



**Seminar Leader
Research Seminars**

**Clinical Qualification in Psychodynamic
Psychotherapy**

ONLINE

Fixed Term

April 2021 – April 2022

**Candidate Information
Pack**

February 2021

Thank you for your interest in joining our team.

This is an exciting time to join WPF Therapy as we look ahead to finding new ways to best meet the needs of our clients and trainees in a changing global context.

Founded in 1969, WPF Therapy has much to be proud of in its 50-year history, having a reputation built on delivering high quality psychotherapy that has been made accessible to thousands of clients through affordable pricing and inclusive practice. The charity has worked through and adapted to major social change and this year, as a society and as individuals, we have all faced new challenges due to the pandemic. I am incredibly proud and impressed by how our community has responded in prioritising our support to clients and trainees through remote delivery.

We are as committed as ever to making sure that good therapy is accessible to those that need our help and we are confident that our updated modes of delivery and contemporary content on our clinical qualification provide the right foundation for therapists in a changing future.

The success of WPF Therapy is directly related to the skills and engagement of our employees and our work environment. We are a community committed to lifelong learning and development which means you will have the opportunity to develop professionally and personally whilst working with us. Our services are based in the principle of being open and accessible to all so we want to ensure that we use our collective expertise in developing and delivering our services. Our work is done in the service of others to help them grow and we engage in that work with partners and the wider profession to support the development, utilisation and application of the psychodynamic model.

We are looking for skilled and resilient people to join us, experts in their subject matter and excellent communicators, who share our values and commitment to accessible therapy through multi-channel delivery. You will be open to innovation in the teaching and delivery of psychodynamic therapy courses and proactive in contributing ideas and collaborating with colleagues to deliver excellent learning experiences.

It is my privilege to be Chief Executive of this great charity, I hope you feel inspired to apply to join us.

A handwritten signature in blue ink, consisting of three stylized, connected loops.

Sam Downie, Chief Executive

About WPF Therapy

WPF Therapy provides therapy services for more than 400 clients every week and we provide training and professional courses in counselling and psychotherapy for over 1,000 people every year. Our services are delivered face to face both in our building and online.

We provide:

- high-quality, affordable counselling and psychotherapy
- a variety of therapies, individual and group, short and long term, to help people with different needs
- professional training and CPD in psychotherapy
- training in counselling skills for people who work with people

More about [Our therapy options](#).

We provide training at both a foundation level and a qualifying level. Trainees can start with our Foundation Certificate courses and progress to the Clinical Qualification in Psychodynamic Psychotherapy. For those trainees who are looking for a more intense model they can continue their development on our Psychoanalytic Psychotherapy training. We run a wide-ranging programme of specialist CPD courses for qualified counsellors and psychotherapists. These include a Post-Qualifying Certificate in Supervision and a Certificate in Clinical Assessment Skills as well as a full programme of workshops and lectures. WPF Therapy uses multi-channel delivery which means that some sessions are delivered remotely.

More about [our courses](#)

Our Vision:

A safe space that empowers individuals to manage their own lives and flourish

Our Mission:

As a charity, our mission is to advance mental health and wellbeing for the benefit of society and everyone.

We do this in four ways:

- by providing affordable **therapeutic services** to promote mental and emotional well-being
- by providing **training and educational opportunities** for therapists, and those involved in the caring professions, in order to ensure a skilled workforce is available to deliver effective treatments
- by supporting, promoting and engaging in **research** into mental health and its treatment
- by raising **awareness** of mental health issues and treatments

Our Values:

- Community
- Learning

- Openness
- Expertise
- Professionalism
- Compassion

Our Structure

WPF's Executive Teams consists of:

- Sam Downie, Chief Executive
- Yetunde Aroloye, Director of Resources
- Lynsey Hotchkies, Director of Studies
- Fran Bristow, Interim Director, Director of Clinical Practice

Each Director is responsible to the Board of Trustees and the relevant sub committees for the services they head up. The Executive Team, through the Chief Executive, is responsible to the Board of Trustees for major strategy and policy development. The Executive Team also co-ordinates corporate management policies and activities across WPF's range of services.

We are currently a team of about 80 people, many staff work part time and it is possible for some roles to be undertaken remotely either fully or in part. Flexibility is important as it enables us to offer greater accessibility in course timetables.

