

COUN 8100 | Research in Counseling | FALL 2026

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Tina Chasek

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Office: 101 Roskens Hall

Office Hours: Monday 12-4; Tuesday 10-3; Thursday 10-3; and by appointment.

Class Time: Monday 4:30 PM – 7:05 PM **Location:** Roskens Hall (RH) 036

PREREQUISITES

N/A

COURSE DESCRIPTION

This course is designed to familiarize students with research that enhances the knowledge base in the profession including an understanding of research methods, statistical analysis, needs assessment, program evaluation, and outcome research. The emphasis is placed on the development of specific research skills including research questions, literature review, research design, methodology, statistical analysis, and APA. This course provides a basic review of descriptive and inferential statistics, qualitative research methods, and evidence-based research for the counseling profession. This experience will prepare students to understand available research, the ability to be discriminate evaluators of research, and design research projects. Students will become proficient in computer analysis of data sets, designing and evaluating research, and analyzing the primary research in the counseling literature.

COURSE WEBSITE

[UNO Canvas learning management platform system.](#)

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course.

LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP 2024 Standards Chart

Professional Identity Curriculum Standard(s) Section 3 Foundational Counseling Curriculum	Assignment/Learning Activity
Section 3.G-Assessment and Diagnostic Process 3.G.3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Quizzes; labs; research project and paper; small and large group discussion/participation

Section 3.H – Research and Program Evaluation 3.H.1 the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Program evaluation, needs assessment and outcome research group project; research project and paper; small and large group discussion participation
3.H.2 identification and evaluation of the evidence base for counseling theories, interventions, and practices.	Program evaluation, needs assessment and outcome research group project; small and large group discussion participation
3.H.3. qualitative, quantitative, and mixed methods research designs	Quizzes; labs; research project and paper; small and large group discussion/participation
3.H.4. practice-based and action research methods	Program evaluation, needs assessment and outcome research group project; research project and paper; small and large group discussion participation
3.H.5. statistical tests used in conducting research and program evaluation	Quizzes; labs; research project and paper; small and large group discussion/participation
3.H.6. analysis and use of data in research	Labs; research project and paper; small and large group discussion/participation
3.H.7. use of research methods and procedures to evaluate counseling interventions	Program evaluation, needs assessment, and outcome research group project; research project and paper; small and large group discussion participation
3.H. 8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	Program evaluation, needs assessment, and outcome research group project; research project and paper; small and large group discussion participation
3.H.9. culturally sustaining and developmentally relevant outcome measures for counseling services	Quizzes; Program evaluation, needs assessment, and outcome research group project; small and large group discussion participation
3.H. 10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Program evaluation, needs assessment, and outcome research group project; research project and paper; small and large group discussion participation
3.H.11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	Quizzes; research project and paper; small and large group discussion/participation

Key Performance Indicator

Key Performance Indicator	Course Assignment	2024 CACREP Standard
KPI 8 Students will demonstrate knowledge and apply research methods with diverse clients and systems. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	COUN 8100 Research in Counseling <i>Research Project and Paper (formative and summative):</i> Students will complete a research project and presentation demonstrating the ability to apply the knowledge they have gained in research concepts.	3.G.3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations 3.H.4. practice-based and action research methods 3.H.5. statistical tests used in conducting research and program evaluation 3.H.6. analysis and use of data in research 3.H.7. use of research methods and procedures to evaluate counseling interventions 3.H. 10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

Course Objective:

Apply foundational statistical concepts and research and program evaluation methods to critically evaluate counseling research, assess the evidence base for counseling theories and interventions, analyze and interpret data, and evaluate counseling programs and outcomes using ethical, culturally sustaining, and developmentally responsive practices.

COURSE REQUIREMENTS

REQUIRED TEXT

Field, A. & Hole, G. (2003). *How to design and report experiments*. Los Angeles: Sage Publications. (ISBN: 978-0-7619-7383-6)

Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Los Angeles: Sage Publications. (ISBN with SPSS: 9781544328225)

SPSS Software: IBM-SPSS Version 32; Available through ITS

RECOMMENDED TEXT

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th Ed.). American Psychological Association.

