



Research Academy

Metanoia Institute, London 5th – 7th June, 2017

Emotionally Attuned Research. Hands-on seminars for therapists to enhance practice through research



Welcome to our Seminars in:

- Action Research
- Autoethnography
- Case Study research
- Grounded Theory
- Heuristic Research
- IPA Interpretative phenomenological analysis
- Mixed Method research
- Narrative Inquiry
- Phenomenology
- Philosophy and Research
- Thematic Analysis.
- Quantitative Core Concepts

Event Information

Content

1.	INTRODUCTION AND OVERVIEW	3
2.	DAY SCHEDULES	4
3.	SEMINARS AND SPEAKERS	5
	Action Research , Angela Cotter	5
	Autoethnography , Saira Gracie Razzaq	7
	Case Study Research , John McLeod	8
	Grounded Theory , Tirril Harris and Georgia Lepper	10
	Heuristic Research , Claire Asherson Bartram	11
	IPA , Marie Adams	13
	Mixed Method Research , Alan Priest	14
	Narrative Inquiry , Kim Etherington (co-facilitator Foziha Hamid)	16
	Phenomenology , Linda Finlay	19
	Quantitative Research , Core Concepts, Evi Chryssafidou	21
	Theory, Belief and Philosophy: Phenomenology, creative use of writing and philosophy in research, Rupert King	21
	Thematic Analysis , Nikki Hayfield	22
	Registration, sponsors and support	24-25

Introduction and Overview

Metanoia Institute invites you to its Research Academy to develop your skills and explore the principles of practitioner research in a practical, hands-on way.

The Research Academy offers twelve workshops with different approaches to qualitative research including Action Research, Autoethnography, Case Study research, Grounded Theory, IPA, Heuristic Research, Phenomenology, Mixed Method research, Narrative Inquiry and Thematic Analysis.

There will be an introduction to Core Concepts in Quantitative Research, and workshops content will include developing technological possibilities like surveys and doing research online, using NVivo software.

There will also be proposal opportunities for novice research papers with Sage.

Our keynote speakers Dr. Linda Finlay, Professor Kim Etherington and Professor John McLeod will provide insights into the potentials of creative, relational psychotherapy research.

The twelve day seminars will be arranged around the following themes:

Day 1: Research and Relational Knowing

Day 2: Research and Creativity

Day 3: Research and Evidence

Our Research Academy is aimed at practitioners and academics in the fields of mental health, emotional wellbeing and psychological therapies. It is suitable for both novice and experienced researchers. It explores creative, relational means of approaching a research 'life cycle' with an emphasis on the following stages:

- Problem in clinical practice
- Formulation of research problem
- Reflexivity
- Literature review
- Methodology and method
- Participants
- Information gathering, focus group, interview, survey etc.
- Data analysis
- Write up/Impact

Time and place

On Monday 5th June to Wednesday 7th June, 2017 from 09:00 to 17:00 each day. The workshops will run from our North Common Road campus at Metanoia Institute; 13 North Common Road, Ealing, London W5 2QB.

Registration Fees

£180 per day. Reduced rates are available for Metanoia members. For full details and fees, including early bird bookings and a reduced three-day pass, please [click here](#).

Registration Contacts

Please e-mail <sofie.bager-charleson@metanoia.ac.uk> for more. To register for the event please email <mandy.kersey@metanoia.ac.uk> or go to www.metanoia.ac.uk/researchacademy

Day 1 the 5th June 2017

09:00 – 10:00 Keynote Lecture for All: '**Embodying research in relational and phenomenological ways**' with Dr. Linda Finlay

Alternative day seminars:

Day seminars 10.30-17.00	Phenomenology	Autoethnography	Heuristics	Thematic Analysis
Speakers	Linda Finlay	Saira Gracie Razzaq	Claire Asherson Bartram	Nikki Hayfield

Day 2 the 6th June 2017

09:00 – 10:00 Keynote Lecture for All: '**Creativity and Research: how do they go together?**' with Professor Kim Etherington

Day seminars	Narrative Inquiry	Action Research	IPA	Grounded Theory
Speakers	Kim Etherington	Angela Cotter	Marie Adams	Georgia Lepper and Tirril Harris

Day 3 the 7th June 2017

09:00 – 10:00 Keynote Lecture for All: '**Evidence and Research**' with Professor John McLeod

Day seminars	Case study Research	Core Concepts in Quantitative Research	Mixed Method	Philosophy in Research
Speakers	John McLeod	Evi Chryssafidou	Alan Priest	Rupert King

SEMINAR AND SPEAKERS

ACTION RESEARCH – Speaker: Dr Angela Cotter

Action research is a creative approach to doing research found in many disciplines including education, management, nursing, psychology and psychotherapy, political and social science. Most definitions include three important themes: its participatory character, its democratic impulse and its simultaneous contribution to social science and social change. It is change-oriented as well as seeking to contribute to knowledge and it aims to foster inclusion and equality, seeking to evaluate process and outcome of change within the real world context.

As an approach to research, action research lends itself to the use of a variety of research methods. Reason and Torbert (2001) divided it into three types:

- First person research which is personal experience research, based on acting awarely and assessing the effects while acting. Within psychotherapy, John Lees (2001) refers to this as “reflexive” action research.
- Second person research works collaboratively with others to inquire into issues of mutual concern, for example, into ways of improving our personal and professional practice. T
- hird person action research aims to extend these relatively small scale projects into a wider community of inquiry who may not be known to each other and may indeed be geographically distant from each other.

There is another continuum of action research which looks, for example, at the position of the researcher within a project. This has experimental action research at one end and empowering action research at the other. At all points on the continuum the focus is one of doing research with and for people rather than on them. In the experimental type, the researcher is the expert and in the empowering type, the focus is on collaboration between participants and researcher. The latter is sometimes called participatory action research or co-operative inquiry. For further information see, for example, Reason and Bradbury ed. (2013).

Because of its close links between research and practice, Action research is an approach that is well suited to psychotherapy and psychology with the increasing focus on practice-oriented and practice-based research.

The workshop will focus on collaborative action research, conducted over a two- year period, into a creative arts-based project involving people with dementia in a continuing care setting and the staff who worked with them. Participants in the research included the presenter, as researcher, working inclusively with staff from the third sector project and the continuing care setting, including training some in data collection and analysis. The project’s four stages will be described: the first phase of setting up the project (mainly action); the second phase (consolidation of the project - action supported by research); the third phase of researching the action and the fourth of completing the cycle with data analysis of narrative interviews from all participants including people with dementia, and other data collected at different phases of the project. The workshop will consider how the increasing use of creative arts in research practice might influence data collection and analysis further

in action research now. Ethical issues in action research in general and in projects involving people with dementia specifically will be explored. The workshop will give those who attend a taste of what it might be like to be involved in such a project.