Our Governance

The Board of Trustees plays a very important role in making sure that as a charity, WPF is run in the interests of the people it is there to support. They strategically oversee the management and administration of the organisation and that its work and goals are in line with its vision.

Trustees are not involved in the day-to-day running of WPF. The Board has delegated authority to the Chief Executive and Executive Team to manage operations. Instead, they play the role of a 'critical friend' to the Chief Executive by giving support and by challenging – in a supportive way – to help them manage effectively.

The Trustee Boards meet between four to eight times a year. Trustees also sit on a number of sub-committees that focus on particular areas of work or projects.

[Current WPF Trustees](#)

Clinical Qualification in Psychodynamic Psychotherapy

WPF offers a professional psychodynamic psychotherapy qualification in once weekly psychotherapy which successful graduates will be able to offer both face to face online and in person. Training leads to registration with BPC and UKCP and the course is also BACP accredited

In line with WPF Therapy's commitment to making psychotherapy accessible and the changing world context which has raised the profile and demand for online therapy we have recently reviewed the content of this programme with a view to providing a training in psychodynamic psychotherapy that will enable graduates to work professionally with flexibility around mode of delivery of therapy.

This is a four-year course which combines theoretical seminars and clinical experience. Theoretical seminars are delivered online during year one and in building as the training progresses. Clinical work is both online and in person. Trainees are expected to provide both. All trainees are provided with a clinical placement within WPF Therapy clinical services. Clinical supervision of this work takes place across 44 weeks a year and is currently online. WPF Therapy uses multi-channel delivery and some sessions will be delivered remotely.

For the year one intake of 2020-2021 supervision, experiential groups and seminars will be online delivery for the full academic year. Other years will be in building as far as possible. This will be reviewed as the situation with Covid-19 develops in line with government advice and we anticipate that some parts of the course will include in person attendance at London Bridge.

[Click here](#) for detailed information about this programme

How we value our people

- We are committed to supporting our staff through a variety of methods including coaching, mentoring, e-learning, shadowing and individual courses. Each staff member has an annual appraisal and agrees a learning and development plan that is reviewed annually.
- We are committed to supporting our staff to achieve a good work-life balance and offer flexible working options wherever we reasonably can.
- 38 days holiday including bank holidays, pro rata for part time staff. Teaching staff are expected to take holiday outside of term time.
- Membership of a contributory pension scheme with Aviva, employee contribution is 5%, WPF contribution is 5%, contributions can be made via salary sacrifice
- WPF has an employee assistance programme provided by Health Assured. It offers free confidential, independent help, information and guidance to all employees and their immediate family 24 hours a day. It also allows for face-to-face counselling sessions, offered near the employee's home or place of work.
- Season ticket loan after successful probationary period
- Company sick pay after three months' employment
- Family Friendly Policies which includes flexible working, maternity, paternity, adoption and shared parental leave.

Our Vacancies

Seminar Leader - Research Seminars

Clinical Qualification in Psychodynamic Psychotherapy

ONLINE

FIXED TERM April 2021 – April 2022

An opportunity to teach on a popular and highly-rated psychodynamic psychotherapy training.

Applicants should have a qualification in psychoanalytic or psychodynamic psychotherapy. All seminar leaders must be registered with either BPC, UKCP or BACP. All appointees must normally have completed a training eligible for BPC registration. They should also have a teaching/training qualification or provide evidence of considerable experience of teaching. For this module seminar leaders must have experience in research.

Seminar Times	<p>Research seminars take place:</p> <p>Academic Year: October 2020-2021</p> <p>Term 3: To deliver ONE 5 week module on <i>Mondays, 9am-10.30am from April-May 2021</i></p> <p>Academic Year: October 2021-2022</p> <p>Term 2: To deliver ONE 5 week module on <i>Fridays, 5.30pm-6.50pm January-February 2022</i></p> <p>AND</p> <p>Term 3: To deliver ONE 5 week module on <i>Mondays, 9am-10.30am from April-May 2022</i></p> <p>(Total of 15 sessions, delivering the same 5 week module 3 times)</p> <p>(NB this is on a fixed term basis as the module is under review)</p>
Contact Hours	1.5 hours per week over 5 weeks (per delivery module)
Salary	<p>Annual Salary: £34,103 p.a. - pro-rated (full time equivalent)</p> <p>Actual Salary: per 5 week module £354</p>

How to apply

To apply for this post, please submit:

- A comprehensive CV (no more than 2 pages).
- A supporting statement that addresses the essential criteria as set out in the Person Specification.
- Details of two referees whom we would be able to contact at shortlist stage.

