

LEVEL 7

MODULE CODE: ECHC7001
TITLE: Advanced Research Methods
DATED: 17/05/2017

LEVEL: 7
CREDITS: 30

JACS CODE: B940

AIM(S)

- To apply practice to research.
- To consolidate areas of specialist knowledge.
- To communicate research
- To provide learners with the opportunity to extend their knowledge of a chosen subject within the parameters of the programme.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Extend a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy.
- Evidence a critical awareness of the history of ideas; the cultural context, social and political theories that inform and influence the practice of counselling and psychotherapy.
- Critically identify appropriate methodology that can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature.

INDICATIVE CONTENT

- Planning research
- Designing research
- Deciding methods
- The research process
- What is data?
- Gathering data
- Analysing data
- E – research
- Integrated research
- How to discuss findings
- Evaluating research
- Research ethics
- Research participants/co researchers
- Methodological implications
- Writing and publishing research

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	33%
Independent learning	200	67%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 25%

Practical: Oral presentation (20 minutes)

Exemplar:

You will present, to your peers, a project proposal (which will include an ethical approval form) which you will then carry out in Assessment Two

Assessment Component 2: 50%

Practical assessment ('performance' 1 hour)

Exemplar:

You will undertake a 'pilot study' of your data collection method (classroom based) for your research project.

Assessment Component 3: 25%

Coursework assignment (2000 words)

Exemplar:

You will submit a critical reflection of the research process so far, addressing any limitations of the design and method chosen, in addition to submitting an ethical approval form for your work.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	25%
Practical	75%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice - Be able to appreciate the importance of environmental, social and political contexts to their studies.	

Module Code	EHC7001	
Module Title	Advanced Research Methods	
Classification	Reading List entry	Electronic*
Essential	Cooper, M. (2008) <i>Essential Research Findings in Counselling and Psychotherapy: the facts are friendly</i> . London, Sage.	☐
Essential	Fink, A. (2013) <i>Conducting Research Literature Reviews: From the Internet to Paper</i> . London, Sage.	☐
Essential	McLeod, J. (2011) <i>Case Study Research in Counselling</i> . London. Sage.	☐
Essential	Langdridge, D. (2007) <i>Phenomenological Psychology: Theory, Research and Method</i> . Harlow: Essex	☐
Essential	Cooper, M. Et al (2010) <i>Person-Centred and Experiential Therapies Work: A Review of the Research on Counselling, Psychotherapy and Related Practices</i> . Ross on Wye, PCCS.	☐
Essential	Mann, T. 4th ed. (2015) <i>The Oxford guide to library research</i> . Oxford: Oxford University Press,	☐
Further	Osmond, A. (2013) <i>Academic Writing and Grammar for Students</i> . London: Palgrave Macmillan.	☐
Further	Denscombe, M. (2010) <i>The Good Research Guide: for small-scale social research projects</i> . Maidenhead, Open University Press.	☐
Further	Blaxter, L. Et al (2010) <i>How to Research</i> . Maidenhead, Open University Press.	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	Journal of Psychotherapy Practice and Research	☐
Further	Psychology and Psychotherapy: theory, research and practice	☐

MODULE CODE: ECHC7002
TITLE: The Counselling Reflexive Practitioner
DATED: 17/05/2017

LEVEL: 7
CREDITS: 30

JACS CODE: B940

AIM(S)

- To develop reflexivity in practice.
- To develop and establish resiliency.
- To fully incorporate the use of 'self' within the therapeutic relationship.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically self-reflect as the therapist, drawing on an empirical methodology that contributes to understanding of the therapeutic relationship in counselling and psychotherapy.
- Critically apply appropriate methodology in relation to dealing with complex problems or those of an unfamiliar or unpredictable nature.
- Work in a systematic way with knowledge/data relevant to the discipline of counselling/psychotherapy.
- Critically discuss and analyse complex concepts and work independently and with some originality.

INDICATIVE CONTENT

- Reflective Practice and Reflexivity
- Self awareness, resilience and professional practice
- Group and individual practice in developing self-awareness,
- Giving and receiving feedback to deepen self awareness and provide mutual support in practice
- Receiving and responding to peer and facilitator feedback
- How our stories influence therapy
- Reflection on personal therapy and life history.
- Transparency and self-disclosure
- Phenomenological self noticing
- The Wounded Healer
- Developments within Reflective practice

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	33%
Independent learning	200	66%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1: 25%

Practical – academic interview (20 minutes)

Exemplar:

Present your research design for the phenomenological investigation which you will undertake in assignment two

Assessment Component 2: 75%

Coursework: Academic essay (6000 words)

Exemplar:

Undertake a phenomenological investigation of you as therapist, using an empirical research design and present your findings as a piece of written research. This will include an ethical approval submission.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Sustainable Literacy Skills	
- Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice.	

- Students are able to appreciate the importance of environmental, social and political contexts to their studies.

