

ED 7999 sec. 008 CRN: [22023](#)
Winter 2015
3 Credits

Division: Teacher Education

Program Area: Art Education/Art Therapy

Course Location: 161 Art

Day: Monday, 4:30-7:15

Instructor: Holly Feen, Ph.D., A.T.R.-BC

Office: 163 Art

Office Hours: by appointment hfeen@wayne.edu; or before or after Monday's class, by appointment

Voicemail: 577-1823

Course Description:

Terminal Masters Seminar Essay / Project:

Offered for S and U grades only.

The purpose of this course is to facilitate the completion of an original project and/or essay serving to culminate students' coursework in art therapy or art education; and one that will help them prepare for or enrich their professional endeavors. The course is designed for the application of research methods covered in TED 7000 (for Art Education and Art Therapy students) or EER 7640 for Counseling/AT students.

[Covers 2007 AATA Education Standard IV.A.1.i, 2.f.]

Learning Outcomes

Students will:

1. Complete an original project that aligns with their professional goals utilizing quantitative or qualitative research methods.
2. Demonstrate the desire to question, to learn more about, and to contribute to art therapy and art education.
3. Lay the groundwork for a lifelong learning process in art therapy or art education.
4. Evidence scholarly, professional (written and oral) self-expression.

Class Policies:

1. Students will work with the instructor to carry out a semester long project appropriate to their professional interests. There are four *types* of projects that can be completed:
 - a. Literature Review*
 - b. Program Proposal* or Program Evaluation
 - c. Professional identity memoir *
 - d. "Traditional" research (i.e. case study, ethnography, phenomenology, heuristic, or art-based methodologies (usually begun in TED 7000 the previous semester).

2. If TED 7000 was completed, the ED 7999 project is usually based on the proposal submitted in this class. (This proposal must be completed prior to work on ED 7999.)
3. An ESSAY (NOT A THESIS) describing the project in APA (6th ed.) style is required. Lengths vary, but quality is the goal over quantity. **The length is expected to be greater than a paper completed for other academic classes.** Often, literature review essays are longer than other types of essays that also involve a project, or methods such as interview or observation, etc.
4. Students are responsible for submitting their work in correct APA format. Since all papers to date should have been written in APA style, it is assumed students are familiar with this style of writing. (It is not the job of the instructor to correct an excessive number of APA errors. This will only result in slowing the turnaround process once papers are submitted).
5. Students are encouraged to model their writing using examples of well-written articles from the professional literature.
6. Students in need of assistance with writing will be referred to the Writing Center 577-2450 <http://www.english.wayne.edu/writing/>
7. Drafts of work submitted must be typed, double-spaced. Both hard copies and electronic copies are desired.
8. • **Students who do not finish their projects this semester, must submit a final “draft” of their projects AT LEAST TWO MONTHS prior to the desired graduation date (e. g. for December graduations this means by October 1).**

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. Available from <http://www.apastyle.org/> and many bookstores.

Additional Resource Texts:

Creswell, J. (2001). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Gilroy, A. (2006). *Art therapy, research, and evidence-based practice*. Thousand Oaks, CA: Sage.

Kapitan, L. (2010). *Introduction to art therapy research*. New York, NY: Routledge.

Leavy, P. (2009). *Method Meets Art: Arts-based research practice*. New York, NY: Guilford.

McNiff, S. *Art based research*. Jessica Kingsley.

Sullivan, G. (2004). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage.

Yin, R. K. (2002). *Case study research: Design and methods*, 3rd. ed. Thousand Oaks, CA: Sage.

References by type of research:

Literature Review:

Galvan, J. L. (2009). *Writing literature reviews: a guide for students of the social and behavioral sciences, 4th ed.* Glendale, CA: Pyczak Publishing.

Ling Pan, M. (2008). *Preparing literature reviews: Quantitative and qualitative approaches.* Glendale, CA: Pyczak Publishing.

See also:

Anderson, F. (1983). A critical analysis of the review of the published research literature in arts for the handicapped 1971-1981 with special attention to the visual arts. *Art Therapy: Journal of the American Art Therapy Association* 1(1), 26-39.

Baumeister, R. F. & Leary, M.R. (1997). Writing narrative literature reviews. *Review of General Psychology, 1*(3), 311-320.

Program Proposal:

Coley, S, M. & Scheinberg, C. A. (2000). *Proposal writing.* Thousand Oaks, CA: Sage.
Geever, J, C. (2001). *The Foundation Center's guide to proposal writing.* New York : Foundation Center.

Herbert, G., Deschner, J. W., & Glazer, R. (2006). *Artists-in-residence: The Creative Center's approach to arts in healthcare.* New York, NY: The Creative Center

Stake, R. (1975). *Evaluating the arts in education: A responsive approach.* Columbus, OH: Merrill.

