

*“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.”*

<b>Course</b>	<b>RESEARCH THESIS IN COUNSELLING AND PSYCHOTHERAPY</b> COUN 0793 1B
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 9 – DECEMBER 6, 2024 BLENDED FORMAT: <ul style="list-style-type: none"> <li>• In-Person only: Sept 12; Sept 19; Oct 3; Nov 28; Dec 5</li> <li>• Synchronous only: Sept 26; Oct 10; Oct 17; Oct 31; Nov 7; Nov 14; Nov 21</li> </ul>
<b>Instructor</b>	<b>HELEN NOH, Ph.D</b> Email: <a href="mailto:hnoh@tyndale.ca">hnoh@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed / in-person on Thursdays from 2:15 AM – 5:05 PM, according to the schedule above.  Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . 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 Research Methods in Counselling, COUN0601 & 0602 Pre-Internship Skills Lab I & II; COUN0772 & 0774 Theories and Methods I & II. MA Clinical Counselling majors only.*

## II. LEARNING OUTCOMES

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

- Develop an original testable research question
- Write a comprehensive literature review
- Complete a Research Ethics Board (REB) ethics approval process
- Design a proposed methodology section that is scientifically sound
- Prepare an APA formatted research proposal including: Introduction, Methods, proposed Data Analysis and Discussion sections
- Provide a critical reflection on the integration of the research topic with a Christian framework
- 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

1. Bui, Y. (2020). *How to write a Master's thesis* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
2. American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.
3. Required readings consist of both peer reviewed research articles and book chapters pertaining to each individual student's research topic

### B. SUPPLEMENTARY READING

1. Durdella, N. (2023). *Conducting research with human participants: An IRB guide for students and faculty*. Thousand Oaks, CA: Sage.
2. Hempel, S. (2020). *Conducting your literature review*. American Psychological Association.
3. McLeod, J. (2022). *Doing research in counselling and psychotherapy*. Thousand Oaks, CA: Sage.

### C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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

## D. 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](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

### 1. Participation and Research Portfolio: 5% of final grade

The student is required to attend all classes and meetings with the professor, which will consist of informal presentations, discussion, feedback, and peer review. As the student conducts the research project, all weekly activities/goals/accomplishments, hours spent for the research project, and feedback reflections from meetings with peers and professor must be carefully and thoroughly logged and documented in a binder labeled “Research Portfolio.”

### 2. Annotated Bibliography: 5% of final grade; Due Oct. 17

The student will submit an annotated bibliography consisting of a minimum of 15-20 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 (10%; Due Oct. 31), Methodology Draft (10%; Due Nov. 14)

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., as well as demonstrate a strong grasp of the research process and topic. The student is required to hand in a soft copy of the drafts at the determined dates throughout the semester for discussion and feedback with the supervisor. Failure to submit the assignments on their due dates will result in deductions to the final grade.

### 4. Research Ethics Board (REB) Application: 5% of final grade; Due Nov. 21

The student will prepare a full ethics application for the Tyndale Research Ethics

Board which will be reviewed by the professor for accuracy and pre-approval.

**5. Research Project Presentation:** 5% of final grade

Students will present their research project.

**6. Final Research Report:** 60% of final grade; Due Dec. 12

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 proposed data analysis following the guidelines of APA. 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-font (not including cover page and reference section).

**F. 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.

**G. SUMMARY OF ASSIGNMENTS AND GRADING**

Participation and Research Portfolio	5%
Annotated Bibliography	5%
Draft Sections (2 @ 10% each)	20%
Research Ethics Board Application	5%
Project Presentation	5%
Final Research Report	60%
<b>TOTAL GRADE</b>	<b>100 %</b>

**H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

**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 are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

WEEK & FORMAT	TOPIC	MEETING CONTENT	READINGS & ASSIGNMENTS
1 SEPT 12 <b>IN-PERSON ONLY</b>	Overview of the Master’s Thesis Project and Selecting a Research Topic	<ul style="list-style-type: none"> <li>Syllabus and course overview</li> <li>General overview of a master’s research thesis</li> <li>Selecting a research topic</li> </ul>	<ul style="list-style-type: none"> <li>Bui, Chps 1-3</li> <li>Identify 2-3 research topics of interest and read a minimum of 5-7 research studies for each topic</li> </ul>
2 SEPT 19 <b>IN-PERSON ONLY</b>	Introduction and Literature Review Sections	<ul style="list-style-type: none"> <li>Overview of the Introduction and Literature Review Sections</li> <li>Process of conducting the literature review</li> <li>Devising a literature map</li> </ul>	<ul style="list-style-type: none"> <li>Bui, Chps 4-6</li> <li>Read minimum 15-20 relevant research studies for research topic and start annotated bibliography</li> </ul>
3 SEPT 26	INDIVIDUAL SUPERVISION	<ul style="list-style-type: none"> <li>Finalize Research Topic, identify key constructs,</li> </ul>	<ul style="list-style-type: none"> <li>Read a minimum 15-20 relevant research studies,</li> </ul>

