

AT 7000 Course Syllabus

Course information

- Research in Art Therapy and Counseling
- AT 7000 CRN 14346
- Mondays 5:00-7:30
- Fall 2023
- Face to Face
- Lecture

Faculty contact information

- Holly Feen-Calligan, PhD., ATR-BC, ATCS
- 341 COE (or before class in 158 Art) by appointment
- Office hours: (by appointment) Before class 3:30-4:30 Mondays or 341 COE, 3-5:00 Wednesdays <https://calendly.com/aa3597/office-hours>
- Cell 313 600 3747
- hfeen@wayne.edu

Course materials

Required textbook(s)

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.) Available from <http://www.apastyle.org/> and many bookstores.

Bager-Charleson, S., & McBeath, A. (Eds.). (2023). *Supporting Research in Counselling and Psychotherapy: Qualitative, Quantitative, and Mixed Methods Research*. Springer Nature.

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*: Heinemann.

Kapitan, L. (2017). *Introduction to art therapy research*. 2nd edition. Routledge.

Optional textbook

Betts, D., & Deaver, S. (2019). *Art therapy research: A practical guide*. Routledge

Goldberg, N. (1998). *Writing down the bones*. Boston, MA: Shambhala.

Required and optional readings for assignments and exams

- Methods specific references will be needed or this and next semester- details in class

Course details

Description

Skill development in the three primary areas: information access through the variety of resources available in a university library; comprehension and evaluation of technical literature; employment of APA style in technical writing.

This course focuses on research traditions of Art Therapy and Counseling, and on critical thinking, questioning, and discovery as students learn how research informs practice and vice versa. Students learn basic tenets of planning, conducting and evaluating research, understanding research methodology, and ethical and legal considerations in research. Time to work on individual projects is built into the class. The course fulfills the CAAHEP Standards Content Area m: To understand the purposes, methods, and ethical, legal, and cultural considerations of research and demonstrate the necessary skills to design and conduct a research study, and CACREP Standard 8: Research and program evaluation.

Major and minor topics to be covered

Tentative schedule

Week/Module	Topic(s)	Reading(s) • Assignment(s) Due (See also: Canvas Modules)
1 August 28	<ul style="list-style-type: none"> •Introductions •Course objectives •Syllabus, books, •Structure of the class, •Assignments •Types of research 7000/7999 -Opportunities for participation in instructor led resesarch 	Familiarize yourself with the syllabus and the content of first two Canvas Modules
September 4	No Class-Labor Day	

<p>2 September 11</p>	<ul style="list-style-type: none"> •Introduction to research in your field (continued) •More on Research Methods suggested for class 	<p>By the end of this class, I will collect your <i>Tentative or planned</i> research question or topic</p> <p>Read:</p> <ul style="list-style-type: none"> •Kapitan: Introduction, Chaps. 1, 2 <p>Power of Questions (PoQ): Chaps. 1-3</p> <ul style="list-style-type: none"> • <u>Bager-Charleson</u> & McBeath: Chap.1 •Partridge, E. E. (2020).The pre-research sketchbook: A tool to guide future inquiry, <i>Art Therapy: Journal of the American Art Therapy Association</i>, Advance online publication DOI: 10.1080/07421656.2020.1729677 https://doi-org.proxy.lib.wayne.edu/10.1080/07421656.2020.1729677 (on Canvas also)
<p>3 September 18</p>	<p>Library class instruction</p> <p>Meet in:</p> <p>Lab C (UGL, 3rd Floor), so I went ahead and reserved it. It's as nice a room, and each student can still have their own computer. The entrance is directly behind the elevators in the Undergraduate Library.</p>	

