The School of Health and Related Research
University of Sheffield

MSc/Diploma/Certificate in Psychotherapy Studies
The School of Health and Related Research
University of Sheffield

MSc in Psychotherapy Studies
Programme Information 2011-12

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ACKNOWLEDGEMENTS

Prof Digby Tantam wrote the course materials, with the assistance of Chris Blackmore and Prof Emmy van Deurzen.

The virtual learning environments used to deliver the materials were designed and developed by Prof Digby Tantam with the assistance of Prof Emmy van Deurzen, Chris Blackmore, Simon Norris of “Vertebrate Graphics”, and other web developers.

Prof Digby Tantam led the projects that funded all of these developments during the following grants:

1. 2002- “Strengthening European Psychotherapy Training through Innovative Methods & Unification of Standards: SEPTIMUS”, CSCR, University of Sheffield
   Prof D. Tantam (Principal Investigator), C. Blackmore, Prof E. Deurzen, Aleksandrowicz, J., Baptista, T., Botezat, I., McHale, E., Pritz, A., Vybiral, Z. & Zerbetto, R.
   Leonardo da Vinci Programme, European Union project no. UK/01/B/F/PP/129_387-£400,000

2. 2003- “Disseminating European Education in Psychotherapy: DEEP”, CSCR, University of Sheffield
   Prof D. Tantam (Principal Investigator), C. Blackmore, Prof E. Deurzen, Botezat, I., Pritz, A., Stiwnne, D. & Vybiral, Z.
   Socrates/ Erasmus Programme, European Union project no. 28686- IC-1-2002-1-UK-ERASMUS-PROGUC-2- £180,000

3. 2008- “Continuing Education in Psychotherapy- CEP”, CSCR, ScHARR, University of Sheffield, funded by Leonardo da Vinci Programme, EU project no. UK/08/LLP-LdV/TOI/163_145: post as Principal Applicant and Research Associate
   Prof D. Tantam (Principal Investigator), C. Blackmore, Prof E. Deurzen, Prof M. Auriacombe, Dr M. Leijssen

The following publications have arisen from research into the use of the course materials:


MSc IN PSYCHOTHERAPY STUDIES

Welcome to the MSc in Psychotherapy Studies by distance learning at ScHARR. This study guide introduces you to all the modules for the course. It also contains useful information for your research, your work for the course and about studying by distance learning. This guide is a supplement to the information in the ScHARR student handbook, which you must also consult. Information here covers issues not discussed in the ScHARR student handbook, and information specific to this programme. If there appear to be any duplications, the ScHARR student handbook will take precedence. The ScHARR student handbook is available as a downloadable document via this webpage:

http://www.sheffield.ac.uk/scharr/current

CONTENT AND AIMS OF COURSE

The MSc in Psychotherapy Studies is an online distance learning programme which draws on philosophy, psychology, social and health sciences to provide a comprehensive theoretical basis for psychotherapy, counselling, coaching, and psychological management. The programme is designed to further the Continuing Professional Development of counsellors, psychotherapists and other mental health practitioners.

The MSc in Psychotherapy Studies is an academic course and does not qualify graduates to practice as psychotherapists or counsellors. The course may, however, act as a valuable preliminary step for those wishing to enter clinical training, or as a useful opportunity for those already practising as clinicians to broaden and refine their understanding of psychotherapeutic concepts and theory, and those wishing to conduct applied psychotherapeutic research.

In the wider context, the programme aims:

- to provide experienced counsellors, psychotherapists, and other health and social care professionals with the opportunity for professional development
- to introduce psychology graduates and others with suitable qualifications and experience to an internationalised curriculum on the theory of psychotherapy and counselling
- to increase candidates’ employability by focusing learning on relevant professional behaviours
- to widen accessibility to counselling and psychotherapy theory by offering a distance learning course in what is usually an attendance subject
- to develop skills in research for those with an interest in psychotherapy and counselling
- to develop skills in use of eLearning methodologies
- to provide opportunities for transnational mobility of students through collaboration with partner institutes across Europe by encouraging applications to appropriate funding bodies, e.g. Marie Curie fund
COURSE STRUCTURE

The programme of study shall be pursued for two years. The total number of credits required for the award of MSc is 180 credits; you need to obtain a total of at least 120 credits from the available modules to be able to go on to the 60 credit dissertation. If you do not already have appropriate research training or experience as judged by the course team, you will need to complete the following module:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>GMH6010</td>
<td>Research Methods</td>
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You may then choose from the following to take you up to 120 credits:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAR603</td>
<td>Well-being and Mental Health</td>
<td>30</td>
</tr>
<tr>
<td>HAR604</td>
<td>Cultural Competence in Psychotherapy and Counselling</td>
<td>15</td>
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<tr>
<td>HAR605</td>
<td>Development through the Life Cycle</td>
<td>30</td>
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<tr>
<td>HAR606</td>
<td>Ethics in Psychotherapy and Counselling</td>
<td>15</td>
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<tr>
<td>HAR607</td>
<td>Existential and Human Issues</td>
<td>30</td>
</tr>
<tr>
<td>HAR608</td>
<td>An overview of Different Methods of Psychotherapy and Personal Change</td>
<td>30</td>
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<tr>
<td>HAR609</td>
<td>Conflict and Reconciliation</td>
<td>30</td>
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</table>

Finally, you can complete the dissertation which will take you up to 120 credits:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAR6650</td>
<td>Dissertation</td>
<td>60</td>
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Students are normally expected to take 90 credits of taught modules in the first year and 30 credits of taught modules in the second year; they will also complete the 60 credit dissertation in their second year.

The modules may be taken in any order in consultation with the respective course timetables.

The course materials for the course are delivered online via a specially designed learning environment. As a distance learning student enrolled in a part-time course, you are expected to devote 10-15 hours per week to the course. This time includes:
1) Reading the online course material
2) Regularly participating in discussion forums and chatroom tutorials
3) Researching other readings relevant to the course, and planning and writing your assignments

Your online attendance is monitored and tracked by the Course Director and Module Leaders, who are able to see when you have logged on, what you have downloaded and what you have read.

**ROLES OF COURSE STAFF FOR 2011-12**

**Course Director (Mr Chris Blackmore):**

The role of the Course Director is largely administrative, except where they are also a module tutor or module leader, in which case see below. You should contact them if you have detailed queries about online attendance, registration, extensions for assessments or leave of absence requirements.

**Unit Tutors (Mr Chris Blackmore, Susan Iacovou, Dr Michael Szollosy):**

Unit tutors and/or guest tutors will make online contributions to seminar discussions and may comment on individual students essay ideas in the online discussion if appropriate, but are not able to comment in detail on individual assignment plans either by email or telephone.

Students must take all initial queries about online course materials, readings, web-links and learning objects to their Unit tutor in the first instance. Tutors have the lead teaching responsibility for their module and are also available for comment on assignment plans by email or telephone.

**Dissertation Supervisors:**

In your second year, this is carried out by one named member of staff who may or may not teach on other modules of the MSc in Psychotherapy Studies. You will receive your supervision by forum, chatroom, email or telephone for the full duration of your research (during term time). For further details, see “DISSERTATION” section below.

**Course Director 2011-12: Mr Chris Blackmore**

C.M.Blackmore@shef.ac.uk + 44 (0)114 222 0848

**Course Administrator: Ms Lynne Thompson**

Lynne.Thompson@sheffield.ac.uk +44(0)114 222 2973
UNIT OVERVIEWS

UNIT 1 - WELL-BEING AND MENTAL HEALTH

Content

There are ten weeks, covering different viewpoints on well-being and relationship to health. We think of them as different places on "Well-being Island". They are:

- Week 1- Introduction and orientation: Well-Being Island Information Office
- Week 2- The philosopher's view-point: Philosopher's Cave
- Week 3- The health economist's view-point. Utilities, social capital, and QuALYs (Quality Adjusted Life Years): Health Economist's Market Place
- Week 4- The psychologist's view-point: Psychologist's Town
- Week 5- The doctor's view-point. Understanding depression and disease: Doctor's Amphitheatre
- Week 6- The spiritual view-point. Spiritual welfare and well-being: Spiritual Mountain
- Week 7- The psychotherapist's view-point. Emotional well-being, and healthy relationships: Psychotherapist's Grove
- Week 8- Values and the narrated self. Changing expectations of health and well-being: Values Spring
- Week 9- Psychotherapy as a means of increasing health and well-being. Emotional and relationship factors determining health: Relationships Lake
- Week 10- A well lived life: Well-Being Harbour

Aims

This course will provide an introduction to issues of well being and health that are the foundation of an understanding of the role of psychotherapy within an overall strategy of improvement of quality of living. A variety of perspectives and a range of current research data will be considered and students will be familiarised with different levels of intervention in mental health issues. Students will be expected to develop an integrated perspective on well being and a sense of how to evaluate individual problems and the best method of intervention in relation to them.

Resources

You will not be required to buy any books, but you may want to look at the main text for the unit which is:


You may also want to look at the following:

UNIT 2 - EXISTENTIAL AND HUMAN ISSUES

Content

There are ten weeks, covering different viewpoints on existential and human issues. We think of them as different places on "Existence Island". They are:

- Week 1- Human nature and the paradox of the human condition: Paradox plantation
- Week 2- Anxiety and emotions: Anxiety bay
- Week 3- Sexuality: Sexuality volcano
- Week 4- Life and death, meaning and purpose: Meaning mill
- Week 5- Crisis and transition: Development dunes
- Week 6- Self in society: Isolation Treehouse
- Week 7- Dialogue and Communication: Dialogue Farm
- Week 8- Closeness: children, parents, partners: Closeness Oasis
- Week 9- Grief and loss: Grief Precipice
- Week 10- Change and maturity: Maturity Treasure Chest

Aims

This unit will provide students with an overview of an existential approach to the human issues that clients and therapists are often facing together. The contributions of some of the relevant Western philosophers, such as Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre and Merleau-Ponty will be put into context with the practical problems raised by the human condition. A model for understanding and engaging with such issues and therapeutically intervening in them will be discussed. By the end of the unit, students will be able to demonstrate an integrated perspective on existential and human issues and a sense of how to evaluate individual problems and the best method of intervention in relation to them.

Resources

You will not be required to buy any books, but you may want to look at the main text for the unit which is:


You may also want to look at the following:

Arendt, H. (1951) The origins of Totalitarianism
UNIT 3- CONFLICT AND RECONCILIATION

Content
There are ten weeks, covering different viewpoints on Conflict and Conflict Management. We think of them as different places on "Reconciliation Island". They are:

- Week 1- Introduction to conflict and conflict management: Conflict Arena
- Week 2- Why conflicts fail to resolve: Duelling Hall
- Week 3- Professional approaches to conflict management: Last Chance Court
- Week 4- Boundaries and conflict: Dividing Wall
- Week 5- Social dimensions of conflict: Refuge Castle
- Week 6- Psychological consequences: Trauma Hospital
- Week 7- Individuals in conflict with themselves: Turmoil Studio
- Week 8- Families in conflict: Torn Home
- Week 9- Organizations in conflict: Battle Valley
- Week 10- How conflicts resolve: Resolution Parliament

Aims
This unit will provide students with an overview of conflict and its management. A model for understanding and engaging with such issues and therapeutically intervening in them will be discussed.

By the end of the unit, students will be able to demonstrate an integrated perspective on conflict, a sense of how to evaluate individual problems and the best method of intervention in relation to them.

Resources
You will not be required to buy any books, but you may want to look at the main text for the unit which is:


You may also want to look at the following:

UNIT 4 - OVERVIEW OF DIFFERENT METHODS OF PSYCHOTHERAPY AND PERSONAL CHANGE

Content

There are ten weeks, covering different methods of psychotherapy and personal change. We think of them as different places on "Therapy Island". They are:

- Week 1- Introduction to therapy: Intro Bridge
- Week 2- Short-term therapies and predicaments: Panic Woods
- Week 3- Addictions, cravings and recovery: Addiction Railway
- Week 4- Personality: Character Fair
- Week 5- Personality Development: Personality Circus
- Week 6- Psychodynamic Theories: Psychoanalysts' Camp
- Week 7- Schema-based Therapies: Schema Casino
- Week 8- Group and Systems Therapies: Group Stadium
- Week 9- Existential and Narrative Therapies: Narrative Theme Park
- Week 10- Conclusions: Therapy Zoo

Aims

This unit will provide students with an overview of how concerns, values, emotional flavours, and narrative can be used to compare different practices of psychotherapy.

Resources

You will not be required to buy any books, but you may want to look at the main text for the unit which is:

UNIT 5- ETHICS IN PSYCHOTHERAPY AND COUNSELLING

Content
There are five weeks, covering different aspects of ethics. We think of them as different places on "Ethics Island". They are:

- Week 1- Introduction to Morality and Ethics: Virtue Vista
- Week 2- Consent: Consent Cliff
- Week 3- Confidentiality: Confidentiality Cavern
- Week 4- Non-exploitation: Protection Fort
- Week 5- Ethical Codes: Ethical Dock

Aims
This unit will provide students with an overview of the ethical issues arising from therapeutic contact with others.

Resources
You will not be required to buy any books, but you may want to look at the main text for the unit which is:


You may also want to look at the following:

UNIT 6- CULTURAL COMPETENCE IN PSYCHOTHERAPY AND COUNSELLING

Content

There are five weeks, covering different aspects of ethics. We think of them as different places on "Culture Island". They are:

- Week 1- Discrimination: Ethics, culture and Discriminatory Practice
- Week 2- Culture: Culture Rainbow
- Week 3- Culture and Universality: Heritage Monument
- Week 4- Guidelines for culturally relevant psychotherapy: Competence Library
- Week 5- Culture: Practise Well

Aims

This unit will provide students with an overview of the ethical issues arising from therapeutic contact with others.

