



## **Module Specification**

# **Research in Counselling Psychology - Methods, Topics and Debates**

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## Part 1: Information

**Module title:** Research in Counselling Psychology - Methods, Topics and Debates

**Module code:** USPK6E-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** The learning outcomes and syllabus for this module are drawn from the British Psychology Society Counselling Psychology Programme Standards as well as from the Health and Care Professions Council Standards of Proficiency for

## Practitioner Psychologists (Counselling Psychology).

As such, the syllabus will focus on aiding trainees to understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate to the multi-dimensional nature of relationships between people as well as foster a questioning and evaluative approach to the research evidence for counselling psychology. In doing so, the module will aim to aid trainees in recognizing the value of research to the critical evaluation of practice including the evaluation of treatment efficacy, and to foster trainees' ability to evaluate research to inform their own practice. The module will also promote skills relevant for becoming both research aware and research active, specifically understanding of a range of research methodologies, including qualitative and quantitative approaches, and a variety of research designs, as well as understanding of research ethics and how to apply them.

The intent of this module is to provide support for students to engage in their doctoral research project. For this reason the main assessment for this module will support students by requiring them to write-up their proposed research design and evidence that they have completed the required ethics paperwork.

Topics for this module will potentially include: history of research in the field, evaluation and outcome research, process research, research on therapist, client and relationship variables, as well as ethical aspects of researching therapeutic practice. Methodologies developed specifically for counselling and psychotherapy research will also be covered, such as techniques for analysis of therapy transcripts, and case study methodology.

Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment, such as effective written and face-to-face communication, information retrieval skills, the ability to critique primary sources, team-working skills, problem-solving, scientific reasoning, project management skills, and computer literacy.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

Lectures

Seminars

Workshops

Directed and Independent Learning

Formative Assessment Opportunity

**Independent learning:** Students will be expected to engage in substantial and focused independent work in this module in order to complete their project proposal. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.

**Scheduled learning:** The primary contact time for this module will be offered through frame-setting lectures, workshops and seminars. This will include opportunities for formative assessment and well as support for directed and independent learning.

**Technology Enhanced Learning:** MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (for example, blogs, journals, audio, video, discussion boards, wikis) as appropriate and useful for their project. The module will also potentially offer online content, for example, to support students in completing ethics forms, efficiently engage in

literature searches or to support a particular research methodology. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate.

Contact Hours:

As a 15-credit module this module assumes 150 hours of study on the part of the student.

Scheduled learning for this project will be approximately 27 hours and may take several forms including frame-setting lectures as well as workshops and seminars.

Independent learning – Students are expected to spend approximately 123 hours on independent learning tasks and preparation of assessments.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Evidence the beginnings of a systematic understanding of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology

**MO2** Evidence a sound knowledge of quantitative and qualitative approaches to research and inquiry

**MO3** Critically analyse and evaluate published research relevant to counselling psychology

**MO4** Evidence an understanding of a variety of research designs

**MO5** Devise and evaluate research questions and select an appropriate methodology as well as design a research project

**MO6** Evidence an understanding of research ethics and the ability to apply them

**MO7** Critically reflect on their experience of being a researcher

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 123 hours

Face-to-face learning = 27 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/usp6e-15-m.html) via the following link <https://uwe.rl.talis.com/modules/usp6e-15-m.html>

## Part 4: Assessment

**Assessment strategy:** The assessment methods have been chosen to allow the students to best demonstrate that they have met/meet the module learning outcomes.

Assessment task A will consist of a maximum 3,500 critical methodology review drawing on the student's proposed doctoral research programme. The methodology write-up will evidence students' in-depth understanding and knowledge of a specific quantitative and/or qualitative approach to research in the discipline. It will contrast this with other available methodologies and enable them to demonstrate their understanding of research design and how to match research questions with appropriate methodologies. Depending on the methodology selected, the methodology will potentially also allow students to evidence their reflexivity in relation to their research project.

### Assessment tasks:

#### Written Assignment (First Sit)

Description: Research essay (3500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6, MO7

**Written Assignment (Resit)**

Description: Research essay (3500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: