



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research in Counselling Psychology - Methods, Topics and Debates				
Module Code	USPK6E-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	PGDip Psychotherapeutic Studies MSc Psychological Therapy Professional Doctorate in Counselling Psychology				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	29 th May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evidence the beginnings of a systematic understanding of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology (<i>Component A</i>); 2. Evidence a sound knowledge of quantitative and qualitative approaches to research and inquiry (<i>Component A & B</i>); 3. Critically analyse and evaluate published research relevant to counselling psychology (<i>Component A</i>); 4. Evidence an understanding of a variety of research designs (<i>Component A & B</i>); 5. Devise and evaluate research questions and select an appropriate methodology as well as design a research project (<i>Component B</i>); 6. Evidence an understanding of research ethics and the ability to apply them (<i>Component B</i>); and 7. Critically reflect on their experience of being a researcher (<i>Component B</i>).
Syllabus Outline	<p>The learning outcomes and syllabus for this module are drawn from the <i>British Psychology Society Counselling Psychology Programme Standards</i> as well as from the <i>Health and Care Professions Council Standards of Proficiency for Practitioner Psychologists (Counselling Psychology)</i>.</p> <p>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 <i>aware</i> and research <i>active</i>, specifically understanding of a range of research methodologies, including qualitative and quantitative approaches, and a variety of research designs,</p>

	<p>as well as understanding of research ethics and how to apply them.</p> <p>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. In addition the controlled condition for this module is aimed to foster and support students' ability to critically evaluate published research, a key skill for their research projects as well as for becoming more research aware.</p> <p>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.</p> <p>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.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p>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.</p> <p>Independent learning – Students are expected to spend approximately 123 hours on independent learning tasks and preparation of assessments.</p>
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:</p> <ul style="list-style-type: none"> · Lectures · Seminars · Workshops · Directed and Independent Learning · Formative Assessment Opportunity <p>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.</p> <p>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.</p> <p>TEL: 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 (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for their project. The module will also potentially offer online content, e.g. 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.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are</p>

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	27	123	0	150

For this module, the precise scheduled learning and teaching study hours will depend on the discipline area and the individual student thus 15 hours is an estimate comprising 1-to-1 supervisory contact, and cross-programme and discipline-specific scheduled and optional lectures, seminars and workshops.

Some students enrolled on this module may be permitted to combine their project with a work-based placement in an area directly related to their discipline area; for such students, the project will include placement study hours.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	25%
Coursework assessment percentage	75%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the

	<p>curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide or through BlackBoard.</p> <p>Braun, V. & Clarke, V. (2013) <i>Successful Qualitative Research: A Practical Guide for Beginners</i>. London: Sage.</p> <p>Castonguay, L. G. & Beutler, L. E. (2006). <i>Principles of therapeutic change that work</i>. Oxford: Oxford University Press.</p> <p>Cooper, M. (2008). <i>Essential research findings in Counselling and Psychotherapy: The facts are friendly</i>. London: Sage.</p> <p>Lambert, M. J. (2013). <i>Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (6th Ed.)</i>. New York: John Wiley.</p> <p>Norcross, J. C. (2011). <i>Psychotherapy Relationships that Work: Evidence-based responsiveness, 2nd Ed.</i> Oxford: Oxford University Press.</p> <p>Roth, A. & Fonagy, P. (2005). <i>What works for whom?: A critical review of psychotherapy research, 2nd Ed.</i>. New York: Guilford Press.</p> <p>Timulak, L. (2008). <i>Research in Psychotherapy and Counselling, 2nd Ed.</i> London: Sage.</p> <p><u>Relevant Journals</u></p> <p>The Journal of Critical Psychology, Counselling and Psychotherapy Journal of Counselling Psychology (APA) British Journal of Guidance and Counselling The Counselling Psychologist Counselling Psychology Review Counselling and Psychotherapy Research Counselling Psychology Quarterly Journal of Consulting and Clinical Psychology (APA) Psychotherapy Theory, Research, Practice, Training (APA) Psychology and Psychotherapy: Theory, Research and Practice Psychotherapy Research</p>

Part 3: Assessment	
Assessment Strategy	<p>The assessment methods have been chosen to allow the students to best demonstrate that they have met/meet the module learning outcomes.</p> <p>Component A will consist of a one-hour exam in which students write a critical evaluation of two research papers (one qualitative and one quantitative); the journal articles will have been provided in advance. This task of critiquing research will allow students to evidence their ability to critically analyse and evaluate published research relevant to counselling psychology as well as to demonstrate their understanding of research on process and outcomes of psychological therapy, knowledge of quantitative and qualitative approaches to research in the discipline as well as their</p>

	<p>understanding of research designs.</p> <p>Component B will consist of a Portfolio which incorporates 1) 2,500-word write-up of the methodology section of a research proposal 2) an ethics application. This ethics component of the task will allow students to demonstrate their theoretical and practical understanding of research ethics. 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 as well as 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.</p> <p>The expected content of the portfolio will be clearly indicated to students through their module handbook and clear guidance on the weighting of different aspects of the Portfolio as well as marking criteria for each will be clearly indicated to students at the start of the module.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Written Exam (1 hour)	25%	
Component B Description of each element	Element weighting (as % of component)	
Portfolio (2500 words + 1000 word ethics application)	75%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Written Exam (1 hour)	25%	
Component B Description of each element	Element weighting (as % of component)	
Portfolio (2500 words + 1000 word ethics application)	75%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		