Resources

You will not be required to buy any books, but you may want to look at the following:

UNIT 7- DEVELOPMENT THROUGH THE LIFE CYCLE

Content

There are ten weeks, covering different aspects of ethics. We think of them as different places on "Development Island". They are:

- Week 1- Introduction to Development through the life cycle: Development Nursery
- Week 2- Distress and development: Disability Fog
- Week 3- Bodily development: Physical Gym
- Week 4- Developmental Stage Theories: Mental Peak
- Week 5- Social Development: Relationship School
- Week 6- Emotional Development: Theme River
- Week 7- Developmental Themes: Stages Coach
- Week 8- Life Stages: Recovery Tracks
- Week 9- Reparative Development: Transcendence Hearth
- Week 10- Transcendence: Lifespan Altar

Aims

This unit will provide students with an overview development as a process that continues throughout life, and has physical, social and psychological themes which are intertwined and which affect one another.

Resources

You will not be required to buy any books, but you may want to look at the main text for the unit which is:

RESEARCH METHODS UNITS

Content

There are twelve weeks, covering different topics in research methods. They are:

- Week 1- The Research Question, Concepts and Indicator
- Week 2- Research Design
- Week 3- Validity and Reliability
- Week 4- Sampling
- Week 5- The Survey (Quantitative Data Collection)
- Week 6- Quantitative Data Analysis
- Week 7- Qualitative Methods of Data Collection
- Week 8- Qualitative Data Analysis
- Week 9- Critical Appraisal
- Week 10- Ethics of Research
- Week 11- Getting Published
- Week 12- The Philosophy of Science

Aims

This module provides an introduction to qualitative and textual research methodologies. Both practical and philosophical issues are considered to enable to students to decide which methods might be appropriate for their own research.

The module is a self directed study module, assessed by short individual student presentations of dissertation proposals, which take place at the second year residential days or online in MOLE at the beginning of the second year. These are informal and graded on a pass/fail basis. The objective of this exercise is to help students to formulate their research proposal and, through presenting to the whole group, make them aware of the range of potential research topics and the degree of expertise within the group. It is also hoped that this exercise will encourage support amongst those in the group, so that after the presentations the students will share their expertise and offer advice and support to each other during the research and writing of the dissertation. You will be able to discuss methodological issues with your dissertation supervisors in year 2 as they arise.

Resources

You will not be required to buy any books, but you may want to look at the general readings for the unit which are:

**DISSERTATION**

**Aims/Description**

A dissertation of 15,000 to 20,000 words on a topic of the student's own choice arising from the course.

**Supervision**

During your last taught module, or at the end of your first year, you will submit to the Course Director an outline of your dissertation- what you want to look at and how you intend to research it (a proforma will be provided to help you structure this submission). Your topic needs to have clear links to one or more of the units from the MSc in Psychotherapy Studies. The Course Director will then pass this on to the person in ScHARR with responsibility for co-ordinating the allocation of supervisors (if not the Course Director), and this person will contact you with the name of a supervisor. The supervisor will oversee the dissertation and will be experienced in the type of methodology being used in the research; he or she will also, ideally, have subject-specific knowledge in the proposed topic of the research.

The supervisor will contact you to commence the supervision process. Your first task will be to prepare a proposal suitable for submission to the research ethics committee- this will normally involve a systematic literature review that will be incorporated in your dissertation. Protocols for the research ethics committee must be signed off by the supervisor before being submitted. Once research ethics approval has been granted, or waived where appropriate, students will prepare a project plan, then collect data or complete their literature research, and finally write it up.

Since many students would be unable to attend the University in person, supervision will normally take place online. You will be expected to attend their supervisor's regular chatroom, and to contribute to a discussion forum on a regular basis. Students may request a one-to-one virtual meeting with the supervisor by phone, email, or private message but it is expected that this will be exceptional and that regular contact will take place in a group via the chatroom and discussion forum. Attendance will be monitored.

**Format of dissertations**

Dissertations produced for the award of MSc in Psychotherapy Studies need to comply with the following instructions. They should be printed on high-quality A4 paper and on one side of the page only. All pages should be numbered consecutively with the exception of the front cover. A font size of no more than 12 point (and no less than 10 point) should be used and double or one and half line spacing should be used. Single spacing should not be used, apart from where students are quoting from sources or reference material or using footnotes. In these circumstances, single spacing is acceptable. Where students are
quoting from sources or reference material they need to remember to indent the text. Margins at the binding edge should be not less than 40mm and all other margins not less than 20mm.

*** Students need to submit 3 copies of their dissertation. One copy will be returned to the student on completion of marking. The dissertation must be bound. ***

Dissertations should not be less than 15,000 words and should not exceed 20,000. Students may lose marks if they submit dissertations substantially longer (i.e. approximately 10% over) than the 20,000 word limit or substantially shorter (i.e. 10% less) than the 15,000 word limit. The dissertation should have a front cover on which the following are recorded:

- The name University of Sheffield
- The student's name
- The full title of the dissertation
- The degree for which the dissertation was submitted (i.e. MSc in Psychotherapy Studies)
- The date of submission (month and year of submission)

The dissertation should have a title page on which the following information is recorded:

- The full title of the dissertation
- The student’s name
- The degree for which the dissertation is submitted
- the name 'School of Health and Related Research'
- the supervisors name
- month and year of submission
- word count

Following on from the title page, on the next page, the dissertation should contain an abstract. This should be no more than 300 words in length and should summarise the background literature relating to the dissertation, comment on methods used (where appropriate), the results or findings from the dissertation and summarise the main issues arising from the discussion of the results.

Sources used in the essay should be referenced appropriately, using a consistent style throughout the text. If you do not include references, or do not use a recognized referencing system, this is very likely to have a negative impact upon the assessment of your work. The reference list should appear at the end of your essay, and therefore it MUST be included in your Turnitin submission, and cannot be separately submitted. See “REFERENCING AND BIBLIOGRAPHIES” for further details of how to reference your work.

Submission of dissertations
All students submitting dissertations must pass their dissertations through Turnitin, via MOLE2, the University’s VLE. Students should log in to MUSE, go to MOLE2, click on the link entitled “HAR6650 Dissertation (GRADUATE YEAR 2011~12)”

You will find a Turnitin classroom there, with a DRAFT slot which you can use as many times as you like. This will allow you to submit several drafts of each section or chapter (introduction, methods, results, etc.) of your dissertation. Since they are revision slots, they will allow you to move text between different sections of your dissertation without this showing up as "self-plagiarism." We suggest that you use the originality reports, for any work you put through these slots, when you see your supervisor for feedback on your drafts, to discuss issues like originality, the use of quotations, the need to provide appropriate citations and the academic style of your writing.

Each month there will be new FINAL slot which will become available at the start of the month. The next deadline will be the first day of the following month, e.g. if you wish to hand in your work in June, you should use the DRAFT slots available in May until you are happy with your final version; a slot will appear towards the end of May which will close on 1st of June. Your feedback will be available via Turnitin on the 30th June (unless you are informed otherwise- there may be periods where markers are not available).

Turnitin should cope fine with up to a 20,000 word write up, but you may need to strip out any graphs, diagrams, etc. if these cause problems. When you hand in your dissertation for marking, you MUST include TWO COPIES of the first page of the Turnitin originality report, which will show the text matching score. PLEASE ONLY PRINT OFF THE FIRST PAGE OF THE ORIGINALITY REPORT FOR YOUR DISSERTATION NOT THE WHOLE ORIGINALITY REPORT.

The School reserves the right to decline to mark any dissertation which does not have evidence of having been checked through Turnitin.
STUDYING AND LEARNING STRATEGIES

The programme is developed using Moodle, a content management system, and all students should look at the Moodle tutorial- http://docs.moodle.org/en/Student_tutorials. This contains very useful information and links which is relevant to your studies.

There is also some information below which is specific to the MSc in Psychotherapy Studies, and you are strongly advised to carefully read through all of this section before accessing the course and commencing your studies.

Registration

The Dilemma training webpages and discussion forum/chatroom are based on a user system. When a user is logged in, his/her username will be shown with each post he/she makes. Each user may also have some custom settings which allow them to control the look and feel of the board as they use it.

In order to access pages or log into the board as a user, you must be registered. You should go to www.dilemmatraining.com and you will see the following screen:
Click on where it says “No account yet? Register” or “Create an account”. You will see a screen similar to the following:

![Registration screen](image)

Enter all of the required fields, and click on “Register”. The Administrator will activate your account, at which point you will be able to log in.

You will need to register separately with the University of Sheffield. If you have any problems, please contact the Course Administrator in the first instance:

scharrtu@sheffield.ac.uk

Once you are fully registered with the University, you will receive a University email address, e.g. abc07@sheffield.ac.uk and you should edit your profile, adding your University email address in place of your personal one. It is the policy of the School that students must use their University email addresses in all correspondence related to the course.
Logging In
The entry point to the teaching material is at [http://www.dilemmatraining.com/](http://www.dilemmatraining.com/)
You will see the following screen:

![Image of login screen]

Enter your username and password in the boxes, tick the “Remember me” box and enter the Captcha code (if required). Once you have entered your details, there will be a short pause before you see the following screen:
Dilemma Training Courses

Dilemma training courses were created by psychotherapists and counsellors for psychotherapists and counsellors. They are particularly suitable for continuing professional development.

No prior experience of computer learning is required, and no programming or detailed computer knowledge either—only a computer, an internet connection, and a browser. Our courses have been taken by over 300 students, some relating to education after a break of 30 years and little need to use computers in the meantime.

To help students orientate we try to make our pages as intuitively navigable as possible, and we use pictures as well as text.

We provide short course courses, amounting to the equivalent of one or two days study;

and some two Lighthouse courses, amounting to the equivalent of 10 weeks of full-time study;

and some two Lighthouse courses that are open to anyone who registers on our site.

All of our courses can be studied without any tutorial support, but we also provide intensive tutoring over the net for experienced trainee psychologists, and you can also opt into our assessment system.

Our courses are taught at Bachelor or Doctoral level, and some are accepted by several European universities in partial fulfillment of a Masters degree.
Click on the “eLearning Courses” icon on the left, and you will be taken to the following screen where you can see the courses you are registered for:

![Image of eLearning Courses screen]

The course materials are available by clicking on the “Islands” link:
What to do if I can’t log in

Firstly, make sure that you have correctly registered an account with Dilemma Training using the instructions above. If you think that you have registered, but are not able to log in, please contact the course administrator Lynne Thompson: lynne.thompson@sheffield.ac.uk

What to do if have forgotten my log-in details

If you have forgotten your log-in details, click on the link “Forgot login” or “Forgot my username” or “Forgot my password”. You will see a screen like this one:

![Lost your Username or your Password](image)

Check the appropriate box and follow the on-screen instructions. A new username or password will be sent to the email address associated with your account.

How to access the course material

To access the course material, go to the main “Islands” page which looks like this:
Depending on which units you are registered for, you will see a different list of Island titles. When you clicking on any of the Island titles, such as “IS002 Existential and Human Issues”, you will be asked to enter a “Course Key”, which you should have received from the course administrator. If not, please contact him/her directly.

Once you have access one of the islands, you will see a graphic such as the following:
At the top of the list, under “Weekly outline”, is a “News forum” where you can read general announcements for all students registered for this module. This will contain a list of tutorial groups and tutors so that you can find out which group you are in and who you will be studying with.

Underneath that “News forum” are shown a Leuven “discussion forum” and “chatroom” which University of Leuven students will use for communicating with their fellow students and tutor. The same is shown for University of Sheffield students too. The page you see may contain more groups, and you should become familiar with finding the appropriate group for you- there should be a discussion forum which corresponds to your own tutorial group. There should also be a chatroom which corresponds to your tutorial group, e.g. “Leuven- Existence Island chatroom” and this is where Leuven students should go at the appointed time to discuss course related issues with their tutor and fellow students.
Course materials

The best way of accessing the course materials is by using the links in any of the Moodle Island home pages, such as “Paradox Plantation-Link” below:

You will see the following screen:
The pages contain the main course material in the centre, with hyperlinks on the right hand sidebar. You do not have to click on every hyperlink- they are there for you to follow up on any topics you are particularly interested in.
The toolbar

The top of any screen looks as follows:

The 1st icon:

![Toolbar Image]

 tells you the name of the week, and which unit it is situated in. If you click on this icon on another page, it will return you to the first page of that week.
The “Course Atlas” icon:

takes you to a map of all 7 islands:

The next icon (in the case of “Existence Island”, this is a Windmill):
takes you to a map of that island-

The next icon, a group of houses:
takes you to the community pages-

The SEPTMUS community pages

Learning from SEPTMUS is not just a matter of remembering facts, developing skills, or even learning to link theory and practice. All of these are, of course, very important, but so is collaborative learning — learning from others, learning with others. The discussion forums are an important vehicle for this, but we have designed these web pages to help with this, too.

Contents:
- Index page
- Community news
- Photo gallery
- Course calendar
- Documents page
- Guidelines on distance and collaborative learning - Word version

In the Community page you will find the latest news about SEPTMUS events and details of some of the information which you are required to submit for the course.

The Photo Gallery contains pictures and short biographies of your fellow learners and tutors.

The Project Calendar is a way for you to keep up to date with deadlines and what is happening when. It includes term dates and chatroom times.

The Documents page contains the latest documents for providing your evaluation and feedback on the course.

The Guidelines on distance and collaborative learning are available for all those using the learning environment and contain information on how to get the best from your time on the SEPTMUS programme.

The next icon, a message in a bottle:
takes you back to the main discussion page for that Island:

The next icon, a group of students:
takes you to the Assessment pages:

The final icon, a life-belt:
takes you to the Help pages:
How to use the discussion forum

The best way of accessing the discussion forum is always via the main Moodle page for that unit. If you want to access it from the course materials, you can use the “message in a bottle” icon at the top of any screen-

This will return you to the main page for each unit, e.g. “Existence Island”:

You will just need to select the appropriate discussion forum at the top, underneath where it says “Weekly outline”.