Angela Cotter biography



Angela Cotter is a Jungian analyst (GAP, IAAP, UKCP) in London, Head of Research at the Minster Centre, and a Visiting Lecturer at Regent's University. She is a representative of the UKCP Research Faculty Committee.

Since her PhD in 1990 about narratives of nurses' own experience of severe acute and chronic illness in themselves, she has worked on the concept of the wounded healer, including having a twoyear Fellowship at Woodbrooke Quaker Study Centre to do action research on the concept in health and social care.

Angela has worked in first, second and third person action research. Chapters of her PhD were auto-ethnographic and her current research interests are developing this approach further. She undertook second person action research while working on the Woodbrooke Fellowship and second and third person action research while Principal Investigator for four years on a Department of Health funded project, (extended for two further years with local funding) working towards seamless care of older people discharged from acute hospitals involving service users, carers, and multidisciplinary staff teams in the statutory, private and third sector (both general and mental health care).

Angela also has a background in nursing, NHS management and education. At Minster Centre, she and other members of the Research Team are developing creative ways of teaching research that humanise research and make it more accessible for students. Her clinical practice is rooted in Jungian work, further enriched by trainings in energy psychotherapy, family and systemic constellations and Celtic shamanism

Further Reading:

Cotter A with Fraser F, Langford S, Rose L & Ruddock V (2001) *Getting Everybody Included: Report on a Magic Me action research project involving people with dementia and those who work with them*. London: Magic Me.

Lees J (2001) Reflexive Action Research: Developing knowledge through practice. In *Counselling and Psychotherapy Research*: 1(2): 132-138

Reason P & Bradbury H (2013) *The Sage Handbook of Action Research: Principles and Practice. Second edition*. London: Sage

Reason P & Torbert WR (2001). The Action Turn: towards a transformational social science. In *Concepts and Transformations* 6(1): 1-37.

AUTOETHNOGRAPHY – Speaker: Dr. Saira Gracie Razzaq

Autoethnography has been developed from ethnography, anthropology and sociology studies and it serves to challenge traditional historical relations of power. Autoethnography is the study of the awareness of the self (auto) within culture (ethnic); it is a way to connect the personal within the cultural and socio-political context and explores how one becomes Othered within this.

This allows for the remaking and understanding of subjective experience from creative and analytic first-person accounts through the use of use of interviews, dialogues, self-conscious writing and other creative forms to facilitate an expanded awareness for the author and audience. I would describe Autoethnography as the evocative making of a 'heart-felt space' where woundedness and complexity can be illuminated and uncovered. Where the relationship between the researcher and the researched is made transparent in the work and as a researcher you to intrapsychically travel to places that have yet to be visited in this way.

Dr. Saira Gracie Razzaq biography

BSc, MA, MSc, Dip. Psych, DPsych, C.Psychol, AFBPsS

BPS Chartered Psychologist, HCPC Registered Counselling Psychologist, UKCP Regis-tered Psychotherapist



Saira Gracie Razzaq has been the Director of Psychology and Well-being Services (NHS) for over the last twenty years, where she has gained considerable experience in providing therapy for a wide range clients groups; she also has a long established private practice in psychotherapy and supervision. In addition, Saira is currently a primary tutor on the DCPych programme and offers training, clinical and research supervision to help trainees nurture their skills and reflect on their clinical practice, competencies and the journey of integration.

Saira's research project was an autoethnographic exploration into transforming the wounds of racism that attempted to produce new ways of thinking about the familiar and bridge the divide between psychotherapy and creative autoethnographic methodologies. This was done in order to find the subjugated voices of racist trauma that could reflect an evocative, situated, lived and critically edged experience that is sometimes absent within the research endeavour. The research was a collaborative activity that interweaved her own own story, that of her family and professional group to produce a multi-voiced narrative account and the potential for healing and connection.

CASE STUDY RESEARCH – Speaker: Professor John McLeod

Case study research is a crucial source of evidence for the development of theory and practice. One of the key developments in the field of research into counselling and psychology, over the past 15 years, has been a significant increase in the number of research-based, systematic single case studies that have been published. Two case-oriented journals have been established: *Clinical Case Studies*, and *Pragmatic Case Studies in Psychotherapy*. Case studies are also regularly published in journals such as *Psychotherapy Research*, *Psychotherapy*, and *Counselling and Psychotherapy Research*. Case study archives have been established, and procedures have been developed for undertaking different forms of rigorous case-based inquiry.

Case study research can be used to pursue several different research goals or questions:

Narrative questions. This genre of case study research explores questions such as:

- What was it like to be the client or therapist in this case?
- What is the story of what happened, from the client or therapist point of view?
- What themes or meanings can be identified in the narrative account provided by the client or the therapist who participated in a case?

This type of investigation is the case study equivalent of qualitative research which uses in-depth interviews to allow participants to describe and give voice to their experience.

Pragmatic questions. The aim of a pragmatic case study is to document the strategies, methods and professional knowledge used by a therapist in a specific case, and to reflect on how these interventions contributed to the eventual outcome. Such a case study might also consider such questions as:

- How were therapeutic methods adapted and modified to address the needs of this specific client?
- What are the principles of good practice that can be derived from this case?

Outcome questions. Case studies can be used to evaluate or demonstrate the effectiveness of a new form of therapy, or the effectiveness of an existing model of therapy with a new client group. Such studies play a crucial role in establishing the potential significance of new interventions, in advance of conducting a large group study. The questions that might be addressed in such a study include:

- How effective has therapy been in this case?
- To what extent can changes that have been observed in the client be attributed to therapy?
- To what extent is this approach to therapy potentially relevant for this group of clients?

Theory-building question. Case studies can be used to test the validity of existing theories, and as means of building new theories. This form of case study research explores questions such as:

- How can the process of therapy in this case be understood in theoretical terms?
- How can the data in this case be used to test and refine an existing theoretical model?

Case studies represent a form of knowledge that is highly relevant for practice. Studies have shown that practitioners are more likely to report that their work has been influenced by reading case studies, in contrast to other types of research article. The experience of being involved in analysing and writing up a case is personally and intellectually rewarding, and has the potential to make an important contribution to professional learning and development.

