

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title	RESEARCH THESIS IN COUNSELLING AND PSYCHOTHERAPY
Course Code	COUN 0793 1S
Date	From September 14 to December 11, 2026 Every Thursday
Time	From 6:45 pm to 9:35 pm
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Thursdays from 6:45 to 9:35 pm.
Instructor Contact Information	NOHA-CHRISTINE GUORGUI, PHD Email: noha.guorgui@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Students complete a major research proposal in the field of counselling and psychotherapy that demonstrates their ability to formulate a research question, use existing peer reviewed research studies to develop a well-structured literature review and methodology section, and draft an ethics proposal.

Prerequisite: COUN 0680, COUN 0601, COUN 0602, COUN 0772 and COUN 0774. MA Clinical Counselling majors only.

II. LEARNING OUTCOMES

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

1. Develop an original testable research question
2. Write a comprehensive literature review
3. Complete a Research Ethics Board (REB) ethics approval process
4. Design a proposed methodology section that is scientifically sound

5. Prepare an APA-formatted research proposal including: Introduction, Methods, proposed Data Analysis, and Discussion sections
6. Provide a critical reflection on the integration of the research topic with a Christian framework
7. Present an analysis of the importance and contribution of the research topic to the field of Marriage and Family Therapy and Psychotherapy

III. COURSE REQUIREMENTS

A. REQUIRED READING

Bui, Y. (2020). *How to write a master's thesis* (3rd ed.). Thousand Oaks, CA: Sage.

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Required readings consist of both peer reviewed research articles and book chapters pertaining to each individual student's research topic

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Durdella, N. (2023). [Conducting research with human participants: An IRB guide for students and faculty](#). Thousand Oaks, CA: Sage.

Hempel, S. (2020). [Conducting your literature review](#). American Psychological Association.

McLeod, J. (2022). *Doing research in counselling and psychotherapy*. Thousand Oaks, CA: Sage.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Participation and Research Portfolio: Due throughout the semester – 5% of final grade

The student is required to attend all classes and meetings with the professor. Throughout the semester, the student will submit several progress documents and give informal presentations to receive feedback and peer review. Each submission will be counted toward the “research portfolio” grade.

2. Annotated Bibliography: Due October 15 - 5% of final grade

The student will submit an annotated bibliography consisting of a minimum of 10-15 key references that will be used to develop the literature review section of the thesis project. Each source will include the citation (in proper APA style) and a brief annotation of the study.

3. Draft Assignments: Literature Review Draft (Due November 5 – 15% of final grade), Methodology Draft (Due November 19 – 10% of final grade)

The drafts for the Introduction (Literature Review, Research Question, and Hypotheses) and Methods Sections (Methodology) should strictly follow APA style for in-text citations, references, figures, tables, etc., and demonstrate a strong grasp of the research process and topic. The student is required to submit soft copies of the drafts on the specified dates throughout the semester for discussion and feedback with the supervisor. Failure to submit the assignments on their due dates will result in deductions from the final grade.

4. Research Ethics Board (REB) Application: Due November 26 – 5% of final grade

The student will prepare a full application to the Tyndale Research Ethics Board, which the professor will review for accuracy and pre-approval.

5. Research Project Presentation: Due December 3 & 10 – 5% of final grade

Students will present their research project.

