



# On-Campus Course Syllabus

## CSL 605 L00.A

### Research

### Spring 2021

#### Class Information

**Day and Time:** Mondays 7:30 to 10:00pm

**Room Number:** E206

#### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** Tuesdays/Wednesdays 12 to 2pm, Appointments can be conducted using virtual video platform or phone

#### 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 Textbook

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

## Recommended Reading

Foss, S. & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done dissertation*. New York, NY: Rowman & Littlefield. ISBN 978-0742554405

## Course Requirements and Assignments

1. Twenty percent (25%) of the student's grade will be based upon six Summary Outlines from the textbook, *The counseling and psychotherapy research handbook* by Vossler (2014). 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 including a Research Methodology. Students must select a research topic related to Depression, Anxiety, or Suicide and have formulated their research questions, or hypotheses, to be approved by the Professor within the first two weeks of class. 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 knowledge and understanding from their Summary Outlines from the textbook and class lectures into the writing of their paper. 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 3<sup>rd</sup> 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 percent (25%) of the student’s grade will depend upon attending regularly scheduled class meetings and class participation over the course of the semester. In addition, students will be required to present the highlights of their Research including the Methodology section, the Implications and Applications for the Counseling Profession during the final class period 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.

## **Course/Classroom Policies and Information**

This course employs a flipped classroom model. This means that time between classes is spent acquiring important knowledge, through reading the textbook and viewing videos and lectures provided online. Time during class is spent applying knowledge through discussion and activities. The flipped classroom model requires students to remain current with all reading in order to meaningfully participate.

This is a hybrid course, meaning that half of class meetings will occur live, while half of meetings will occur online using asynchronous learning. Assignments may be completed early, but any assignment turned in after the due date will be given a “0” grade. No extra credit assignments or make-up assignments will be provided for this course. For this reason, students are advised to work on assignments early each week, rather than waiting until the last minute to complete tasks.

## 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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 instructor, 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 Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

### Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	1/18	Martin Luther King Jr. Day	Holiday	Holiday
2	1/25	Syllabus	Syllabus and Introduction to the Course	Initial Meeting In Class
3	2/1	The 30,000 Foot View General Guidelines	Overview of the Research Process	The 30,000 Foot View General Guidelines Research Topic Due
4	2/8	Lecture 1 Notes Vossler Reading Chap. 2	Attitudes Toward Research	Lecture 1 Notes Vossler Reading Chap. 2 Summary Outline Due Chp. 2 Questions, Objectives, Hypotheses Due
5	2/15	Lecture 2 Notes Vossler Reading Chap. 3	Choosing a Research Question	Lecture 2 Notes Vossler Reading Chap. 3 Summary Outline Due Research Paper Outline/Structure Due
6	2/22	Lecture 3 Notes Vossler Reading Chap. 4	Reading and Understanding Research	Lecture 3 Notes Vossler Reading Chap 4 Summary Outline Due
7	3/1	Lecture 4 Notes Vossler Reading Chap. 5	The Literature Review	Lecture 4 Notes Vossler Reading Chap. 5 Summary Outline Due

8	3/8	Lecture 5 Notes Vossler Reading Chap. 6	Research Methodology	Lecture 5 Notes Vossler Reading Chap. 6 Summary Outline Due
9	3/15	Research and Writing Update	Research and Writing Update	Research and Writing Update Rough Draft of Lit Review Due
10	3/22	Spring Break	Spring Break	Spring Break
11	3/29	Research and Writing Update	Research and Writing Update	Research and Writing Update Methodology Due
12	4/5	Research and Writing Update	Research and Writing Update	Research and Writing Update
13	4/12	Research and Writing Update	Research and Writing Update	Research and Writing Update 1 <sup>st</sup> Rough Draft Due including Introduction, Lit Review, Methodology, Discussion Section, Future Research and Implication/Application Sections Due In class
14	4/19	Research and Writing Update	Research and Writing Update	Research and Writing Update
13	4/26	Final Rough Draft Due Review in Class Final Edits	Final Rough Draft Due Review In class Final Edits	Final Rough Draft Due Final Edits In class
14	5/3	Research Papers Due	Research Papers Due Final Review with the Student In class	Research Papers Due Final Review with the Student In class
15	5/10	Student Presentations Finals Week	Student Presentations ZOOM Finals Week	Student Presentations ZOOM Finals Week