The discussion forum is an asynchronous learning tool, i.e. you can access it and use it at any time of the day or night. The idea is that after an initial message or reply has been
posted (put online), others can read this and respond below on the same topic. The replies gradually form what is known as a “message thread” which contains all of the discussion about that topic, and can be viewed and reviewed many times over.

**How do I post a message in the discussion forum?**

When you visit the discussion forum, you may well find that your tutor has already visited, and posted a welcome message for you. You will be able to respond to that one by opening it, and clicking on “reply”. If there are no messages there, and you want to post the first one, or if you want to add a new message at any point, simply click on the button “add a new discussion topic”:

You are shown a text editor enabling you to input text, smilies etc. Smilies are small images that appear in posts. Usually they are small images of faces, and are often used to show emotion. Often they are known as “emoticons”.
To use smilies in your posts, you need to click on the happy face 😊 which will open up a box of smilies for you to select from:

Give your message a title, and then type in what you want to say.

**Format**
Leave this as “html”
Subscription
This gives you the option to be sent an email alert when someone posts a message to this topic, or to turn off this subscription.

You might find that this is useful if you are following a particular topic, but if you receive too many email notifications, you can simply turn off this option.
Attachment
You can also add an attachment by clicking on “browse”, finding the file, and “post to forum”:

Your posting will look something like this:
Other users can reply to this by clicking on “Reply” and typing in their response. Or they can choose to start their own topic in the forum.

**Quoting Messages**
Moodle does not have a quote facility so if you want to quote what someone else has said, you should copy and paste the text into a message

**Editing Posts**
Editing posts allows you to go back and fix errors, remove incorrect information, or add new information to your posts. You have 30 minutes in which you can edit or delete your own posting before it is published.

To edit a post, look underneath the message, to the right, and click **Edit**. You will be taken to the posting form to edit your post, and then click **Save changes** to post it again.
To delete a post, click **Delete**. You will be asked “Are you sure you want to delete this post?” If you click “Yes,” the post will be deleted, and you will not be able to retrieve it. You may not delete a post if it has been replied to (i.e. it is not the last post in the topic). If you try this, you will see the following message:
How do I know when to post a message?

You will be told in the course material each week when to go and post a message to the discussion forum. For example, in “Conflict Island”, the following page appears:

Result in someone's own death or grievous bodily harm or the death or grievous bodily harm of those under one's protection.

Prevention of the pre-emptive strike

George Bush is just one of a succession of leaders who have justified an invasion by saying that it is a pre-emptive strike to prevent military action against their own nationals. Hitler used a similar argument to justify his invasion of Sudetenland, and it is said that the Hutu massacre in Rwanda was triggered by Hutus fear that the Tutsi would rise up and kill them.

Prevention was the justification for the arms race in the Cold War of the 1950s and came under intensive study then. Particular interest was shown in what came later to be known as ‘escalation’; the processes that led to progressive increases in threats and attacks. Games theory was used to create models of escalation, and we will return to these in a later week.

Long-term benefits

Conflict may be justified by the claim that the long-term benefits outweigh the short-term costs. For example, many countries currently assume that the summary execution, without trial, of known or suspected terrorists is legitimate because, in the long run, it will prevent harm to many more people.

Skepticism of, rating of civilians, and ‘ethnic cleansing’ have all been justified in this way. However, the imposition of curfews, house arrest, stop and search actions, and the detention of suspected terrorists are all coercive measures that have been imposed by the UK government in Northern Ireland to reduce the conflict there. They were justified on the principle that short-term loss of freedom was necessary to bring order out of chaos. This might have worked if the community had decided what order it wanted, and had been pooling itself.

Justice

Theories of jurisprudence include provisions for recourse to aggressive conflict, for ‘just wars’. Rawls has famously outlined some of the principles of justice:

- Distributive: the principle that a conflict is justified if every party receives a fair division of the benefit and the harm of the conflict. Fair may mean equal, or equitable (in proportion to their involvement in the conflict), or according to need.
- Procedural: a conflict can be justified if every publicly defined step has been gone through before aggression takes place.
- Reparative or retributive: conflict is justified if it leads to punishment or sanctions that are the just deserts of the losing party or if it results in assets unfairly garnered by the loser being redistributed.

It is not clear that any of these justifications have been provided for the current Gulf War. There has been considerable discussion of procedure and of the UN mandate 1441 and the claim that drip procedure has been followed. There is the implicit claim that Saddam Hussein should be punished for the trouble that he has caused (but not the Iraqi people who have borne the brunt of the troubles).

Finally, the conflict would be distributive, just if, as the Americans have carefully claimed, the oil revenues from Iraqi oil fields are taken over by the Americans and their proxies ‘given back to the Iraqi people’.

Where you see the “message in a bottle” icon in the orange box, you are required to post a message into the discussion forum addressing the issue stated. Where there are questions without this icon, you should consider the question for yourself. You may, if you wish, post a message about these other questions, but your priority should be to ensure that you have responded to the questions with the “message in a bottle” attached. Your tutor will monitor how many questions you respond to, and you may be required to submit these answers in progress on the course.

Generally the first person to respond should start a thread with a general title such as “Conflict with a patient or client”. Then others should post their response as replies to this message rather than starting new threads of their own. So rather than starting a “new
topic", simply open up the thread and click “reply” at the bottom. Then begin typing and submit your message in the same way. This will result in all the discussion around one question being kept in the same place, thus making the discussion forum much easier to use.

Each week you are required to make a new post of your own as well as replying to each of your fellow students’ postings on the forum. Very quickly a lively discussion will be generated and you can respond to each other and to the tutor as often as you wish during that week. We realise that even in a small group, the number of posts can soon multiply, and the workload can become overwhelming. Your tutors understand this and will not expect you to post dozens of messages per week. But you will be expected to respond to other postings in an adequate and appropriate manner. If this is not happening, your tutor may require you to do this for you to progress on the course. Should such situations arise around posting, you will be notified in private in writing (electronically) of what you are required to do. The course requirement is that you should participate fully in the discussion forum each week. We appreciate that illness and unforeseen circumstances may make this difficult occasionally, and if you have any problems with fulfilling your requirements, you should contact a tutor to make other arrangements. Since the forum is asynchronous and the course material is available at all times, it is usually possible for students to catch up.

**How long should my message be?**

In general, we do not set a word limit on your forum postings, and we do not expect pages of material. A paragraph on each posting is sufficient. Your responses to other people’s postings may in fact be shorter than your initial posting.

**What sort of posting should I submit?**

Many of the questions ask you to think about a theoretical issue in light of your own experience, or to describe something which has happened to you. It is important to make this connection between psychotherapy theory and lived experience. Therefore, your tutor is looking for evidence that you are making these connections, and analysing the concepts at the level of Masters study. It is important to include both your own perspectives and feelings about an issue, and some reflection on what the theory says. Where appropriate, you should include references to things you have read in the course, in the hyperlinks or in your own research. You should try where possible to strike a balance between the anecdotal, the theoretical and the analytical. There are many references given in the course material, both in the body text and in the hyperlinks down the right hand side. There are also some core texts which can be found in the help tutorial or by pressing the ‘control’ key and clicking here-

Unit 1- Well-being and mental health
Unit 2- Existential and Human Issues
Is it OK to discuss personal material or to use case studies?

Yes. We do want you to bring in your own personal material, and that of other people, and discussion of these is a vital component of the course. Obviously, this needs to be done in a sensitive manner. You should only discuss what you feel comfortable discussing—remember that your messages will be viewed by others over the course of the week. And you should ensure that any personal matters you disclose are relevant to that week’s study. You should also be sensitive to others when responding to postings they may have made about personal issues. You also need to be aware of issues of confidentiality when discussing real-life situations. As a matter of course, you should not use clients’ real names or other identifiers. Please consult Appendix I- “POLICIES FOR THE USE OF CASE HISTORIES” for further guidance on this issue. If you are still in doubt about any of these matters, you should consult a tutor for advice before posting.

How to use the chatroom

The chatroom is a synchronous (real time) learning tool, and you will be told when to come to the chatroom for your online tutorials. The chatroom is used for discussing what has been posted on the discussion forum during the previous week, and what issues have come out of reading the course text. If you cannot attend for any reason, you should contact your tutor. You are expected to attend all chatroom sessions and will not be able to pass the course requirements if you have attended less than 8 out 10 chatroom sessions. Of course you need to contribute fully by becoming actively involved in the discussions. In addition, if you are posting messages during the week but cannot attend the chatroom at the end of the week for some reason, you must inform your tutor of this. If you do not comply with these requirements, you can be considered to have failed the unit, so it is important that you make every effort to attend, and that if you cannot, you inform your tutor beforehand- not attending and informing your tutor afterwards may not be considered acceptable, dependent upon the circumstances.

The same guidance about confidentiality, self-disclosure and sensitivity is applicable to the chatrooms. If you are in doubt, you should ask your tutor for direction. If any student uses the chatroom inappropriately, they can be considered to have failed the unit and in extreme situations, they may be barred from attending further chatroom sessions.

Occasionally material is discussed in the chatroom which is of a very sensitive or confidential nature. For example, students sometimes disclose personal details about themselves or those known to them which they later regret, or wish to retract from the
archive. Occasionally, discussion of a topic may become an argument, and students may feel uncomfortable that the conflict can be viewed via the chat archive.

If you are not sure about contributing a piece of information, or continuing with an argument, you should not do so, and if necessary, you can discuss this afterwards with your tutor. If you feel that you have been subject to oppressive behaviour by another student or tutor, this will be taken seriously by the tutor/course director. The chat archive may then be an important source of evidence if any further action is felt necessary.

On such rare occasions where students or tutors may feel it appropriate to delete sections of the chat archive, students should make a request to the tutor, who must consult with the course director before any further action will be taken. It will be normal practice, in the rare situations where such action is deemed necessary, that the person who has posted the material will be informed of the decision to remove the content by the tutor or course director. It is at the course director's discretion whether any material should be removed from the archive or remain accessible.

Please note that you should not assume that the archive can or will be deleted upon request. The chatroom is a public forum, although only accessible by MSC students, and you should consider that any material you place into the chatroom will be available to others via the archive. The conversations in the chatrooms are confidential and students or tutors disclosing them may be in breach of University regulations.

**How do I send a message in the chatroom?**

Firstly, you need to go the appropriate chatroom. For example, if you are a Sheffield student registered for “Development Island”, you will see the following page:
Click on “Sheffield: Development Island” underneath the News Forum. This is a chatroom. You will see a screen similar to the following:
Click on “Click here to enter the chat now” and you will see a screen similar to the following:
Type your message in the small window at the bottom, and press “Enter” on your computer. Your message will appear in the window next to your name and photo (if you have added one to your profile).
After a session, can I see a record of what was said during the chatroom session?

Yes. In the page where you entered the chatroom, you can see the link at the top which says “View past chat sessions”:

Click on this and when you have found the appropriate date, click “See this session”.

When can I access the course materials?

Students who are registered for a course module will normally be given access to that module on the first day of term, as given in the course timetable. Their access will be maintained until the hand-in date for their end-of-unit assignment. Those students who have applied for and been granted an assignment extension will have their module access extended until their new deadline.

Students will not normally be granted access to modules they have already completed, just as students on a face-to-face course would not be able to sit in on old tutorials, go back to old lectures or ask former lecturers for lecture notes. If you have a particular reason for wanting access to a previous module, this may be granted but will be at the discretion of the module co-ordinator and/or the Course Director.

Students are advised to keep notes of any sections of the course they might want to refer to once the module is completed. For hyperlinks given in the modules, students are advised to use one of the variety of ways of bookmarking websites online, such as
http://delicious.com/, or by using the “favourites” or “bookmarks” facility in your web browser.

Please note that the course materials are the intellectual property of the University of Sheffield and the other partners in our European grant, including Dilemma Consultancy Ltd. You may use them freely in your studies towards your qualification, but if you want to reproduce them or share them with others, you must obtain permission to do so from one of the copyright holders.

**What happens if the forum is not working or the chatroom freezes?**

Occasionally, you may find that the forum does not work or is very slow to respond. You may get error messages, or you may be timed out when trying to access a page. You should first check that your own internet connection is working- try accessing another webpage which you commonly use, and compare the time taken to connect you. If your connection is working normally, and you are able to access other websites quickly, there may be a temporary issue with the http://www.dilemmatraining.com/ site. This happens rarely, but from time to time there are issues with the ISP (internet service provider). If this happens, please email your tutor for an update- your tutor will notify the Course Director/Administrator who will contact the ISP for an update.

Similarly, on occasion, the chatroom stops working during a session. You may find yourself logged out, or the screen may freeze, and eventually show you an error message. You should follow the advice above- firstly check your own internet connection, then contact your chatroom tutor by email for an update. It is likely that if more than one user is experiencing a problem, the tutor will suggest that the chatroom continues via the University of Sheffield’s “google chat”. You will be given instructions on how to access this if you don’t already know how to do so.

**POLICY ON USE OF NON-UNIVERSITY EMAIL ACCOUNTS**

In 2006, the ScHARR Teaching Committee agreed that staff will no longer respond to students (Sheffield-based or distance learning) using e-mail addresses other than their official University address (i.e. ending in @shef.ac.uk) after 1st February 2007. Only a University e-mail address can be clearly identified as coming from a bona fide student. Other addresses may be bogus, and official University communications cannot be sent to unknown addresses.

You can use your Sheffield e-mail address from any networked computer world-wide via the MUSE system. To access your webmail account, you need to log into MUSE, using the registration details you were sent by the University when you first registered (NB- NOT the Dilemma training username and password).
HOW DO I ACCESS MUSE?

