

*“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 and Time</b>	JAN 12; JAN 26; FEB 9; MAR 1; MAR 15 FIVE FRIDAYS: 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>DR. 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 on the above five Fridays from 9:00am – 4:00pm; attendance is mandatory; active group and class participation is required.  Office Hours (via Zoom): By appointment only.
<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:

- Describe 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 counselling
- Identify 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 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.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

McBride, D. (2019). *The process of research in psychology (4th ed.)*. 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. INTERACTIVE LIVESTREAM AND/OR HYBRID 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. **Quests (4 @ 10% each):** 40% of final grade

At the beginning of lectures 2, 3, 4, and 5, students will write a Quest covering all the material from the previous lectures. Format of the quests will be multiple choice and short answer questions. Purpose of these quests is to ensure students have comprehended the material before moving to the next topic.

### 2. **QUANTITATIVE CORRELATIONAL Research Report:** 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 report on the research study that demonstrates a solid understanding of the research topic, literature review, rationale for the current study, hypotheses, methodology, statistical results, and limitations. Detailed instructions will be given in class.

### 3. **QUANTITATIVE EXPERIMENTAL Research Review Paper:** 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 handed out in class.

### 4. **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

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 handed out in class.

## 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

Evaluation is based upon the completion of the following assignments:

Quests (4 @ 10%)	40 %
Quantitative <b>Correlational</b> Research Report	10 %
Quantitative <b>Experimental</b> Research Review	25 %
Qualitative Research Review	25 %
Total Grade	100 %

## H. 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 Counselling Majors, consult the *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* (2020) for proper citation style. ([apastyle.apa.org](http://apastyle.apa.org) is a helpful web site for all questions regarding APA style.)

For non-counselling students, Chicago style may be used. For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

### 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.

## **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

DATE	Topic	Readings	Assignments
Jan 12	AM: Introduction to research in counselling; Scientific Method  PM: Ethics in research; Key skills in reading and evaluating research	Creswell: Chp 1-4	
Jan 26	AM: QUANTITATIVE RESEARCH (PART I): Identifying the research question; Understanding the literature review; Hypothesis or predictions  PM: Methodology - Issues of Measurement; Instrumentation; Data Collection Techniques; Sampling	Creswell: Chps 5-7	• <b>QUEST 1 (10%)</b>
Feb 9	AM: QUANTITATIVE RESEARCH (PART II): Methodology – Data Collection Techniques; Issues of Sampling; Correlational Descriptive Research Design  PM: Correlational Predictive Research Design; Statistics, Data Analysis, and Discussion	Creswell: Chps 8-9	• <b>QUEST 2 (10%)</b>
<b>FEB 16 (FRIDAY)</b>	<b>QUANTITATIVE <u>CORRELATIONAL</u> RESEARCH REPORT DUE</b>		
Mar 1	AM: QUANTITATIVE RESEARCH (PART III): Experimental Research Design (True, Quasi, Factorial)  PM: Other quantitative research design	McBride: Chp 14 (posted on class webpage)	• <b>QUEST 3 (10%)</b>
Mar 15	AM: QUALITATIVE RESEARCH: Research question and literature review, methodology, data analysis, discussion  PM: Qualitative Article Paper Presentation	Creswell: Chps 9-10	• <b>QUEST 4 (10%)</b>

<b>MAR 22 (FRIDAY)</b>	<b>QUALITATIVE Research Review Due</b>		
<b>APR 5 (FRIDAY)</b>	<b>QUANTITATIVE <u>EXPERIMENTAL</u> Research Review Due</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](#).)

Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences (4<sup>th</sup> ed.)*. Belmont, CA: Wadsworth.

Jackson, S. L. (2006). *Research methods and statistics: A critical thinking approach (2<sup>nd</sup> ed.)*. Belmont, CA: 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](#). New York: The Guilford Press.

Wright, R. J. (2013). *Research methods for counseling*. Thousand Oaks, CA: Sage Publications, Inc.