



On-Campus Course Syllabus

CSL 605 L00.A

Research

Spring 2022

Class Information

Day and Time: Tuesdays 7:30 to 10:00pm

Room Number: E210

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tuesdays/Thursdays 9:00am to 11:00am

Course Description and Prerequisites

Covers the methods of research which includes an overview of statistics and a thesis project. (Prerequisite: MAC Committee Evaluation & Oral Exam).

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* (1st Ed.). Thousand Oaks, CA: Sage. ISBN-10: 1446255271

Recommended Reading

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Requirements and Assignments

1. Twenty percent (25%) of the student's grade will be based upon four Summary Outlines from the textbook, *The counseling and psychotherapy research handbook* by Vossler (2014). The four chapters are the following:
 - 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 Proposal 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 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 percent (25%) of the student’s grade will depend upon attending regularly scheduled class meetings and class participation and turning in assignments in a timely fashion over the course of the semester. In addition, students will be required to present the highlights of their Research including the Methodology section, and 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

Students in this class will be allowed 2 excused absences. However, a third unexcused absence will result in the loss of a letter grade for the course. A fourth unexcused absence will result in a failing grade of “F” for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

In addition, as your instructor, I will be working closely with the Director of Student Services. I will communicate the names of students who have two consecutive absences, missed assignments, or any other sign that they may be struggling. The Director of Student Services will reach out to these students and help find appropriate resources, support, and encouragement.

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

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 the Dean of Students, at 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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	1/18	Syllabus	Syllabus and Introduction to the Course	Initial Meeting In Class
2	1/25	The 30,000 Foot View General Guidelines	Overview of the Research Process	The 30,000 Foot View General Guidelines Research Topic Due
3	2/1	Lecture 1 Notes Vossler Reading Chap. 2	Attitudes Toward Research	Lecture 1 Notes (CANVAS) Vossler Reading Chap. 2 Questions, Objectives, Hypotheses Due
4	2/8	Lecture 2 Notes Vossler Reading Chap. 3	Choosing a Research Question	Lecture 2 Notes (CANVAS) Vossler Reading Chap. 3 Summary Outline Due (Chap. 3, Vossler) Research Paper Outline/Structure Due
5	2/15	Lecture 3 Notes Vossler Reading Chap. 4	Reading and Understanding Research	Lecture 3 Notes (CANVAS) Vossler Reading Chap 4 Summary Outline Due (Chap. 4, Vossler)
6	2/22	Lecture 4 Notes Vossler Reading Chap. 5	The Literature Review	Lecture 4 Notes (CANVAS) Vossler Reading Chap. 5
7	3/1	Lecture 4 Notes Vossler Reading Chap. 5	Literature Review (cont'd)	Lecture 4 Notes (CANVAS) Vossler Reading Chap. 5 Summary Outline Due (Chap. 5)
8	3/8	Research and Writing Update Individual Appointments	Research and Writing Update Individual Appointments	Research and Writing Update Rough Draft of Lit Review Due
9	3/15	Research and Writing Day	Research and Writing Day	Research and Writing Day
10	3/22	Spring Break	Spring Break	Spring Break
11	3/29	Lecture 5 Notes Vossler Reading Chap. 6	Research Methodology	Lecture 5 Notes (CANVAS) Vossler Reading Chap. 6 Summary Outline Due (Chap. 6, Vossler)
12	4/5	Research and Writing Day	Research and Writing Day	Research and Writing Day
13	4/12	Research and Writing Update Individual Appointments	Research and Writing Update Individual Appointments	Research and Writing Update 1 st Rough Draft Due including Introduction, Lit Review, Methodology, Discussion Section, Future Research and Implication/Application Sections Due

14	4/19	Research and Writing Day	Research and Writing Day	Research and Writing Day
13	4/26	Final Rough Draft Due Research and Writing Update Individual Appointments	Final Rough Draft Due Research and Writing Update Individual Appointments	Final Rough Draft Due Research and Writing Update Individual Appointments
14	5/3	Research Papers Due Final Review with Student Individual Appointments	Research Papers Due Final Review with the Student Individual Appointments	Research Papers Due Final Review with the Student Individual Appointments
15	5/10	Student Presentations	Student Presentations	Student Presentations

Selected Bibliography

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Butin, Dan W. (2010). *The Education Dissertation A Guide for Practitioner Scholars*. Thousand Oaks, CA: Corwin.

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Kallet, Richard H. (2004). How to Write the Methods Section of a Research Paper. *Respiratory Care*, (49), pp. 1229-1232.

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In *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*.
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Thousand Oaks, CA: Sage.