4 September 25	<p>Writing research question</p> <ul style="list-style-type: none"> •APA Manual-1 <p>Emphasis on first 3 methods</p> <ul style="list-style-type: none"> •Autoethnography •Literature Review •Program Proposal •Art based inquiry •Evaluation Research 	<p>Review APA Manual and Module 4</p> <p>Review:</p> <ul style="list-style-type: none"> •Potash, J.S., Mann, S. M., Martinez, J.C., Roach, A.B., & Wallace, N. M. (2016). Spectrum of art therapy practice: Systematic literature review of art therapy, 1983–2014, <i>Art Therapy: Journal of the American Art Therapy Association</i>, 33(3), 119-127. DOI: 10.1080/07421656.2016.1199242 • Power of Questions: Chap 4 (Literature Review) <p><u>Bager-Charleson</u> & McBeath: pp 39-55 Arts based decolonising resesarch ; pp 81-99 (Autoethnography)</p> <ul style="list-style-type: none"> •Kaimal, G., & Blank, C. A. L. (2015). Program evaluation: A doorway to research in the creative arts therapies. <i>Art therapy</i>, 32(2), 89-92. (Evaluation research)
5 October 2	<ul style="list-style-type: none"> •Article critiques: <p>How to read research articles</p> <ul style="list-style-type: none"> •Review Methods (from week 4) 	<p>Annotated Bib due</p> <p>Review model: “Articles for Assignments 1 and 2”</p> <p>ABR (Kapitan 8)</p>
6 October 9	<p>APA Manual 2-</p> <p>Before you begin your research: Ethics</p>	<p>APA Manual chapter 5</p> <p>Kapitan: 8, 9, 10</p>
October 16	No class Fall break	

7 October 23	Practitioner Centered Inquiry	Article Critique due Kapitan, 6, 7 Review Module 6
8 October 30	<ul style="list-style-type: none"> •Qualitative and Quantitative methods; Mixed methods •Outcomes and Evidence based research and practice 	Kapitan Chapter 3-5, 9-10 <u>Bager-Charleson & McBeath: pp 103-123 ; 169-205</u> Review: HIC: http://www.hic.wayne.edu/ Module: IRB Documents
9 November 6	Research Design Methods: Data collection and analysis	Report of a Research Method Power of Questions: Chap. 5-7 <u>Bager-Charleson & McBeath: pp.19-38</u> Review Data Analysis module Students' Methods Presentations Examples module
10 November 13	Methods presentations	
11 November 20	IRB The Research Proposal Methods: Data collection and analysis	Literature Review due Kapitan, 9-10 Review: HIC: http://www.hic.wayne.edu/ Review Data Analysis module Module: IRB Documents
12 November 27	1:1 Work in class	

13 December 4	Review	Kapitan chapter 11
14 December 11	Oral presentations of research proposals	Research Proposal due
15 December 18 Exam week	Oral presentations of research proposals	

Learning objectives/outcomes (e.g., at the completion of this course, students should be able to...

- 1) Recognize the purposes and applications of research in the student's field
- 2) Identify research methodologies (e.g., quantitative, qualitative, mixed-methods and art-based) used in their field
- 3) Define statistical methods and concepts used in research and program evaluation
- 4) Critique literature on a topic of interest
- 5) Perform basic steps required to design a research study
- 6) Comprehend ethical and legal considerations used to design, conduct, interpret, and report research and program evaluation
- 7) Be aware of cultural considerations used when conducting, interpreting, and reporting research
- 8) comprehend the relationship between research and research and practice
- 9) use evidence research to advance practice
- 10) know outcomes research in their field

*See also, page 8 for Student Learning outcomes as aligned with CAAHEP Standards

Grading policies and due dates for tests, assignments, and attendance

This is an in-person class. With the exception of university closures or severe weather when the instructor may hold the class virtually. For illness, with doctor's note or Accommodations from Student Disability Services, individual students may request to participate via zoom.

All students are expected to be present for class. One missed class due to illness or circumstances beyond your control (such as child care or car break downs) will not result in points deducted. Please text instructor if possible, if you will need to miss due to an emergency.