Helpful Websites:

American Counseling Association (ACA): <http://www.counseling.org/>:

Association for Assessment and Research in Counseling: <https://aarc-counseling.org/>

APA writing style tips: <http://apastyle.apa.org>

Purdue OWL:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer; Reliable internet connection; Open Canvas in a compatible browser

TECHNICAL SUPPORT

- Information Technology Services Technical Support
Eppley Administration Building, Room 104.
Hours: Monday – Friday 8:00 to 5:00 pm
E: unohelpdesk@nebraska.edu
P: 402-554-4347 (HELP)

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

METHODS OF INSTRUCTION In person

Group instruction/discussion boards: 30%

Individual Readings: 25%

Individual completion of assignments: 25%

In-class participation/Demonstration of skills: 20%

Attendance Expectations: This is an in-person course; we will meet in person on campus this semester on Monday's from 4:30pm-7:05 pm in Roskens Hall (RH). (Please see MavLink for room number). Attendance and participation is required, unless a valid, emergent situation arises such as emergency hospitalization, extended illness verified by a medical professional, any or University documented accommodation plans. Examples of non-emergent situations include, but are not limited to, inability to access technology, personal activities, children's activities, vacations, scheduled medical appointments, work, car problems, illness of other support people, etc. Students can miss one class without penalty, however **after the 1 miss students will lose 5 points off their final total grade for EACH absence beyond one.** If a student misses a class, it is the responsibility of the student to make up any missed work and/or get the information missed from a classmate. The instructor will not video the class or reteach the material to the student in a separate meeting.

ASSIGNMENTS

Participation: 30 pts

Active participation is required in this course in large and small group discussions and in class. Questions are encouraged. Students are to be prepared with the readings complete and assignments complete. (30 pts)

Quizzes: 125 pts

Five quizzes will be given throughout the course to assess learning of key concepts in the reading and lectures. Quizzes will consist of multiple choice, short answer, and/or essay questions. (25 points each: total 125 points)

Labs: 120 pts

Six labs will be required throughout the course to assess learning and application of statistical concepts. The labs will be completed using SPSS in the lab classes and will be reviewed at the end of class. Any labs missed will need to be made up and turned in at the next class period. Labs will be graded with each lab counting for 20 points. (120 points total)

Group Project-Program Evaluation, Needs Assessment, and Outcome Research: 50 pts

This is a review of program evaluation, needs assessment, and outcome research. In groups, students will be required to review all three approaches and write a brief report that addresses the relevant concepts for each. A brief written report (to be turned in) and an oral report will be made to the class of the research summarizing the results. See Guidelines and Rubric Posted in the CANVAS Course (50 pts.)

Research Project and Paper: ** 200 pts

The research paper is the culmination of the material learned in the course. The research project will be an original quantitative research project and paper that the student undertakes using existing or gathered data. The data will be analyzed and written into a research paper and in a brief presentation at the end of the semester. The paper will be submitted electronically for grading. See Guidelines and Rubric Posted in the CANVAS Course (Final Paper 200 pts)

**Opportunities exist for publishing and/or presenting the paper and for funding to carry out the research. Please talk to the instructor if this is an interest.

- Students cannot have AI write the research paper or analyze the data collected. If discovered this will constitute plagiarism and will automatically be graded as failing.

Course Evaluation and Grading Policies

The quality of all assignments, class participation, and attendance will be considered in determining final grades.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

<i>Assignment</i>	<i>Points</i>
Participation	30
Quizzes	125
Labs	120
Group Project	50
Research Paper	200
Total	525

Evaluation of Written Work and Assignments:

All written work must conform to APA style. If you do not have a copy of the APA manual, you should purchase one, use a copy available in the library, or use one of the many APA style websites available online. You will be evaluated on how well you represent your thoughts on paper, craftsmanship in writing, and organization of the paper. All written work will be evaluated based on grammar, spelling, word usage, punctuation, subject-verb agreement, possessive vs. plural, typographical errors, etc. Errors of these kinds will result in a point deduction from the grade. For assistance with written assignments, students may utilize the writing resources available on campus. All assignments are due as scheduled regardless of attendance. There will be a 10-point deduction per calendar day unless prior arrangements are made with the instructor or at the discretion of the instructor.

Information concerning a student's course standing may be requested at any time. Grades are assigned A through F. All assignments completed for the course will be evaluated according to criteria set forth. The student's final grade is reflective as a summative average for all assigned and graded work.

GRADING SCALE

Letter Grade	Percentage Range
A+	97% – 100%
A	93% – 96%
A–	90% – 92%
B+	87% – 89%
B	83% – 86%
B–	80% – 82%
C+	77% – 79%
C	73% – 76%
C–	70% – 72%
D+	67% – 69%
D	63% – 66%
D–	60% – 62%
F	0% – 59%

Important Note: If you are on track for a C-, you are failing the course and will be dismissed from the Counseling program according to the Graduate Studies Standard of Work Policies.

Incomplete Grade:

As determined by department policy, found in the Student Handbook on the department's webpage, incomplete grades are reserved for those students who have completed a substantial amount of their coursework but cannot complete the remaining assignments for reasons outside of their control such as extended verified medical or mental health illness, emergency hospitalization, or other valid extenuating circumstances. When grades of incomplete are given, the instructor and student are responsible for completing a written plan with associated deadlines for completing the class requirements.

