

Example Module Outline Template

Form for Partners

2023/24

Document type: Form
Approval by: Head of Partnerships
Version number: 3.0
Due for review: 2024/25
Related documents:

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	Research Appreciation
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	Class contact hours: 36 Self-Directed Study Hours: 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 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.

Students will evaluate data from a suitable process/outcome measure for example, the Strathclyde Inventory (SI), created for use with their CICS clients, as a practical application of research theory. This will include exploring the instrument's psychometric properties, such as reliability and validity, and consideration of how these concepts may inform counselling practice.

The module will equip students to critique counselling and psychotherapy literature and develop reflexivity by acknowledging personal biases in research evaluation
Students will select, discuss, and present research papers in class, guided by the tutor, to support their assignment

This integrated approach combines theory and practice, preparing students for their year-three project and evidence-based practice.

8. 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.
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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.
4.	Use library and Artificial Intelligence research skills for a defined purpose

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.	Critique of a research paper	100	No	3000	1,2,3,4	
Further Details of Assessment Proposals						
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)						
Summary of Formative Assessment Plan						
Research Methodology Quiz: A series of short quizzes on research methodologies and ethical considerations.						
Research Poster Design: Create a research poster summarising key findings from the Strathclyde Inventory project. Group presentation in class summarising strengths and limitations of the project and hypothesis of ethical issues, EDI issues etc.						
Chosen Paper Presentation: In small groups students will present their chosen papers to peers. Students will offer feedback orally and offer feedback through use of Rubric.						

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10. Summary of Pre and / or Co Requisite Requirements

Pass year 1/Level 4

11. For use on following programmes

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy

Module Specification
Part 2- to be reviewed annually

1.	Module Leader	Frances Whiteman/Chloe McIntyre
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2.	Indicative Content
<ol style="list-style-type: none"> 1. Introduction to research in counselling and psychotherapy: Historical context and current trends 2. The Strathclyde Inventory: Theoretical foundations and applications in person-centered research 3. Research paradigms: Qualitative, quantitative, and mixed methods approach in counselling research 4. Designing a research project: Formulating research questions and hypotheses 5. Sampling techniques and participant recruitment in counselling research 6. Data collection methods: Focus on the Strathclyde Inventory and other outcome measures 7. Ethical considerations in counselling research: Informed consent, confidentiality, and vulnerable populations 8. Quantitative data analysis: Basic statistical concepts and application to SI data 	

9. Qualitative data analysis: Thematic analysis and its relevance to counselling research
10. Integrating quantitative and qualitative approaches: Mixed methods in counselling research
11. Critical appraisal of research literature: Evaluating methodology, findings, and implications
12. Presenting research findings: Writing research reports and creating research posters

3.	Transferable Skills
	<p>Critical thinking and analysis:</p> <ul style="list-style-type: none"> • Ability to evaluate research methodologies and findings critically. • SCoPEd Competency 2.1 (Column A): "Ability to critically evaluate research and use this to inform practice". <p>Data analysis and interpretation:</p> <ul style="list-style-type: none"> • Skills in analysing both quantitative and qualitative data. • SCoPEd Competency 2.2 (Column A): "Ability to critically evaluate own practice". <p>Research design and methodology:</p> <ul style="list-style-type: none"> • Understanding various research approaches and their applications • SCoPEd Competency 2.3 (Column A): "Ability to use research and audit to inform practice and development". <p>Ethical reasoning</p> <ul style="list-style-type: none"> • Applying ethical principles to research scenarios • SCoPEd Competency 3.11 (Column A): "Ability to recognise ethical dilemmas and issues". <p>Academic writing and presentation skills</p> <ul style="list-style-type: none"> • Composing research reports and presenting findings effectively. • SCoPEd Competency 5.1 (Column A): "Ability to communicate clearly and effectively with clients and colleagues". <p>Information literacy</p> <ul style="list-style-type: none"> • Searching, evaluating, and synthesising academic literature • SCoPEd Competency 2.4 (Column B): "Ability to critically evaluate research and apply to own practice". <p>Reflective practice</p> <ul style="list-style-type: none"> • Developing self-awareness in the research process • SCoPEd Competency 3.1 (Column A): "Ability to reflect on own practice". <p>Project management</p>

- Planning and executing a small-scale research project
- Collaborative skills
- Working with peers on research tasks and discussions

Technological competence

- Using statistical software and research databases
- Understanding how to make effective and suitable use of AI research tools.

Cultural competence in research

- Understanding diverse perspectives in research design and interpretation
- SCoPEd Competency 3.8 (Column A): "Ability to work with difference and diversity"

4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
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	33		1/2/3/4		
2.	Workshop	1	Assignment Referencing Study Skills	1/2/3/4		
3.	Self-directed learning	164	Must include a minimum of 5 personal hours personal therapy and assignment preparation. Includes 2x20min. tutorials per student	1/2/3/4		
Total Hours		200				
If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery						

5. Learning Resources

To include contextualised Reading List.

Reading List Essential:

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

McLeod, J. (2016) *Using Research in Counselling and Psychotherapy*, London: Sage.

McLeod, J. (2013) *An Introduction to Research in Counselling and Psychotherapy*, London: Sage.

Recommended:

Cooper, M (2010) *Person-Centred 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.

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

Journals and Websites:

Critical Appraisal Skills Programme (CASP) (2024) *CASP website* [Online]. Available from: <https://casp-uk.net/> [Accessed 2 January 2024]

British Association for Counselling and Psychotherapy (BACP) (2025) *Counselling and Psychotherapy Research Journal* [Online]. Available from: <https://www.bacp.co.uk/bacp-journals/counselling-and-psychotherapy-research-journal/> [Accessed 2 January 2024]

The Person-Centred Association (2018) *Research Links* [Online]. Available from: <https://www.the-pca.org.uk/research.html> [Accessed 2 January 2024].

Trochim, W. (2024) *The research methods knowledge base* [Online]. Available from: <https://conjointly.com/kb/> [Accessed 3 January 2025].