



MODULE SPECIFICATION

Part 1: Information			
Module Title	Research in Counselling and Psychotherapy		
Module Code	USPKFG-30-M	Level	M
For implementation from	January 2020		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	MA Counselling and Psychotherapy		
Module type:	Project		
Pre-requisites	Theory and Practice in Counselling and Psychotherapy 1 (USPKFM-30-M); Professional Practice, Skills and Supervision 1 (USPKFK-30-M); Professional Practice: Personal Development 1 (USPKFH-30-M)		
Excluded Combinations			
Co- requisites	Evidencing Work Based Learning in Counselling and Psychotherapy (USPKFF-15-M)		
Module Entry requirements	None		

Part 2: Description	
<p>Increasingly, ethical professional practice in counselling and psychotherapy requires sufficient research awareness to enable you to access continuing professional development opportunities and evaluate research relevant to your practice.</p> <p>The application of scientific research methods in counselling and psychotherapy is not uncontroversial, as there is good reason to believe that therapy is like an art or craft that evolves in response to the creativity and spontaneity of the co-created relationship. With this in mind, the module adopts a methodological pluralism that acknowledges the multifaceted and contextualised approach to research inquiry in counselling and psychotherapy. You will be introduced to both quantitative and qualitative research methods, and develop the ability to evaluate and critique evidence relevant to your practice in counselling and psychotherapy.</p> <p>Scheduled teaching and learning will consist of workshops, tutorials and online materials introducing the key research methods used in counselling and psychotherapy. You will be mentored, by a research supervisor, in formulating a proposal which describes a manageable (i.e., in terms of resources, time, etc.) piece of work. This will help you to reflect carefully on the ethical implications for both you, the inquirer and participants (if any) before embarking on the research itself. The research proposal will further help you consider what steps are necessary to ensure you conduct your research in an ethically sound manner, by ensuring for example the confidentiality and wellbeing of researcher and research participant(s) alike. The research proposal will also provide you with the foundations to then carryout a feasible, independent study and support you in demonstrating the application of research methods in a counselling context through the completion of a research report.</p>	

Typically, you can expect to meet with your research supervisor on a monthly basis throughout the academic year.

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Oral and written.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Oral and written.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Oral and written. Independent study and analysis of data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Use of standard software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Research project.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Relevance of research project.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged	Dissemination of research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Students will be expected to produce a substantial research project of 5,000 words (or equivalent) focussing on an identified topic relating to counselling practice. This may take the form of an empirical research project (e.g. using focus groups, questionnaires semi-structured interviews, interviews on a particular topic), systematic review or extended systematic case study informed by wide current understandings in the discipline. The research assignment provides evidence of the learner's ability to apply both ethically and methodologically appropriate methods in a counselling and psychotherapy context. The report will be based on research methods introduced at the commencement of the module.

Students will be able to submit a draft of their projects for tutor comments and can use this feedback to inform their assessment submission.

Identify final timetabled piece of assessment (component and element)

Component A

% weighting between components A and B (Standard modules only)

A:

B:

First Sit

Component A (controlled conditions)
Description of each element




Element weighting
(as % of component)

Research Report (5000 words)

100%

Component B
Description of each element

Element weighting
(as % of component)

Resit (further attendance at taught classes is not required)																
Component A (controlled conditions) Description of each element	Element weighting (as % of component)															
Research Report (5000 words)	100%															
Component B Description of each element	Element weighting (as % of component)															
Part 4: Learning Outcomes & KIS Data																
Learning Outcomes	<p>On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a systematic understanding and critical awareness of topics that are informed by the forefront of the discipline of counselling/psychotherapy. • Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy. • Demonstrate how an appropriate methodology may be both independently, and ethically identified for inquiring about complex problems or those of an unfamiliar or unpredictable nature. • Provide a critical discussion and analysis of complex concepts, and carry out a research project (i.e., systematic review or case study) both independently and with some originality. 															
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; color: red;">30</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module									30
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Contact Hours	<table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td style="color: red;">300</td> <td style="color: red;">72</td> <td style="color: red;">250</td> <td style="color: red;">0</td> <td style="color: red;">300</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	250	0	300				
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%					
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Reading List	<p>We will be creating an online reading list, and the texts below are an indication of some of the core texts that will be on the list.</p> <p>Etherington K (2004). <i>Becoming a reflective researcher: Using ourselves in research</i>. JKP, London & Philadelphia.</p> <p>McLeod J (2011). <i>Qualitative research in counselling & psychotherapy</i>. (2nd ed., Sage).</p> <p>McLeod J (2014). <i>Doing counselling research</i>. (3rd ed., Sage).</p>
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First Approval Date (and panel type)	19 November 2019 University Validation Panel meeting		
Revision ASQC Approval Date Update this row each time a change goes to ASQC	Version	1	