



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 535: RESEARCH METHODS AND EVALUATION (3 Credits)
FALL 2018**

When: Mondays, 9/10/18-12/10/18 5:30pm-08:45pm

Where: Rogers 220

Instructor: Gaelan Walker, MS

Office Hours: TBD

E-Mail: gaelan@lclark.edu

CATALOG DESCRIPTION

This course includes types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

Course Description:

This course includes learning about different research methodologies, critiquing research reports, writing in a scholarly manner, ethical considerations in research, and information on how to conduct projects with varying research questions and hypotheses.

COURSE OBJECTIVES

Course Goals and Objectives:

Students should be able to demonstrate a general understanding of the following aspects of research:

- Different paradigms for conducting research
- The steps involved in developing a research project
- Research questions and hypotheses
- Ethical issues of conducting research and utilizing research findings
- Quantitative and qualitative research designs as well as single-case designs, action and participatory research
- The use of technology and statistical methods in conducting research and program evaluation
- Issues of validity and reliability
- The impact of culture as it relates to research studies and findings
- The use of research to improve counseling effectiveness, opportunities to conduct research as an art therapist and challenges of using research in the art therapy profession

- Critiquing published research articles
- Designing a proposal for a research project
- Understand arts-based research methodologies

CAAHEP STUDENT LEARNING OUTCOMES

Learning Outcome	Description
SLO- D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.

CAAHEP CONTENT AREAS

Content Area	Description	Mastery Level	Assessment
m.K.1	Recognize foundational purposes, methods, and ethical, legal, and cultural considerations of research	Introduce	Conceptual Articles Paper, Research Articles Paper, Annotated Bibliography, In Class Assignments, Group Project
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	Introduce	Conceptual Articles Paper, Research Articles Paper, Annotated Bibliography, In Class Assignments, Group Project
m.K.3	Describe art-based research methodology as it relates to art therapy	Mastery	Research Articles Paper, In Class Assignments, Group Project
m.K.4	Understand concepts of validity and reliability and applications to selection and application to assessments and tests	Mastery	Statistics Lab Discussion
m.S.2	Perform basic steps required to design and conduct a research study	Introduce	Statistics Lab Assignments
m.S.3	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	Introduce	Statistics Lab Assignments

REQUIRED TEXTS AND READINGS:

Required Books:

Patten, M. L., and Newhart, M. (2018). *Understanding research methods: An overview of the essentials (10th ed.)*. New York, NY: Routledge.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: Author. Tutorial:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Optional texts:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed.). Thousand Oaks, CA: Sage. (available through online book store or Amazon as an e-book)

Kapitan, L. (2014). *Introduction to art therapy research (2nd ed.)*. New York, NY: Routledge.

Required Articles:

Betts, D. J. (2005). Systematic analysis of art therapy assessment and rating instrument literature. *Unpublished Dissertation, Florida State University*.
<http://diginole.lib.fsu.edu/islandora/object/fsu:175923/datastream/PDF/view>

Deaver, S. P. (2011). Research ethics: Institutional Review Board oversight of art therapy research. *Art Therapy*, 28(4), 171-176.

Kaiser, D. (2017). What do racism and oppression have to do with scholarship, research, and practice in art therapy? *Art Therapy*, 34(4), 154-156.

Kaiser, D., & Deaver, S. (2013). Establishing a research agenda for art therapy: A Delphi study. *Art Therapy*, 30(3), 114-121.

McNiff, S. (2011). Artistic expressions as primary modes of inquiry. *British Journal of Guidance & Counseling*, 39(5), 385-396.

Slayton, S., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of findings. *Art Therapy*, 27(3), 108-118.
<http://dx.doi.org/10.1080/07421656.2010.10129660>

Uttley, L., Scope, A., Stevenson, M., Rawdin, A., Buck, E. T., Sutton, A., ... & Wood, C. (2015). Systematic review and economic modelling of the clinical effectiveness and cost-effectiveness of art therapy among people with non-psychotic mental health disorders. *Health Technology Assessment*, 19(18). Retrieved from
<http://www.ncbi.nlm.nih.gov/books/NBK279634/>

NONDISCRIMINATION STATEMENT

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. The primary methods of classroom instruction will be lecture/discussion, videos. The out of class learning will consist of readings, maintaining a Methodology Log, and an online CITI research ethics training.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for her/him/themself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and complete any papers prior to class, turning them in on the day they are due.

EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class.

Assignment	Point Value
Class Discussion and rStudio Lab Participation	10
Conceptual Articles Paper	15
Research Articles Paper	15
Annotated Bibliography	40
Group Discussion Facilitation	10
Literature Review Outline	10
Total Points in the Course:	100

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

ASSIGNMENTS

1. **Class Participation and Discussion:** It is expected that you complete all readings and be prepared to discuss content in class.

