



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT535-11: RESEARCH METHODS AND EVALUATION
(3 Credits)
Summer 2022

When: 05/13/2022-08/012/2022 Lecture Friday 09:00AM - 12:15PM

Where: Lecture Online, Zoom

Instructor: Erin Partridge, PhD, ATR-BC

Office hours: By Appointment

Office location: Online

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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 related to 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

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	Research Articles Paper, In Class Assignments, Group Project
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	Introduce	Research Articles Paper, 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	Art-Based Research Assignments
m.S.2	Perform basic steps required to design and conduct a research study	Introduce	Art-Based Research 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	Art-Based Research Assignments

REQUIRED TEXTS AND READINGS:

[NOTE: These readings may be changed in response to student interests/emerging literature. Additional readings will be provided on Moodle.]

Required Books:

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed). Washington, DC: Author.

Betts, D. J. & Deaver, S. P. (2020). *Art therapy research: A practical guide*. New York, NY: Routledge.

Recommended Books:

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)

Gilroy, A. (2006). *Art therapy, research and evidence based practice*. SAGE Publications.
Kapitan, L. (2017). *Introduction to art therapy research (2nd ed.)*. New York, NY: Routledge.
Patten, M. L., and Newhart, M. (2018). *Understanding research methods: An overview of the essentials (10th ed.)*. New York, NY: Routledge.

Recommended 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.
Partridge, E. E. (2020). The Pre-Research Sketchbook: A Tool to Guide Future Inquiry. *Art Therapy*. <https://doi.org/10.1080/07421656.2020.1729677>
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.

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 Arts-Based Research Participation	10
Arts-Based Research Project Poster	10
Research Articles Paper	15
Group Presentation	20
Methodology Log	45
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—Assignments will be submitted on Moodle, unless otherwise specified. Five percent will be deducted for each day an assignment is late. Please note that students must manage their own schedule and keep track of due-dates.

When you upload or email a document, please label your assignment with first and last name as well as the name of the assignment (e.g., (YOUR NAME Museum essay.doc).

Please keep up with assignments! I will not be chasing you down to follow-up on missed assignments.

ASSIGNMENTS

1. **Methodology Log:** It is expected that you maintain a log of dynamic reading of the course texts. In order to develop textual analysis and analytical skills, the methodology log will provide a framework for close-reading and organizing text information. The structure and format of the log will be discussed on the first day of the course.

Methodology Log	Possible points
The log follows conventions the conventions of the class experiential and handout i.e., chapter titles free in text, paragraph summaries numbered	1
Core concepts of each paragraph are summarized/rephrased in the student's own words.	3
The log entry is uploaded prior to the beginning of class	1
Total	5
Total per all 9 entries	45

2. **Research Articles Paper:** The Research Articles Paper will consist of annotations of three (3) research-based articles related to the student's potential thesis/capstone topic. These articles must be found in scholarly, peer-reviewed journals. These research studies may be quantitative or qualitative. 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 8/5.**

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
Quality of writing and analysis	5
Total	15

3. **Group Presentation:** During the first week of the course, students will be assigned one of seven art therapy research paradigms:

- Group 1 Phenomenological & Grounded Theory Research
- Group 2 Participatory Action Research & Narrative Inquiry
- Group 3 Survey Research & Systematic Review
- Group 4 Pre-Experimental & Quasi-Experimental
- Group 5 Experimental Designs
- Group 6 Art Therapy Assessment – HFD, PPAT, & AT-PIA
- Group 7 Art Therapy Assessment – DDS, FSA, & ETC Assessment.

Students in each group will read the required text for this research paradigm and find and read supporting literature and one article (each) from that paradigm. Together, the students in that group will prepare a presentation that describes the basic methods of the paradigm and provides a published example of the method.

	Description	Possible points
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	8
	Illustrate the methodology with an article from art therapy scholarship, or an adjacent field if necessary	6

	Preparedness and presentation organization	6
	Total	20

4. **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

Arts Based Research participation: Instruction and guidance will be provided to students in designing and measuring arts-based data. Students will be expected to complete assigned directives and engage in self-directed exploration study design and analysis.

	Description	Possible points
	Utilizing class time effectively and consistently. Students work in an independent and engaged manner.	1
	Successful independent data analysis using datasets developed by the class	1
m.S.3	Demonstrate basic quantitative concepts such as scales of measurement, measures of central tendency, variability, distribution of data, and relationships among data.	2
	Total	4

- 5. Arts-Based Research Project and Poster presentation:** Students will implement the skills developed during arts-based research time by developing and presenting a simulated art therapy research study. Students will develop a research question, identify a population, and design study variables. Students will collaborate to create a simulated dataset. Students will then analyze the data to identify measures of central tendency, distribution of data, and relationships among data. Students will present these results via a poster to the class.

	Description	Possible points
m.K.2	Define research methodologies (quantitative, qualitative, mixed methods) & research design formats used in the field	2
m.K.3	Describe art-based research methodology as it relates to art therapy	2
m.K.4	Understand concepts of validity and reliability and applications to selection and application to assessments and tests	2
m.S.2	Perform basic steps required to design and conduct a research study	2
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	2
	Total	10

Class #	Date	Topics	Readings and Assignments Due
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1	5/13	<p>Introduction to Class</p> <p>Review Syllabus</p> <p>Zoom Pedagogy discussion</p> <p>Art Reflection</p> <p>Style conventions for Methodology Log</p>	<p>In class:</p> <p>Student sign-up for Discussion Facilitation</p>
2	5/20	<p>Epistemology</p> <p>Qualitative and Quantitative Research</p> <p>Art Therapy Knowledge Claims</p> <p>Guidelines for Choosing a Research Approach</p> <p>Development of art therapy research questions</p> <p>Searching the Literature</p> <p>Approaching the Literature</p> <p>Lab: Find your Presentation Articles!</p>	<p>Read: Betts & Deaver, pp. 2-9</p> <p>Due: Methodology Log 1: Introduction to Art Therapy Research</p> <p>The Importance of Research</p> <p>Factors Impacting the Growth of the Art Therapy Profession</p> <p>Research Methods and Implications for Clinical Practice</p>
3	5/27	<p>Research Ethics and Social Justice</p> <p>Art-Based Research – getting started</p>	<p>Read: Betts & Deaver, pp. 18-36</p> <p>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), 154-156.</p>