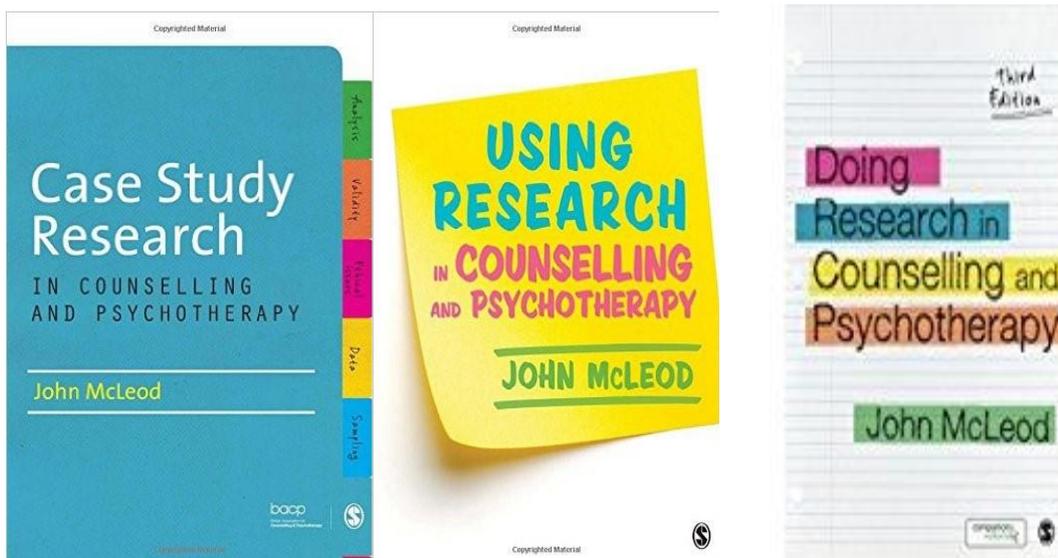
Professor John McLeod biography

Department of Psychology, University of Oslo

Institute of Integrative Counselling and Psychotherapy, Dublin



John McLeod is a leading figure in case study research and, in addition to being co-author for several published case studies, he is the author of *Case Study Research in Counselling and Psychotherapy* (Sage, 2010) and many chapters and papers on aspects of case study methodology. In particular, practical guidelines for the carrying out a publishable case study can be found in *Doing Research in Counselling and Psychotherapy* (3rd edn., Sage, 2013) and case study reports as evidence to inform practice are discussed in *Using Research in Counselling and Psychotherapy* (Sage, 2016).



The aim of this workshop is to introduce some of the main principles and techniques associated with case study research in counselling, psychotherapy and related disciplines. Participants will have the opportunity to engage in practical activities using anonymised case study data, and will be provided with follow-up reading to support further private

study. The workshop will also consider ways in which involvement in case study inquiry can be used to inform therapy practice, and implications for the training of counsellors and psychotherapists.

GROUNDED THEORY – speakers: Dr Tirril Harris and Dr Georgia Lepper

UKCP Research Faculty Committee Members

Grounded theory provides a systematic approach to inductive analysis, with the objective of generating a theory which will describe the phenomena under study. It offers the investigator a rigorous and much used method for researching naturally occurring human activity. It can be used in 'action research' where data is collected in an exploratory manner through observation and participation or in the analysis of texts, interviews and recorded data.

In this workshop, Tirril and Georgia will provide a hands-on introduction to the practice of 'grounded theory', the original discovery oriented research method developed by Glaser and Strauss in the 1960's. After a brief introduction to the origins of the method in philosophy and social science, they will introduce the basic steps in the analysis: data collection; note taking; coding and memo-ing; constant comparative analysis; and theory generation. Using texts, they will work with you in groups to explore the method, trying it out to see how coding and memo-ing work, and how it can generate a theory about the phenomena under study from textual data such as interviews or transcripts.

Dr Tirril Harris and Dr Georgia Lepper biographies



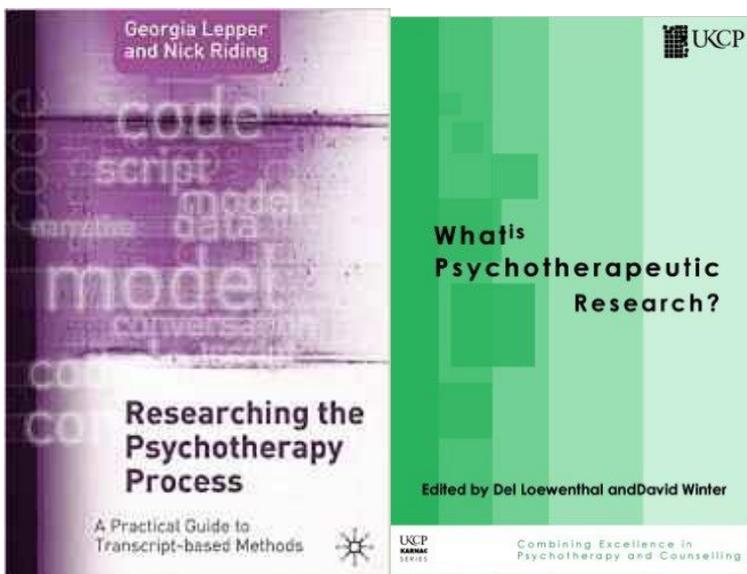
Tirril Harris has divided her time between private practice in psychoanalytical psychotherapy and research at the Institute of Psychiatry, Kings College, University of London into the psychosocial origins of psychiatric disorder. This mixed method research, following the guidelines of grounded theory, has produced a life-span model of clinical depression among women which accords well with many models of integrative psychotherapy. She is Acting Chair of the International Attachment Network. Her specific research interests include the aetiology of depression and anxiety; stressful experiences; gender; mixed methods; randomised control trials (RCTs); and the PRN.



Georgia Lepper is a psychotherapy clinician, teacher, supervisor and researcher. She was programme director of the Doctor of Clinical Science programme at the University of Kent for 15 years. She is an active researcher of clinical interaction using Conversation Analysis. Publications include *Researching the psychotherapy process: a practical guide to transcript based methods*.

Lepper, G & Harris, T. (2006) Towards a collaborative approach in clinical psychotherapy research. In D, Loewenthal & Winter, D. *What is Psychotherapeutic Research?* London: Karnac

Lepper, G & Riding, G. (2005) *Researching the Psychotherapy Process: A Practical Guide to Transcript-Based Methods*. Paperback. London: Palgrave Macmillan – 1 Oct 2005



HEURISTIC RESEARCH into stepfamilies – Speaker: Dr. Claire Asherson Bartram

Heuristic Inquiry is described as a series of six stages of processing moving from initial engagement, through immersion, incubation, illumination, explication and creative synthesis (Moustakas, 1981; Barber, 2006). The person of the researcher is recognised as the primary research tool; a crucible for processing data.

