University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Masters Thesis in Psychological Therapy					
Module Code	USPK6N-60-M		Level	M	Version	1
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Contributes towards	MSc Psychological Therapy					
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project	
Pre-requisites	USPJVK-15-M Qualitative and Quantitative Methods in Psychology		Co- requisites			
Excluded Combinations			Module Entry requirements	NA		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	29th May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Identify appropriate research questions related to psychological therapy; (Component A). 2. create a search strategy to locate appropriate literature; (Component A) 3. select and critically evaluate relevant literature; (Both Components) 4. analyse and synthesise findings presented in the literature; (Component B) 5. Identify gaps in knowledge within the chosen area of psychological therapy ; (Component A). 6. design and carry out a small scale study addressing knowledge gaps; (Component B) 7. demonstrate awareness of relevant ethical issues around the proposed research design; (Both components) 8. Communicate the findings of the work verbally and through a written report demonstrating an in depth understanding of the chosen area of study. (Both components).
Syllabus Outline	Key skills in literature searching and critique of scientific literature will be taught in group sessions. Primary contact will be through one to one supervision with a named supervisor with expertise in the relevant topic.
Contact Hours	Students will receive 12 hours of 1:1 supervision.
Teaching and Learning Methods	Subject specific development will be supported through one to one supervision with a named supervisor.

	In terms of technology enhanced learning, Lync will be used to facilitate supervision at a distance where necessary.
Key Information Sets Information	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 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

Number of credits for this module				60	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
600	12	588	0	600	✅

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	0%
Coursework assessment percentage	100%
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 curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

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. |
|---|---|

Indicative Reading List	Most recent edition of:
	Bensley, A. (1998) *Critical Thinking in Psychology*: *A unified skills approach.* London: International Thomson Publishing.
	Darlington, Y. & Scott, D. (2002) *Qualitative Research in Practice.* Maidenhead: Oxford University Press.
	Denzin, N.K. & Lincoln, Y.S. (2003) *Strategies of Qualitative Enquiry.* London: Sage.
	Giltrow, J. (1995) *Academic Writing: an introduction.* Ontario: Baltimore.
	Hague, P & Roberts, K. (1994). *Presentations and report writing.* Kogan Press.
	Luey, B. (1995) *Handbook for academic authors.* Cambridge: Cambridge University Press.
	McLeod, J. (2003) *Doing Counselling Research.* London: Sage.
	McLeod, J. (2001) *Qualitative Research in Counselling and Psychotherapy.* London: Sage
	McLeod, J. (1999) *Practitioner Research in Counselling.* London: Sage
	Morse, J.M. (1997) *Completing a Qualitative Project: Details and Dialogue.* London: Sage.
	Rosnow, R. (1997) *Writing Papers in Psychology.* London: International Thomson Publishing.
	Smith, J.A. (2003) *Qualitative Psychology: A Practical Guide to Research Methods.* London: Sage.
	Smith, J.A. Flowers, P. & Larkin, M. (2009) I*nterpretative Phenomenological Analysis: Theory, Methods and Research*. London: Sage.
	Willig, C. (2013) *Introducing Qualitative Research in Psychology.* Maidenhead and New York: McGraw-Hill.
	Yin, R.K. (2003) *Case Study Research: Design and Methods.* London: Sage
	<u>Relevant Journals</u> The Journal of Critical Psychology, Counselling and Psychotherapy Journal of counseling 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

Part 3: Assessment

Assessment Strategy	In this module, students will complete an individual dissertation in the form of a 6000 word journal article. This will be based on a small empirical project. This will assess students' ability to formulate, plan, carry out and report an empirical piece of research.
	To help students in the process of this work, they will be required to present a proposal, and write an outline plan of the work. This will assess students' ability to initially formulate a research project, and effectively present this to a small group.
	They will also be required to attend regular tutorial and supervision sessions in which students will present their proposals, and give updates as their work progresses. The updates will be an opportunity for students to receive formative feedback about the progress of their work.

Identify final assessment component and element		
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Presentation and summary of proposal	100

Component B **Description of each element**	**Element weighting (as % of component)**
Dissertation of 6,000 words.	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Presentation and summary of proposal.	100

Component B **Description of each element**	**Element weighting (as % of component)**
Dissertation of 6,000 words.	100

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.