Logging in

Go to http://www.shef.ac.uk and go to Log into MUSE
(Nb: the University homepage image changes periodically)

Log in using the username and password you were given upon registering.
Your MUSE homepage will look something like this....

Using MUSE tab: hints and tips about personalising your MUSE page

Library tab: Click here to access e-journals, e-books and databases

Click here to access your email account or calendar

Your MUSE homepage provides a snapshot of your current email account
How do I access E-resources?

Make sure you are on the Library Tab

Link to the University library website

Clicking on e-books, databases or e-journal will take you to a A to Z list of each resources

Link to the University library catalogue
For e.g. The A to Z list of the E-journals resources available at the University of Sheffield

First you’ll be directed to the Ejournals page. Click on A to Z table

You will then be directed to an A to Z table of E-journals. Choose the appropriate heading for the journal you want
This is similar to the method of accessing the databases. First you will be directed to a page with a link to the A to Z table of databases.

Still not sure how to access MUSE and electronic resources?

- Check out the University Library website and the ScHARR Library website for hints and tips: http://www.shef.ac.uk/library/ and http://www.shef.ac.uk/scharr/
- Consult this page for basic information on MUSE: http://www.shef.ac.uk/cics/muse
- If you do not have a username and password, or have forgotten or lost your registration details you will need to contact CiCS: http://www.shef.ac.uk/cics/support/help.html Please ensure that you have your student number (from your UCard) ready.
ASSESSMENT

*Please make certain that you carefully read the ScHARR student handbook on Assessment guidelines, extensions and the marking scheme.

On the MSc in Psychotherapy Studies, students are required to spend considerable time and effort making contributions to the forums and chatrooms, and these are crucial components of the learning experience. Students’ contributions to these interactive areas are assessed, along with assessment of online MCQs at the end of each week and student assignments at the end of each module. As a guide, for 8 out of the 10 weeks of term, all students are required to post at least three substantial postings per week to the forum (either own topics or responses to others' topics), and to attend the chatroom. Failure to meet this requirement may result in a student being required to repeat the unit. The forum and chatroom scores are intended to give a measure of the extent to which a student is actively engaged with other students and with the tutors, whilst the MCQs also give an indication of the extent to which a student is actively engaged with the course materials. The assignment scores are intended to give a measure of the extent to which a student is able to formulate an answer to a specific question by using what they have learned in the unit.

Students will not be notified of their scores on a weekly basis, but will normally be notified if they score less than 5 in any particular week. This will alert student and tutor to any potential problems and to take any necessary action to ensure improved engagement in subsequent weeks. We fully understand that your ability to contribute to each week will vary over the course of a unit, and there can be very valid reasons why you may not be so active one week. For example, you may be ill, or have high workloads elsewhere, or be unable to attend the chatroom- you are encouraged to inform your tutor or the Course Director of this so that it can be taken into account. We also understand that you might work at a very high level for most of the unit with the occasional week where you are less active. This is not a problem so long as you achieve the pass mark for overall contribution. The assessment is not intended to catch students out, but to flag up for both tutor and student where there seems to be a problem. Students who have been notified of low scores in any component will be given guidance by their tutor on how to improve their score in subsequent weeks.

The staff team would like to stress that assessment of students' contributions is no way meant to inhibit the creative, collaborative thinking that is encouraged throughout the programme, and the tutors will inform you if your contributions are not appropriate.

Assessment protocols

This guidance applies to all modules where a viable tutorial group is formed. In the event of there not being enough students signed up to a module to constitute such a group, please see the guidance at the end entitled “Modules with low student numbers”.

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1. Discussion Forum

Each week, your tutor will be asked to rate your overall contribution to your group’s discussion forum. Your tutor will look for signs that you are actively engaged with the course material and with other students/tutors. Please note that you are still encouraged to contribute to the other forums if you so wish, but you will not be assessed on these contributions, so you should be satisfied that you have contributed fully to your own group before posting to others’. The tutor will give your contributions a score in the following way:

0- little or no contribution  
1- below average contribution  
2- satisfactory contribution  
3- good contribution  
4- excellent contribution

Here are the criteria which tutors will refer to in assessing forum postings:

- Has the student posted at least three messages (of at least 150 words in total) on the discussion forum in that week of the course? Please note that you are encouraged to contribute much more than 150 words- this is a bare minimum.
- Have the student’s posts demonstrated relevance and originality of content, theory-practice link and accessible communicative style?
- Have the student’s posts demonstrated a familiarity with and analysis of the relevant week’s learning materials (lectures and/or readings)?
- Have the student’s posts made a useful contribution to the discussion, which demonstrates an engagement with others’ posts and discussions on the topic?
- No distinctions will be offered

As previously, if you fail to contribute in the forum for more than 20% of any unit (2 weeks out of 10 for a 30 credit unit, 1 week out of 5 for a 15 credit unit), you may be required to take the unit again.

If necessary, the Course Director is able to consider granting leave of absence if you contact him in advance of a week’s study. If special dispensation is required, e.g. if a student needs to miss more than the permitted number weeks of the course, you must contact the Course Director in advance.

2. Chatroom

Each week, your tutor will be asked to rate your overall contribution to your chatroom. The tutor will give your contributions a score in the following way:

0- little or no contribution  
1- below average contribution  
2- satisfactory contribution
3-good contribution
4-excellent contribution

Here are the criteria which tutors will refer to in assessing chatroom contributions:

- Did the student attend the majority of the chatroom in that week of the course?
- Have the student’s contributions to the chatroom demonstrated relevance and originality of content, theory-practice link and accessible communicative style?
- Have the student’s contributions demonstrated a familiarity with and analysis of the relevant week’s learning materials (lectures and/or readings)?
- Have the student’s contributions made a useful contribution to the discussion, which demonstrates an engagement with others’ posts and discussions on the topic?
- No distinctions will be offered

As previously, if you fail to attend or contribute in the chatroom for more than 20% of any unit, (2 weeks out of 10 for a 30 credit unit, 1 week out of 5 for a 15 credit unit), you may be required to take the unit again.

If necessary, the Course Director is able to consider granting leave of absence if you contact him in advance of a chatroom session. If special dispensation is required, e.g. if a student needs to miss more than 2 weeks of the course, you must contact the Course Director in advance.

3. MCQs

Each week, you are required to complete three multiple choice questions and submit these online at the end of every week. They can be found on the last page of that week and they look like this:
You simply have to select one or other of the answers for all three questions. Then you must enter your University email address (see “Policy on use of non-University email accounts”) and name, and select your tutor from a dropdown menu before submitting. Your MCQs are automatically marked by the database. The tutor will give your contributions a score in the following way:

- 0 - not completed
- 1 - some/all incorrect
- 2 - all correct

Each week, students can obtain a maximum of 10 points per week from work undertaken in the discussion forum, chatroom and through the MCQs. Over the course of a unit, students can therefore obtain a maximum of 100 points for a 30 credit unit, or 50 points for a 15 credit unit).

If necessary, the Course Director is able to consider granting leave of absence if you contact him in advance of a week’s study. If special dispensation is required, e.g. if a student needs to miss more than the permitted number of weeks of the course, you must contact the Course Director in advance.

4. End of unit assignment

The end of unit assignment is a 3,000 word essay or portfolio on a topic listed on the course webapges, with a deadline set by the Course Director. The pass mark for the
assignment is 50 out of 100. Students who fail to submit or who do not pass the assignment are given a chance to resubmit the work based on the marker's comments; students who pass this resubmission can achieve a maximum score of 50 for this component. Students who fail to resubmit, or who do not pass the assignment for a second time, are not able to resubmit the assignment and cannot pass the unit.

If necessary, the Course Director is able to consider granting an extension if you contact him in advance of the submission deadline.

The topic and due date of this academic essay will be posted up on your country page. If you are unsure of how to access this page, please contact your tutor. The parameters of submission will be discussed on the chatroom and may be different according to which country you are studying in and which course you are enrolled on. You should contact your tutor if you have any questions about the essay.

The reading lists will also be very helpful as reference guides for your essays for this and other modules of the course. It is advisable that, whenever you want to research a certain subject area, you go to the unit where that subject area is dealt with and pick up the relevant references.

The course aims both to give you an understanding of the whole area of psychotherapeutic theory and to allow you to research and read about specific issues that interest you. You are advised to keep a balance between these two, by both reading around and thinking about all the theories developed in the module and also by reading in depth on specific issues.

**Overall mark**

A student’s mark for a unit consists of a combination of the following:

1. Forum scores
2. Chatroom scores
3. MCQ scores
4. Assignment mark

Students receive a final mark of 25% of the combination of items 1-3 and 75% of item 4.

Students are normally required to achieve a mark of at least 50 in the combination of items 1-3 for a 30 credit unit, or 25 for a 15 credit unit), and to achieve a mark of at least 50 in item 4.

Where a student achieves a mark of less than 50 but more than 40 for either items 1-3 or for item 4, that student may still pass the unit if they achieve a high enough mark in the other component. So for example, a student who obtained 45 from the forum/chatroom/MCQs, and 60 from the assignment, would achieve a final mark of

\[
\frac{25}{100} \times 45 + \frac{75}{100} \times 60
\]
= 11.25 + 45
= 56

which is sufficient for a pass.

Where a student achieves a score of less than 40 in either element items 1-3, or item 4, that student cannot pass the whole unit even if their aggregate score is over 50. In this instance, the student will be required to repeat the element(s) in which they failed to achieve a mark of over 40. Where a student is required to retake one or both components and subsequently achieves a high enough aggregate mark to pass the unit, the maximum mark which can be awarded for the unit is 50, regardless of the student's combined total.

The following units are assessed by 3,000 word essays:

- Unit 1- Well-being and mental health
- Unit 2- Existential and Human Issues
- Unit 3- Conflict management and Reconciliation
- Unit 4- Overview of different methods of psychotherapy and personal change
- Unit 7- Development through the life cycle

The following units:

- Unit 5- Ethics in psychotherapy and counselling
- Unit 6- Cultural competence in psychotherapy and counselling

are assessed by a 3,000 word “portfolio”.

For Unit 5, Students will be given 3 case histories involving complaints against a therapist. Students will discuss the case histories from week 2 onwards in an unmoderated discussion forum. At the end of the unit, they MUST attend the final chatroom session which will run as an Ethics Panel (via chatroom) in which they are required to act as an ethics committee discussing the cases. At the end of the session, each student has to write a judgement saying whether or not the complaints were upheld or not, what were the grounds for the decision and what further actions would follow. They should explain the reasoning fully. The portfolio will consist of:

- written judgement document covering all three cases
- discussion forum postings
- archive of the “Ethics Panel” chatroom

For Unit 6, students will submit a 3,000 word portfolio based on a “Building Cultural Competence” exercise. In small groups, students are given 10 questions about cultural background and asked to answer the 10 questions a) for themselves b) for the group c) for a particular client group. Students will answer these questions from week 2 onwards in an unmoderated discussion forum. At the end of the unit, they MUST attend the final
chatroom session which will run as a “Building Cultural Competence” session in which they are required to reflect on 5 of the 10 questions, as directed by their tutor. At the end of the session, each student has to write a summary document explaining the reasoning fully. The portfolio will consist of:
- written summary document
- discussion forum postings
- archive of the “Building Cultural Competence” chatroom

**Modules with low student numbers**
Where any module does not have enough students to create, in the Course Director’s view, a viable tutorial group, then the following arrangements will be put in place:

An online discussion forum will still be implemented, and assessed in the usual way, except that students will be required to post at least 5 significant contributions throughout the week, rather than 3 contributions as in normal tutorial groups.

There will not be weekly chatroom sessions. The tutor may decide to hold one or more chatrooms during the course of the module, but attendance at these sessions is not obligatory, and they do not form any part of the assessment.

Completion of the MCQs is still required.

An essay/assignment is still required- details as given in the document above.

Therefore, for a module with low student numbers, a student’s mark consists of a combination of the following:
1. Forum scores
2. MCQ scores
3. Assignment mark

Students receive a final mark of 25% of the combination of items 1 + 2 and 75% of item 3.

The same participation requirements are in place as previously- students must participate satisfactorily in at least 80% of all weeks of the course.

**Scope**

In the essays, students are expected to demonstrate their ability to answer the question, to use appropriate language and conventions, and to use relevant sources of research literature, including the course materials. It is also expected that you review and engage with the existing psychotherapeutic literature. Please try to be clear and concise, and make sure you put your arguments across in a well-structured and intelligible way.

Make sure that your answer to the question is appropriate in scope; that is, that it isn’t too broad or too narrow an approach to be covered in the word count you are allocated. Essays that are too long or too short will be penalised. It is quite common to start thinking
about a topic in broad terms, then narrowing your focus as you begin research – your module leader or tutor, as well as your peers, can help in this process.

You are advised to consult the essay title early on during each semester. That will give you time to think about, read around and write it at your own pace, thus avoiding last-minute panics. A two to three week period is given at the end of every semester for essay writing, but it will be easier for you if have already begun thinking about your essay and read most of the literature associated with it before the beginning of that period.

Support

Your tutors will be happy to help you with the preparation of your essay. Your peer group will also be able to help and support you with your essay writing. Feel free to discuss your ideas titles with the rest of the group. Try to keep the group informed on your progress via the discussion forum. Other students will be working on similar issues, be seriously interested in what you are working on, or have read something which you will find important to your research. You will also find it very helpful to exchange drafts of your work with other members of the group and get feedback from them. Tutors will encourage you to discuss your ideas with one another in the discussion forum, and even to incorporate feedback in the light of comments. As the course favours a “collaborative learning” model, this kind of cooperation is not considered to be plagiarism. But if you are in any doubt as to what constitutes original work or appropriate referencing, contact a tutor about this.

