Example Module Outline Template

Form for Partners

2024/25

Version log

Date	Version no.	Summary of changes	Updated by	Approved by
25/2/22	V2	Amendment of delivery methods	RG	
July 2023	V3	Added section for transferable skills and instructions on optionality in assessment types.	AS	Academic Partnerships

Module Outline		Part 1- as validated

1.	**Title**	**Professional Development through Research 1: Introduction to research methodology and design (PDTR1)**
2.	**Level ***	**6**
3.	**Credits**	**20**
4.	**Indicative Student Study Hours**	**Class contact hours: 36** **Self-directed study: 164** **Total study hours: 200**
5.	**Compulsory (must be taken) OR Optional**	**Compulsory**
6.	**Core (must be passed and cannot be compensated) or Non-core**	Core

* Foundation Level=3   Degree Year 1 = 4   Degree Year 2 = 5   Degree Year 3 = 6

PG (Masters) = 7

7. Brief Description of Module (purpose, principal aims and objectives)

This module provides a foundation in research methodology and design in the field of counselling & psychotherapy. It supports the preparation, planning and initial review phases of students' research dissertations for the case study project. Students evaluate research methodology and its relationship to different perspectives in counselling & psychotherapy. This includes drawing on an opportunity as counselling students for critical reflexivity. This involves reflecting on and analysing own position, biases, and influences as a researcher throughout the study process. Critical reflexivity helps demonstrate awareness of how background, values, assumptions, and experiences shape research and interpretation of the case study.

Students will develop an understanding of processes, ethics, rationale, and strategies involved in undertaking research in counselling & psychotherapy. Students are required to engage in peer supervision groups and peer feedback tasks to support their learning on this module.
Students must identify a topic for research which may be drawn from a variety of sources including research groups, personal experience, therapeutic practice, a lecturer-suggested topic or a professional subject of their specific interest (provided suitable academic supervision is available). They must then formulate a rationale for their study and develop a research question. Students must identify appropriate background literature to support their rationale and submit a research proposal together with their UCC ethics application. Students will present their work in progress to peers and tutor for formative feedback.

8. Learning Outcomes - On successful completion of this module a student will be able to:
(*Add more lines if required*)

1.	Define the scope of a topic for investigation appropriate to own professional counselling and psychotherapy interests
2.	Devise a specific research question or related set of questions relevant to own professional interests in the field of counselling and psychotherapy
3.	Design a systematic primary research study related to counselling and psychotherapy, including critical consideration of any ethical issues
4.	Critically evaluate information from a range of sources

9. Assessment
Pass on aggregate or Pass all components   Pass all components
Summary of Summative Assessment Plan
If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research Proposal: Written	100%	No	2500	1,2.3,4	Option 1
2.	Research Proposal: Presentation: VIVA VOCE	100%	No	25 mins minutes (2,500-word equiv)	1,2,3,4	Option 2
3.	Ethics application	0%	No		3	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will have the following assessment options.

1. Option 1 Write a research proposal for systematic study of a topic of professional (counselling and psychotherapy-related) interest to them, including a brief literature review, rationale and research question(s), methodology, consideration of ethical issues, and a plan for completion of the study.
2. Option 2 Prepare a presentation to present to tutor in a "live" assessment that communicates a systematic study of a topic of professional (counselling and psychotherapy-related) interest to them, including a brief literature review, rationale and research question(s), methodology, consideration of ethical issues, and a plan for completion of the study. Students will be required to submit their framework for presentation on the same submission date as for students opting for option 1.
3. All students will complete the necessary research ethics application for UCC and submit with their proposal in readiness for their final research project (PDTR2)

Summary of Formative Assessment Plan

Students will work together in peer supervision groups and receive feedback on focus of research and methodology

Plan how they will conduct primary research in semester 2 with feedback from tutors and peers

Receive 2x20 minute tutorials: -

- previous feedback from year 2 reviewed.
- Samples of work (no more than 500 words) may be submitted for formative feedback.

Student presentations/posters (10 minutes) to peers – receive formative feedback from peers and tutor.

10. Summary of Pre and / or Co Requisite Requirements

Pass Year 2/DipHE

11. For use on following programmes
BA Counselling and Psychotherapy

Module Specification   **Part 2- to be reviewed annually**

1.	**Module Leader**	**Lindsay Horsley/Frances Whiteman**

2.	**Indicative Content**

1. finding inspiration
2. literature search
3. 'good' and 'bad' research questions
4. qualitative and quantitative research methodology and methods in counselling and psychotherapy
5. data collection
6. data analysis
7. systematic review
8. systematic case study
9. ethics in counselling and psychotherapy research
10. validity, reliability and trustworthiness
11. triangulation; bias; reflexivity
12. project planning

3.	**Transferable Skills**

Ability to plan a research project

Consider ethics in research design including questionnaires and interviews

Develop presentation skills

Develop reflexive awareness

4. Delivery Method (*please tick appropriate box***)**

Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
x		**x**				

*If the Delivery Method is **Classroom-based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes
1.	Seminars	35		1-4
2.	Assignment workshop	1		1-4
3.	Self-directed learning	164	Includes 2x20min. tutorials per student	1-4
	Total Hours	**200**		

If delivery method is *not* classroom-based state lecturer hours to support delivery	

5. Learning Resources
To include contextualised Reading List.

Core Reading:

Hanley, T., Lennie, C. and West, W. (2013) *Introducing Counselling and Psychotherapy Research*, London: Sage.

Jesson, J., Matheson, L. and Lacey, F. (2011) *Doing Your Literature Review: traditional and systematic techniques*, London: Sage.

McLeod, J. (2022) *Doing Research in Counselling* and Psychotherapy, 4th edition, London: Sage.

Vossler, A. and Moller, N. (eds) (2015) *The Counselling* and *Psychotherapy Research Handbook,* London: Sage.

Additional Reading:

McLeod, J. (2010) *Case Study Research in Counselling and Psychotherapy,* London: Sage.

Vos, J. (2023*) Doing Research in Psychological Therapies*: a step-by-step guide, London: Sage.

Key Journals/Articles and Websites/Webpages:

Critical Appraisal Skills Programme (CASP) (2025) CASP website [Online]. Available from: https://casp-uk.net/ [Accessed 3 January 2025].

Mitchels, B. (2019) *Ethical Guidelines for Research in the Counselling Professions* [Online] Available from https://www.bacp.co.uk/events-and-resources/research/publications/ethical-guidelines-for-research-in-the-counselling-professions/ [Accessed 3 January 2025].

Oates, J. (2021) *British Psychological Society (BPS) Code of Human Research Ethics*, [Online]. Available from: https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf [Accessed 3 January 2025].

Person-Centered and Experiential Psychotherapies Journal [Online]. Available from: https://search.ebscohost.com/login.aspx?direct=true&db=edspub&AN=edp1054738&site=eds-live [Accessed 3 January 2025].

Trochim, W. (2022) *Research Methods Knowledge Base* [Online]. Available from: https://conjointly.com/kb/ [Accessed 3 January 2025].