

*“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.”*

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|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester, Year</b>    | FALL, 2026                                                                                                                                                                                                                             |
| <b>Course Title</b>      | <b>RESEARCH METHODS IN COUNSELLING</b>                                                                                                                                                                                                 |
| <b>Course Code</b>       | <b>COUN 0680 1S</b>                                                                                                                                                                                                                    |
| <b>Date</b>              | From September 14, 2026 to December 11, 2026<br><b>EVERY THURSDAY</b>                                                                                                                                                                  |
| <b>Time</b>              | From 6:45 to 9:35 PM                                                                                                                                                                                                                   |
| <b>Delivery Format</b>   | SYNCHRONOUS ONLINE                                                                                                                                                                                                                     |
| <b>Class information</b> | The classes will be livestreamed on Thursdays from 6:45 to 9:35pm.                                                                                                                                                                     |
| <b>Instructor</b>        | <b>NATHAN SZETO, PhD (Cand.)</b><br>Email: <a href="mailto:nszeto@tyndale.ca">nszeto@tyndale.ca</a>                                                                                                                                    |
| <b>Office Hours</b>      | By appointment only.                                                                                                                                                                                                                   |
| <b>Course Materials</b>  | Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only. |

## 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/endeavours.

*COUN majors only or by permission of program coordinator.*

## II. LEARNING OUTCOMES

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

1. Describe the key concepts of research, including constructs, sampling, measurements, and design

2. Develop competency in reading and evaluating quantitative and qualitative research articles related to Marriage and Family counselling
3. Identify the basic level of statistical analysis and interpretation of data in research articles published in Marriage and Family journals
4. Evaluate clinically-oriented research in terms of ethical concerns and treatment evaluation

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Creswell, J. W. & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches (6<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.

McBride, D. (2023). *The process of research in psychology (5th ed.)*. Thousand Oaks, CA: Sage Publications, Inc.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Nichols, S.L., Schutz, P.A., & Bahena S. (2023). *How to read, evaluate, and use research*. Thousand Oaks, CA: Sage Publications, Inc.

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. Quizzes (4 @ 10% each): 40% of final grade.

At the beginning of weeks 3, 5, 8 and 11, students will write a Quest covering the material from the previous lectures. The format of the quizzes will be multiple choice and short answer questions. The purpose of these Quests is to ensure students have comprehended the material.

This assignment is related to learning outcome #1.

##### 2. QUANTITATIVE CORRELATIONAL Research Report: November 5, 10% of final grade

A research study will be utilized in class to learn and apply the content of quantitative correlational research design. Students will write a report on the research study that

demonstrates a solid understanding of the research topic, literature review, rationale for the current study, hypothesis, methodology, statistical results, and limitations. Detailed instructions will be given in class.

This assignment is related to learning outcomes #2, 3 and 4.

### **3. QUANTITATIVE EXPERIMENTAL Research Review Paper: November 26, 25% of final grade**

Students will write a final paper describing, evaluating, and critically engaging with a quantitative experimental research report 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 counselling. The methodology utilized and the analysis of the data will be reviewed and critiqued, based upon the criteria for good research covered in lecture. Students will also be required to engage in critical reflection on the results and discussion sections of the study, including ideas and suggestions for future research. Detailed instructions will be discussed during class.

This assignment is related to learning outcomes #2, 3 and 4.

### **4. QUALITATIVE Research Review Paper: December 10, 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 and evaluate the research report. The second section of the paper will engage with the findings from the report as applied to the field of counselling. Detailed instructions will be discussed during class.

This assignment is related to learning outcomes #2, 3 and 4.

## **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

| <b>Assignment</b>                                    | <b>Dates</b>                                            | <b>% final grade</b> |
|------------------------------------------------------|---------------------------------------------------------|----------------------|
| 1. Quizzes (4 @ 10% each)                            | October 1;<br>October 15;<br>November 12,<br>December 3 | 40 %                 |
| 2. Quantitative <b>Correlational</b> Research Report | November 5                                              | 10 %                 |
| 3. Quantitative <b>Experimental</b> Research Review  | November 26                                             | 25 %                 |
| 4. Qualitative Research Review                       | December 10                                             | 25 %                 |
| <b>Total Grade</b>                                   |                                                         | <b>100 %</b>         |

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**Week 1: September 17 – Introduction to research in counselling; Scientific Method**

Reading: Creswell: Ch. 1-4; McBride: Ch. 1

**Week 2: September 24 – Ethics in research, Key skills in reading and evaluating research**

Reading: Creswell: Ch. 1-4; McBride: Ch. 3

**Week 3: October 1 – Quantitative research in depth: Identify the research question, understanding the literature review, hypothesis or prediction**

Reading: Creswell: Ch. 5-7; McBride: Ch. 2

Assignment: Quest #1

**Week 4: October 8 – Methodology – Issues of measurement, instrumentation, data collection techniques, sampling**

Reading: Creswell: Ch. 8; McBride: Ch. 4

**Week 5: October 15 – Quantitative research: Methodology - Data Collection Techniques; Issues of Sampling**

Reading: Creswell: Ch. 8; McBride: Ch. 5-6

Assignment: Quest #2

**Week 6: October 22 – Quantitative research design: Methodology continued**

Reading: Creswell: Ch. 8; McBride: Ch. 5-6

**October 27-November 1 – Reading Break – No Class**

**Week 7: November 5 – Quantitative research: Correlational Research Design**

Reading: McBride: Ch. 11

Assignment: Quantitative CORRELATIONAL Research Report

**Week 8: November 12 – Quantitative research: Experimental Research Design (True, Quasi, Factorial)**

Reading: McBride: Ch. 12, 14-15

Assignment: Quest #3

**Week 9: November 19 – Quantitative research design - Statistics, Data Analysis, and Discussion**

Reading: McBride: Ch. 9

**Week 10: November 26 – Qualitative research: Research question and literature review, methodology, data analysis, discussion**

Reading: Creswell: Ch. 9-10

Assignment: Quantitative EXPERIMENTAL Research Review

**Week 11: December 3 – Qualitative research continued**

Reading: Creswell: Ch. 9-10

Assignment: Quest #4

**Week 12: December 10 – Reading, evaluating, and utilizing research in Clinical Practice; writing and APA style research report**

Assignment: Qualitative Research Review

**V. SELECTED BIBLIOGRAPHY**

Gravetter, F. J., & Forzano, L. B. (2017). *Research methods for the behavioral sciences* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Jackson, S. L. (2020). *Research methods and statistics: A critical thinking approach* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Sheperis, C. J., Daniels, M. H., & Young J. S. (2021). *Counseling research: Quantitative, qualitative, and mixed methods* (2<sup>nd</sup> ed.). 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 Publications, Inc.

**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](https://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](https://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. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

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 policies and expectations on Attendance and Classroom Expectations, 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](https://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](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).