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	1
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	1

Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1
Total	6

Studio Lab participation: Instruction and guidance will be provided to students in utilizing the open-source statistical software r and rStudio. Students will be expected to completed assigned tutorials and engage in self-directed exploration of rStudio functions once tutorials are completed. Students will be expected to generate a dataset simulation and complete data analysis using a statistical method of their choice.

	Description	Possible points
	Utilizing rStudio lab time effectively and consistently. Students work in an independent and engaged manner, utilizing open-source video tutorials to develop their understanding of rStudio at their own pace.	1
	Successful independent data analysis using datasets provided by the instructor based on student's research interests.	1
m.S.3	Demonstrate basic statistical concepts such as scales of measurement, measures of central tendency, variability, distribution of data, and relationships among data.	2
	Total	4

2. **Group Discussion Facilitation:** During the first week of the course, students will be assigned one of eight art therapy research paradigms: Experimental & Quasi-experimental, Art Therapy Assessment, Survey/non-experimental, Program evaluation/outcomes, Case study, Qualitative, Art-based inquiry. Students in each group will read the required text for this research paradigm and find and read one article (each) from that paradigm. Each student in the group will prepare an annotation of their article to use in discussion. Together, the students in that group will facilitate class discussion related to that paradigm, including the contributions that the paradigm makes to art therapy literature and its limitations.

	Description	Possible points
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	3
	Coming to class prepared (having read the text and prepared annotation of the article).	3
	Students collaboratively support group discussions with attention and energy.	4
	Total	10

3. **Conceptual Articles Paper:** The Conceptual Articles Paper will consist of annotations of three (3) conceptual or theoretical articles related to the student's scholarly and clinical interests. Conceptual or theoretical articles would include, for example, position papers on the use of art therapy techniques by counselors with no art therapy education, theoretical papers about art-based learning in schools, and clinical case studies that are descriptive and do not include any qualitative or quantitative measures of change. The annotations must be in APA style, and contain both a summary and an evaluation of the article. In the summary, describe the context and rationale for the article as well as the main points. In the evaluation, discuss the usefulness of the article, and its relevance to your topic. Each annotation should be approximately 1 to 1.5 pages double spaced in length. **Due Week 6.**

	Description	Possible points
	The first paragraph of each annotation includes an objective and concise review of the article, including its literature review, methods, results, and limitations.	5
	The second paragraph of each annotation levels a critique of the most important information in the article, the underlying assumptions of the author, and the logic of the inferences/conclusions made by the authors. Writing strengths and weaknesses are considered.	5
	Paper is written in APA meeting writing requirements	5

	Total	15
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4. **Research Articles Paper:** The Research Articles Paper will consist of annotations of three (3) research-based articles related to the student's thesis/capstone topic. These articles must be found in scholarly, peer-reviewed journals. These research studies may be quantitative, qualitative, mixed methods, or art-based. The annotations must be in APA style, and contain both a summary and an evaluation of the article. In the summary, describe the context and rationale of the study, the methodology, the results, and limitations. In the evaluation, discuss the usefulness and reliability of the article, and its relevance to your topic. **Due Week 9.**

	Description	Possible points
	The first paragraph of each annotation includes an objective and concise review of the article, including its literature review, methods, results, and limitations.	5
	The second paragraph of each annotation levels a critique of the most important information in the article, the underlying assumptions of the author, and the logic of the inferences/conclusions made by the authors. Writing strengths and weaknesses are considered.	5
	Paper is written in APA meeting writing requirements	5
	Total	15

5. **Annotated Bibliography:** The annotated bibliography must contain annotations for 10 articles related to a topic of the student's choice. Annotations follow the same parameters as in Conceptual and Research Articles Papers. At least five of the articles selected must be quantitative, qualitative, mixed methods, or art-based research articles. **Due week 11.**

	Description	Possible points
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	The first paragraph of each annotation includes an objective and concise review of the article, including its literature review, methods, results, and limitations.	10
	The second paragraph of each annotation levels a critique of the most important information in the article, the underlying assumptions of the author, and the logic of the inferences/conclusions made by the authors. Writing strengths and weaknesses are considered.	10
	Paper is written in APA meeting writing requirements	10
m.K.1	Recognize foundational purposes, methods, and ethical, legal, and cultural considerations of research	4
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	3
m.K.4	Understand concepts of validity and reliability and applications to selection and application to assessments and tests	3
	Total	40

6. **Literature Review Outline:** The literature review outline must be structured using a standard outline format, i.e., capital roman numerals for main headings, capitalized letters for subheadings, lower case letters after that, and so on. Accompanying each section heading, indicate the sources you will be using in that particular section of your literature review. List sources in correct APA format. **Due week 13.**