Module Code	EHC7002	
Module Title	The Counselling Reflexive Practitioner	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S. 2015. <i>Reflective Practice in Counselling and Psychotherapy</i> . London. Sage Publications Limited	☐
Essential	Hedges, F. 2010. <i>Reflexivity in Therapeutic Practice</i> . Basingstoke, Hampshire. Palgrave MacMillan	☐
Essential	Rose, C. 2008. <i>The Personal Development Group: The Students' Guide</i> . London. Karnac Books Limited	☐
Essential	Wright, J. and Bolton, G. 2012. <i>Reflective Writing in Counselling and Psychotherapy</i> . London. Sage Publications Limited.	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	Journal of Psychotherapy Practice and Research	☐
Further	Psychology and Psychotherapy: theory, research and practice	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒

MODULE CODE: ECHC7003
TITLE: Dissertation
DATED: 17/05/2017

LEVEL: 7
CREDITS: 60

JACS CODE: B940

AIM(S)

- To support students in designing and executing a self-directed research study that will contribute to knowledge and debate in Counselling and Psychotherapy.
- To apply practice to research.
- To consolidate areas of specialist knowledge.
- To provide learners with the opportunity to extend their knowledge of a chosen subject within the parameters of the programme.
- To provide students with the opportunity to engage in a substantial self-managed project in a field of counseling and psychotherapy.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically engage with a systematic understanding and critical awareness of topics which are informed by contemporary research informed literature at the forefront of the discipline of counselling/psychotherapy.
- Critically discuss and analyse complex concepts and work which is carried out independently and with some originality.
- Successfully complete at an appropriate standard a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline.

INDICATIVE CONTENT

- Select an appropriate topic area and develop appropriate questions for in-depth study or original research based on the student's area of interest/practice.
- Identify and design appropriate research methodology to answer research questions; and critically evaluate the research methods used within their project and their appropriateness in the context of their research and practice setting.
- Critically review and evaluate relevant literature and research.
- Identify and critically evaluate any ethical issues inherent in their research / practice context.
- Clearly present research findings and critically evaluate in context of other research and literature evidence thus making an informed contribution to the knowledge of the research field and area of practice.

- Present a professional research document within the agreed timescale and to the agreed standards; this can be in a variety of formats including literature review, data collection research project or a video documentary accompanied by a written report.
- Using this literature review as the basis, students are required to successfully design, complete and evaluate an original and substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline.
- A wide range of methodological approaches may be considered appropriate: students will work with their supervisor to identify a suitable methodology for the study as well as an appropriate framework for its evaluation.
- A high standard of ethical conduct is required in relation to research with human participants. Students will make themselves aware of ethical debates within their discipline or profession as well as consider and address any ethical implications of their study.
- Students will also seek and obtain ethical approval for their research. Ethical approval is a necessary requirement before any data collection involving individuals is undertaken. Advice and good practice guidelines are to be found in the Dissertation Handbook and the UWTSD Quality Handbook.

LEARNING AND TEACHING STRATEGY

- The main methods of module delivery are that of individual supervision and regular timetabled workshops will form part of the programme, particularly during the early stages of the module. Supervisors are identified from the module team according to interests and methodological as well as subject expertise.
- Students work with their supervisor to identify and evaluate key theoretical and methodological issues within their discipline or profession in order to address these in their project.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	80	13%
Independent learning	520	87%
Placement learning		
TOTAL	600	100%

ASSESSMENT:

Assessment Component 1: 100%

Submission of a research dissertation (15,000 words)

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice - Students are able to appreciate the importance of environmental, social and political contexts to their studies.	

Module Code	ECHC7003	
Module Title	Dissertation	
Classification	Reading List entry	Electronic*
Essential	Bell, J. (2014) <i>Doing your Research Project A Guide for First-Time Researchers in Education, Health and Social Science</i> . Maidenhead: Open University Press.	☐
Essential	Denscombe, M. (2010) <i>The Good Research Guide: for small-scale social research projects</i> . Maidenhead, Open University Press.	☐
Essential	McLeod, J. (2014) <i>Doing Research in Counselling and Psychotherapy</i> . London: Sage.	☐
Essential	Chong Ho Shon, P. (2012) <i>How to Read Research Articles in the Social Sciences</i> . London: Sage	☐
Essential	Holt, N. & Walker, I. (2009) <i>Research with People; Theory, plans and practicals</i> . London, Palgrave Macmillan	☐
Essential	McLeod, J. (2011) <i>Case Study Research in Counselling</i> . London. Sage.	☐
Further	McLeod, J. (2011) <i>Qualitative Research in Counselling and Psychotherapy</i> London: Sage.	☐
Further	Mulhern, G. & Greer, B. (2011) <i>Making Sense of Data and Statistics in Psychology</i> . London, Palgrave Macmillan.	☐
Further	Ridley, D. (2012) <i>The Literature Review: A Step-by-step Guide for Students</i> . London, Sage.	☐
Further	Lawrence, A et al (2012) <i>The Literature Review</i> . London: Corwin.	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	Journal of Psychotherapy Practice and Research	☐
Further	Psychology and Psychotherapy: theory, research and practice	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