*It is the policy of this instructor, as it is of the Department, that all matters associated with personal and/or mental health issues concerning a student be referred to the appropriate University or community resources/referral.

GRADE APPEAL – For Final Grade Only

Individuals who believe that their final grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade, must first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor is highly encouraged before taking any formal action in regard to a grade appeal. You will find the Department of Counseling grade appeal policy in the Student Handbook: on the department webpage.



If you believe an assignment was not graded properly or fairly you must contact the instructor for resolution of the grade. Grades on assignments are not considered for a formal grade appeal.

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request.

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an, "F," for that assignment (and may, depending on the severity of the case, lead to an, "F," for the entire course). Furthermore, the student(s) may be subject to appropriate referral to the Office of Academic and Student Affairs for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. This includes but is not limited to giving answers to or taking from others. I will also adhere to the highest standards of academic integrity. Please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to all.

USE OF Artificial Intelligence AI

In the Counseling Department, we recognize the emerging role of Artificial Intelligence (AI) in counselor education, research, and practice. Consistent with CACREP (2016 & 2024) standards for the ethical and culturally responsive integration of technology in counselor preparation, students may engage with AI tools to support their academic development and professional identity.

Permissible uses of AI may include--but are not limited to--supporting research, data exploration, reflection, clinical reasoning, and conceptualization. However, AI must be used in a way that upholds academic integrity, fosters your own growth, and aligns with the ethical obligations of the counseling profession (ACA, 2014; ASCA, 2022). **Please, please, please...carefully and critically read through all AI outputs and double-check all sources or references.** It is good practice to ask the AI where it got its sources so you can confirm accuracy of the content.

Transparency

- Students must **clearly disclose** any use of AI tools in their coursework, including writing, video scripts, data summaries, or resource suggestions.
- AI-assisted content should be cited appropriately in any work. For example: "This summary was generated using ChatGPT and revised by the student for accuracy and clarity."
- For the research paper, use of AI must be cited and referenced according to APA guidelines. Students cannot have AI write the research paper or analyze the data collected. If discovered this will constitute plagiarism and will automatically be graded as failing.
- Submissions that lack proper disclosure may be treated as violations of academic integrity.

Confidentiality and Digital Safety

- **Do not input or share identifiable information** about clients, classmates, faculty, or supervision cases into AI platforms. Doing so may constitute a breach of confidentiality and will be addressed according to program and university policy.
- Always obtain appropriate **consent** before using or referencing any client-related material in AI-assisted work, even if it is de-identified. Be aware that most AI tools store user data externally; use secure, university-approved systems whenever possible and exercise caution with sensitive information.

Academic Integrity and Independent Thinking

- AI may **not be used to complete assignments on a student's behalf** or generate full submissions (e.g., essays, discussion posts, video transcripts) without substantial revision and original contribution.
- All submitted work must demonstrate your **own understanding, voice, and authorship**.

Ethical Use and Professional Responsibility

- Students must ensure that AI-generated content **aligns with ethical guidelines**, including those outlined in the ACA Code of Ethics (2014), ASCA Ethical Standards (2022), and CACREP Standards (2016 & 2024).
- AI tools should not be used to replicate or promote biased, inaccurate, or culturally insensitive information.
- As counseling professionals-in-training, students are encouraged to **critically evaluate** AI outputs using counseling theories, research, and ethical decision-making models.

Improper use of AI--including misrepresentation, over-reliance, or unethical application--may result in remediation per department policy. This statement is consistent with UNO's academic integrity policies and with CACREP expectations that students demonstrate ethical and culturally responsive use of technology in counselor preparation programs (CACREP 2.F.1.j, F.5.d-e, 2.F.7.3).

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct Policy prohibits sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT



Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the, "Refund," link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

A full class drop can only be completed in the 100% refund period of your course. If a course is dropped from your schedule during this period, it will **not** be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of, "W," is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course.

Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature. Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no exceptions for not being able to access information or turn in work.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments must be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Assignments are due at the time provided on Canvas or in class at the beginning or end of the class period as indicated by the instructor. At the beginning of the semester, I recommend going through and noting all of the times for submissions. **Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date.**



Extensions on an assignments will be at the discretion of the instructor. Extensions will not be provided for group assignments or assignments that require peer interaction (group project, labs).

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of the instructor is prohibited. All copies and recordings remain the property of UNO and the Instructor. UNO and the Instructor reserve the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing face-to-face, in person active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing face-to-face group collaboration for the labs and group presentation project, including active participation, completing labs in class, and attendance for group presentations.
3. Consistent online access to Canvas, Zoom, UNO email and other UNO Technology for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, labs, peer reviews and in class projects, and discussions are inflexible and do not qualify for an extension or modified due date

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.