As part of the online application process, you will be asked to complete an equal opportunities monitoring [form](#). The information on this page will be treated as confidential

and used for statistical purposes only. This information will not be treated as part of your application.

The closing date for applications: **Monday 1st March 2021**

Applications should be sent to **humanresources@wpcf.org.uk**

If you have any queries in relation to the application process, or you experience difficulties uploading your application, please do not hesitate to contact humanresources@wpcf.org.uk

If you would like to discuss this post prior to application, please email lynsey.hotchkies@wpcf.org.uk

DBS

All teaching and clinical roles are subject to an enhanced Disclosure & Barring Service (DBS) check by the Disclosure & Barring Service and offers of employment are subject to satisfactory receipt of these.

Interviews

Panel interviews will be undertaken remotely via video conferencing on Microsoft Teams.

Job Description

Seminar Leader

Job Purpose

- To enable students/trainees to acquire a defined level of competency within the subject matter of their seminar module and to ensure that all students/trainees meet the module/course learning outcomes.
- Please refer to Appendix 1 for specific tasks depending on seminar module.

Reports To:

The Seminar Leader is accountable to the Programme Manager who is accountable to the Director of Studies.

Key Tasks and Responsibilities

- To teach the required number of seminars according to a set curriculum, to WPF standards, and with reference to the Course or Module Learning Outcomes. This includes assessing students/trainees on a continuous basis and facilitating the student self-assessment process.

- To use both experiential and didactic teaching methods in order to help students/trainees integrate theory and practice.
- To mark and offer feedback to students/trainees on written assignments as required. Marking should follow the relevant mark scheme.
- To complete all assessments including Seminar Report Forms if required.
- To attend scheduled line management and team meetings and an annual appraisal with the Programme Manager. Attendance at these meetings is required and will be outside normal course hours.
- To follow programme and organisational policies and procedures, including the accurate maintenance of a student attendance record.
- To teach within the BACP Ethical Framework for the Counselling Professions (2019) and to ensure that students/trainees understand and work within the relevant codes of practice and conduct.
- To ensure students/trainees' understanding of the impact of prejudice and the need to develop anti-discriminatory practice by embedding it in the curriculum for their module.
- To liaise regularly with other members of the Training Directorate, for example with the course Group Conductor/s and the Programme Administrators.
- To respond promptly to all communications and to work jointly with the programme management and administrative support team
- To provide course outlines, session plans, handouts and equipment checklists to organisational deadlines as set by the relevant programme manager.
- To incorporate WPF Therapy specific information into the training.
- To be familiar with the full provision of training at WPF Therapy and to promote further WPF training to students/trainees. This includes providing references requested by WPF Therapy for students/trainees applying to further training.
- To assist in the monitoring and evaluation of the curriculum content and delivery and of the training standards, and their development including via feedback, questionnaire and post module review with management as appropriate
- To participate in professional activities that enable or enhance fulfilling the role of Seminar Leader including attending WPF Therapy training and meetings.
- Be familiar with and abide by the WPF Therapy Values and Code of Ethics and Professional Practice as well as those Codes of Ethics relevant to personal professional memberships.

- To work with online learning platforms and deliver their seminar remotely as required.
- To provide a photograph and brief biography for the website and other promotional materials.
- Depending on the programme, Seminar Leaders may be required to be filmed teaching and to facilitate an online discussion forum related to the content of their seminar.
- In the event that the seminar is the last training activity of the day in the building the Seminar Leader will be required to work closely with Reception staff to implement the Lone Working Policy. This means that it is important that they stay until after the last trainee leaves and to complete the final floor walk and lock the building leaving by 9.15pm Monday to Friday and 4.30pm on Saturdays and Sundays. Reception staff will be familiar with most aspects of facilities related matters and evacuations and will therefore lead on these matters, the Seminar Leader will lead on any trainee related matters. At the extremities of the day it is likely that the Seminar Leader and the Reception staff will be the only employees on site.
- To work in accordance with WPF Therapy policy, including the Equalities and Diversity Policy.
- To consult, as appropriate, with the designated Health & Safety Manager in case of incidents and emergencies.
- To undertake any other responsibilities or tasks as reasonably required by WPF Therapy on request of the Programme Manager.
- Some additional responsibilities are required for individual courses. see Appendix 1 for more details