Bearing in mind the numbers of students, tutors may only be able to give limited feedback on drafts that students produce, and students will need to allow some days between the tutor receiving the draft and getting a reply.

Planning the Essay

Students are encouraged to submit assignment plans in the weeks leading up to the deadline for submission. You should use the discussion forums for this purpose, and invite your course tutor and fellow students to comment. The plan should be short and concise, containing: a) the title and headings you intend to use; b) brief details under each section of how you intend to answer the question; c) mention of the theorists and literature to be used. If you do not receive feedback from fellow students, you can approach your tutor for further comments.

Writing the Essay

Read the question carefully. If it seems to you to be capable of more than one interpretation (which it should), check your understanding with your tutor. In any event always make clear in your introduction exactly how you interpret the question and mean to tackle it. A surprising number of essays, even at this level, are marked down because
the student fails to actually answer the question. An essay may be an outstanding piece of work in many respects, full of original thinking and relevant, appropriately referenced research material, but if the writer has failed to answer the question, or answered a slightly different question, then the essay is unlikely to receive a good mark, and may even be given a “fail”.

Be concise in your answer. Try to keep to the required word length and resist the urge to 'tell all you know’ about the subject, just keep to the question. Use quotations selectively and always reference them correctly. They should be used to supplement your own words, never instead of them. Aim for clear analytic work rather than exhaustive descriptions.

Thorough proofreading is essential. When you have written a draft of your essay put it aside for a day or two, then come back to it and go through it carefully to see that it says what you intend it to say and that it is free from spelling and grammatical errors.

'Don't get it right, get it written' is a cliché, but it does say something important. It is probably more valuable to you in the long run that you should get your assignment in on time rather than that, in an aim for perfection, you should fall behind your peer group.

**Format**

Essays need to comply with the following guidelines:

All pages should be numbered consecutively with the exception of the title page. A font size of no more than 12 point (and no less than 10 point) should be used and double or one-and-a-half line spacing should be used. Single spacing should not be used, apart from where students are quoting from sources or reference material or using footnotes. In these circumstances, single spacing is acceptable. Where students are quoting from sources or reference material they need to remember to indent the text. Margins at the edge should be not less than 20mm.

We have no particular house style or preference for one referencing system over another but you should be consistent with whatever system you choose. We will provide you with some suggested systems (e.g. Harvard, APA, MLA, MHRA, Chicago).

*** Your front page, reference list/bibliography and appendices are not included in the word count, although any footnotes are included. Make sure that you don’t include material in the appendices that belongs in the main text. ***

Essays should not exceed 3,000 words. Students may lose marks if they submit essays substantially longer (i.e. approximately 10% over) the 3,000 word limit. The essay should have a title page on which the following are recorded:

- the name “University of Sheffield”
- the student’s U-Card number- NB do not include your name, as the essay needs to be received anonymously
- the full title of the essay
• the degree for which the essay was submitted (i.e. MSc in Psychotherapy Studies)
• the name “School of Health and Related Research”
• the date of submission (month and year of submission)
• the word count

Sources used in the essay should be referenced appropriately, using a consistent style throughout the text. If you do not include references, or do not use a recognized referencing system, this is very likely to have a negative impact upon the assessment of your work. The reference list should appear at the end of your essay, and therefore it MUST be included in your Turnitin submission, and cannot be separately submitted. See “REFERENCING AND BIBLIOGRAPHIES” for further details of how to reference your work.

Submission

Your submission should consist of:

1. Your essay (submitted via “Turnitin”)
2. The Turnitin Originality Report (emailed to the Course Administrator)
3. The document “Appendix C - Coversheet for all assessed work”- including any explanation as to why you feel that an essay with over 24% text matching is not plagiarized (emailed to the Course Administrator)

The MSc in Psychotherapy Studies requires work to be submitted via the “Turnitin” software, which should be accessed through MOLE2 rather than via the freestanding www.submit.ac.uk version. Your submission should include a reference list. You should consult the Plagiarism Learning Package for Distance Learners- available from the webpage http://www.sheffield.ac.uk/scharr/current/plagiarism - as this contains information on how to register yourself for Turnitin. You should also take note of the “Format” information detailed above.

You must use the Turnitin software for submissions- hard copy and email submissions will not be accepted, and a student who does not submit in the required way will be deemed not to have submitted at all, and will be failed for that particular module. It is therefore your responsibility to ensure that you can use the Turnitin system to submit your work.

The dates for the submission of assignments are given on your Country page- please ask your tutor if you are unsure of how to access this page. The dates given are the dates by which the essays must have been accepted as valid submissions through Turnitin, and not the dates you first attempt to submit. The Turnitin system can take several hours to process a submission and provide a plagiarism report; it is up to you to ensure that you submit well enough in advance so that any time delays do not mean a late submission.
You should of course retain a copy of your submission in case of delays or other problems with the submission system.

Marks and Comments

Essays will be double-marked where possible, by a first and second marker. The first marker will usually be the module leader and the second marker will be another member of teaching staff, either within the Department or within a related University Department. Where double marking has been possible, you will receive feedback from both internal markers. Each marker will give your essay a mark but you will be told only the final agreed mark between both markers. This will not necessarily be the difference between the two. A selection of course work is then sent to an external examiner who will either agree the marks awarded or ask for them to be modified. External examiners are academics with an international reputation and their decisions regarding assessed work is generally accepted by the University as final.

Your work will be returned to you with the internal markers’ agreed mark so that we can return it you as soon as possible. If the external examiner alters your mark you may be informed.

When you get your assignment back, your first glance will inevitably be at the mark. This is important, but it will be the comments and your response to them which will be the most significant in your overall progress on the course. When assessing a student’s overall progress on the course, examiners will take into consideration whether or not students have assimilated the comments made and taken them into account for subsequent assignments.

Extensions

The deadlines for essay submissions are strict. The University regulations state that all work must be handed on time, unless accompanied by formal medical documentation requiring an extension. Please refer to the ScHARR student handbook for more details about applying for extensions. You are strongly advised to ask for an extension only if absolutely necessary, as this will have a knock on effect for your subsequent assignments. If, however, for any reason, you anticipate that you will need an extension, please inform the Course Director (Chris Blackmore) at the earliest possible so that he can deal with the issue. Extensions may be granted by the Course Director only for a period of up to two weeks. This is not automatically granted and you should request it in writing before the assignment is due in. If you need an extension for longer than this, you should complete a change of status form, and this needs to be approved by the Faculty as well as by your course.
PLAGIARISM

With the emergence of the Internet, students at Universities sometimes find it hard to know how to make sure that research for their assignments is properly referenced, to avoid an accusation that they have copied without appropriate attribution of sources (plagiarism). Fortunately, new software can help to detect plagiarism and collusion.

Plagiarism is a breach of the University regulations and will be penalised. Your Course Director does not have discretion on this matter- plagiarised work will automatically fail and the student will be liable to sanctions, including removal from the course and the University.

To address the problem of plagiarism, ScHARR has adopted an innovative approach. Rather than simply develop punitive sanctions for cases of plagiarism and collusion, we think students need an educational lead, to assist them to understand the problem of plagiarism, and how to avoid it.

Students now have access to an educational pack which helps you to learn about correct referencing and attribution in their work, and teaches you to use the plagiarism detection software yourselves, to make sure any piece of work submitted for assessment will not run into accusations of plagiarism, whether founded or unfounded.

*** Please note that the advice on plagiarism applies to all elements of the programme. *** Plagiarism is not acceptable in the essays and dissertation; nor is it acceptable in discussion forum or chatroom postings. It is the student’s responsibility to ensure that all work submitted or posted online contains appropriate attributions to the author, and is fully referenced using a recognised referencing system.

All new students are required to work through the “Learning Package for distance learning students” (see http://www.shef.ac.uk/scharr/current/plagiarism/index.html) and to sign and return a paper copy of the “APPENDIX B- Initial Declaration on Plagiarism and Collusion” to the Course Administrator. When students submit a piece of work for the course, they must return a paper copy of the “Appendix C - Coversheet for all assessed work” for each submission to the Course Administrator.

The University has also provided guidelines on the use of professional editors whom students may employ to proof read or edit their dissertations before submission. The regulations state: 'A candidate shall state in the Dissertation the sources from which the information it contains is derived and the extent to which the candidate has made use of the work of others'.

In the first instance where you require additional support/guidance with your dissertation you should seek out your personal tutor or course director as soon as possible. If you are a student with a particular writing difficulty, your personal tutor or course director should again be consulted.
LEARNING AND COMMUNICATION

Peer Communication

You will find the group of fellow-students an invaluable resource during your study. You are in fact required to communicate regularly with other members of your peer-group, exchange ideas, inform them on what you are working on and find out about their research, test out arguments, and give and receive feedback on drafts of work.

The online discussion boards and chat rooms are to be used for group communication and exchanges. Messages posted to the discussion board will be visible to all the members of the year group. Individual contact between members of the group is possible via private messaging or emailing, although wherever possible, we encourage communication to be done via the forums, so that learning is open to all. We hope that this will open up a process of ongoing discussion and debate on psychotherapy issues throughout the period of your study in a small, safe and supportive peer-group. The programme's online learning environment is only available to registered students, and module content will only be available to those students registered to take that module.

Staff Access and Assistance

The course staff can access all areas of the environment, and there are also some restricted areas which only staff will be able to see. The role of the teaching staff is to participate in the discussion, address queries, suggest readings etc. The discussion boards, however, are set up in order to encourage discussion between the peer group. It should be clear that a tutor’s or supervisors' role is neither to teach nor to control the students' development through the course. Their role is to facilitate a lively and interesting debate and to contribute as much as they can to the learning process that will be taking place. We realise on a course such as this, students have different needs and expectations, according to their own learning strategies, past experiences and, often, cultural background. Please contact the Module Leader or Course Director directly if you have any requests, comments etc. concerning the functioning of the discussion boards and the group dynamics that might develop within it.

The discussion boards and chatrooms will function as a forum for discussion of the issues that will come up every week as you all go through the module units. You can ask others what they think about concepts introduced at that unit, what their impressions were about the reading associated to that unit, how those link up with what you have already studied, etc. Apart from this, you can raise any issue you like and discuss it with the group. You can ask, for example, whether anyone has read the book you just read, whether anyone can give you references for a particular issue, you can give a summary of
what you are working on and ask whether anyone is interested in discussing it, or simply
give the group an update of your thoughts and activities in relation to the course.

The discussion board and chatroom will be valuable forums for peer communication and
group discussion, and you are encouraged to use them constructively. You should also
remember, however, that the other members of the group have their own work and
concerns, and it is advisable that you do not overload them with messages and discussions
that are not relevant to their interests. This is a fine balance to keep, but it is essential for
the healthy functioning of the group and the establishment of good group dynamics. The
best way to go about it is to send out a first message and judge by the number of responses
whether this is a matter of general interest.

Finally, rules of politeness and good manners apply on the internet as much as, and
probably more than, in face-to-face conversations. We expect all students to conduct
themselves with courtesy and consideration. Again, if you have any problems or
complaints, please contact the Module Leader or Course Director directly, that is, by email
or telephone, off the discussion boards.

Tutorials

Individual tutorials are also provided in order to help you with your work for the course.
There is a set and prescribed number of tutorial hours for each student from each Module
Leader, as above. Tutorials can be arranged by a mutually agreed appointment time by e-
mail, then conducted by e-mail, on the phone, or in the synchronous chatrooms.

Address for any further enquiries:

School of Health and Related Research
Regent Court,
30 Regent Street
Sheffield S1 4DA

phone number: 00 44 114 222 0848
fax: 00 44 114 272 4095
e-mail: C.M.Blackmore@sheffield.ac.uk

LEARNING RESOURCES

Psychotherapy Studies is an academic discipline, and great emphasis is placed on wide
and thorough reading and referencing. In addition to this, you will be required to engage
in critical reflection and evaluation of the material you use. Some introductory and main
readings will be suggested and/or given to you. However, it is important that you take
responsibility for finding out about the literature relevant to your concerns by yourself.
Psychotherapy Studies is also a fast growing discipline, with developments and lively debates taking place constantly. Whilst it is important to go back to the source and read the classic Psychotherapy books of Freud, Rogers, etc., it is equally important to keep up to date and be informed about current issues and debates within the field. This section gives you information on available resources. It is by no means exhaustive, and you are strongly encouraged to search by any other way you can think of and is available to you.

**University of Sheffield Library services for DL Students**

Please consult the University of Sheffield webpages at [http://www.shef.ac.uk/library/services/dls.html](http://www.shef.ac.uk/library/services/dls.html) for a full list of services that the University Library offers you, as distance learning students.

As a student of the University of Sheffield, you are entitled to a library card for the use of the University of Sheffield library. Although you cannot borrow hardcopy books whilst out of the U.K., you can nevertheless access the Library’s extensive electronic resources that are accessible remotely online through MUSE (muse.shef.ac.uk). This includes online journals, e-books and CD-Rom search facilities. The University Library also has a distance learning photocopy service, an interlibrary loan service, a document e-delivery service, and a dissertation binding service. Please refer to the library webpages for more information. If you need help, please contact the Course Director.

**University and Public Libraries**

Most libraries should have a reasonable stock of books on Psychotherapy. Some libraries might be reference only, while in others you might be able to borrow books. If you have access to a University Library in the U.K., you should be able to order books and articles through interlibrary loan. Most libraries should also have computerised and CD-Rom search facilities. If you do not have access to a library where you leave it might be useful organising trips to Sheffield to read and photocopy the material you need.