The six stages of Heuristic Inquiry are more the description of a learning process than a blueprint for research, they emerge organically and need not be imposed by the researcher. Also describing the heuristic process as a journey, Barber writes 'In heuristic inquiry, autobiographical and 'meditative' reflections come especially to the fore (Douglass and Moustakas 1984) as the researcher questions 'What is my experience of this phenomenon?' and 'What is the essential experience of others who share a similar experience to my own?' Indeed the researcher's effort to travel ever deeper into his/her inner experiencing of a specific theme surrenders him/her to an experiential journey sign-posted by six interrelating phases' (Barber, 2006, p78).

Dr. Claire Asherson Bartram, biography



Claire Asherson Bartram is a psychotherapist, group facilitator and supervisor in private practice. She teaches Counselling Skills at the Minster Centre and supervises MA and doctoral dissertations. She qualified with a diploma in Gestalt Psychotherapy in 1991. In 2009 she completed her doctorate at Metanoia Institute, which focused on the experiences of Mothers in Stepfamily Situations. Arising from her research she created a method of depicting complicated family relationships: a version of genograms which she calls 'Family Biograms'. She runs workshops exploring the dynamics of what she now calls 'Free Form' families and founded 'StepIn ASAP Advancing Stepfamily Awareness in Practice. Her work and interests have always been influenced by the course of her personal life important factors of which include being a hippy when she was young, music, meditation, a mother, stepmother and grandmother.

Further reading:

- Asherson Bartram, C. (2009). *Narratives of Mothers in Stepfamily Situations; an Exploratory Investigation*. Institute of Work Based Learning. London, Middlesex University and Metanoia Institute. DPpsych.
- Barber, P. (2006). *Becoming a Practitioner Researcher. A Gestalt Approach to Holistic Inquiry*. London, Middlesex University Press.
- Belenky, M. F., B. M. Clinchy, et al. (1986). *Women's Ways of Knowing, The Development of Self, Voice and Mind*, London: Basic Books.
- Denzin N. K. and Y.S. Lincoln (2005). The Discipline and Practice of Qualitative Research. In *The Sage Handbook of Qualitative Research* N. K. Denzin and Y.S. Linkoln, Thousand Oaks, Sage Publications.
- Douglass, B. G., & Moustakas, C. E. (1984). *Heuristic inquiry: The internal search to know*. Detroit, MI: Center for Humanistic Studies.
- Etherington, K. (2004). *Becoming a Reflexive Researcher. Using ourselves in research*. London and Philadelphia, Jessica Kingsley.
- Finlay, L. and K. Evans, Eds. (2009). *Relational-centred Research for Psychotherapists; exploring meanings and experiences*, London: Wiley-Blackwell.
- Moustakas, C. (1981). Heuristic Research. In. *Human Inquiry: A source book of New Paradigm Research*. J. R. Peter Reason. NY: J. Wiley.

INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (IPA) – Speaker: Dr Marie Adams

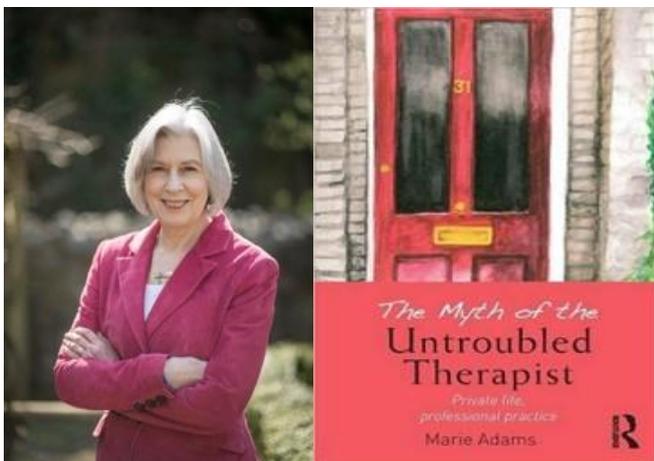
Interpretative Phenomenological Analysis, or IPA, is often mistaken for the ‘easier’ option in research and data analysis. Focusing as it does on a small number of participants, it allows for a deep examination of a particular ‘phenomena’ and ‘the detailed examination of lived experience” (Smith, Flowers, & Larkin, 2009, p. 32) amongst a homogeneous group.

Semi-structured interviews with participants are transcribed and undergo a rigorous line-by-line examination. The analysis is slow and detailed and, holding to the phenomenological integrity of the process, the feelings and experience of the researcher in relation to the participants is vital in the interpretation of the data. Reading and re-reading, note taking and the recognition of emergent themes are at the heart of IPA analysis and It is only in the writing up that the analysis and interpretation becomes ‘fixed’ (Smith et al., 2009, p. 81).

While IPA does not allow for generalisations, it can provide a moving account of how life can be experienced by a particular group of people, or how their experience can differ regardless of apparent similarities. The intention is not to prove, but rather to understand a particular aspect of life.

Marie Adams’ research focuses on the personal lives of therapists and the impact this has on their work. While her initial study focused on 40 therapists, they were broken down into groups of ten to consider the difference and similarities between Integrative, psychoanalytic, cognitive and humanistic therapists. Elements of grounded theory and Moustakas’ heuristic approach were also incorporated into her study and in the collection and analysis of the data. The computer programme, Nvivo was used to document the emergent and super-ordinate themes.

Dr Marie Adams biography



Marie Adams is a writer and psychotherapist with a private practice in Dorset. She is on the DPsych staff at Metanoia, responsible for two aspects of the programme, Professional Knowledge and the Review of Personal and Professional Learning. Her book, *The Myth of the Untroubled Therapist* (Adams,

2014) is now a standard text on counselling and psychotherapy courses throughout the country. She is also the author of *Telling Time* (Adams, 2015), a novel, and has written extensively on creativity in academic writing. Marie's current research focus is on how therapists self-soothe, an emergent theme from her earlier study.

MIXED METHOD RESEARCH – Speaker: Dr Alan Priest

It is rare to encounter straightforward, so-called “unidimensional,” relationships between variables in psychotherapy research. For example how would one define “relationship” in the context of the similarly complex notion of “outcome?”

