

*“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 METHODS IN COUNSELLING</b> COUN 0680 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 13 – APRIL 11, 2024 WEDNESDAYS, 8:15AM – 11:05AM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>NATHAN SZETO, PhD (Cand.), RP</b> Email: <a href="mailto:nszeto@tyndale.ca">nszeto@tyndale.ca</a>
<b>Class Information</b>	The class will be livestreamed on Wednesdays from 8:15AM – 11:05AM.  Live lecture link found on the course Moodle.  Office hours: Mondays from 5:00pm-7:00pm (online), Thursdays from 5:00pm-7:00pm (online) or 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

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.

*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 [www.stepbible.org](http://www.stepbible.org) – 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. 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).

## **D. 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.

### **2. QUANTITATIVE CORRELATIONAL Research Report: March 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.

### **3. QUANTITATIVE EXPERIMENTAL Research Review Paper: March 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.

### **4. QUALITATIVE Research Review Paper: April 9, 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.

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Description	% final grade	Dates
Quests (4 @ 10% each)	40 %	January 29; February 12; March 12, April 2
Quantitative <b>Correlational</b> Research Report	10 %	March 5
Quantitative <b>Experimental</b> Research Review	25 %	March 26
Qualitative Research Review	25 %	April 9
<b>Total Grade</b>	<b>100 %</b>	

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

**Deadlines:** Papers are due at the beginning of class as per the respective assignments' due dates. Grades for papers handed in late without an approved extension will be reduced by 2/3 of a grade per week or part thereof (e.g. "A+" to "A-," or "B" to "C+"). For further details and information to request permission for an extension, please refer to Tyndale's Seminary [Academic Calendar](#). All assignments must be completed and submitted in order to receive a credit in this course.

**NOTE:** Each student is responsible to read the document "Guidelines for Evaluation and Submission of Academic Papers" in order to understand the evaluation standards for this course. **All assignments are to be written in [APA format](#), Times New Roman 12 pt. double spaced and typed.**

### 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 ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## **I. 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**

Given the nature of the material and the size of the class, the primary method of instruction in this class will be lecture. However, there will be ample time for dialogue, questions, small group discussions, and discussion of practical examples.

Many of the lectures will focus on topics beyond those found in the required readings. If talking about these readings is helpful to you, you are encouraged to pair off with someone in class to do this. Regular attendance in, and punctuality for, all classes is expected for all students. Absence from more than 3 classes may result in the loss of credit.

**Week 1: Jan 15** – Introduction to research in counselling; Scientific Method  
Reading: Creswell: Ch. 1-4; McBride: Ch. 1

**Week 2: Jan 22** – Ethics in research, Key skills in reading and evaluating research  
Reading: Creswell: Ch. 1-4; McBride: Ch. 3

**Week 3: Jan 29** – 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: Feb 5** – Methodology – Issues of measurement, instrumentation, data collection techniques, sampling  
Reading: Creswell: Ch. 8; McBride: Ch. 4

**Week 5: Feb 12** – Quantitative research: Methodology - Data Collection Techniques; Issues of Sampling  
Reading: Creswell: Ch. 8; McBride: Ch. 5-6  
Assignment: Quest #2

**Feb 18-21 – Reading Break – No Class**

**Week 6: Feb 26** – Quantitative research design: Methodology continued  
Reading: Creswell: Ch. 8; McBride: Ch. 5-6

**Week 7: Mar 5** – Quantitative research: Correlational Research Design  
Reading: McBride: Ch. 11  
Assignment: Quantitative CORRELATIONAL Research Report

**Week 8: Mar 12** – Quantitative research: Experimental Research Design (True, Quasi, Factorial)  
Reading: McBride: Ch. 12, 14-15  
Assignment: Quest #3

**Week 9: Mar 19** – Quantitative research design - Statistics, Data Analysis, and Discussion  
Reading: McBride: Ch. 9

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

Reading: Creswell: Ch. 9-10

Assignment: Quantitative EXPERIMENTAL Research Review

**Week 11: Apr 2** – Qualitative research continued

Reading: Creswell: Ch. 9-10

Assignment: Quest #4

**Week 12: Apr 9** – 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.

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