10 points are for full class participation

All assignments due on the date in the syllabus. One late assignment during the semester will not result in points lost. Students who find they need extra time for other assignments may propose alternative due dates, subject to instructor approval. All students may resubmit one of each assignment, if desired.

Assignments:

1. **Annotated Bibliography.** Write a single paragraph summary of each of ten articles on a topic of interest (related to your art therapy research). Type the reference citation at the beginning of each entry (as you would in a reference list). Summarize the content of each article in your own words. The purpose of this assignment is to begin your investigation of a possible topic for your project, and to practice being able to state the main thesis of the article in your own words. Include a title (your tentative research question) at the top of the page. (15 points)
2. **Article Critique.** Choose a data-based journal article in art therapy (2 points) related to your research interest. Highlight the following information, *and* identify by letter in the margin:
 - a) Author's purpose for writing the article or conducting the research;
 - b) Information: facts, experiences and data the author is using to support their narrative/conclusions;
 - c) Research design features (participants, data collection and data analysis procedures) and statements by the author about ethics,
 - d) Results/findings,
 - e) Implications,
 - f) Limitations. (1/2 point each)

Secondly, submit a short paper that includes the answers to these questions (2 pts each)
Paragraph 1: What is the article about? What is the perspective or point of view of the author, and how could the author's perspective influence the study? Why is this research important to the profession and society?

Paragraph 2: How does the study contribute to what had been already known about this subject? What is unknown that led the author to do the study?

Paragraph 3: How was the study carried out?

Paragraph 4: What are the results or findings? What do the results mean?

Paragraph 5: What is your judgment of the value of the research article, and why? (this could be a summary of the above paragraphs) with your opinion of the quality of writing: Was it engaging? Clear, interesting? Please also mention something about how you see the author's research as impacting the profession, or impacting your particular art therapy practice. Are there any additional comments you want to make that were not addressed in the above criteria? (15 total points)

3. Report of a Research Method. The purpose of this assignment is to help familiarize students with the research methods that will be used to explore research questions (and write the proposal in assignment 5), and to introduce the class to a variety of research methods. Use your textbooks, one additional book (suggested here) and one research article (this might be an article you have already read for Assignments 1 or 2) that utilizes/illustrates your chosen research method. e.g. Art-based methods: McNiff. (2-0 points)

In a 5-page paper, describe

- a) the research method or tradition, and summarize the major steps;
- b) note for what kinds of research questions this method is often used (use your article as an example); and
- c) list the typical verification procedures of this method (or how the researcher can assure quality).

You may work with a partner or a small group, if more than one person is interested in a given research method, however each student must submit their own paper. Reports will be shared in class (20 points)

4. Short Literature Review Provide background to your research question (3-6 pages)

Include the following:

- a) an introductory paragraph with your research question, why this is important to study for your field, what is known and unknown about your subject, and a general introduction to what will be contained in the literature review.
- b) a description of how you completed your literature search (how you searched for or obtained your article data (e.g. library search strategy),
- c) the *themes* expressed in the literature that are relevant to your topic that build the case leading to your research question;

d) describe each theme (as it exists now); e) a summary of the literature review will end with a statement about how you will proceed in your research (20 points)

5. Research Proposal on topic of your choice, subject to instructor approval. (10-15 pages). Include Introduction, Review of Literature, Overview of the plan for data collection and analysis and References. The Proposal will serve as your beginning project in AT 7999. (20 points)

Graduate Grading Scale

A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Specific descriptions of the criteria and methods to be used in evaluating/grading student performance

See Assignment Rubrics on Canvas

Inclusion of [tentative] due dates for assignments, exams, and papers

October 2	Annotated Bibliography due	(15)
October 23	Article Critique due	(15)
November 6	Report of a Research Method	(20)
November 20	Literature Review due	(20)
December 11	Research Proposal due	(20)
	Participation.	(10)
	Total	100 points