Research is arguably more robust when it draws upon qualitative and quantitative approaches, utilising different data collection methods such as interviews and questionnaires (Tashakkori and Teddlie, 2010). The researcher is able to use one method to contextualise or illuminate findings arising from another (Onwuegbuzie & Teddlie, 2003). McLeod (2011) uses the metaphor of a jigsaw, each individual piece adding to an overall picture or pattern.

A definition

"The collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research"

(Creswell, Plano Clark, Gutmann, Hanson, 2003, p. 212).

Five purposes of mixed method studies

Mixed method studies can be classified as having one or more of these five purposes

1. triangulation (i.e., seeking convergence and corroboration of findings from different methods that study the same phenomenon);
2. complementarity (i.e., seeking elaboration, illustration, enhancement; clarification of the findings from one method utilising data from the other method)
3. development (i.e., using findings from one method to develop another method)
4. initiation (i.e., discovering paradoxes and contradictions that lead to a re-framing of the research question)
5. expansion (i.e., seeking to expand the breadth and range of inquiry).

(Greene, Caracelli & Graham, 1989)

However, mixing methods is not without its challenges. Analysis must be account for within-case and between-case narratives. Managing multiple data sources and types is often not easy. Furthermore, in mixing methods, the researcher is potentially also mixing methodologies, crossing paradigms and therefore trying to accommodate different perspectives on the nature of “knowing”.

For example, when scientific method meets, constructivist or phenomenological perspectives, the result can, according to some, be highly controversial – even untenable (Creswell, 2011 p. 275). Mixed methods researchers need to have a clear understanding of the potential tensions that underlie the benefits of having different perspectives on their enquiry, explicitly stating this awareness and identifying the theory/ies which provide the guiding framework for the study.

Dr. Alan Priest, biography

MA, DPsych(Prof), FHEA



Alan Priest is a BACP and UKCP registered integrative psychotherapist and a lecturer in Counselling & Psychotherapy at the University of Salford, Manchester. He has over 20 years' experience working in both the NHS and private practice in Greater Manchester and West Yorkshire. In 1986 he founded social and market research organisation Quaestor, based in Leeds, running it until 1993 before resigning to focus full-time on psychotherapy training and research.

Throughout life, he has been fascinated by the nature and meaning of dialogue with self and our capacity to talk about “me, myself, I” as a separate component of our awareness. His research focuses on conceptions of self, in particular, the way that clients relate to self in the language they use in therapy and the impact of this on process and outcome.

Drawing upon his doctoral research and subsequent studies concerning self-reflection, this workshop aims to illuminate the benefits of adopting multiple perspectives on the same research problem, whilst also providing a practical guide into the potential difficulties and “watch outs”, especially when researching one’s own clients. There will be an opportunity for participants to engage with real mixed methods data in order to understand the challenges of analysing and interpreting data from qualitative and quantitative methods, particularly in the context of “co-created” versus so-called “objective” measurement.

Working with mixed methods, according to Alan, requires a particular type of attention, a free-floating relationship with the data, a mind so open that it can live with the tensions of such analysis, without – in the words of Carl Sagan – “your brains falling out!”

These and other qualities such as pragmatism and a focus on the value of the research in a “real world” context will be explored in this practical, fun and “hands on” workshop designed to guide the less confident or experienced researcher through the supposed theoretical and academic perils of a mixed methods approach.

Further Reading:

Creswell, J. W. (2011). 'Controversies in mixed methods research'. In J. W. Creswell, N. Denzin & Y. Lincoln (Eds.). *The Sage handbook of qualitative research*. (4th ed.). Thousand Oaks, Ca: Sage Publications, p. 269-283.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L. & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori and C. Teddlie (Eds), *Handbook on mixed methods in the behavioral and social sciences* (pp. 209-240). Thousand Oaks, CA: Sage Publications.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). *Toward a conceptual framework for mixed-method evaluation designs*. *Educational Evaluation and Policy Analysis*, 11(3), 255–274. doi:10.3102/01623737011003255

McLeod, J. (2011). *Qualitative research in counselling and psychotherapy* (2nd ed.). London: SAGE Publications.

Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. *Handbook of mixed methods in social and behavioral research*, 2, 397-430.

Tashakkori, A. & Teddlie, C. (2010). *Handbook of mixed methods in social and behavioral research* (2nd Edition). Thousand Oaks, CA: Sage.

NARRATIVE INQUIRY Speaker: Professor Kim Etherington

Narrative Inquiry is an umbrella term that covers an array of theoretical forms, philosophical positions, methods and analytical practices. This diversity provides flexible and systematic ways of gathering, analysing and re-presenting complex material in storied forms that explains and describes human experiences with much of its messiness and complexity still intact. The diversity within and between these approaches reflects one of the basic tenets of postmodernity: that there is no one 'right way'.

Reflexivity

My own approach is based upon notions of postmodernism and social constructionism underpinned by feminist values including transparent collaboration, acknowledgment of power and inequality and challenges to patriarchal 'expert' knowledge. These ideas have contributed to a greater recognition of the importance of the relationship between the storyteller and the listener/reader, and between the knower and what is known, and what each brings with them into the research relationship to create meaning and understanding of the topics under exploration. Central to all of this is the use of reflexivity as the main instrument for ethical inquiry that views knowledge and knower as interdependent and embedded within history, context, culture, language, experience, and understandings.

Narrative Knowing

Knowledge gained through stories is memorable and interesting. It brings together layers of understandings about a person's culture and context; their embodied engagement in events, their senses, feelings, thoughts, attitudes and ideas; the significance of other people; the choices and actions of the teller: based on values, beliefs and aims; historical continuity; and metaphors, symbols, and creative, intuitive ways of knowing that create pictures that capture vivid representations of experiences. The shape of a story helps organise information about how people interpret events; the values, beliefs and experiences that guide their interpretations; and their hopes, intentions and plans for the future. Within stories we find complex patterns, descriptions of identity construction and reconstruction, and evidence of social discourses that impact on a person's knowledge creation from specific cultural standpoints. Knowledge gained in this way is situated, transient, partial and provisional; characterized by multiple voices, perspectives, truths and meanings (McCormack, 2004, p.220).