### Selected Bibliography

Azevedo, L.F. et al. (2011) "How to Write a Scientific Paper: Writing the Methods Section." *Revista Portuguesa de Pneumologia*, pp. 232-238;

Bem, Daryl J. *Writing the Empirical Journal Article*. Psychology Writing Center. University of Washington; Denscombe, Martyn. *The Good Research Guide: For Small-Scale Social Research Projects*. 5<sup>th</sup> edition.

Blair, L. (2016). "Choosing a Methodology." In *Writing a Graduate Thesis or Dissertation*, Teaching Writing Series, pp. 49-72

- Buckingham, UK: Open University Press, 2014; Lunenburg, Frederick C. *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Thousand Oaks, CA: Corwin Press, 2008.
- Butin, Dan W. (2010). *The Education Dissertation A Guide for Practitioner Scholars*. Thousand Oaks, CA: Corwin.
- Carter, Susan. *Structuring Your Research Thesis*. New York: Palgrave Macmillan, 2012.
- Foss, S. & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done dissertation*. New York, NY: Rowman & Littlefield. ISBN 978-0742554405
- Hart, C. (2000). *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage
- Kallet, Richard H. (2004). How to Write the Methods Section of a Research Paper. *Respiratory Care*, (49), pp. 1229-1232.
- Lunenburg, Frederick C. *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Thousand Oaks, CA: Corwin Press, 2008.
- Ridley, D. (2008). *The literature review: a step-by-step guide for students*. London: Sage.
- Ridley, D. (2012). *The literature review: a step-by-step guide for students*. 2<sup>nd</sup> ed. London: Sage.
- Rudestam, Kjell Erik and Rae R. Newton. "The Method Chapter: Describing Your Research Plan." In *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. (Thousand Oaks, Sage Publications, 2015), pp. 87-115.
- USC Research Guide: Retrieved from: <https://libguides.usc.edu/writingguide/methodology>
- Vossler, A., & Moller, N. (2015), *The counseling and psychotherapy research handbook* (1<sup>st</sup> Ed.). Thousand Oaks, CA: Sage.





## On-Campus Course Syllabus

### ADDENDUM FOR SP-21

CSL 605 L00.A

Research

In the event that Criswell College has to close the campus to on-campus classes in during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

### Course Requirements and Assignments

1. Twenty percent (25%) of the student's grade will be based upon six Summary Outlines from the textbook, *The counseling and psychotherapy research handbook* by Vossler (2014). The six chapters are the following:
  - Chapter 1 Setting the Scene: Why Research Matters
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2. Fifty percent (50%) of the student's grade will be based on the completion of a Research Paper including a Research Methodology. Students must select a research topic related to Depression, Anxiety, or Suicide and have formulated their research questions, or hypotheses, to be approved by the Professor within the first two weeks of class. 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 knowledge and understanding from their Summary Outlines from the textbook and class lectures into the writing of their paper. 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)?
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- 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 3<sup>rd</sup> 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 percent (25%) of the student’s grade will depend upon attending regularly scheduled class meetings and class participation over the course of the semester. In addition, students will be required to present the highlights of their Research including the Methodology section, the Implications and Applications for the Counseling Profession during the final class period 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. **No change to this section**

### **Remote Class Sessions: Identity and Participation Verification**

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, synchronous learning will be required. Students will be required to verify their identity and their ongoing participation through completing all requirements for the course in a timely fashion. Students will be required to participate in weekly Discussion Boards posted in CANVAS each Monday morning. All Discussion Board requirements must be completed by Friday midnight of each week. Finally, will be required to attend and participate in regular ZOOM Meetings. Students will be required to turn on their video at the beginning until the end of each of ZOOM session.