

“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.”

Semester, Year	FALL, 2025
Course Title	RESEARCH METHODS IN COUNSELLING
Course Code	COUN 0680 1P
Date	From September 10, 2025 to December 3, 2025 Every Wednesday
Time	From 6:45 PM to 9:35 PM
Delivery Format	IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Wednesdays from 6:45 to 9:35 pm.
Instructor	NATHAN SZETO, PhD (Cand.) Email: nszeto@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . 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 (6th 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: October 29, 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 19, 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 3, 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:

Assignment	Dates	% final grade
1. Quizzes (4 @ 10% each)	September 24; October 8; November 5, November 26	40 %

2. Quantitative Correlational Research Report	October 29	10 %
3. Quantitative Experimental Research Review	November 19	25 %
4. Qualitative Research Review	December 3	25 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: September 10 – Introduction to research in counselling; Scientific Method

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

Week 2: September 17 – Ethics in research, Key skills in reading and evaluating research

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

Week 3: September 24 – 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 1 – Methodology – Issues of measurement, instrumentation, data collection techniques, sampling

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

Week 5: October 8 – Quantitative research: Methodology - Data Collection Techniques; Issues of Sampling

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

Assignment: Quest #2

Week 6: October 15 – Quantitative research design: Methodology continued

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

October 21-24 – Reading Break – No Class

Week 7: October 29 – Quantitative research: Correlational Research Design

Reading: McBride: Ch. 11

Assignment: Quantitative CORRELATIONAL Research Report

Week 8: November 5 – Quantitative research: Experimental Research Design (True, Quasi, Factorial)

Reading: McBride: Ch. 12, 14-15

Assignment: Quest #3

Week 9: November 12 – Quantitative research design - Statistics, Data Analysis, and Discussion

Reading: McBride: Ch. 9

Week 10: November 19 – Qualitative research: Research question and literature review, methodology, data analysis, discussion

Reading: Creswell: Ch. 9-10

Assignment: Quantitative EXPERIMENTAL Research Review

Week 11: November 26 – Qualitative research continued

Reading: Creswell: Ch. 9-10

Assignment: Quest #4

Week 12: December 3 – 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 (6th ed.)*. Belmont, CA: Wadsworth.

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

Sheperis, C. J., Daniels, M. H., & Young J. S. (2021). *Counseling research: Quantitative, qualitative, and mixed methods (2nd 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.

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.

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.

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 academic policies on 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](#) 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) 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. For general grading guidelines, refer to Seminary [Grading System & Scale](#).