**CD-Rom**

This is an important use of information, particularly in terms of getting up to date and specific research. In every CD-Rom catalogue you will find details and summaries of every book and article published in that subject area. It is worth exploring PsychINFO (psychology, psychiatry and psychotherapy index) and the Social Sciences indexes. The University of Sheffield Library has PsychINFO ([http://www.shef.ac.uk/library/cdfiles/psyclit.html](http://www.shef.ac.uk/library/cdfiles/psyclit.html)) and many others available for remote access through MUSE.

(See [http://www.shef.ac.uk/library/cdlists/cdtable.html](http://www.shef.ac.uk/library/cdlists/cdtable.html) for a complete list of databases at the University of Sheffield.)

**Journals**
There are a number of journals on psychotherapy, which might be worth having a look at from time to time for up to date research and debate. Some are available electronically, via MUSE and the University of Sheffield Library. A list of journals relevant for this course, both those available from the University and in general circulation, is forthcoming and will be made available on WebCT early in the year.

(For a full list of online journals available at the University of Sheffield Library, see http://www.shef.ac.uk/library/elecjnls/introejs.html)

**Internet Resources**

Articles, documents and information related to a variety of issues in Psychotherapy can be found in websites all over the world. Many of these will have links embedded in your learning environment. You are also invited to develop and maintain this resource by ranking links and by suggesting new ones which you think will be of interest to the group.

Websites such as Wikipedia, Online Dictionary Of Philosophy, etc. are not necessarily authoritative, and so while they might be great places to start, or learn more about related ideas (many lectures make extensive use of such sites, for example), they are not entirely reliable and should be used with caution (and rarely cited in academic essays).

**REFERENCING AND BIBLIOGRAPHIES**

There is no standard way of referencing a text and different disciplines have their own preferences and styles. Below are some links to referencing systems from a variety of disciplines; chose one that is appropriate to your professor and/or interests. You can go to the University of Sheffield Library’s webpages for further information, at http://www.shef.ac.uk/library/useful/refs.html.

A guide to a number of styles – Chicago, MLA, APA, etc. – can be found here: http://www.wisc.edu/writing/Handbook/Documentation.html
A guide to the Harvard referencing system produced by the University of Sheffield Library http://librarysupport.shef.ac.uk/hsl-dvc1.pdf

The following is an example of formatting taken from the sociology journal *Theory, Culture and Society* and is now the generally accepted format in psychotherapy and related disciplines. For more information, visit http://tcs.ntu.ac.uk/tcs/notes.html

(1) Format of the Text

Identify all references to books, monographs, articles, and other sources at an appropriate point in the main text by author's last name, year of publication, and pagination where
appropriate, all within parentheses. Specify subsequent citations of the same source similarly; do not use 'ibid', 'op cit' or 'loc cit.'

If the author's name is in the text, use only year of publication in parentheses, e.g. Archer (1988). If the author's name is not in the text, include both the author's name and year of publication separated by a comma within the parentheses, e.g. (Elias, 1982). Pagination follows year, e.g. (Williams, 1981, 45-46). With dual authorship give both names: for three or more use 'et al', e.g. (Lash and Urry, 1987) and Bennett et al, 1986). If more than one reference to the same author and year, distinguish between them by use of letters 'a, b, ...' attached to year of publication: (Foucault, 1979a). Enclose within a single pair of parentheses a series of references separated by semi-colons, e.g. (Bourdieu, 1984; DiMaggio, 1987; Lamont, 1988).

Format of References

List all entries cited in the text, or any other items used to prepare the manuscript, alphabetically by author and year of publication in a separate headed references section. For typing format, see examples below:


Format of Quotations within the Text

For quotations within the text please make sure to use single inverted commas on all occasions, except for a quotation within a quotation which should be placed within double inverted commas. Quotations longer than two or three sentences should be put in an indented paragraph format without the use of inverted commas.

STUDENT SUPPORT

Your tutors and Course Director will provide support on any educational matters and initial support on personal issues. There are a number of other services available for student support within the University, and the Student Services Information Desk (SSiD) will usually be your first port of call:
In particular, if “Things are not going right”, you can probably find some information on this in the following page:

http://www.shef.ac.uk/ssid/welfare/signposts

Students should note that in all of your communication with one another, both formally as part of your learning on the course and informally via other channels, you are expected to maintain reasonable standards of behaviour. In particular, you must avoid using any oppressive language or engaging in behaviour that others perceive to be bullying. You should note that with online learning, it is quite common for simple misunderstandings and misinterpretations to occur, due to the lack of body language in computer-mediated communication (CMC). It is advisable to exercise restraint, and to think before reacting strongly to such a situation.

Of course, conflicts can and do occur between students, and between students and tutors, and the staff team will encourage students to give their opinions and engage in healthy debate; where there are differences of opinion, students and staff must maintain respectful attitudes whilst discussing the topics and must not engage in any oppressive behaviour. The course staff team will take any such instances extremely seriously, and students who engage in unacceptable behaviour are very likely to fail the unit, as collaborative group-work is one of the learning objectives assessed by students’ attendance and participation in chatroom and forum sessions. Such students are also liable to the University’s disciplinary procedures (see http://www.shef.ac.uk/govern/calendar/discipline for further information).
APPENDIX I- POLICIES FOR THE USE OF CASE HISTORIES

Case histories are, and always have been, an important method of demonstrating the effectiveness of therapeutic methods, of showing how methods can be applied in practice, and attempting to provide evidence of (or at least to illustrate) theoretical principles.

Case histories have also been a source of ethical problems. Although Freud used false names in his case histories, many of his patients have been identified subsequently and not all have reported that they consented to publication. Or, indeed, that their memory of their treatment is the same as that of Freud.

Case studies are therefore open to:

- false reporting
- abuse of client’s right to confidentiality and protection from malpractice.

These comments mainly apply to those case studies in which a transcript of a therapy is published by the therapist or by a professional working on behalf of the therapist, either of whom provide an academic commentary. Three other kinds of case history should be considered:

1. the “story of a therapy”, either written jointly by the therapist and the client, of which there are many examples, or by clients;

2. an account of therapy as part of an autobiography produced by the client. Because publication of these latter case histories involves the client from the start, they are less open to bias and ethical challenges but not free of them;

3. the fictional ‘case illustration’. This is becoming increasingly commonly used in books about psychotherapy. The author(s) often arrives at the fictional study by amalgamating details of several clients so that the final result is not identifiably the story of one particular person.

Fictional case studies may present fewer ethical problems, but they have no scientific merit either. The may form part of a dissertation as illustrative material, but cannot constitute the research element.

Case studies fall within the University’s definition of research: “investigation undertaken in order to gain knowledge and understanding, including work of educational value designed to improve understanding of the research process.” (See http://www.shef.ac.uk/content/1/c6/05/97/93/key%20definitions.doc).

Case history research counts as research involving human participants (clause 2 of the University's definition of human participation is that people are “Indirectly involved...through their provision of or access to personal data and/or tissue.”).
Research involving human participants normally requires ethical approval, which may be provided either by the NHS or, if the requirements for NHS approval do not exist, then by the University. There are a few exceptions. Data which are 'truly anonymous' or data in the public domain may not require ethics approval, but the University advises that this is discussed with the ethics lead locally (currently Dr. Stephen Walters in ScHARR). (See http://www.shef.ac.uk/content/1/c6/03/26/80/ethics_FAQ.pdf).

It follows that fictional case studies do not require ethical approval, whilst case studies based on autobiographies or on already published accounts may not need ethics approval, but all other case studies do.

There are four possible procedures that may apply (guidance to all of them is available on the University’s or the School's research ethics pages):

A case study carried out with an NHS patient or in NHS facilities will need approval from an NHS ethics committee

A group of students conducting case studies can be applied for en bloc

Case studies may be classified as low risk in which case the application for ethics permission may be signed off by the dissertation supervisor

Case studies classified as high risk must be signed off by the relevant ethics committee chair

The University’s guidance about what constitutes high risk research is that it involves either particularly vulnerable participants or highly sensitive topics

(from http://www.shef.ac.uk/content/1/c6/05/97/93/ethics%20overviewtable.doc).

From the listing of these topics provided by the University, it can be seen that many case studies in Psychoanalytic or Psychotherapy Studies will be considered to be high risk.

Particularly vulnerable participants include:
- Infants and children under 18 years of age;
- People with physiological and/or psychological impairments and/or learning difficulties;
- Relatives of sick people (e.g. parents of sick children);
- People who may have only a basic or elementary knowledge of English.

Highly sensitive topics include:
- Race, ethnicity, political opinion, religious beliefs/other beliefs of a similar nature, physical or mental health or condition, sexual life;
- Abuse (child, adult); nudity; obesity;
• People affected by conflict situations (e.g. ethnic, religious, tribal conflicts/wars).

Rights of the person whose case is being studied

Normally, the publication of client information constitutes a breach of the ethical rules of counselling or psychotherapy. There are several ethical duties to be safeguarded. If the information has already been published by the client, the client has the intellectual property of it and must explicitly be requested to waive this right so that the information can be included in the case history.

The client has a right to autonomy, which means that they must be able to control the use of any information that they give, or have given. This right exists independently of the right to confidentiality, and informed consent to a case study must include consenting to the use of the material even if it is anonymised. It is recommended that consent is obtained after the client has read the actual account to be used.

An assignment or dissertation is stored in the University records and is accessible to many readers including examiners, present and future course staff, and administrative staff. It should therefore be considered to be a publication. Some steps must therefore be taken to conceal the client’s identity in the case study. These should be set out in the ethics application, and in the information given to the client. Consent is obtained for disclosure so long as the client cannot be identified. In practice this may require substantial omissions in the case material as in some professional activities such as psychotherapy, a person may be identified from details of their life circumstances as easily as from their name or address.

Publication of cases that are both anonymised and altered, for example by combining elements of the details of several “illustrative” rather than an “actual” client, should not resemble any particular person sufficiently for any one individual to be expected to consent to the specific disclosure, any more than they would if aggregate numerical data are being published. This does not, however, remove the requirement to obtain permission for data to be used for the purposes of a case study.

Sanctions

Assignments and dissertations become the property of the University of Sheffield once submitted. Since the University cannot accept property of dubious provenance, an assignment that is ethically flawed cannot be accepted and will therefore be deemed to have failed. Normally this judgement will be made, as is usual in the University, by two markers and with reference to the external examiner. One marker may however decide that the breach of confidentiality would be aggravated to the possible determinant of the client/patient if the assignment was read by others and may recommend to the external examiner that an assignment be deemed to have failed even if unread by the second marker and/or external examiner.
The marker would themselves have an ethical obligation to respect the confidentiality of the client or patient.

Students in training for one of the health professions are increasingly being considered as already being members of those professions and therefore potentially deprivable of their membership, effectively blocking their qualification. The University has developed a disciplinary procedure to consider unprofessional activity in these trainee health professionals. Publishing confidential case material without the patient’s consent constitutes unethical and unprofessional behaviour and students who have done so, for example by using identifiable case material without consent, can normally expect to have a complaint made by one of their teachers to this professional disciplinary committee. Students who are not taking a professional training course are not subject to this procedure, but may nevertheless be qualified healthcare professionals. If they are, a substantial breach of confidentiality might lead to a complaint being made to the student’s professional organisation if it is one that accepts third party complaints.

Students who are neither presently working as nor training to be healthcare professionals should take great care not to use any materials from others without explicit permission. If you are in any doubt, please contact your tutor and/or your Course Director.

**Recommended procedure:**

All students should discuss whether or not their assignments or dissertations, including those involving case studies, will require ethical permission and, if so, of what kind.

Ethical approval for case studies should only be waived with the agreement of the School’s Research Ethics Coordinator.

The NHS procedure must be followed if applicable.

Publication must respect both the anonymity of the client and any intellectual property that they have. The procedure for doing this should be clearly stated in the ethics submission.

If these procedures, or any other relevant course procedures, are not followed, sanctions will follow. A submitted assignment or dissertation based on ethically flawed data will be marked as a fail, and there is the likelihood that further action will need to be taken.
APPENDIX II- ESSAY MARKING CRITERIA

Distinction

70+
Candidates performing at this level should demonstrate a clear capacity for undertaking advanced study and an ability to handle counselling and psychotherapy concepts and methods with confidence; they should offer perceptive and critical insights into issues in counselling and psychotherapy and an awareness of current debates in the field; show a capacity for original and independent thought; demonstrate their ability to offer informed and constructive analysis of the work of others; and a sophistication and confidence in the handling of clinical material. They should write fluent, lucid and stylish prose, which engages the reader’s interest and contributes to understanding in the subject area. A dissertation marked at the top of this range may well be of publishable standard (after appropriate revision); it may also demonstrate genuine intellectual originality.

Pass

50-69
Candidates writing at this level should demonstrate a capacity for advanced study in the field of counselling and psychotherapy by performing well above undergraduate standards. They should show a comprehensive understanding of issues in counselling and psychotherapy research and a practical ability to apply those techniques to their own work in order to interpret clinical material.

Those whose work is marked 60-69 should show clear critical acuity and argumentative skill, the ability to evaluate information, frame cogent arguments and handle conflicting opinions with technical confidence, demonstrating breadth of knowledge. Their prose should be clear and effective for the task set, some developing sense of style and the emergence of an authorial voice are to be expected; technical presentation should be mostly accurate.

50-59
Candidates marked between this range will only achieve some of these qualities: their argumentative skills or prose style may be less well developed, they may have read narrowly, or inappropriately, they may not entirely have followed the guidelines set.