4	6/3	<p>Intro to Qualitative Research Qualitative Philosophies</p> <p>Art-Based Research - Basic processes of evaluation</p>	<p>Read: Betts & Deaver, pp. 84-90</p> <p>Due: Methodology Log 2 – Qualitative Research</p> <p>Qualitative Research Methods Philosophical Assumptions Paradigms Bricolage Sampling, Participants, and Setting Group 1 Presentation: Phenomenological & Grounded Theory Research</p>
5	6/10	<p>Qualitative Methods: Case Study, Grounded Theory, Phenomenological Research, Narrative Inquiry, Ethnography, and PAR</p> <p>Qualitative Data Collection (p. 96-99)</p> <p>Art-Based Research</p>	<p>Read: Betts & Deaver, pp. 89-95</p> <p>Due: Methodology Log 3 – Qualitative Designs</p> <p>Case Study Grounded Theory Phenomenological Research Narrative Inquiry Ethnography Participatory Action Research Group 2 Presentation: Participatory Action Research & Narrative Inquiry</p>

6	6/17	<p>Qualitative Data Analysis</p> <p>Evaluating Quality</p> <p>Art-Based Research: Descriptive Statistics</p>	<p>Read: Betts & Deaver, pp. 99-104</p> <p>Due: Methodology Log 4 – Qualitative Data Analysis</p> <p>Thematic Analysis Content Analysis Grounded Theory Analysis Phenomenological Analysis Narrative Analysis Discourse Analysis</p> <p>Group 3 Presentation: Survey Research & Systematic Review</p>
7	6/24	<p>Intro to Quantitative Methods</p> <p>Measurement, instruments, simple statistics</p> <p>Survey Research</p> <p>Art-Based Research</p>	<p>Read: Betts & Deaver, pp. 41-48</p> <p>Due: Methodology Log 5 – Quantitative Research</p> <p>Intro Concepts & Definitions Variable Hypothesis testing Sampling Random Sampling Stratified Random Sampling Cluster Random Sampling Purposive Sampling Convenience Sampling Instrumentation</p> <p>Group 4 Presentation: Pre-Experimental & Quasi-Experimental Designs</p>

8	7/1	<p>Quantitative Validity and Threats</p> <p>Frequency distributions</p> <p>Correlations</p> <p>Art-Based Research</p>	<p>Read: Betts & Deaver, pp. 48-54</p> <p>Due: Methodology Log 6 –Validity</p> <p>Quantitative Methods</p> <p>Experimental Research</p> <p>Internal Validity</p> <p>External Validity</p> <p>Group 5 Presentation: Experimental Designs</p>
9	7/8	<p>Quantitative Designs</p> <p>t test and normal probabilities</p> <p>Art-Based Research</p>	<p>Read: Betts & Deaver, pp. 54-68</p> <p>Due: Methodology Log 7 – Quant Designs</p> <p>Pre-Experimental Designs</p> <p>True Experimental Designs</p> <p>Solomon 4-Group Design</p> <p>Non-Experimental Designs</p> <p>Group 6 Presentation:</p> <p>Art Therapy Assessment – HFD, PPAT, & AT-PIA</p>
10	7/15	<p>CITI Training</p> <p>https://about.citiprogram.org/courses/?fwp_roles=students&fwp_sourt=popularity</p>	<p>Research Ethics</p> <p>DUE: CITI Training Reflection</p>

11	7/22	<p>Quantitative Data Analysis</p> <p>ANOVA</p> <p>Art-Based Research</p>	<p>Read: Betts & Deaver, pp. 69-76</p> <p>Due Methodology Log 8 – Stats</p> <p>Quantitative Data Analysis</p> <p>Numbers and Measurement</p> <p>Descriptive Statistics</p> <p>Measures of Central Tendency</p> <p>Measures of Variability</p> <p>Distribution of Data</p> <p>Inferential Statistics</p> <p>Probability</p> <p>Common Statistical Tests</p> <p>Group 7 Presentation:</p> <p>Art Therapy Assessment – DDS, FSA, & ETC Assessment</p>
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11	7/29	<p>Art Therapy Assessment</p> <p>Chi-square and Developing a Simulated Research Project</p> <p>Art-Based Research</p> <p>Rigor in Art Therapy Assessment</p> <p>Content Validity</p> <p>Criterion Validity</p> <p>Concurrent Validity</p> <p>Predictive Validity</p> <p>Construct Validity</p> <p>Conceptual Validity</p> <p>Reliability</p> <p>Art-Based Research – Analyzing Data</p>	<p>Read: Read: Betts & Deaver, pp. 167-195</p> <p>Recommended read: 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/view</p> <p>Quantitative Levels of Measurement</p> <p>Nominal Scales</p> <p>Ordinal Scales</p> <p>Interval Scales</p> <p>Ratio Scales</p>
12	8/5	<p>Designing a Research Poster</p> <p>Art-Based Research – Developing a Poster</p>	<p>Due: Research Articles Paper</p> <p>Informal course feedback: Adapting assignments for the next cohort</p>
14	8/12	<p>Bring it together:</p> <p>Presentation of data</p> <p>Closure discussion</p>	<p>Due: Simulated Project Poster</p>