Worthen, B.R., & Sanders, J.R. (1987). *Educational evaluation: Alternative approaches and practical guidelines.* New York, NY: Longman.

Program Evaluation:

Feen-Calligan, H. & Nevedal, D. (2008). Evaluation of an art therapy workshop: Client perceptions and future directions. *Art Therapy: Journal of the American Art Therapy Association, 25*(4), 177-182.

Feldman, M.B., Betts, D. J., & Blausey, D. (2014). Process and outcome evaluation of an art therapy program for people living with HIV/AIDS. *Art Therapy: Journal of the American Art Therapy Association, 31*(3), 102-109.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program Evaluation: Alternative approaches and practical guidelines.* Boston, MA: Pearson.

Flaum-Cuuz, R. (2004). What is evaluation research? In R. Flaum-Curz & C.F. Berrol (Eds.), *Dance/Movement therapists in action: A working guide to research options* (pp. 171-180). Springfield, IL: Charles C. Thomas.

Klorer, P. G., & Robb, M. (2012). Art enrichment: Evaluating a collaboration between Head Start and a graduate art therapy program. *Art Therapy: Journal of the American Art Therapy Association, 29*(4), 180-187.

Levin-Rozalis, M. (2003). Evaluation and research: Differences and similarities. *Canadian Journal of Program Evaluation, 18*(2), 1-31.

Nicholson, J.M., Berthelsen, D., Abad, V., Williams, K., & Bradley, J. (2008). Impact of music therapy to promote positive parenting and child development. *Journal of Health Psychology, 13*, 226-238.

- Orkibi, H. (2012). A field training model for creative arts therapies: Report from a 3-year program evaluation. *Art Therapy: Journal of the American Art Therapy Association*, 29(4), 174-179.
- Stake, R. (1975). *Evaluating the arts in education: A responsive approach*. Columbus, OH: Merrill.
- Stuffelbeam, D. L. (2001). *Evaluation models: A new direction for evaluation*. New York, NY: Jossey Bass.
- Tesch, L. & Hansen, E. (2013). Evaluating effectiveness of arts and health programmes in primary health care: A descriptive review. *Arts & Health: An International Journal of Research, Policy, & Practice*, 5(1), 19-38.
- Worthen, B. R., & Sanders, J. R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. New York, NY: Longman.

“Professional identity” Memoir/Autoethnography:

- Anderson, L. (2006). Analytic autoethnography. *Journal of Contemporary Ethnography*, 35(4), 373-395.
- Bochner, A.P. & Ellis, C. (2002). *Ethnographically speaking: Autoethnography, literature and aesthetics*. New York, NY: Altamira Press.
- Denzin, N. (1989) *Interpretive biography*. Newberry Park, CA: Sage.
- Denzin, N. (1997). *Interpretive ethnography*. Thousand Oaks, CA: Sage.
- Denzin N. K., & Lincoln, Y. S. (Eds.) (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.
- Goldberg, N. (2007). *Old friend from far away: The practice of writing memoir*. New York: Free press.
- Liamputtong, P. & Riumbold, J. (Eds.) (2008). *Knowing differently: Arts based and collaborative research methods*. New York, NY: Nova Science Publishers.
- Moffat, M. J. (1989). *The times of our lives: A guide to writing autobiography and memoir*. Santa Barbara, CA: J. Daniel.
- Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Newbury Park, CA: Sage.

Also see:

- Barrington, J. (1997). *Writing the memoir: From truth to art*. Australia: Allen & Unwin.
- Bickel, B.A. (2006). Crossing the Waterline: An Autoethnographic “Living Inquiry.” *Visual Culture & Gender*, 1, 86-91.
- Bolton, G. (2006, June). Narrative writing: Reflective enquiry into professional practice. *Educational Action Research*, 14(2), 203-218.
- Butler, M. (2012). Tip number 1: How to understand your writing journey. Retrieved from <http://www.shewrites.com/profiles/blogs/tip-number-1-how-to-understand-your-writing-journey>.
- Eldridge, L. (2012). A collaged reflection on my art teaching: A visual autoethnography. *The Journal of Social Theory in Art Education*, 32, 70-79.
- Feen-Calligan, H. (2007). Linking personal qualifications with education standards. *Art Therapy: Journal of the American Art Therapy Association*, 24, 64-70.