Fail

49 or below
Candidates whose work cannot be passed at Masters standard will have failed to understand the task set; proved themselves incapable of writing grammatically accurate, clear English prose; will have read narrowly or inappropriately; will have failed to engage with the counselling and psychotherapy issues or be unable to criticise what they have read. Clinical material may have been misinterpreted or misunderstood, or the presentational guidelines ignored; insufficient clinical material may have been collected for analysis, or that chosen be of tangential relevance to the planned research.
### APPENDIX III- DISSERTATION MARKING CRITERIA (PRIMARY RESEARCH)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>100-80, outstanding</th>
<th>79-70, 1st class piece of work</th>
<th>69-60, good but with faults</th>
<th>59-50, an adequate pass</th>
<th>49-40, a fail</th>
<th>39-0, a bad fail, a poor attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of topic</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a) Excellent understanding &amp; exposition of</td>
<td>a) Good understanding and exposition of relevant issues.</td>
<td>a) Clear awareness and exposition of relevant issues.</td>
<td>a) Basic awareness of the issues but at a general level.</td>
<td>a) Little or no understanding of the issues raised by the topic or topic misunderstood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant issues.</td>
<td>b) Insightful &amp; well informed</td>
<td>b) Some awareness of nuances &amp; complexities.</td>
<td>b) Awareness of some of the issues.</td>
<td>b) Contains some irrelevant material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Good awareness of nuances &amp; complexities.</td>
<td>c) Good awareness of nuances &amp; complexities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Use of background literature</strong></td>
</tr>
<tr>
<td>a) Outstanding use of evidence to support</td>
<td>a) Good use of evidence to support arguments/points.</td>
<td>c) Poor research question, covering known ground</td>
<td>c) Poor research question, covering known ground</td>
<td>c) Poor research question, covering known ground</td>
<td>c) Poor research question, covering known ground</td>
<td></td>
</tr>
<tr>
<td>arguments/points.</td>
<td>b) Substantial evidence of independent research.</td>
<td>c) Inappropriate or inadequately described methodology</td>
<td>c) Inappropriate or inadequately described methodology</td>
<td>c) Inappropriate or inadequately described methodology</td>
<td>c) Inappropriate or inadequately described methodology</td>
<td><strong>Research question</strong></td>
</tr>
<tr>
<td>a) Original and imaginative question; breaks</td>
<td>a) Original question.</td>
<td>b) Well designed research question, but little originality</td>
<td>b) Well designed research question, but little originality</td>
<td>b) Poor research question, not clearly stated</td>
<td>b) Poor research question, not clearly stated</td>
<td><strong>Methodology</strong></td>
</tr>
<tr>
<td>new ground in the topic</td>
<td>Original question.</td>
<td>b) Appropriate methodology, but no discussion to justify its choice</td>
<td>b) Appropriate methodology, but no discussion to justify its choice</td>
<td>b) Poor methodology section</td>
<td>b) Poor methodology section</td>
<td><strong>Ethics</strong></td>
</tr>
<tr>
<td><strong>No proper methodology section</strong></td>
<td></td>
<td>c) Appropriate methodology, clear argument justifying its application</td>
<td>c) Appropriate methodology, clear argument justifying its application</td>
<td></td>
<td></td>
<td><strong>Data collection</strong></td>
</tr>
<tr>
<td>**Appropriate methodology; clear argument</td>
<td><strong>Appropriate methodology; clear argument justifying its application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Data analysis</strong></td>
</tr>
<tr>
<td>justifying its application**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Structure, logical development</strong></td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td><strong>Convincing case made. Aims, arguments and conclusions fully compatible</strong></td>
<td><strong>Credible case made. Aims, arguments and conclusions compatible</strong></td>
<td><strong>Arguments clearly structured</strong></td>
<td><strong>Arguments not always clear</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Insightful analysis of links between this project and the current theory or literature; suggestions for resolution of discrepancies or new research</strong></td>
</tr>
<tr>
<td><strong>Shows how the project supports or confutes the literature review</strong></td>
<td><strong>Links project findings back to literature review, but does not address all issues.</strong></td>
<td><strong>Weak reference back to literature review or current theory</strong></td>
<td><strong>Little critical discussion of the findings</strong></td>
<td><strong>Discussion of findings confused or missing</strong></td>
<td></td>
<td><strong>Data collection</strong></td>
</tr>
<tr>
<td><strong>Appropriate methodology; clear argument justifying its application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Data analysis</strong></td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Structure, logical development</strong></td>
</tr>
<tr>
<td><strong>Convincing case made. Aims, arguments and conclusions fully compatible</strong></td>
<td><strong>Credible case made. Aims, arguments and conclusions compatible</strong></td>
<td><strong>Arguments clearly structured</strong></td>
<td><strong>Arguments not always clear</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Insightful analysis of links between this project and the current theory or literature; suggestions for resolution of discrepancies or new research</strong></td>
</tr>
<tr>
<td><strong>Shows how the project supports or confutes the literature review</strong></td>
<td><strong>Links project findings back to literature review, but does not address all issues.</strong></td>
<td><strong>Weak reference back to literature review or current theory</strong></td>
<td><strong>Little critical discussion of the findings</strong></td>
<td><strong>Discussion of findings confused or missing</strong></td>
<td></td>
<td><strong>Data collection</strong></td>
</tr>
<tr>
<td><strong>Appropriate methodology; clear argument justifying its application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Data analysis</strong></td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Weak</strong></td>
<td><strong>Structure, logical development</strong></td>
</tr>
<tr>
<td><strong>Convincing case made. Aims, arguments and conclusions fully compatible</strong></td>
<td><strong>Credible case made. Aims, arguments and conclusions compatible</strong></td>
<td><strong>Arguments clearly structured</strong></td>
<td><strong>Arguments not always clear</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Arguments often unclear and undeveloped.</strong></td>
<td><strong>Insightful analysis of links between this project and the current theory or literature; suggestions for resolution of discrepancies or new research</strong></td>
</tr>
<tr>
<td><strong>Shows how the project supports or confutes the literature review</strong></td>
<td><strong>Links project findings back to literature review, but does not address all issues.</strong></td>
<td><strong>Weak reference back to literature review or current theory</strong></td>
<td><strong>Little critical discussion of the findings</strong></td>
<td><strong>Discussion of findings confused or missing</strong></td>
<td></td>
<td><strong>Data collection</strong></td>
</tr>
<tr>
<td>Criteria</td>
<td>100-80, outstanding</td>
<td>79-70, 1st class piece of work</td>
<td>69-60, good but with faults</td>
<td>59-50, an adequate pass</td>
<td>49-40, a fail</td>
<td>39-0, a bad fail, a poor attempt</td>
</tr>
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<td>--------------------------</td>
</tr>
<tr>
<td>Abstract</td>
<td>Clearly defines subject. Includes aims, approach and conclusions</td>
<td>Clearly defines subject. Includes aims, approach and conclusions</td>
<td>Defines subject but summary of aims, approach &amp; conclusions incomplete</td>
<td>Does not summarise work effectively.</td>
<td>Abstract does not summarise work.</td>
<td>Abstract missing.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Excellent: accurately identifies and summarises key points/ issues/outcomes.</td>
<td>Good. Summarises key points/ issues/outcomes.</td>
<td>Summarises most key points/ issues/outcomes.</td>
<td>Conclusion doesn’t do justice to essay. Inadequate summary of key points/ issues/outcomes</td>
<td>Conclusion perfunctory.</td>
<td>No recognisable conclusion.</td>
</tr>
<tr>
<td>Style, grammar and spelling</td>
<td>Very effective use of English. Clear and easy to read.</td>
<td>Very effective use of English. Clear and easy to read.</td>
<td>Effective use of English. Clear and easy to read.</td>
<td>Style acceptable.</td>
<td>a) Style sometimes makes Style makes work largely difficult to understand; b) Style is too colloquial</td>
<td></td>
</tr>
<tr>
<td>Presentation of data and references</td>
<td>a) Excellent use of relevant data, examples, figures, and models. b) References accurately cited and listed.</td>
<td>a) Good use of relevant data examples, figures, and models. b) References accurately cited and listed.</td>
<td>a) Some good use of relevant data examples, figures, models. b) Missing or incorrect citations and/or bibliography entries.</td>
<td>a) Little use of figs models a) No appropriate references to relevant data or examples. b) Many errors in citations or bibliography entries: e.g. missing or incorrect. c) Little apparent understanding of referencing. References used rarely.</td>
<td>Unacceptable presentation. Pagination, title, margins, &amp; paragraphs need attention.</td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX IV- DISSERTATION MARKING CRITERIA (SECONDARY RESEARCH- LITERATURE REVIEW, SYSTEMATIC REVIEW, META-ANALYSIS)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>100-80, outstanding</th>
<th>79-70, 1st class piece of work</th>
<th>69-60, good but with faults</th>
<th>59-50, an adequate pass</th>
<th>49-40, a fail</th>
<th>39-0, a bad fail, a poor attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of problem / research question</td>
<td>Outstandingly clear statement of review question. All elements present in a single section. Use of PICO (or acceptable alternative). Clear definition of inclusion/exclusion criteria</td>
<td>Good clear statement of review question. All elements present in a single section. Use of PICO (or acceptable alternative). Clear definition of inclusion/exclusion criteria</td>
<td>Good clear statement of review question. All elements present but not necessarily in a single section. Use of PICO (or acceptable alternative). Satisfactory definition of inclusion/exclusion criteria</td>
<td>Review question present but some aspects not clear. Occasional inclusion/exclusion criteria missing or unclear</td>
<td>No statement of review question. Elements of the review question only identifiable from scattered places throughout the document. Inclusion/ exclusion criteria missing</td>
<td>No statement of review question. Some elements of the question missing entirely</td>
</tr>
<tr>
<td>Justification for review</td>
<td>Outstandingly clear case for importance of review. Up-to-date statistics for incidence/ prevalence etc. Alternatives to intervention clearly outlined. Up-to-date references used,</td>
<td>Good clear case for importance of review. Up-to-date statistics for incidence/ prevalence etc. Alternatives to intervention outlined. Up-to-date references used,</td>
<td>Good case for importance of review. Isolated up-to-date statistics for incidence/ prevalence etc. Alternatives to intervention outlined. Mostly up-to-date references used,</td>
<td>Some good arguments made. Isolated up-to-date statistics for incidence/ prevalence etc. No identification of alternatives to intervention. Isolated up-to-date references.</td>
<td>Very limited case for importance of review. No up-to-date statistics for incidence/ prevalence etc. Alternatives to intervention not outlined. Outdated references used,</td>
<td>No case made for importance of review. No statistics for incidence/ prevalence etc. No alternatives given to intervention. References outdated or absent</td>
</tr>
<tr>
<td>Quality if search strategy</td>
<td>Exemplary identification of all major sources. Demonstrates widest possible of search techniques other than electronic databases. Description adequate to run it. Evaluation of effectiveness of the search.</td>
<td>Good identification of all major sources. Awareness of, but not necessarily demonstration of, search techniques other than electronic databases. Good description; some evaluation of effectiveness of the search.</td>
<td>Identification of most major sources. Comprehensive searches conducted across most sources. Awareness of, but no demonstration of, search techniques other than electronic databases. Good description, but no evaluation</td>
<td>Identification of some major sources. Limited awareness of search techniques other than electronic databases. No evaluation; some omissions from description make search non-reproducible.</td>
<td>Very limited identification of major sources. Minimal awareness of search techniques other than electronic databases. Significant omissions make literature search completely non-reproducible.</td>
<td>Omission of most major sources. No demonstration of search techniques in electronic databases or in other search techniques. Neither evaluation of the search of description of the search strategy.</td>
</tr>
<tr>
<td>Technical quality [from Search strategy]</td>
<td>Outstanding demonstration of awareness of complexities of searching. Excellent technical ability in broadening or narrowing search according to initial retrieval. Outstanding proficiency in applying date/ language/ publication type limits</td>
<td>Good demonstration of awareness of complexities of searching. Good technical ability in broadening or narrowing search according to initial results received. Generally proficient in applying appropriate date/ language/ publication type limits</td>
<td>Good demonstration of awareness of complexities of searching. Some technical ability in broadening or narrowing search according to initial retrieval. Some evidence of proficiency in applying appropriate date/ language/ publication type limits</td>
<td>Sound demonstration of awareness of complexities of searching. Limited technical ability in broadening or narrowing search according to initial retrieval. Limited proficiency in applying appropriate date/ language/ publication type limits</td>
<td>Very limited awareness of complexities of searching. No technical ability in broadening or narrowing search according to initial retrieval. No proficiency in applying appropriate date/ language/ publication type limits</td>
<td>Search strategy missing or incomplete.</td>
</tr>
<tr>
<td>Quality assessment</td>
<td>Exemplary</td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Weak</td>
<td>Missing</td>
</tr>
<tr>
<td>Criteria</td>
<td>100-80, outstanding</td>
<td>79-70, 1st class piece of work</td>
<td>69-60, good but with faults</td>
<td>59-50, an adequate pass</td>
<td>49-40, a fail</td>
<td>39-0, a bad fail, a poor attempt</td>
</tr>
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</tr>
<tr>
<td>Use of checklist</td>
<td>Excellent choice of appropriate use of checklist for each study</td>
<td>Good choice of checklist with justification of choice of checklist.</td>
<td>Good choice of checklist but with little justification of choice.</td>
<td>Good choice of checklist but no justification of choice. Occasional errors or misunderstandings.</td>
<td>Inappropriate choice of checklist or use of own criteria; no justification. Frequent errors or misunderstandings.</td>
<td>No explicit checklist or assessment framework.</td>
</tr>
<tr>
<td>Assessment across studies*</td>
<td>Extremely perceptive analysis and commentary on flaws or limitations of literature. Excellent assessment of relative merits of each study.</td>
<td>Perceptive analysis and commentary on flaws or limitations of literature. Good assessment of relative merits of each study.</td>
<td>Good analysis and commentary on flaws or limitations of literature. Some assessment of relative merits of each study.</td>
<td>Some analysis and commentary on flaws or limitations of literature. Perfunctory assessment of relative merits of each study.</td>
<td>Very limited analysis or commentary on flaws or limitations of literature. Absence of assessment of relative merits of each study.</td>
<td>No analysis or commentary on flaws or limitations of literature. No attempt to assess relative merits of each study.</td>
</tr>
<tr>
<td>Selection and extraction of variables</td>
<td>Exhaustive identification of variables from source studies. Fully transparent process of data extraction to facilitate synthesis</td>
<td>Comprehensive identification of all key variables from source studies. Generally transparent process of data extraction</td>
<td>Good identification of almost all key variables from source studies. Largely transparent process of data extraction</td>
<td>Selective identification of key variables with some omissions. Occasional lack of transparency in process of data extraction</td>
<td>Very limited identification of variables with important omissions. Overall lack of transparency in process of data extraction</td>
<td>Very poor identification of variables for extraction. Complete lack of transparency or omission of data extraction process.</td>
</tr>
<tr>
<td>Synthesis of evidence</td>
<td>Excellent organisation and synthesis of evidence base, showing high level judgment on issues such as heterogeneity / homogeneity</td>
<td>Good organisation and synthesis of evidence base, showing competent judgment on issues such as heterogeneity / homogeneity</td>
<td>Good organisation and synthesis of evidence base, but limited awareness of issues such as heterogeneity / homogeneity</td>
<td>Basic skills in synthesis of evidence base, but limited awareness of issues such as heterogeneity / homogeneity</td>
<td>Poor skills in synthesis of evidence base, little or no discussion of issues such as heterogeneity / homogeneity</td>
<td>Methods of synthesis of evidence base, missing or inappropriate, no awareness of issues such as heterogeneity / homogeneity</td>
</tr>
<tr>
<td>Data Presentation</td>
<td>Outstanding use of tables and/or graphs with complete integration and coherence with the text.</td>
<td>Good use of tables and/or graphs generally integrated and coherent with the text.</td>
<td>Good use of tables and/or graphs generally integrated and coherent with the text.</td>
<td>Selective use of tables and/or graphs. Some possible opportunities missed.</td>
<td>Very limited use of tables and/or graphs. Many possible opportunities missed.</td>
<td>Very minimal use or even absence of tables and graphs.</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Extremely perceptive recommendations for clinical practice and future research, fully justified from the search and analysis of retrieved documents.</td>
<td>Good indication of overall strength of recommendation; perceptive assessment of either recommendations for practice or future research. Justified by literature.</td>
<td>Good indication of overall strength of recommendation. Some assessment of either recommendations for practice or future research, but weaker links to the literature.</td>
<td>Some indication of overall strength of recommendation. Limited assessment of either recommendations for practice or future research. Justified by literature.</td>
<td>Little assessment of recommendations for practice or future research; failure to justify these from the review.</td>
<td>No clear recommendation, for practice or future research; or recommendations without support from the review.</td>
</tr>
<tr>
<td>Conclusion and Resolution</td>
<td>Excellent link to original review question. Consistent with findings of literature. Areas of uncertainty around results clearly identified.</td>
<td>Good link to original review question. Generally consistent with findings of literature. Some uncertainties identified.</td>
<td>Good link to original review question. Generally consistent with findings of literature.</td>
<td>No link to original review question. Occasional inconsistencies with findings of literature. Superficial discussion of uncertainties.</td>
<td>No link to original review question. Identifiable inconsistencies with findings of literature. Some aspects of summary missing.</td>
<td>Summary missing or incomplete.</td>
</tr>
<tr>
<td>Criteria</td>
<td>100-80, outstanding</td>
<td>79-70, 1st class piece of work</td>
<td>69-60, good but with faults</td>
<td>59-50, an adequate pass</td>
<td>49-40, a fail</td>
<td>39-0, a bad fail, a poor attempt</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>----------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Style, grammar and spelling</strong></td>
<td>Very effective use of English. Clear and easy to read.</td>
<td>Very effective use of English. Clear and easy to read.</td>
<td>Effective use of English. Clear and easy to read.</td>
<td>Style acceptable.</td>
<td>a) Style sometimes makes work difficult to understand.</td>
<td>Style makes work largely incomprehensible.</td>
</tr>
<tr>
<td><strong>Presentation of data and references</strong></td>
<td>a) Excellent use of relevant data, examples, figures, and models.</td>
<td>a) Excellent use of relevant data, examples, figures, and models.</td>
<td>a) Good use of relevant data examples, figures, and models.</td>
<td>a) Some good use of relevant data examples, figures, models.</td>
<td>a) Little use of figs models relevant data or examples</td>
<td>a) No appropriate references to data, examples or class notes.</td>
</tr>
<tr>
<td></td>
<td>b) References accurately cited and listed.</td>
<td>b) References accurately cited and listed.</td>
<td>b) References accurately cited and listed.</td>
<td>b) Missing or incorrect citations and/or bibliography entries.</td>
<td>b) Many errors in citation or bibliography entries: e.g. missing or incorrect.</td>
<td>b) No referencing and/or bibliography.</td>
</tr>
</tbody>
</table>

