



TYNDALE
• SEMINARY •

Course Syllabus

FALL 2017
RESEARCH METHODS IN COUNSELLING
COUN 0680

FIVE FRIDAYS: SEPT 15, SEPT 29, OCT 6, OCT 20, NOV 10
9:00AM – 4:00PM

INSTRUCTOR: DR. HELEN NOH

Email: hnoh@tyndale.ca

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

This course seeks to familiarize learners with research methodologies and techniques applied to the field of marriage and family therapy. Students will also learn basic concepts of descriptive statistics and the logic of statistical inference to enable them to read statistical research, to quantify and compare data, as well as become more intelligent consumers of research reports. The aim is to expose learners to a range of possible methodologies (qualitative and quantitative), and their attendant issues, so that more informed decisions can be made in research projects/endeavor.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

- Demonstrate knowledge of the key concepts of research, including constructs, sampling, measurements, and design
- Develop competency in reading and evaluating quantitative and qualitative research articles related to Marriage and Family counseling
- Understand the basic level of statistical analysis and interpretation of data in research articles published in Marriage and Family journals

- Evaluate clinically-oriented research in terms of ethical concerns and treatment evaluation

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Los Angeles, CA: Sage.

Locke, L.F., Spirduso, W.W., & Silverman, S. J. (2010). *Reading and understanding research*. Thousand Oaks, CA: Sage.

B. SUPPLEMENTARY / RECOMMENDED READING:

McBride, D. (2013). *The process of research in psychology (2nd ed.)*. Los Angeles, CA: Sage Publications, Inc.

C. ASSIGNMENTS AND GRADING

The purpose of the assignments is to equip students to become intelligent readers and consumers of research, in particular, research in the context of marriage and family therapy. Through the assignments, students will be able to access and understand the research literature in order to do their jobs better. Emphasis in the assignments will on evidence-based approaches in marriage and family therapeutic interventions.

1. Reading Log & Group Participation: 10% of final grade

This portion of the course requirement is based on the reading assignments as per the schedule. The readings must be completed prior to each class and a reading log (which will be distributed by the professor) will be submitted to the professor attached to the final Research Critical Review assignment (worth 5% of final grade). In addition, students will engage in focused group discussion times each day to apply the required reading to lecture material. A mark will be submitted by each group member regarding the level of participation and contribution made by the student (worth 5% of final grade). An assessment form will be handed out in class and submitted to the professor on the last day of the course.

2. Research Methods Exam: 35% of final grade

Students will write a final exam on the last day of class (Friday afternoon), covering all of the material in the assigned readings and lecture content. The format of the exam will include multiple choice and short answer questions, and a research article review and evaluation.

3. **QUALITATIVE Research Review Paper: 20% of final grade**

This assignment will provide students with the opportunity to demonstrate both the skills of reading and evaluating a Qualitative Research Report. The first section of the paper will describe the research report using the questions in Section I (adapted from Locke, p. 210-211). The second section of the paper will evaluate the research report by drawing upon the information found in Locke, chp 12, Reading Reports of Qualitative Research, as well as critically reflect on the implications and application of the findings into the field of counselling. Detailed instructions will be handed out in class.

4. **QUANTITATIVE Research Review Paper: 35% of final grade**

Students will write a final paper describing, comparing and critically evaluating two quantitative research articles on a particular topic in marriage and family therapy research, utilizing material from lecture and textbook content. In this paper, students will describe in detail the purpose and methods of the studies, making note of the research and intended audience. Students will also deal with the extent of the literature review and its importance and contributions within the field of counseling. The methodologies utilized and the analysis of the data will be reviewed and critiqued, based upon the criteria for good research found in the Locke, Silverman & Spirduso text. Students will also be required to engage in critical reflection on the conclusions and discussion sections of the studies, including ideas and suggestions for future research. The paper will be 10 to 12 pages in length, double spaced, and must be in APA format (cover page, references, and citations). There will be no extensions regarding the due date for the paper, unless due to extenuating circumstances. Detailed instructions will be handed out in class.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

Written work must clearly demonstrate some critical thinking and personal reflection. It will not be enough to simply state what the researchers have written, but students must at all times interact with the material indicating own thoughts processes on the topic at hand.

For proper citation style, consult the American Psychological Association Manual. For citing Scripture texts, refer to the Chicago Manual of Style Online, sections 10.46 to 10.51 and 14.253 to 14.254.

2. Submission of written work:

All assignments must be submitted as a soft copy to the instructor's email address: hnoh@tyndale.ca. as a Word Document or PDF file only.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on

tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading Log & Group Participation	10%
Qualitative Research Review Paper	20%
Final Exam	35%
Quantitative Research Review Paper	35%
Total Grade	100 %

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	Topic	Readings	Assignments
Sept 15	AM: Introduction to research in counseling; Scientific Method PM: The Research Report; Key skills in reading and	Creswell: 1-4 Locke: Chps 1-5	

	evaluating research; Ethics in research; Finding and Utilizing Resources		
Sept 29	AM: QUANTITATIVE RESEARCH IN DEPTH: Identifying the research question; Understanding the literature review; Hypothesis or predictions; Methodology PM: Issues of Measurement; Instrumentation; Validity and Reliability of Instruments	Creswell: Chps 5-8 Locke: Chps 6	
Oct 6	AM: DIFFERENT TYPES OF QUANTITATIVE RESEARCH DESIGN: Correlational Research PM: Experimental Research Design and Data Analysis	Locke: Chps 7-9 Appendix B	
Oct 20	AM: QUALITATIVE RESEARCH DESIGN IN DEPTH PM: Mixed Research Design	Creswell: Chps 9 - 10 Locke Chps 10-12	
Nov 3	QUALITATIVE Research Review Paper DUE		
Nov 10	AM: Reading research review; writing an APA style research report PM: Review & FINAL EXAM	Locke: Chps 13	Final Exam (PM) Group Participation Grade DUE
Dec 1	QUANTITATIVE Research Review Paper DUE Reading Log DUE (attached to final paper)		

V. SELECTED BIBLIOGRAPHY

Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences (4th ed.)*. Belmont, CA: Wadsworth.

Jackson, S. L. (2006). *Research methods and statistics: A critical thinking approach (2nd ed.)*. Belmont, CA: Wadsworth.

Sheperis, C. J., Daniels, M. H., & Young J. S. (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Pearson.

Williams, L., Patterson, J., & Edwards, T.M. (2014). *Clinician's guide to research methods in family therapy: Foundations of evidence-based practice*. New York: The Guilford Press

Wright, R. J. (2013). *Research methods for counseling*. Thousand Oaks, CA: Sage.