power point should be limited to 30% of the presentation. Students are expected to impart information in a number of different ways.

What is required of group members?

1. Group members are expected to read in preparation for the presentation. At a bare minimum, we expect students to have studied the primary textbook on the term. However, we strongly encourage students to continually go beyond this level.
2. Group members will be asked to evaluate their fellow students' performance and to give positive and negative feedback.

Plagiarism

Plagiarism is basically taking other peoples' ideas, opinions, research, thoughts and writings and passing them off as your own, without acknowledging the original source or author.

While it is unacceptable to steal other people's work, there is also a professional issue about students' ability to trust themselves to make sense of, and express the ideas they encounter, in their own words and in the light of their own life experience.

Commitment

Please include the following signed commitment on all written assignments submitted to the Cork Counselling Services Training Institute.

I hereby certify that this assignment is entirely my own work, except where I cite differently or acknowledge sources in the text itself or in the list of references

Student signature_____

Date_____

Grading Criteria for Research Presentations

Distinction:

- An excellent piece of work, which displays that the student fully grasps and explores, to a very high standard, the most important concepts, and definitions relating to the research term.
- The student displays evidence of extensive reading with an in-depth knowledge of the theoretical and practical issues relevant to the term, and addresses and presents these fully in an original and novel way.
- The student is able to apply the research term to research activity and show its practical employment in a clear and concise manner. He/she is aware of

the many facets of the term and can also show appropriate examples of its use in counselling research

- If appropriate and applicable, the student demonstrates advanced appreciation of individual difference and cultural diversity, and considers the implications of such factors in relation to the research term
- The student offers an advanced critique and evaluation of the research term, highlighting strengths and weaknesses, where appropriate.
- The student uses suitable creativity, in an innovative and appropriate manner, in order to produce a very individual and personal presentation that captures and holds the audience's attention from the start.
- The student fully involves the audience creatively and appropriately in his/her presentation, encouraging their participation, so as to augment their learning and enhance the experience for all.
- The student manages the available time for the presentation exceptionally well, with a suitable balance of all the necessary elements, e.g., definitions /explanations, application to research and application to practice, visual display, creative exercises, and audience participation.
- The student actively encourages and is able to comprehensively answer questions from the audience.

Merit

- A very good piece of work, which displays that the student grasps and explores the most important concepts, and definitions relating to the research term
- The student displays evidence of reading with a good knowledge of the theoretical and practical issues relevant to the research term and addresses and presents these in an original and novel way.
- The student is able to relate the research term to research activity in a clear and concise manner. He/she demonstrates an awareness of most facets of the term and can show appropriate examples of its use in counselling research
- If relevant and applicable the student demonstrates a good appreciation of individual differences and cultural diversity and considers the implications of such factors in relation to the research term.
- If applicable the student can critically evaluate the research term, giving their own personal opinions, and highlighting the strengths and weaknesses where necessary.
- The student uses suitable creativity, in an innovative and appropriate manner, in order to produce an individual and personal piece of work.

- The student involves the audience to an extent, creatively and appropriately in his/her presentation, encouraging their participation, so as to augment their learning and enhance the experience for all.
- The student manages the available time for the presentation with a suitable balance of all the necessary elements, e.g. definitions /explanations, application to research and application to practice visual display, creative exercises, and audience participation.
- The student actively encourages and is able to answer most questions from the audience.

Pass:

- An acceptable piece of work, it displays that the student shows enough understanding and exploration of the important concepts, and definitions relating to the research term.
- The student displays evidence of reading with some knowledge of the theoretical and practical issues relevant to the research term, and/or it contains some minor mistakes and/or some issues/themes have not been explored sufficiently.
- The student attempts to relate the research term to research activity and develops this sufficiently. He/she is aware of some facets of the research term and the implications for counselling research and/or this could have been further developed.
- If relevant and applicable, the student demonstrates some appreciation of individual difference and cultural diversity. He/she considers the implications of such factors in relation to the research term and/or this could have been further developed.
- If relevant and applicable the student makes an effort to critically evaluate the subject matter in relation to the research term, and shows some awareness of the strengths and weaknesses, where necessary, and adequately explores most of these and /or with some small omissions
- The student uses creativity to some extent in the work, and/or fails to use this in a manner that enhances the work and captures the audience's attention.
- The student involves the audience in his/her presentation, but this does not necessarily augment their learning and enhance their experience.
- The student manages the available time for the presentation, though not necessarily with a balanced mix of all the necessary elements.
- The student does not encourage, but attempts to answer questions from the audience

Fail:

- An unacceptable piece of work, the student shows a poor understanding and is unable to grasp the important concepts, and definitions of the research term.
- The student doesn't display evidence of sufficient reading and doesn't have enough knowledge of the theoretical and practical issues relevant to the research term.
- The student makes a poor effort to critically evaluate the research term with few personal opinions on the subject and shows limited awareness of the strengths and weaknesses.
- The student fails to relate the research term to research practice.
- The student demonstrates a poor appreciation of individual difference and cultural diversity and does not consider the implications of such factors in relation to the research term.
- The presentation lacks creativity and fails to capture the audience's attention.
- The student does not involve the audience or encourage their participation in the presentation.
- The student fails to manage the available time for the presentation.
- The student discourages and/or fails to answer questions from the audience.

Essential Reading

Kumar, R. (2019). *Research methodology: a step-by-step guide for beginners*. (5th ed.). Sage

McLeod, J. (2003). *Doing counselling research*. (2nd ed.). Sage.

Vossler, A., & Moller, N. (2015). *The counselling and psychotherapy research handbook*. Sage.

Recommended Reading

Hart, C (2018). *Doing a literature review: Releasing the imagination*. (2nd ed.) Sage.

McLeod, J. (2017) Why Read Research? *Therapy Today*, 28(5), 34-37.

<https://www.bacp.co.uk/bacp-journals/therapy-today/2017/june-2017/>

McLeod, J. (2022). *Doing research in counselling and psychotherapy*. (4th ed.)Sage.

Carlson, K., & Winqvist, J. R. (2021). *An introduction to statistics: An active learning approach* (3^d ed.). Sage.