Person Specification

Experience and Knowledge

- A qualified and experienced psychoanalytic, psychodynamic or group analytic psychotherapist. The appointee must be accredited with BACP or registered with UKCP (CPJA) or BPC. Some modules may have specific qualification requirements and expertise. Please refer to Module descriptions.
- Demonstrable use of counselling skills working as a counsellor/psychotherapist or work as a psychotherapist and experience of training in counselling skills.
- Demonstrable experience of teaching/training adults. This is likely to have been achieved through a teaching/training qualification or substantial experience in teaching

adults. You will need to be able to demonstrate the application of the principles of adult learning in groups. This extends to experience of continuous assessment of students/trainees using a variety of techniques and facilitation of study skills and essay marking.

- To be able to demonstrate expertise and teach to the course curriculum and/or Module Outline.
- Experience in effectively delivering counselling and psychotherapy training through an online medium and awareness of different teaching techniques between online and in building.
- Good IT skills and capacity to work effectively online with technology.
- An up-to-date awareness of the changing legal and regulatory requirements within counselling and psychotherapy.
- You must understand and adhere to the law regarding copyright and plagiarism, and know how to accurately cite sources for intellectual material used in the curriculum.
- An understanding of the law and guidance around safeguarding and responsibilities as outlined in the WPF Therapy Safeguarding Policy.
- Familiarity with a Virtual Learning Environment (Moodle).
- Knowledge of anti-discriminatory practice including legislation and protected characteristics.

Skills and Personal Qualities

- Flexibility and willingness to take the initiative as well as being able to encourage creativity in the students/trainees.
- Empathy, genuineness, warmth and a non-judgemental attitude when teaching and relating to students/trainees.
- The courage to address issues of prejudice, discrimination or any other breach of WPF policies, procedures or the BACP Ethical Framework for the Counselling Professions promptly and appropriately.
- To demonstrate a personal commitment to the psychodynamic model.
- To be able to work effectively within a digital environment.

- To liaise with other staff and managers appropriately and in compliance with WPF Therapy Values and Code of Conduct.
- To engage with and support the wider WPF organisation in the achievement of its goals and mission.
- Self-management skills including organisational skills and time-keeping.

Abilities

- Able to demonstrate an understanding of how your own cultural background can influence your attitudes and communication and may affect your ability to train and relate to others from different cultural and ethnic groups.
- Able to facilitate experiential learning in a variety of ways for adult groups including when working online.
- Able to create a learning environment and attend to the social and emotional needs of the students/trainees in an appropriate manner including when working online.
- Able to develop and use training approaches that address a variety of learning styles and preferences.
- Able to demonstrate a high level of interpersonal and communication skills including the giving and receiving of feedback.
- Able to work effectively as part of a team whilst retaining the ability to work independently.

Equalities

WPF Therapy is committed to equality of opportunity. All staff must support this and, wherever possible, contribute to the development of this aim.

This job description provides a summary of key responsibilities and duties. From time to time it may be reviewed based on the needs of the organisation.

Appendix 1: Clinical Qualification in Psychodynamic Psychotherapy

Seminar Leader – Research Module

The Clinical Qualification in Psychodynamic Psychotherapy leads to registration with British Psychoanalytic Council (BPC) and the College of Psychoanalytic and Jungian Analysis (CPJA) of the United Kingdom Council for Psychotherapy (UKCP) as a psychodynamic psychotherapist. It is recognised by the British Association for Counselling

and Psychotherapy (BACP).

This is a 4 year part-time training in working as a psychodynamic psychotherapist once weekly with adults.

The Seminar Leader for the Research Module is responsible for a 5 session seminar module (taught twice to two different cohorts each academic year) for up to 16 trainees and mark a small research assignment.