Table of SLOs, Program outcomes, competencies and assignments

Table

Student SLOs Students will:	CACREP Standards	CAAHEP Competencies	Assignments/ Assessment
Recognize the purposes and applications of research in the student's field	8a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	mK1. Recognize foundational purposes of research with emphasis on applications to the field mK3. Describe art-based research methodologies as related to art therapy pK1. Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice	Research proposal Readings Article critique
Identify research methodologies (e.g., quantitative, qualitative, mixed-methods and art-based) used in their field	f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation	mK2. Define research methodologies (e.g. quantitative, qualitative, mixed methods) and research design formats used in the field.	Methods report Readings
Define statistical methods and concepts used in research and program evaluation	8b. identification of evidence-based counseling practices 8c. needs assessments 8d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs	fS1. Differentiate between assessment and testing and appropriate applications of each. fS3. Present purposes of summative and formative assessment	Article critique Research Proposal

	<p>i.analysis and use of data in counseling h. statistical methods used in conducting research and program evaluation</p>	<p>in art therapy practice and research fS5. Cite methods to determine validity and reliability in art therapy assessments. IK3. Demonstrate knowledge of rudimentary statistical concepts related to assessment and testing mK4. Understand concepts of validity and reliability and applications to selection and application of assessments and tests mS3. Demonstrate basic statistical concepts such as scales of measurement, measures of central tendency, variability, distribution of data, and relationships among data as applied in research studies</p>	
<p>Critique literature on a topic of interest</p>	<p>e.evaluation of counseling interventions and programs</p>	<p>gK1. Organize research on the literature in the field as the basis for an extensive thesis of culminating project mS1. Apply methods used to conduct a review and critique of</p>	<p>Annotated bibliography Literature Review Research proposal</p>

		the literature on a topic of interest	
Perform basic steps required to design a research study	g. designs used in research and program evaluation	aA1. Value the historical antecedents to current professional art therapy practice. mS2. Perform basic steps required to design and conduct a research study	Literature review Research proposal
Comprehend ethical and legal considerations used to design, conduct, interpret, and report research and program evaluation	j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	mA1. Recognize ethical and legal considerations used to design, conduct, interpret, and report research	Article critique
Be aware of cultural considerations used when conducting, interpreting, and reporting research	j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	mA1. Recognize ethical and legal considerations used to design, conduct, interpret, and report research	Article critique
Comprehend the relationship between research and practice	d. development of outcome measures for counseling programs	mK1. Recognize foundational purposes of research with emphasis on applications to the field mK3. Describe art-based research methodologies as related to art therapy	Research proposal

Use evidence research to advance practice	b. identification of evidence-based counseling practices	mK1. Recognize foundational purposes of research with emphasis on applications to the field	Readings Research proposal
Know outcomes research in their field	d. development of outcome measures for counseling programs	mK1. Recognize foundational purposes of research with emphasis on applications to the field	Research proposal

University policies

Class recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why they cannot, such as discussion of confidential or protected information. Violations of this syllabus policy may result in charges under the student code of conduct.

Religious holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.



Land acknowledgement

Wayne State University rests on Waawiyaataanong (Waa-we-yaa-tih-nong), also referred to as Detroit, the ancestral and contemporary homeland of the Three Fires Confederacy. These sovereign lands were granted by the Ojibwe (Oh-jib-way), Odawa (Oh-daa-waa), Potawatomi (Pow-tuh-waa-tuh-mee), and Wyandot nations, in 1807, through the Treaty of Detroit. Wayne State University affirms Indigenous sovereignty and honors all tribes with a connection to Detroit. With our Native neighbors, WSU can advance educational equity and promote a better future for the earth and all people.