Narrative conversations

A narrative researcher begins from a 'curious, not knowing' position (Anderson and Gehart 2007) and focuses on questions that help the storyteller tell their stories. Thus the research conversations are dynamic and organic dialogical processes. Questions emerge as the researcher strives to understand participants' descriptions of their experiences, and to clarify

and check if she is clear about what the person wishes to convey. In this dialogic process the researcher can include her own questions as they arise and/or additional clarifications can be made later through email, phone contact or further meetings. It is important that the reader has some access to the researcher's voice to judge their part in the co-construction of knowledge

Analysis

Analysis (meaning making) occurs throughout the research process rather than being only a separate activity carried out after data collection. The emphasis is on co-construction of meaning between the researcher and participants. While being involved in/ listening to/reading the conversations, researchers take in what is being said and compare it with their personal understandings, without filling in gaps in understanding with 'grand narratives', but rather inquiring about how pieces of the stories make sense together. The process of 'data gathering' and 'analysis' therefore becomes a single harmonious and organic process.

Re-presentation

The crisis of representation created by postmodernism has led researchers to gravitate to forms of inquiry that are diverse and creative.

The stories are re-presented in ways that preserve their integrity and convey a sense of the irreducible humanity of each person's lived experiences. This may be by any creative means of verbal or visual expression such as storytelling, dance, movement, knitting, poetry, metaphor, song, making music, tapestry, graphics, wood carving, film making, collage, clay modelling, glass painting, origami, lantern and craft making – all of which can be used as ways to investigate and represent the topic in question, either by participant or researcher or both. Combining stories with creative expression may facilitate deeply reflective multi-layered visual, cognitive, emotive and embodied ways of knowing that are much richer, fuller and holistic than words or numbers alone may provide.

Professor Kim Etherington biography



Kim Etherington is an Emeritus Professor of Narrative and Life Story Research at the University of Bristol, Fellow of BACP, BACP senior accredited counsellor and supervisor, and accredited EMDR practitioner.

Her doctoral research was a study of adult male survivors of childhood sexual abuse which was published in her first book in 1995. Since then she has gone on to publish a narrative case study entitled 'Narrative approaches to working with adult male survivors of childhood sexual abuse. Her other books show different ways of using narrative inquiry: 'Becoming a

reflexive researcher: using ourselves in research'; 'Trauma, the body and transformation: a narrative inquiry'; 'Trauma, drug misuse and transforming identities: a life story approach'; and two edited books use stories written by practitioners in rehabilitation and health settings.

Kim has taught nationally and internationally on topics related to reflexivity, narrative inquiry, trauma, abuse and health.

Since retiring from employment at the university in 2010 she has offered freelance mentoring and support to people interested in creative, reflexive, collaborative research such as Narrative Inquiry and Autoethnography. Alongside, she runs a small practice providing EMDR and clinical supervision.

Keynote and seminar themes: 'Creativity and Research: how do they go together?'

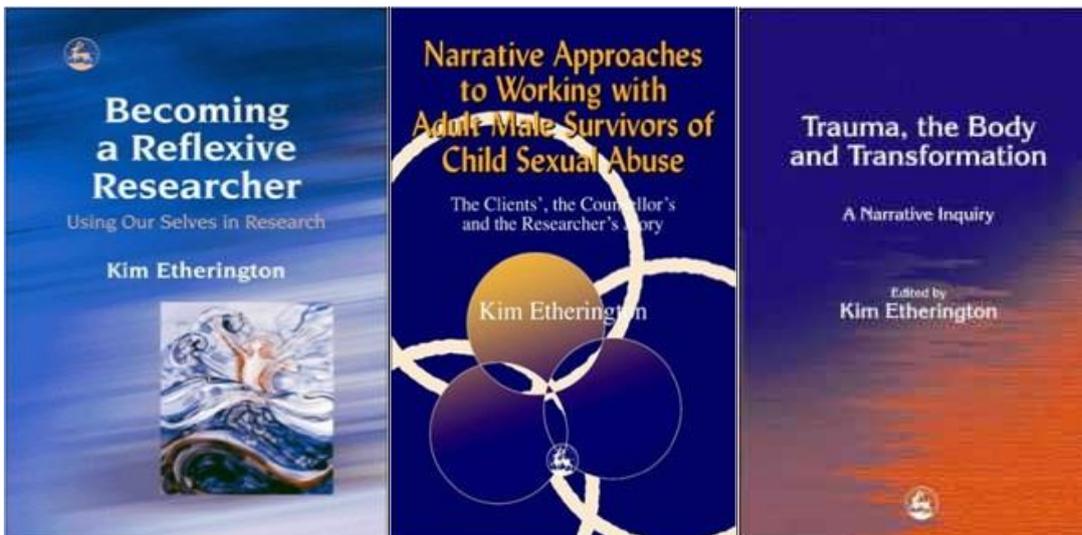
Kim's presentation will spend some time exploring:

- what we mean by creativity;
- the conditions that support creativity and work against it;
- how we can achieve those conditions;
- what research has said about the characteristics of creative people and how all of that might inform research training.

To you from Kim:

'Bearing in mind that creativity is more easily recognised than described - and, as someone who believes in the need for balance between 'showing and telling' - I shall limit the time spent on 'Telling' to leave space for me to read you three short stories that will 'show' you how I have used a fairy story genre to disseminate knowledge gained in one of my own research studies. I look forward to hearing your responses'.

Following that there will be time for conference delegates to evaluate the re-presentation of Kim's research in terms of quality criteria relevant to Narrative Inquiry. A short video on 'Reflexivity' will be shown as a stimulus for discussion of reflexivity.



Narrative Inquiry Co-facilitator: Foziha Hamid

Foziha will assist throughout the day. She will share some of her experiences from doing Narrative Research into Sexual Violence in the digital age.

During the afternoon Foziha Hamid, seminar facilitator and Clinical Manager at the Women and Girls Network will also introduce her Narrative Research about Sexual Violence in the Digital Age.

Foziha is the Clinical Lead at West London Rape Crisis Centre; a specialist service of Women & Girls Network, a pan-London organization established in 1987 which provides holistic services to women and girls who have experienced gendered violence. With over ten years expertise within the field of ending violence against women & girls as a psychotherapist and clinical supervisor. Working within the context of a gendered analysis to violence understanding the impact of trauma on individuals and critically how recovery is achieved and sustained. A particular interest in working with marginalised groups at a community level and ensuring their voices shape service delivery at both operational and strategic level.

