



TYNDALE

• SEMINARY •

Course Syllabus SPRING/SUMMER 2013

RESEARCH METHODS IN COUNSELLING COUN 0680

MAY 6 – MAY 10
9:00 AM – 4:00 PM

INSTRUCTOR: DR. HELEN NOH

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To access your course materials, please go to www.mytyndale.ca. Note that all official Tyndale correspondence will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward Tyndale emails to your personal account, see 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:

- Critically evaluate research methods used in the field of Marriage and Family Therapy
- Understand the basic level of statistical analysis and interpretation of data in research articles published in Marriage and Family journals
- Understand the steps and procedures involved in social science qualitative and quantitative research including choosing a research question, defining and

- operationalizing of variables, conducting a literature review, designing a research methodology, and writing an APA style research report
- Critique the methods of research design, methodology, and statistical analyses employed by the various researchers

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd 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:

Rowntree, D. (2000). *Statistics without tears: A primer for non-mathematicians*. New York, NY: Penguin Books

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. Required Reading and Group Participation: 15 % of final grade

This portion of the course requirement is based on the reading assignments as per the schedule. The readings must be completed by the time the final assignment is due (worth 10% of final grade). In addition, students will engage in group discussion times throughout the week and a mark (out of 5% of final grade) will be submitted by group members regarding the level of participation and contribution made by the student. An assessment form will be handed out in class.

2. Critical Application Paper: 20 % of final grade

Throughout the one week intensive, students will work in the same groups of four to identify a research question of interest, collect research articles relevant to the topic, investigate the various research methodologies employed in studying the research question, critically evaluate the methodologies utilized, and discuss other methods of research that could be conducted in future studies. Each student will be responsible to read, understand, and present information from THREE research articles that are

relevant to the research topic to members in the group. As well, each student will be required to hand in a 4-5 page paper (double-spaced, APA format) on Thursday May 9th on a topic that will be given during class.

3. Research Methods and Basic Statistics Test: Friday May 10, 2013; 20% of final grade

Students will write a test (multiple choice and short answer questions) based upon key concepts and principles discussed in the lecture material covered throughout the week.

4. Final Research Paper: Due on Friday May 31, 2013; 45% of final grade

Students will write a final paper comparing, contrasting, and critically analyzing the three research articles (from academic/professional journals) relevant to the group research topic. In this paper, students will examine in depth, the purpose and method of the studies, making note of the researcher and intended audience. Students will also deal with the extent of the literature review writing a section in the paper indicating their understanding of the major issues as well as the major theories underlying the topic area. The methodology utilized and the analysis of the data will also be reviewed and critiqued, based upon the criteria for good research found in the texts. Students will also be required to engage in critical reflection on the conclusion and discussion sections of the articles, including ideas and suggestions regarding different methodologies that could be employed in future research studies. The paper will be 10 – 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.

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:

Assignments due during the one week intensive must be submitted as a hard copy on the required due dates. The final research paper 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 [*Sample*]

Required Reading and Group Participation	15%
Critical Application Paper	20%
Research Methods and Basic Statistical Test	20%
Research Paper	45%
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Day	Topic	Readings	Assignments
Mon May 6	Introduction to research process; Conducting a literature review; Use of theories, Ethics in research	Creswell: Chps 1-4 Locke: Chps 1-3	
Tues May 7	Constructing the research questions and hypotheses; Defining and operationalizing the variables;	Creswell: Chps 5-7 Locke: Chps 4-5	
Wed May 8	Research Methodology I: Understanding and designing quantitative research; Understanding basic statistics	Creswell: Chp 8 Locke: Chps 6 – 9; Appendix B	
Thurs May 9	Research Methodology II: Understanding and designing qualitative research and mixed methods	Creswell: Chps 9 - 10 Locke Chps 10-12	Critical Paper DUE

Fri May 10	Reading research review; writing an APA style research report	Locke: Chps 13, Appendix A Additional readings	Research Methods and Statistics Test
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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.)*. Wadsworth.

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

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