	Description	Possible points
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	The literature review outline must be structured using a standard outline format, i.e., capital roman numerals for main headings, capitalized letters for subheadings, lower case letters after that, and so on.	3
	. Accompanying each section heading, indicate the sources you will be using in that particular section of your literature review. Sources are listed in correct APA format	4
	Outline is structured in a manner that suggests a logical flow of concepts from broad topic to specific capstone focus.	3
	Total	10

CLASS SCHEDULE

Class #	Date	Topics	Readings and Assignments Due
1	9/10	Introduction to Class Review Syllabus Approaching the Literature Annotated Bibliography Procedures Developing a Literature Review Outline	Student sign-up for Group Discussion Facilitation Handout: Suggested Group Project articles by category
2	9/17	Review of research paradigms Trends in art therapy research	Read: Patten Part 1, 1-9, pp. 3-31 Students bring laptops and headphones to class. Bring digitally: American Art Therapy Association Outcomes Bibliography

		Development of art therapy research questions Accessing r and rStudio	National Art Therapy Thesis and Dissertation Abstract Compilation
3	9/24	Qualitative Research Determining the type of qualitative research Qualitative validity rStudio – getting started	Read: Patten Part 6, 46-48, pp. 159-181. Read: Patten Part 5, topic 45, pp.156-158 Group 1 Discussion: Qualitative Research
4	10/1	Research Ethics and Social Justice Participatory Action Research rStudio – Vectors and Matrices	Read: Deaver, S. P. (2011). Research ethics: Institutional Review Board oversight of art therapy research. <i>Art Therapy</i> , 28(4), 171-176. Read: Kaiser, D. (2017). What do racism and oppression have to do with scholarship, research, and practice in art therapy? <i>Art Therapy</i> , 34(4), 115-156. Group 2 Discussion: Participatory Action Research
5	10/8	Art-Based Research Intro to Quantitative Research Measurement, instruments, simple statistics	Read: Patten Part 3, 20-24, pp. 71-86. Read: McNiff, S. (2011). Artistic expressions as primary modes of inquiry. <i>British Journal of Guidance & Counseling</i> , 39(5), 385-396. Group 3 Discussion: Art-Based Inquiry

		rStudio – Descriptive Statistics	
6	10/15	Quantitative Methods Continued Sampling methods Frequency distributions rStudio – Z scores	Read: Patten Part 4, 25, 26, 29-31, pp. 87-94, 100-109. CONCEPTUAL ARTICLES PAPER DUE
7	10/22	Experimental methods and randomization rStudio – t scores and normal probabilities	Read: Patten Part 7, pp.181-200. Group 5 Discussion: Experimental & quasi experimental research
8	10/29	Applied Research and program evaluation rStudio – chi-square	Group 6 Discussion: Treatment Outcome Research Read: Slayton, S., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of findings. <i>Art Therapy</i> , 27(3), 108-115. http://dx.doi.org/10.1080/07421656.2010.10129660 Uttley, L., Scope, A., Stevenson, M., Rawdin, A., Buck, E. T., Sutton, A. & W. C. (2015). Systematic review and economic modelling of the clinical effectiveness and cost-effectiveness of art therapy among people with mental health disorders. <i>Health Technology Assessment</i> , 19(1). Retrieved from http://www.ncbi.nlm.nih.gov/books/NBK279634/
9	11/5	Validity Art Therapy Assessment Research rStudio ANOVA	Read: Patten Part 5, pp. 121-149 Recommended review: Betts, D. J. (2005). Systematic analysis of art therapy assessment and rating instrument literature. <i>Unpublished Dissertation, Florida State University</i> . http://diginole.lib.fsu.edu/islandora/object/fsu:175923/datastream/PDF/full RESEARCH ARTICLES PAPER DUE Group 7 Discussion: Art Therapy Assessment Research

10	11/12	Case study and multiple case study rStudio – designing a dataset	Read: 2 Capstone manuscripts completed by art therapy program alumni Read: Kaiser, D., & Deaver, S. (2013). Establishing a research agenda for art therapy: A Delphi study. <i>Art Therapy</i> , 30(3), 114-121. Group 8 Discussion: Case Study pt. 1
11	11/19	Meta-Analysis rStudio – presenting data	Read: Patten Part 9, pp.259-279 Group 9: Discussion: Case Study pt. 2 ANNOTATED BIBLIOGRAPHY DUE
12	11/26	The Art of Scientific Writing rStudio – presenting data	Read: Patten Part 10, pp. 279-304 Bring: Writing draft for assignment for another course
13	12/3	The Art of Scientific Writing pt. 2 rStudio – presenting data	Read: APA Manual Chapter 3 Bring: Writing draft for assignment for another course LITERATURE REVIEW OUTLINE DUE
14	12/10	Presentation of data Closure discussion	