Foziha Hamid biography



Foziha is undertaking research on sexual violence in the digital age, exploring ways in which practitioners working within sexual violence services construct meaning in relation to technology-facilitated sexual violence against adult women to evaluate critically the ways in which practitioners working in sexual violence services respond to women's experiences and explore the impact this may have in their practice to add. *The full title of her research is: A Study of Sexual Violence in the Digital Age. The impact of working with technology-facilitated sexual violence against women within sexual violence services.*

PHENOMENOLOGY – Speaker: Dr Linda Finlay

Phenomenology is an umbrella term encompassing a philosophical movement and a range of research approaches. It is a way of seeing how things appear to us through experience. More than a method, phenomenology demands an open way of being—one that examines taken-for-granted human situations as they are experienced in everyday life but which go typically unquestioned.

Phenomenological researchers seek to return to embodied, experiential meanings of the world directly experienced. We strive for fresh, complex, rich description of phenomena as concretely lived. We ask, “What is this kind of experience like?” “How does the lived world present itself to me?” Yet when it comes to deciding how best to carry out this research in practice, debates abound. Researchers vary in how they enact phenomenological being and seeing. Some approaches to phenomenology emphasize description; others interpretive layers. Some insist on a rigorous, scientific method; others seek poetic, artistic flourish.

Whatever variant of phenomenology is practiced, there are underlying commonalities in the research process. The researcher begins with a phenomenological attitude, which is one of openness and wonder. This special way of 'seeing with fresh eyes' savours the phenomenon being described and focuses on the meaning of situation as implicitly lived rather than on what people say or any abstract generalisations. Then in the analysis and writing up phases, the researcher aims to describe and evoke the phenomenon in a deep way to capture something of its complexity, layers and ambiguity.

The aim of this workshop is to introduce some of the key ideas in phenomenological research. Through a mixture of demonstration and practical activities, the nature of phenomenological data collection and analysis will be explored. Participants will have the opportunity to discuss the challenges of engaging phenomenological research and to explore the relevance of phenomenological ways of being in psychotherapy practice.

Key Note Theme, Monday:

'Embodying research in relational and phenomenological ways'



Dr Linda Finlay, biography

Department of Psychology, The Open University, UK

Linda Finlay, is a relational-centred, existential Integrative Psychotherapist in private practice. She is also a leading figure in phenomenological research and she both supervises/mentors students' doctoral research and teaches qualitative research methodology in institutions across Europe. In addition, she teaches psychology and writes with the Open University. Her research interest is in applying hermeneutic, reflexive-relational phenomenological approaches to exploring the lived experience of disability and trauma.

Linda has published widely including two research orientated books: *Phenomenology for therapists* (Wiley, 2011) and *Relational-centred research for psychotherapists* (co-authored with Ken Evans; Wiley 2009). Her latest book practice-orientated book is titled *Relational Integrative Psychotherapy: Process and theory in practice* (Wiley, 2016).



QUANTITATIVE RESEARCH, CORE CONCEPTS - Speaker: Dr Evi Chryssafidou.

The seminar will cover core concepts in counselling psychology and mental health outcome research. We will discuss methods in collecting and analyzing data which are routinely collected by clinical services, in order to evaluate the effectiveness of interventions. We will also look at practical ways for tracking the progress of individual clients as well as larger datasets, based on IAPT outcome measures, and will introduce the use of software packages SPSS and excel. The seminar will elaborate on the following themes:

- Understanding using and processing standardized sessional measures used in IAPT and beyond
- Interpreting change when using standardized measures to evaluate the outcomes of a course of treatment (e.g. improvement and reliable recovery rates)
- Practice-based research: employing pre- and post- measures, as well as session measures, to study the effects of an intervention in a particular cohort of clients, without the use of a control group.

Dr Evi Chryssafidou biography



Evi Chryssafidou has an interdisciplinary research background (BA in Media, MSc in Human Computer Interaction, University of Sussex, PhD in Educational Technology at the

University of Birmingham) and a long experience in research projects that employ quantitative methods. She is currently training at Metanoia Institute (MSc in Integrative psychotherapy) and working part-time as researcher at the Metanoia Institute Research Centre and Research Clinic.

Evi's research has always focused on evaluating the impact of interventions on quantifiable outcomes in a range of areas, such as counselling, social interaction skills, and academic writing. Her current research focuses on evaluation that is conducted using standardised sessional measures processing large data from routine outcome evaluation at Metanoia Counselling and Psychotherapy Service (MCPS) in order to inform evidence-based practice. At MCPS she is also working in the evaluation of avatar-based counselling in secondary schools. She has previously taken up research posts at the Birmingham University Medical School, at the UCL London Institute of Education and at Roehampton University.

THEORY, BELIEF AND PHILOSOPHY – Speaker: Rupert King

Phenomenology and creative use of philosophy in research

How often do we, as researchers, turn to philosophy for inspiration? Such texts offer a rich seam of material to contextualize our thinking and inform our practice. Yet as a primary source, philosophy can be perceived as elusive and inaccessible. What did Heidegger actually say about phenomenology? What does 'to the things themselves' really mean? Why is the phenomenological attitude so important in research? These are some of the questions that we will explore in the workshop. Phenomenology shares with philosophy a love of questioning – questions stimulate and challenge. In turn they help clarify our world-view, as Heidegger says "Questions are paths towards answers" (Heidegger). By engaging with philosophical texts we create a bridge between clinical epistemology and research knowledge.

Philosophers have sought answers to their questioning through writing. As they wrestled with complex ideas, they committed to paper trains of thought and lines of argument we can still follow to this day. Like Heidegger infamous Holzwege (wooded paths) some lead nowhere while others unlock and open up fields of inquiry helpful to our research. In this workshop we shall a creative approach to engaging with philosophical texts. It will be done a way that is designed to overcome the fear such texts can evoke. There is no 'right' interpretation rather the aim is to discover how the text speaks to you? To explore how philosophy can develop your thinking in relation to research. As van Manen says "Doing phenomenology means developing a pathos for great texts" (van Manen, 2014: 23).

Following on from the philosophical texts we shall explore the art of phenomenological writing (van Manen, 2014) an essential component of phenomenological research.

"Phenomenological writing is not just a process of writing up or writing down the results of a research project. To write is to reflect; to write is to research. And in writing we may deepen and change ourselves in ways we cannot predict." (van Manen, p.20)

We discuss the practicalities of using such an approach as a method in research. Participants will be given a chance to write about a chosen phenomenon. The task will be to describe without interpreting, to evoke without labelling and to communicate life without reifying it.

Rupert King biography



Rupert King is an existential-phenomenological therapist and supervisor in private practice. He studied at Regents University and is a graduate of the ADEP program. He was first recipient of the Hans Cohn prize. He started his career as a student counsellor at Brunel University.