Student Disability Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. Please visit <https://studentdisability.wayne.edu> to register your condition. Once you have accommodations in place, please inform your instructor. Student Disability Services' mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU. SDS supports students with a variety of conditions, such as mental health disorders, learning disabilities, chronic health conditions, etc.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety, and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty. Go to <https://caps.wayne.edu> for information on the services offered and how to access them. Other options, for students and non-students, include the [Mental Health and Wellness Clinic at the College of Education \(https://education.wayne.edu/mental-health-and-wellness-clinic\)](https://education.wayne.edu/mental-health-and-wellness-clinic). Services at all these clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. CAPS provides afterhours/weekend crisis support: students living on campus can call (313) 577-2277, and all others, call (313) 577-9982. In a life-threatening emergency, call the WSU Police at 313-577-2222.

Sexual Misconduct and Title IX

Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault,



stalking, dating/domestic violence, and sexual harassment) to the Title IX Coordinator when it involves a student.

Confidential support is available 24/7 through the [Rape, Abuse & Incest National Network \(RAINN\)](https://www.rainn.org/) (<https://www.rainn.org/>). Call **1-800-656-4673** or [Chat](https://hotline.rainn.org/online) (<https://hotline.rainn.org/online>) with a professional support specialist.

Options for Self-Reporting Sexual Misconduct

Any student impacted by sexual misconduct or sexual harassment has the right to report to the University (i.e., Responsible Employee or Title IX Coordinator), to law enforcement (i.e., WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

The [Title IX Office](https://titleix.wayne.edu/) (<https://titleix.wayne.edu/>) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

The [WSU Police Department](https://police.wayne.edu/) (<https://police.wayne.edu/>) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination. If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](https://titleix.wayne.edu) to learn more about resources and support on campus and in the community.

Food Pantry and Basic Needs

Wayne State has a food pantry, a free resource available for all students. See the hours on the website <https://thew.wayne.edu/pantry>.

Learning is always more challenging when you are struggling to meet basic needs. Wayne State recognizes that you may face a number of challenges during your time here, and we are here to support you. Any student who faces challenges securing food, housing, or medical care is encouraged to contact relevant university offices noted on the [Financial Aid website \(https://wayne.edu/financial-aid/\)](https://wayne.edu/financial-aid/) for support. You are also encouraged to contact Care, Support, and Intervention services in the Dean of Students Office (DOSO) for assistance with connecting to resources for basic needs. Students can call DOSO at 313-577-1010 or submit a [care referral form \(https://doso.wayne.edu/conduct/student-support-intervention\)](https://doso.wayne.edu/conduct/student-support-intervention).

Academic Dishonesty – Plagiarism and Cheating

[Academic misconduct \(https://doso.wayne.edu/conduct/academic-misconduct\)](https://doso.wayne.edu/conduct/academic-misconduct) is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.
- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- **Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
- **Other:** Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University.

Course drops and withdrawals

For courses running the full term, students can drop this class and receive 100% tuition and course fee cancellation for the first two weeks. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can withdraw on [Academica \(https://academica.wayne.edu/\)](https://academica.wayne.edu/). You will receive a mark of W at the time of withdrawal. No withdrawals can be initiated after the deadline. Students enrolled beyond the deadline will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step, including speaking with your instructor or advisor. More information on course drops and withdrawals can be found on the [Registrar's website \(https://wayne.edu/registrar\)](https://wayne.edu/registrar). For classes that are shorter than the full term, deadlines for dropping and withdrawal can be found on the section's detail in the [Schedule of Classes \(https://registration.wayne.edu/\)](https://registration.wayne.edu/).

Student Services

The Academic Success Center

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit the [Academic Success Center \(https://success.wayne.edu/\)](https://success.wayne.edu/) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Research and Technology Zone

The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit the [Writing Research and Technology Zone \(http://clas.wayne.edu/writing\)](http://clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

Library research assistance

Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? [Request an appointment with a Wayne State librarian \(https://library.wayne.edu/forms/consultation_request.php\)](https://library.wayne.edu/forms/consultation_request.php), who can provide on- campus or online personalized help.

<https://prezi.com/view/s4mlNkTPTpQ1Vwld3tjd/>

