



TYNDALE
• SEMINARY •

Course Syllabus

**WINTER 2019
RESEARCH METHODS IN COUNSELLING
COUN 0680**

**FEB 1, FEB 8, MARCH 8, MARCH 22, APRIL 5
FIVE FRIDAYS; 9:00AM – 4:00PM**

INSTRUCTOR: HELEN NOH, PH.D

Email: hnoh@tyndale.ca

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

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 will 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
- Recognize 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. Attendance and Group Participation: 5% of final grade

Students will engage in focused group discussion times each class to apply the required reading to lecture material. A mark will be submitted by each group member regarding attendance at the meetings as well as 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. In-Class Quizzes: 10% of final grade

At the beginning of lectures 2 and 3, students will write a quiz covering all the material from the previous lecture. Format of the quizzes will be multiple choice and short answer

questions. Purpose of these quizzes is to ensure students have comprehended the material before moving to the next topic.

3. 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.

4. QUANTITATIVE Research Review Paper: 25% of final grade

Students will write a final paper describing, evaluating, and critically engaging with a quantitative research article 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 method of the study, 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 methodology 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 study, including ideas and suggestions for future research. Detailed instructions will be handed out in class.

5. QUALITATIVE Research Review Paper: 25% 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.

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Attendance and Group Participation	5%
In-Class Quizzes	10%
Quantitative Research Review Paper	25%
Qualitative Research Review Paper	25%
Final Examination	35%
Total Grade	100 %

F. 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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 are encouraged to consult [writing resources](#).

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.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aaui@tyndale.ca) before proceeding.

G. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	Topic	Readings	Assignments
Feb 1	AM: Introduction to research in counseling; Scientific Method PM: The Research Report; Key skills in reading and evaluating research; Ethics in research	Creswell: 1-4 Locke: Chps 1-5	
Feb 8	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	• In-Class Quiz
Mar 8	AM: DIFFERENT TYPES OF QUANTITATIVE RESEARCH DESIGN: Correlational Research PM: Experimental Research Design and Data Analysis	Locke: Chps 7-9 Appendix B	• In-Class Quiz
Mar 22	AM: QUALITATIVE RESEARCH DESIGN IN DEPTH PM: Mixed Research Design	Creswell: Chps 9 - 10 Locke Chps 10-12	• QUAN paper DUE

MAR 29 (FRI)	OPTION 1: QUALITATIVE Research Review Paper DUE		
Apr 5	AM: Reading research review; writing an APA style research report PM: FINAL EXAM	Locke: Chps 13	<ul style="list-style-type: none"> • Final Exam (PM) • Group Participation Grade DUE
APR 12 (FRI)	OPTION 2: QUALITATIVE Research Review Paper DUE		

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

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.)*. 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*. The Guilford Press

Wright, R. J. (2013). *Research methods for counseling*. Sage.