Over the years he has taught existential philosophy on a number of psychotherapy training courses. He is in the final stage of a DPsych. at Metanoia Institute. His research interests include: the use of images and writing in phenomenological research, Heidegger's later works and their relevance to psychotherapy. As a keen gardener he takes a creative and embodied approach towards engaging with philosophical ideas, which in turn he brings to his practice and teaching.

Further Reading:

Van Manen (2014). *Phenomenology of Practice. Meaning-Giving Methods in Phenomenological Research and Writing*. CA: Left Coast Press

THEMATIC ANALYSIS – Speaker: Dr Nikki Hayfield

Early use of the term thematic analysis could refer to a wide range of methods for analysing data. However, since the publication of Braun and Clarke's (2006) paper, their approach has become the most commonly used within and beyond psychology.

Thematic analysis provides a six phase approach to coding and analysing qualitative data, that enables researchers to be systematic and rigorous in their identification of themes. It offers a great deal of flexibility, particularly in relation to the range of theoretical approaches and methods of data collection that can be suitable for thematic analysis.

This means that thematic analysis can be realist, critical realist, or constructionist, and used to analyse many types of data, including interviews, focus groups, and qualitative surveys. Due to this flexibility, there are a number of choices that need to be made by researchers when designing the study, collecting the data, and analysing the dataset.

Thematic analysis is suitable for those who want to engage in research around experiences and understandings as well as practices and behaviours, and requires those who use the method to reflect upon their part in the process of data analysis.

Dr Nikki Hayfield, biography

BSc, PhD, C.Psychol



Nikki Hayfield is a Senior Lecturer in Social Psychology at the University of the West of England (UWE), Bristol. She teaches social psychology, sexualities, and qualitative research methods on undergraduate and postgraduate modules.

Nikki's research interests are sexualities, relationships, and alternative families and she uses qualitative methods of data collection (e.g., interviews, focus groups, and story completion tasks) and analysis (e.g., thematic analysis). Nikki's PhD, completed in 2011, was a feminist mixed-methods exploration of bisexual women's (visual) identities (completed in the Centre for Appearance Research at UWE). She is currently undertaking UWE funded research that explores how bisexual people form and maintain intimate relationships within the wider context of 'biphobia' and bisexual marginalisation.

Nikki is also continuing to disseminate findings from British Academy funded research, with Victoria Clarke, Sonja Ellis, and Gareth Terry, on the lived experiences of heterosexual, lesbian, bisexual and queer women who choose not to have children. In 2014 she organised a week long residential Qualitative Research Methods Summer School with Victoria Clarke and Virginia Braun at UWE. She also recently contributed to a BPS funded seminar series entitled New Frontiers of Family with Victoria Clarke, Naomi Moller and Fiona Tasker, exploring non-traditional family forms.

Nikki has published on a range of topics including bisexual identities, bisexual marginalisation, and childfree identities. She has also published book chapters and journal papers on qualitative research methods, including thematic analysis, insider/outsider research, and story completion tasks. She acts as a reviewer for a number of journals, including *Feminism and Psychology*, *Psychology and Sexuality*, and *Gender and Society*. Nikki is a chartered psychologist and a committee member of the British Psychological Society's (BPS) Psychology of Sexualities Section

Organising Committee:

Sofie Bager-Charleson

Biljana Van Rijn, Biljana.Vanrijn@metanoia.ac.uk

Mandy Kersey, Mandy.Kersey@metanoia.ac.uk

Rupert King, Rupert.King@metanoia.ac.uk

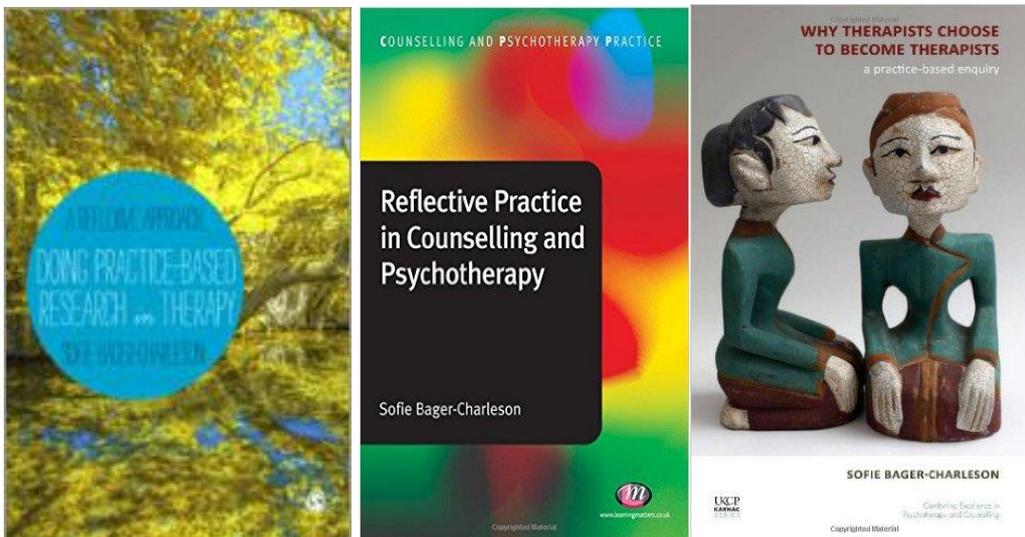
Metanoia Research Committee

MANDY KERSEY

Event Coordinator and Facilitator: Sofie Bager-Charleson, PhD, MSc and BSc



Sofie teaches and supervises research students on the Professional Doctorate programme, DPsych and the TA MSc at Metanoia/Middlesex University. She has published widely in the field of research reflexivity, including the text book *Practice-based Research in Therapy: A Reflexive Approach* (Sage, 2014) and acting as guest editor in the UKCP journal *the Psychotherapist* (2016) about Creative Use of Self in Research. She researches into Psychotherapy research (Bager-Charleson, Du Plock & McBeath 2017) and is the co-founder of IMPACT, a research network based at the Metanoia Institute, aimed to encourage the generation and exchange of ideas and knowledge within and beyond the Institute. She holds a PhD from Lund University in Sweden, specialising in attachment issues within families and reflective practice amongst teachers.



Registration:

Please email sofie.bager-charleson@metanoia.ac.uk and mandy.kersey@metanoia.ac.uk to apply, or go to www.metanoia.ac.uk/researchacademy

The Research Academy is supported by Sage and the UKCP section for research. For more information about Sage's writing competitions for the delegates, [click here](#)