Key Tasks and Responsibilities for this role

1. To design and deliver seminars and assignment parameters/options according to the individual module description syllabus and the module learning outcomes.
2. To update the reading list in line with the Module learning outcomes and syllabus according to the WPF Therapy Reading List guidelines and no later than a full term in advance of the seminar start date.
3. To update the Module Description and reading list at the end of the module with the Programme Manager.
4. Regular assessment of trainee progress according to the following criteria:
 - a. Attendance (100% attendance is desired but 80% is a must)
 - b. Participation in discussion
 - c. Research Assignment (a pass of 50% in a written assignment according to the marking guidelines already existing within the training programme for the writing and marking of such assignments)

Teaching Times

Academic Year: October 2020-2021

To deliver ONE 5 week module on Mondays, 9am-10.30am from April-May 2021

Academic Year: October 2021-2022

To deliver ONE 5 week module on Fridays, 5.30pm-6.50pm January-February 2022

AND

To deliver ONE 5 week module on Mondays, 9am-10.30am from April-May 2022

(Total of 15 sessions, delivering the same 5 week module 3 times)

(NB this is on a fixed term basis as the module is under review)

MODULE DESCRIPTION:

SECTION A

Title of programme: Postgraduate Diploma / MA in Psychodynamic Theory and Practice
Title of module and module code number: Research and Research Awareness (P7)

Module tutor: To be appointed

Level of module: P

Credit rating:

Compulsory or optional: Compulsory

Contact hours: 7.5

Pre-requisites/co-requisites: None

Excluded combinations or modules:

Mode of attendance: Daytime – Year 3

Projected all years target: 20-30

SECTION B

Module Rationale

Research, within and of clinical work, is an increasing requirement and so it is essential that students and professional practitioners are aware of the difference between qualitative and quantitative research and the pros and cons of each in relation to clinical evidence and grounded theory. The seminars will also enable students to identify how to formulate a research question, consider research tools such as quantitative, qualitative, case study, narrative analysis and hermeneutics etc., and consider their use in developing clinical work, grounded theory and clinical and theoretical understanding. It will also consider the ethical implications of clinical research.

Learning Outcomes

1. To introduce students to the history of clinical research and to enable you to understand and appreciate the differences between quantitative and qualitative research;
2. To introduce students to the issues around making objective observations from subjective experience;
3. To introduce students to case study research and research tools developed from grounded theory;
4. To introduce students to how a research question may be developed and how clinical material may be used as research material;
5. To enable students to reflect upon ethical issues relevant to research in psychodynamic psychotherapy.

Syllabus

1. The history of clinical research from Freud to the present day;

2. The differences between quantitative and qualitative methods and the importance of epistemology in the research process;
3. Case study research, conceptual research, narrative analysis and hermeneutics and the development of grounded theory;
4. What is a clinical fact? How clinical material can be research material, structuring a research question and choosing a research methodology;
5. Ethical Issues

Teaching and Learning Methods

The Module Leaders will cover the aims of the syllabus. Students will be encouraged to consider research methodologies in relation to their own clinical work. Direct teaching, debate and active engagement with papers on research in relation to clinical work will all form part of the teaching methods.

Assessment

The Module Leader assesses the extent to which students are meeting the stated objectives of the module as demonstrated in role plays and discussions and presentations. 0% attendance is required.

Coursework %	Examination %	Presentation%	Test %	Practical %
		100%		

Coursework	Assessment method	Weighting	Sub-component % (as appropriate)	Sub-component % (as appropriate)	Sub-component % (as appropriate)	Sub-component % (as appropriate)
Component 1	Seminar Participation	100%				
Component 2						

SECTION C – Reading and Resource List

Essential pre-Module prep: Research section of BPC website and familiarise yourself with its layout and list of contents.

Recommended text-books for further study (optional):

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

Hinshelwood, R.D. (2013) *Research on the Couch: single-case studies, subjectivity and psychoanalytic knowledge*, Hove, Routledge

Research and Research Awareness Seminar Outline and Reading List

Seminar 1: If this module were optional, would you be here?

"Reflective practitioners are grounded in research. This is necessary to function autonomously and ethically as professionals. They need to know how to find and access evidence and how to assess its worth."

