



On-Campus Course Syllabus

CSL 605 L00.A

Research

Spring, 2019

Class Information

Day and Time: TBD

Room Number: TBD

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Mondays 1:30 to 4:00; Thursdays 10:15-10:30; 12 to 2

Course Description and Prerequisites

Designed to assist the student in becoming a critical consumer of research through learning to conduct an integrative review of the literature on various topics in counseling. Students are challenged to think critically and form research questions to evaluate the growing body of literature in the areas of counseling and psychology. In addition, students are required to consider research, statistics, and assessment techniques to be utilized within the context of the local church body. (It is highly recommended this course be taken after at least 24 hours of coursework.)

Course Objectives

- Understand the importance of research in advancing the counseling profession (CACREP Standard 8.a)
- Demonstrate how to use library resources such as electronic databases to identify counseling research articles and other resources
- Synthesize the core features of qualitative, quantitative, single-case, and action-based research methods (CACREP Standard 8.b)
- Critically evaluate statistical methods that are used in conducting counseling research and program evaluation (CACREP Standard 8.c)
- Explore how research findings are used to promote evidenced-based counseling practice (CACREP Standard 8.e)
- Incorporate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP Standard 8.f)

Required Textbooks

Vossler, A., & Moller, N. (2014), *The counselling and psychotherapy research handbook* (1st Ed.). Thousand Oaks, CA: Sage. ISBN-10: 1446255271

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's grade will be based upon six Summary Outlines from the textbook, *The counseling and psychotherapy research handbook*. The six chapters are the following:
 - Chapter 1 Setting the Scene: Why Research Matters
 - Chapter 2 Attitudes to and Perceptions of Research
 - Chapter 3 Choosing a Research Question
 - Chapter 4 How to Read and Understand Research
 - Chapter 5 Doing a Literature Review
 - Chapter 6 Introduction to Research Methodology
2. Fifty percent (50%) of the student's grade will be based on the completion of a Research Paper. The student must select a research topic with associated research questions within the first 14-days of the beginning of the course. The topic and questions must be approved by the professor. The research paper length should be between 20 to 25 pages in length (excluding the Title Page, Abstract, and Reference pages). The paper should have a minimum of 20 different sources (no more than 10 years old) including, at least, 10 journal articles (less than five years old) from reputable, peer-reviewed journals. Students will be required to incorporate their Summary Outlines from the textbook into the writing of their paper, and explain in detail their synthesis of information. The Research Paper must be in APA Style and Format. An APA sample paper and detailed instructions for APA Style and Format can be viewed at the following link:
 - <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style, and consider the following more detailed questions

- Introduction: ____ (20 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention? Does the paper include an abstract? Does the paper include an APA Style Title Page? Does the introduction address the main objectives of the research paper, and clearly identify the key research questions to be examined?
- Body of the Text: ____ (25 pts.) Does the researcher conduct a thorough review of the literature, above and beyond the minimum requirements? Does the paper address the most important dimensions, key concepts, current expert theories, and hypotheses regarding the research topic? Are the sources cited throughout the body of the paper according to APA style? Does the student link together his/her research in a clear manner without using first person, instead using third person? Does the student use substantive/ample sources throughout the document? Does the body of the paper "flow" in a logical, seamless fashion using effective transition sentences? Does the paper follow the principles in the textbook for conducting a thorough literature review (Vossler, 2014)?
- Methodology: ____ (20 pts.) Does the method section address the main subsections to be defined and described including: Participants, Materials, Design, and Procedure? Does the student identify who will be participating in the study i.e., the population from which the participants were chosen, and any restrictions? Did the student identify the testing instruments, surveys, instruments that will be used, including their validity and reliability? Did the student identify the type of design that will be used in the study? Did the student

identify the independent variables, dependent variables, and/or control variables? Did the student describe in detail the procedures, the steps regarding what participants will be required to do, how data will be collected, and the detailed order in which steps will occur?.

- Conclusion, Practical Implications, Suggestions for Future Research: _____ (20) Does the student provide principles, implications, and practical applications of the researched topic for mental health professionals according to the research? In other words, does the student answer the “So what?” question in the concluding paragraph, according to the research? Does the student include suggestions for future research?
- Grammar and APA Style _____ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?

The following two rubrics will also be used to score the research paper in the areas of 1) quality of APA Style and format, and 2) Critical Thinking:

- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)
- <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

3. Twenty-five percent (25%) of the student’s grade will depend upon attending regularly scheduled class meetings, and class participation over the course of the semester. Students will be responsible for scheduling these meetings, and attending these meetings, a minimum of six meetings over the course of the semester. In addition, students will be required to share the findings of their research, and share about their “Research Writing” experience in a two to three page “Reflection Paper” and final class meeting at the conclusion of the semester. This final (25%) subjective requirement evaluated by the Professor will be assessed at the conclusion of the semester.
4. Finally, it is important for students to note that no late work will be accepted. It is the student’s responsibility to fulfill all requirements for the course in a timely fashion.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour

B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of

the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	Topic	Assignments Due
1	1/21-25	Syllabus	Syllabus and Introduction to the Course	Initial Meeting
2	1/28-2/1	Chapter 1	Setting the Scene: Why Research Matters	Summary Outline Due Chapter 1

3	2/4-8	Chapter 2	Attitudes to and Perceptions of Research	Summary Outline Due Chapter 2, Research Topic Due
4	2/11-15	Chapter 3	Choosing a Research Question	Summary Outline Due Chapter 3
5	2/18-22	Chapter 4	How to Read and Understand Research	Summary Outline Due Chapter 4
6	2/25-3/1	Chapter 5	Doing a Literature Review	Summary Outline Due Chapter 5
7	3/4-8	Chapter 6	Introduction to Research Methodology	Summary Outline Due Chapter 6
8	3/11-15	1st Draft of the Research Paper Due	1 st Draft of the Research Paper Due Chapters 1 and 2	1st Draft of the Research Paper Due
9	3/18-22	Spring Break	Spring Break	Spring Break
10	3/25-29	2 nd Draft of the Research Paper Due	2 nd Draft of the Research Paper Due Chapters 1, 2, and 3	2 nd Draft of the Research Paper Due
11	4/1-5	Research and Editing	Research and Editing	Research and Editing
12	4/8-12	3 rd Draft of the Research Paper Due	3 rd Draft of the Research Paper Due Chapters 1, 2, 3, and 4	3 rd Draft of the Research Paper Due
13	4/15-19	Research and Editing	Research and Editing, Writing Center, Outside Editors	Research and Editing
14	4/22-26	Final Draft Due	Final Draft of Research Paper Due	Final Draft Due
15	4/29-5/3	Final Grades Due	Final Research Paper Due, and Final Grades for Seniors Due	Final Grades Due

Selected Bibliography

Cozby, P. C. (2007). *Methods in behavioral research* (9th ed.). Boston, MA: McGraw-Hill.

Rosnow, R. L., & Rosnow, M. (2006). *Writing papers in psychology* (7th ed.). Belmont, CA: Wadsworth.