



On-Campus Course Syllabus

CSL 605

Research

Spring 2025

Class Information

Day and Time: Thursdays 8:30am

Room Number: virtual

Contact Information

Instructor Name: Gilma Y. Martinez, MA, NCC,LPC

Instructor Email: gmartinez@criswell.edu

Instructor Phone: (210) 685-1021

Instructor Office Hours: [Call or email to schedule a Zoom Meeting or phone meeting](#)

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 Textbooks

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 (20%) of the student's grade will be based upon two Summary Outlines from the textbook, *The counseling and psychotherapy research handbook* by Vossler (2014). The four chapters are the following:

- Chapter 5 Doing a Literature Review
- Chapter 6 Introduction to Research Methodology

The student is to identify and explain the key concepts in paragraph form in each of the chapters.

Another key component is to focus on the practical aspects of each of the chapters. How does a researcher read and understand research? How does a researcher do a literature review? How does a researcher create a Research Methodology? What are the key components and steps?

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 and have formulated their research question, or hypothesis, and associated objectives to be approved by the Professor within the first three 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 30 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. Thirty percent (30%) of the student’s grade will depend upon attending a minimum of six scheduled class meetings over the course of the semester. There will be an initial session to start the semester and four class sessions for the purpose of addressing the assigned chapters from the Vossler textbook. The fifth session will be a presentation of the student’s research before the time grades are due for graduation. Students will be required to present the highlights of their Research including the Methodology section, and the Implications and Applications for the Counseling Profession for approximately 30 to 40 minutes with a time for Question and Answers in a professional format.
 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

Internet use is required to complete course lectures, obtain additional reading, and video assignments, as well as to complete required course assignments. Remote learning environments depend heavily on the student to complete all expected readings, videos, pre-recorded lectures, and other assigned tasks for the weekly zoom module. These have been developed to add to and expand one’s understanding of the material for this course and all readings and additional materials are considered REQUIRED for this course. Failure on the student’s part to review all course materials and readings will likely result in poor course performance. Attendance via scheduled remote lectures requires students to be signed in during the scheduled time period, with camera enabled to confirm attendance. Students are expected to actively participate in class discussions via Zoom during scheduled remote lectures. Failure to log into the scheduled zoom discussion or to actively participate in the zoom discussion will be counted as an absence. Students will be expected to keep up with the readings, lecture recordings, and additional assignments throughout the semester in order to be fully prepared for these live discussions.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arises, students should contact me as soon as possible to discuss the potential

impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Mrs. Martinez during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Mrs. Martinez is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH Mrs. Martinez - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	1/24	Syllabus	Syllabus and Introduction The 30,000 Foot View Research Topic	The 30,000 Foot View
5	2/18	Lecture 2 Notes Vossler Reading Chap. 3	Choosing a Research Question	Lecture 2 Notes (CANVAS) Vossler Reading Chap. 3 Research Question Due Hypothesis Due Objectives Due Preliminary Outline Due
8	3/11	Lecture 5 Notes Vossler Reading Chap. 6	Research Methodology Vossler Chapter 6	Research and Writing Update Summary Outline Due (Chap 5) Rough Draft of Introduction Due Rough Draft of Lit Review Due
9	3/17-21	Spring Break	Spring Break	Spring Break
12	4/8	Research and Writing Update	Research and Writing Update	Research and Writing Update 1 st Rough Draft Due including Introduction, Lit Review, Methodology, Discussion Section, Future Research and Implication/Application Sections Due Summary Outline Due (Chap. 6)
14	4/22	Final Draft Due Presentation	Final Draft Due Presentation	Final Draft Due Presentation
15	4/28	Final Grade Due	Final Grade Due	Final Grade Due

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*. 5th 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*. 2nd 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* (1st Ed.). Thousand Oaks, CA: Sage.