Cf:

"I am personally not at all interested in research, I think there is something compliant and servile about believing you have to meet the dominant criteria, and I don't think psychoanalysis should have bought into the scientific model with such eagerness. I don't think psychoanalysis is a science or should aspire to be one.' Rustin, S., [2012]. Adam Phillips: A life in writing. *The Guardian* 1 June [full article available online Guardian web archive].

Essential reading: Knox, J. [2013] The Analytic Institute as a Psychic Retreat: Why we need to include research evidence in our clinical training, *British Journal of Psychotherapy*, Vol. 29, No. 4, pp. 424 - 448

Optional: Three papers presented at Annual Research Lecture of British Psychoanalytical Society 1st March, 2000:

Fonagy, P., [2000] Grasping the Nettle: Why Psychoanalytical Research is Such an Irritant: http://psychoanalysis.org.uk/sites/default/files/documents/pages/fonagy_grasping_the_nettle.pdf

[weblink valid 19/10/2017]

Britton, R., [2000] The Nettle:

http://psychoanalysis.org.uk/sites/default/files/documents/pages/britton_the_nettle.pdf

[weblink valid 19/10/2017]

and

Richardson, P., [2000] Discussion of Ron Britton's and Peter Fonagy's Papers: http://psychoanalysis.org.uk/sites/default/files/documents/pages/richardson_discussion_of_fonagy_and_britton.pdf

[weblink valid 19/10/2017]

Seminar 2: What is this thing and does it work?

What is psychodynamic psychotherapy? How do we recognise it? Can it be defined? What are its essential features? What are its aims? What do we think we are doing when we think we are practising psychodynamic psychotherapy? When we do what we do, for what purpose are we doing it?

Essential Reading: Shedler, J. (2010) The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65: 98-109.

[http://jonathanshedler.com/PDFs/Shedler%20\(2010\)%20Efficacy%20of%20Psychodynamic%20Psychotherapy.pdf](http://jonathanshedler.com/PDFs/Shedler%20(2010)%20Efficacy%20of%20Psychodynamic%20Psychotherapy.pdf)

[weblink valid 19/10/2017]

What is the state of the evidence regarding psychodynamic psychotherapy?

Skim-read: Psychoanalytic Psychotherapy: what is the evidence? [<http://www.bpc.org.uk/about-psychotherapy/evidence>]

Where and how to find useful research: practical suggestions for the practitioner [<http://www.bpc.org.uk/about-psychotherapy/evidence>]

Will psychodynamic psychotherapy work for my patient? [<http://www.bpc.org.uk/about-psychotherapy/evidence>]

[require log-in][weblink valid 19/10/2017]

Essential Reading: Fonagy, P, et al., (2015) Tavistock Adult Depression Study, *World Psychiatry*, Vol. 14, pp. 312 – 321, links via [weblinks valid 19/10/2017]

Seminar 3: To write or not to write for publication – what are the ethical considerations?

“Because that’s where the money is.” (attributed to) Willie Sutton, bank robber, asked why he robbed banks.

Basic principles: informed consent; confidentiality; no-one will be harmed.

Read at least one of:

McLeod, J., (2010) Moral and ethical issues in case study research, Chapter 4 in Case Study Research in Counselling and Psychotherapy, London, Sage, pp. 54 – 77 **or**

Thomas-Anttila, K. (2015) Confidentiality and Consent Issues in Psychotherapy Case Reports: The Wolf Man, Gloria and Jeremy, *British Journal of Psychotherapy*, Vol. 31, No. 3, pp. 360 - 375

Optional: Essex University guidelines for ethical approval of research involving human participants:

<http://www.essex.ac.uk/reo/governance/human.aspx>

[weblink valid 19/10/2017]

Seminar 4: Research methods and methodology in psychotherapy; Conducting Research.

(1) **Conceptual research:** Hinshelwood, R., (2008) Repression and Splitting: towards a method of conceptual comparison, *International Journal of Psychoanalysis*, Vol. 89, No. 3, pp. 503 – 21

Theory-building research as extension of way Kuhn (1970) described research: seeks to test, improve and extend a particular theory.