* for systematic reviews and meta-analyses, this criterion should also cover the issue of heterogeneity
APPENDIX V- DISSERTATION MARK SHEET

MSc in Psychotherapy Studies: Dissertation mark sheet
Title: 
Student: 
Overall mark:

Literature review and bibliography Mark: __/25
Marking criteria: 
To pass a student would supply a review of literature which situated the chosen research topic within a corpus of research and theory. The bibliography would be complete and would enable references to be clearly identified from the body of the dissertation.

To achieve a distinction, a student provides a literature review which is both comprehensive, and possess a structure which enabled a reader to obtain a rigorous analysis of the work which had been conducted in a field, the limitations of this work, and the theoretical perspectives which had guided this work.

Comment: 

Research question & methods Mark: __/25
Marking criteria: 
To achieve a pass a student would identify a research question which related to the topic of the dissertation and which had been chosen with reference to the extent of the research possible in the dissertation. The methods would address the difficulties of approaching the collection and analysis of data, identify an appropriate and adequate methodology for collection, discuss validity and reliability issues and demonstrate an understanding of the relationship between method and data analysis.

To achieve a distinction, the research question would have clear evidence of having been refined, for example by a process of piloting. The methods section would discuss at a sophisticated level issues concerning: the status of the data to be collected, the relationship between concepts and indicators, the difficulties of achieving validity and reliability using this particular methodology, and the limitations which the methods demand concerning analysis. Methodology would be situated within the discussion in the literature of approaches to data collection, and any standardised instruments to be used would have been validated for the particular group of subjects to be investigated.

Comment: 

Data analysis & presentation of results Mark: __/25
Marking criteria: 
To achieve a mark of pass a student will have analysed data rigorously, according to the particular demands of the methodology adopted. For example a quantitative analysis would have utilised statistical tests as appropriate. Qualitative approaches would demonstrate use of strategies such as grounded theory or deconstruction. The data would be presented clearly, and appropriately, using tables or other figures as appropriate. These would be supplied in clear appendices to the dissertation.

To achieve distinction, the student would demonstrate an analysis of data which would be acceptable for publication in a refereed journal. The analysis would discuss at a sophisticated level, and this would of course depend upon a sophisticated methodology also having been adopted. Where statistical techniques have been adopted these are used to extract the maximum from the data collected. Where qualitative methods have been used the analysis would demonstrate the possibility of generating second order constructs and the refining of the research question through particular interrogations of data.

Comment: 

Discussion and conclusion Mark: __/25
Marking criteria: 
To achieve a pass a student will have provided a discussion section which articulates the initial review of literature with the research question and the data analysis. The discussion will reflect upon both negative and positive findings of the study, and identify problems of method which had been encountered. The conclusions will flow from the discussion of the research, and will be appropriate to an academic piece of work.

To achieve distinction the discussion will have significantly to carry the review of literature beyond its frame of reference, in the light of the research undertaken, which is likely also to have received high marks for methods and data analysis. The discussion should identify new research questions, and should supply theoretical or substantive material of a publishable quality. The conclusion would address these issues, and also issues of reflection of the research process.

Comment: 

General comment:
APPENDIX VI- GUIDE TO TURNITIN UK

Introduction

Turnitin® UK (A JISC Service) helps academic staff address a number of common, but difficult to identify issues related to citation and collaboration in coursework assessments. It enables tutors to identify the original source of material included within student work by searching a database of several billion pages of reference material gathered from professional publications, student essay websites and other student works. It is used by academics as a tool to help them provide better information and feedback to students about the work they have submitted. The tool does not make decisions about the intention of unoriginal work, nor does it determine if unoriginal content is incorrectly cited or indeed plagiarised. It simply highlights sections of text that have been found in other sources to help academic staff members make these decisions. In many cases this will lead the academic member of staff to provide feedback to students on how to improve their coursework submissions and citations. All assessment decisions will continue to be made by the course tutor who will review the entire work.

The detection software is supported within the JISC Plagiarism Advisory Service, which provides advice and guidance on all aspects of plagiarism prevention, and can be accessed at www.jiscpas.ac.uk

The service will be fully funded by JISC until August 2005, and will be available to JISC sites at no cost.

Overview of the Registration Process

To make use of the service sites must first register with the JISC Plagiarism Advisory Service. This process includes signing a letter of agreement. Once this process is completed, a central institution contact or ‘Administrator’ will be provided with access details including an administration user name and password. The institutional Administrator will then be able to provide individual tutors with access. Each tutor can then create classes and invite submissions from students.

Overview of the Service

The service is based on the ‘Turnitin.com’ product, developed and supplied by the US company iParadigms. This product was selected by JISC following EU procurement. Both students and tutors can submit work, and the service carries out a comparison of it against the following:

- A database of previously submitted material (i.e. other students essays and assignments)
- Over 4.5 billion URLs
- Essays from cheat sites
- Selected subscription services
• Copyright free material, such as the Gutenberg Project

The tutor can then access the results, and can choose to make these directly available to students. However, it is important to note that the software itself cannot identify plagiarism: it simply provides a colour-coded ‘Originality Report’. This report highlights text within the assignment that has been found at another source and provides relevant links. The report does not make decisions about a piece of work or its author; it provides information on which a tutor can make a judgement about whether plagiarism has taken place.

An example of an Originality Report is provided overleaf.

Integration of electronic detection

Further guidance on incorporating electronic detection into the assessment process can be found on the JISC Plagiarism Advisory Service web site at www.jiscpas.ac.uk.
Information for Students

What is Turnitin® UK (A JISC Service)?

The service helps academic staff address a number of common but difficult to identify issues related to citation and collaboration in coursework assessments. It enables tutors to identify the original source of material included within student work by searching a database of several billion pages of reference material gathered from professional publications, student essay websites and other student works. It is used by academics as a tool to help them provide better information and feedback to students about the work they have submitted. The tool does not make decisions about the intention of unoriginal work, nor does it
determine if unoriginal content is incorrectly cited or indeed plagiarised. It simply highlights sections of text that have been found in other sources to help academic staff members make these decisions. In many cases this will lead the academic member of staff to provide feedback to students on how to improve their coursework submissions and citations. All assessment decisions will continue to be made by the course tutor who will review the entire work.

**What is the benefit of using the service?**

Your institution wishes to encourage students to behave with honesty and integrity at all times. The correct citation of work and the authenticity of submitted work is a cornerstone, not just of our education system, but of the trust and value held in each of our education institutions by employers and the public at large. The use of this service along with other methods of maintaining the integrity of the academic process will help your institution maintain academic standards and assessment fairness.

**How will my data be used?**

In order for this service to work you will be required to submit your assignments to the service where they will be stored together with your name, email address, course details and institution. You may also opt to enter your address and phone number but this is not compulsory. Once your material has been uploaded it will be stored electronically in a database and compared against work submitted from this or any other department(s) within this institution or from other UK institutions using the service.

Your tutor will receive an Originality Report from the service. In most cases this feedback will be used by the tutor to instruct you about the process of citation and the importance of maintaining academic standards. In some cases, dependent on extent, level and context, the institution may decide to undertake further investigation which could ultimately lead to disciplinary actions, should instances of plagiarism be detected. Such decisions are entirely at the discretion of your institution and in no way involve HEFCE (the Higher Education Funding Council for England) nor the service. In this circumstance it is possible that your personal data may need to be disclosed to academic staff within the other institution(s) from where matching content has been submitted.

HEFCE has overall responsibility for the processing of personal data carried out by Turnitin® UK (A JISC Service). HEFCE and each institution signing up to use the service will together act as Joint Data Controllers for the personal data submitted with students' work.

In order for your institution to make use of the service it will be necessary for personal data relating to you to be transferred to countries not governed by EU Data Protection legislation. However, it should be noted that iParadigms, the company processing your data are bound by terms of contract to at all times abide by the Data Protection Act 1998.

**How long will the service keep my work?**

The service will seek to retain content submitted to it and associated personal data until the termination of this service or its successor, thus helping to accumulate as large a corpus of knowledge as possible against which to compare submitted content.

**Who owns the copyright to the work I have submitted?**

HEFCE has no interest in acquiring the intellectual property rights for the content submitted by you. The copyright for such content will continue to reside with either yourself or your institution; whichever is currently the case.

The service will help to protect your work from future plagiarism and thereby help maintain the integrity of any qualification you receive.
**What are my rights under the Data Protection Act?**

As the data subject you do have the right to see what personal information is held about you in relation to this or any other service that stores your personal information and have limited rights to object to your data being used. Please refer to the Plagiarism Advisory Service web site (www.jiscpas.ac.uk) for further information regarding these rights.

If your personal data has been integrated into the service via your institution's student information system your request may require the institution to withdraw your personal information from student information system as well. Your institution will be able to inform you of the implications of exercising this right under these conditions.

Please note: your tutor can submit your work to the service without the use of personal data should you decide to exercise this right. The right to objection relates to the storage of your personal data and does not extend as a right to object to your tutor making use of technology aimed at improving academic standards when assessing your work.