<b>ONLINE ONLY</b>	WITH PROFESSOR	studies, gaps, and rationale for project	add to the annotated bibliography
4 OCT 3 <b>IN-PERSON ONLY</b>	Presenting Literature Maps	<ul style="list-style-type: none"> <li>Writing the literature review section</li> </ul>	<ul style="list-style-type: none"> <li>Read minimum 15 research studies, add to annotated bibliography, summarize limitations of previous research and rationale for current study</li> <li><b>PRESENTATION OF LITERATURE MAP:</b> Students will present key studies and constructs on literature map</li> </ul>
5 OCT 10 <b>ONLINE ONLY</b>	INDIVIDUAL SUPERVISION WITH PROFESSOR	<ul style="list-style-type: none"> <li>Review the overall flow of the literature review</li> </ul>	<ul style="list-style-type: none"> <li>Read minimum 15 research studies, add to annotated bibliography, identify specific research questions and hypotheses</li> </ul>
6 OCT 17 <b>ONLINE ONLY</b>	INDIVIDUAL SUPERVISION WITH PROFESSOR	<ul style="list-style-type: none"> <li>Review the overall flow of the literature review</li> </ul>	<b>DUE: Annotated Bibliography (latest by 11:55pm)</b>
7 OCT 24	<b>READING BREAK (NO MEETINGS)</b>		
8 OCT 31 <b>ONLINE ONLY</b>	Methodology Section	<ul style="list-style-type: none"> <li>Instrumentation, sampling, data collection, procedure</li> </ul>	<ul style="list-style-type: none"> <li>Bui, Chp 7</li> <li>Identify possible instruments to be used for research study and verify their validity and reliability</li> </ul>

			<b>DUE: DRAFT of Literature Review Section (latest by 11:55pm)</b>
9 NOV 7 <b>ONLINE ONLY</b>	Ethics in Research, Discussion, & Integration	<ul style="list-style-type: none"> <li>Ethical issues in conducting research with human participants</li> <li>Clinical implications of study</li> <li>Theological integration</li> </ul>	<ul style="list-style-type: none"> <li>Bui, Chps 8-10</li> <li>Review Tyndale’s Research Ethics Board (REB) Application</li> <li>Read a minimum of 5-7 relevant research studies on possible areas of theological integration with research study</li> <li><b>PRESENTATION OF INTEGRATION REFLECTIONS:</b> Students will present reflections on potential points of theological integration</li> </ul>
10 NOV 14 <b>ONLINE ONLY</b>	INDIVIDUAL SUPERVISION WITH PROFESSOR	<ul style="list-style-type: none"> <li>Discuss any outstanding issues with Methodology section and/or REB Application</li> </ul>	<b>DUE: DRAFT of Methodology Section (latest by 11:55pm)</b>
11 NOV 21 <b>ONLINE ONLY</b>	INDIVIDUAL SUPERVISION WITH PROFESSOR	<ul style="list-style-type: none"> <li>Discuss any outstanding issues with overall project presentation</li> </ul>	<b>DUE: Research Ethics Board Application (latest by 11:55pm)</b>
12 NOV 28 <b>IN-PERSON ONLY</b>	Student Project Presentation	<ul style="list-style-type: none"> <li>Students to present research project</li> </ul>	<b>DUE: Project Presentations</b>

13 DEC 5  <b>IN-PERSON ONLY</b>	Student Project Presentation	<ul style="list-style-type: none"> <li>Students to present research project</li> </ul>	<b>DUE: Project Presentations</b>
<b>DEC 12, 2024: FINAL RESEARCH PROJECT AND PORTFOLIO DUE (latest by 11:55pm)</b>			

## V. SELECTED BIBLIOGRAPHY

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

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* (5<sup>th</sup> 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* (11<sup>th</sup> 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* (8<sup>th</sup> ed.). Routledge.

Urduan, T. (2022). *Statistics in plain English* (5<sup>th</sup> 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.