

1.	Title	Research Appreciation (RA)
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200
5.	Core (must take and pass), Compulsory (must take) or Optional	Core

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

*PG (Masters) = 7*

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

This module provides students with an appreciation of the historical and current impact of research on counselling, psychotherapy and related fields and its role in developing professional knowledge and practice. Students are introduced to a range of research concepts, methodologies, research processes and research skills. Development of a critical awareness of research findings will be fostered and will assist the student in the preparation and execution of the undergraduate research project.

This module will prepare students to assess literature in the counselling and psychotherapy field, and to produce a critique of subject specific research. Students will also be encouraged to take a reflexive stance, acknowledging their own assumptions and biases in the evaluation of research. Students will search for papers on a chosen topic and agree on one in particular in conference with the module tutor. Papers will be presented informally for discussion in class to support students in the completion of their assignment.

### 6. Learning Outcomes - On successful completion of this module a student will be able to:

*(Add more lines if required)*

1.	Evaluate methodological and ethical issues pertaining to research in counselling, psychotherapy and related fields of study.
2.	Consider the impact of research activity and findings on the development of policy and practice, including own counselling practice.
3.	Reflect on the way in which own values, attitudes and expectations impact on evaluation of research.
<b>Generic Learning Outcome(s)</b>	
4.	Use library and internet research skills for a defined purpose

### 7. Assessment

<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>				<b>Pass all components</b>		
<b>Summary of Assessment Plan</b>						
	Type	% Weighting	Anonymous Yes / No	World Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Critique of a research paper	100	Yes	3000	1,2,3,4	
<b>Further Details of Assessment Proposals</b>						
Give brief explanation of each assessment activity listed						
Students submit a critique of a self-selected research paper (single, primary study), using a recognised set of guidelines (e.g. CASP)						

<b>8. Summary of Pre and / or Co Requisite Requirements</b>
Pass year 1/Level 4

<b>9. For use on following programmes</b>
Dip HE in Person Centred Counselling BA Counselling and Psychotherapy

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

<b>1. Module Leader</b>	<b>Sophia Carbonero</b>
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<b>2. Indicative Content</b>
<ol style="list-style-type: none"> <li>1. The history of research in counselling and psychotherapy and its relationship with practice</li> <li>2. Current findings in relation to person-centred experiential research</li> <li>3. Paradigm, qualitative and quantitative research</li> </ol>

<ul style="list-style-type: none"> <li>4. Populations, samples and sampling techniques in quantitative research</li> <li>5. Overview of data collection in qualitative approaches including access, researcher's role, use of field notes, interviews and questionnaires</li> <li>6. Ethical issues in health and social care research</li> <li>7. Critical thinking and critiquing of published studies</li> <li>8. Overview of qualitative data analysis</li> <li>9. Truth issues - achieving rigour in qualitative research</li> <li>10. Issues of meaning, interpretation, reflexivity, "validity" and "reliability" in qualitative research</li> <li>11. Quantitative Data analysis and interpretation</li> <li>12. Critiquing research papers</li> </ul>
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**3. Delivery Method** (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

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

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Seminars	35		1,2,3,4
2	Tutorial	5		1,2,3,4
3	Workshop	1	Assignment/referencing/ study skills	1,2,3,4
4	Self-directed learning	159	Including assignment prep	1,2,3,4
	<b>Total Hours</b>	<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	
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**4. Learning Resources**

To include contextualised Reading List.

## Research Appreciation (RA)

### Reading List

#### Essential:

Cooper, M. (2008) *Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly*. London: Sage

McLeod, J. (2017) *Using Research in Counselling and Psychotherapy*, London: SAGE Publications Ltd

McLeod, J. (2014). *Doing Research in Counselling and Psychotherapy*. 3rd edn. London: Sage.

#### Recommended:

Cooper, M (2010) *Person-Centered and Experiential Therapies Work: A review of the research on counselling, psychotherapy and related practices*. Monmouth: PCCS Books

Etherington, K. (2004). *Becoming a Reflexive Researcher: Using ourselves in research*. London: Jessica Kingsley.

#### Journals and Websites:

*British Journal of Guidance and Counselling*

*Critical Appraisal Skills Programme (CASP)*: <https://casp-uk.net/>

*Counselling and Psychotherapy Research Journal*

The Person-Centred Association (2018) *Research Links* [online] Available from: <https://www.the-pca.org.uk/research.html>

*Social Research Methods* <https://socialresearchmethods.net/>