(2) **Systematic single case study research – can clinical material be research material?:** Midgley, N. (2006) The 'inseparable bond between cure and research': clinical case study as a method of psychoanalytic inquiry, *Journal of Child Psychotherapy*, Vol. 32, No. 2, pp. 122 - 147

Willemsen, J., Della Rosa, E., Kegerreis, S., (2017) Clinical Case Studies in Psychodynamic and Psychoanalytic Treatment, *Frontiers in Psychology*, 8, Article 108 (open access – available online):

<https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00108/full> [weblink valid 19/10/2017]

(3) Please come to this seminar with a topic you might be interested in researching. How might you formulate your research question and choose an appropriate methodology.

Seminar 5: Research methods and methodology (cont.); Review of Module.

(1) **History of Psychodynamic Research: see** The Centrality of Research: [<http://www.bpc.org.uk/about-psychotherapy/evidence>] **and separate handout** - Brief Overview of History of Psychodynamic Research (references for information only)

(2) What is Epistemology and why does it matter?

Research methodologies as a continuum [grounded theory - survey research].

Grounded theory: one opening question (subsequent questions informed by what comes out of interview); theoretical sampling (sample as you go); data analysis on-going (between interviews); theory developed to explain data.

Key features of qualitative research: data elicited is unstructured, 'thick', 'rich', 'deep', 'textured', often derived from complex, contextually dependent, inner experiences; small samples; acknowledgement of multiple realities; acknowledgement of impact researcher has on data; words not numbers.

Thematic Analysis as example of research methodology: Braun, V., Clarke, V., [2006] *Using thematic analysis in psychology*. eprints.uwe.ac.uk/11735 [optional] [weblink valid 20/10/2016]

(3) Is research awareness necessary in order to train and practise ethically?

Essential re-reading: Knox, J., [2013] The Analytic Institute as a Psychic Retreat: Why we need to include research evidence in our clinical training, *British Journal of Psychotherapy*, Vol. 29, No. 4, pp. 424 - 448

Assignment

Section One: General

1. Full Name:

2. Title of research project:

3. Research question:

4. Desired research supervisor:

Section 2: Details Of Project

1. Aims of the project:

(Please bullet point some of the aims you hope to achieve through carrying out this research. What is it that you hope to discover through your research?)

2. Background of research project: (300 words maximum)

(Please give a summary of relevant literature which has helped you to devise and give a rationale for your research question. Bibliography needs to be completed at the bottom of the form.)

3. Methodology/Method being considered for project: (approx 500 words)

(Please give a brief summary of how you would make a distinction between the role of qualitative and quantitative research methods. This should then be followed by a short summary of what research methodology you would consider for your research and why. For example, Grounded Theory or Case Study. Bibliography needs to be completed at the bottom of the for.)

Section 3: Participants

(Bullet point what your inclusion and exclusion criteria would be when recruiting participants and give a brief rational for your criteria outline. Next, consider the route you may take to recruit participants for your research. For example, advertising with the BACP or approaching certain organisations.)

1. Inclusion and exclusion criteria

2. Recruitment of participants

Section 4: Ethical Consideration:

(Answer the questions below to demonstrate that you have practiced ethical consideration with regards to carrying out your research project.)

		YES	NO	N / A
a	Will you describe the main procedures to participants in advance so that they are informed about what to expect in your study?			
b	Will you tell participants that their participation is voluntary?			
c	Will you obtain written informed consent for participation?			
d	If the research is observational (including tape and video), will you ask participants for their consent to being observed?			
e	Will you tell participants that they may withdraw from the research at any time without penalty and for any reason?			
f	If using questionnaires or interviews, will you give participants the option of omitting questions they do not want to answer without penalty?			
g	Will confidentiality be agreed (i.e. that participants will not be identifiable in any records, presentations or reports (oral or written) of the research)?			
h	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?			

i	Will you give participants a brief explanation of the purpose of the study at the end of their participation in it, and answer any questions?			
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j	Will any payment or reward be made to participants, beyond reimbursement of out-of-pocket expenses?			
K	Is the information gathered from participants of a sensitive or personal nature?			
l	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?			

NB:

- 1) If you have answered "yes" to j, k, or l, please provide details below and state what you will advise participants to do if they should experience any problems (e.g. whom they can contact for help).

(Additional Information)



Section 5: Bibliography:

October 2020