6. Final Research Report: Due December 17 – 55% of final grade

The student will hand in a final version of the research project that clearly articulates the research question, the relevant literature review, a sound methodology, and the proposed data analysis, following APA guidelines. In addition, a discussion section will be included that provides a critical integration of the research topic with a Christian framework, as well as reflections on the implications of this project in the field of psychotherapy research. The final research thesis project will be 30-40 pages, double-spaced, 12-point font (not including cover page and reference section).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Dates	% final grade
1.Participation and Research Portfolio	Ongoing	5%
2.Annotated Bibliography	October 15	5%
3.1. Draft of Literature Review	November 5	15%
3.2. Draft of Methodology Section	November 19	10%
4. Research Ethics Board Application	November 26	5%
5. Project Presentation	December 3 & 10	5%
6. Final Research Report	December 17	55%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	TOPIC	MEETING CONTENT	READINGS & ASSIGNMENTS DUE
Week 1 September 17	Overview of the Master's Thesis Project and Selecting a Research Topic	<ul style="list-style-type: none"> Syllabus and course overview General overview of a master's research thesis Selecting a research topic 	<ul style="list-style-type: none"> Bui (Chapters 1-3) Identify 2-3 research topics of interest and read a minimum of 5-7 research studies for each topic
Week 2 September 24	Introduction and Literature Review Sections	<ul style="list-style-type: none"> Overview of the Introduction and Literature Review Sections Process of conducting the literature review Devising a literature map 	<ul style="list-style-type: none"> Bui (Chapters 4-6) Read minimum of 15-20 relevant research studies for research topic (start annotated bibliography)
Week 3 October 1	Individual Supervision	Identify Core Constructs, Findings linking Key Constructs, Gaps in the Literature	<ul style="list-style-type: none"> Read a minimum of 15-20 relevant research studies (add to the annotated bibliography)
Week 4 October 8	Presenting Literature Maps	PRESENTATION OF LITERATURE MAP: Students will present research topic, key constructs, and anchor studies on literature map	<ul style="list-style-type: none"> Read a minimum of 15 research studies (add to annotated bibliography) Summarize limitations of previous research and rationale for current study
Week 5 October 15	Individual Supervision	Articulate testable Research Questions and Hypotheses	<ul style="list-style-type: none"> Read a minimum of 15 research studies (add to annotated bibliography) <p>DUE: Annotated Bibliography (latest by 11:59 pm)</p>
Week 6 October 22	Individual Supervision	Discuss the literature review section	Review the organization and flow of each section

			of the introduction and literature review chapter
Reading Days – No class			
Week 7 November 5	Methodology Section	Instrumentation, sampling, data collection, procedure	<ul style="list-style-type: none"> • Bui (Chapter 7) • Identify possible instruments to be used for research study and verify their validity and reliability <p>DUE: Draft of literature review (latest by 11:59 pm)</p>
Week 8 November 12	Ethics in Research, Discussion & Integration	<ul style="list-style-type: none"> • Ethical issues in conducting research with human participants • Clinical implications of study • Theological integration <p>PRESENTATION OF INTEGRATION REFLECTIONS: Students will present reflections on potential points of theological integration</p>	<ul style="list-style-type: none"> • Bui (Chapters 8-10) • Review Tyndale’s Research Ethics Board (REB) Application • Read a minimum of 5-7 relevant research studies on possible areas of theological integration with research study
Week 9 November 19	Individual Supervision	Discuss outstanding issues/questions regarding Literature Review Draft and Methodology Section Draft	DUE: Draft of Methodology Section (latest by 11:59 pm)
Week 10 November 26	Individual Supervision	Discuss outstanding issues/questions regarding REB application and overall project presentation	DUE: REB Application (latest by 11:59 pm)
Week 11 December 3	Student Project Presentations	Students to present research project	DUE: Project Presentations
Week 12 December 10	Student Project Presentations	Students to present research project	DUE: Project Presentations

V. SELECTED BIBLIOGRAPHY

- Brown Urban, J., & Matheus van Eeden-Moorefield, B. (2017). *Designing and proposing your research project*. American Psychological Association.
- Clark-Carter, D. (2024). *Quantitative psychological research: The complete student's companion* (5th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences* (4th ed.). Belmont, CA: Wadsworth.
- Newhart, M., & Patten, M. L. (2023). *Understanding research methods: An overview of the essentials* (11th ed.). Routledge.
- Sheperis, C. J., Daniels, M. H., & Young J. S. (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Pearson.
- Tchermi-Buzzeo, M., & Pyrczak, F. (2024). *Evaluating research in academic journals: A practical guide to realistic evaluation* (8th ed.). Routledge.
- Urdan, T. (2022). *Statistics in plain english* (5th ed.). Routledge.
- 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.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also 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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It’s advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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 link can also be found in the left column on the course page. 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.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).