- Feen-Calligan, H. (2005). Constructing professional identity in art therapy through service-learning and practica. *Art Therapy: Journal of the American Art Therapy Association*, 22, 122-131.
- Feen-Calligan, H. & Sands-Goldstein, M. (1996). A picture of our beginnings: The art work of art therapy pioneers. *American Journal of Art Therapy*, 35, 43-59.
- Forest, G. (1976, July). An art therapist beside herself. *American Journal of Art Therapy*, 15, 105-111.
- Gomez, M.L., Walker, A.B., Page, M.L. (2000). Personal experience as a guide to teaching. *Teaching and Teacher Education*, 16, 731-747.
- Guyas, A.S. (1996). Re-constructing self within the family: Re-building the family album. *Visual Culture & Gender*, 2, 18-23.
- Hayano, D. (1979). Auto-ethnography: Paradigms problems prospectus. *Human Organization*, 113-120.
- Jones, D. (1983). An art therapist's personal record. *Art Therapy: Journal of the American Art Therapy Association*, 1(1) 22-25.
- Joseph, C. (2006) Creative alliance: The healing power of art therapy. *Art Therapy: Journal of the American Art Therapy Association* 23(1), 30-33.
- Junge, M. & Wadson, H. (2006). *Architects of art therapy: Memoirs and life stories*. Springfield, IL: CC Thomas.
- Knowles, J. Gary, & Coles, Ardra L. ((2008). *Handbook of the arts in qualitative research*. Thousand Oaks, CA; Sage.
- Lapadat, J.C. (2009, July). Writing our way into shared understanding: Collaborative autobiographical writing in the qualitative methods. *Qualitative Inquiry*, 15(6), 955-979.
- Lumpkin, C.L. (2006). Relating cultural identity and identity as an art therapist. *Art Therapy: Journal of the American Art Therapy Association*, 23(1), 34-38.
- Meekums, B. (2008). Embodied narratives in becoming a counselling trainer: An autoethnographic study. *British Journal of Guidance & Counselling*, 36(3), 287-301.
- Mello, R.A. (2001). Passing the torch: Developing students' professional identity through connected narratives. Proceedings from Annual Meeting of the American Association of Colleges for Teacher Education. Dallas, TX.
- McNeill, P.L. (2007) Women caught off guard: A photo essay. *Visual Culture & Gender*, 2, 88-94.
- Muncey, T. (2010) *Creating autoethnographies*. Los Angeles: Sage.
- Nelson, K. W. & Jackson, S. A. (2003). Professional counselor identity development: A qualitative study of Hispanic student interns. *Counselor Education and Supervision*, 43, 2-14.
- Rambo, C. (2007). Sketching as autoethnographic practice. *Symbolic Interaction*, 30(4), 531-542.
- Raunft, R. (2001). *The autobiographical lectures of some prominent art educators*. Reston, VA: NAEA.
- Ryan, M. & Healy, A. (2008). It's not all about school: Ways of disrupting pre-service teachers' perceptions of pedagogy and communication. *Teacher and Teacher Education*, 25, 424-429.
- Scott-Hoy, K. (2003). Form carries experience: A story of the art and form of knowledge. *Qualitative Inquiry*, 9(2), 268-280.

- Sinner, A. & Owen, J. (2011). Visual life writing: Witnessing Jade's story of pinhole photography. *Visual Arts Research*, 37(2), 70-81.
- Skerrett, A. (2008). Biography, identity, and inquiry: The making of teacher, teacher educator, and researcher. *Teaching and Teacher Education*, 25(6), 909-916.
- Smith-Shank, D. & Keifer-Boyd, K. (2007). Editorial: Autoethnography and art-based research. *Visual Culture & Gender*, 2, 1-5.
- Wright, J. (2008). Searching one's self: The autoethnography of a nurse teacher. *Journal of Research in Nursing*, 14(4), 338-347.
- Wong-Wylie G. (2006). Narratives of developing counsellors' preferred theories of counselling storied through txt, metaphor, and photographic images. *The Qualitative Report*, 11(2), 262-301.

Traditional ED 7999 research:

- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Spradley, J. P. (1979). *The ethnographic interview*. Fort Worth, TX: Harcourt Brace.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA; Sage.
- Stake, R. (2006). *Multiple case study analysis*. New York: Guilford Press.

Writing resources:

The Owl (writing resources)

<http://owl.english.purdue.edu/owl/resource/544/02/>

Buzzle.com (writing skills)

<http://www.buzzle.com/articles/writing-skills/>

APA Style Help

<http://www.apastyle.org/apa-style-help.aspx>

Course structure:

This course is for M.Ed., MA, and M.A.T. students in Art Therapy Programs or Art Education. We will *plan* to meet 4-5 times as an entire class, and other weeks individual meetings or focused smaller class meetings will be scheduled, and/or Blackboard will be used. (If we need to schedule additional on-campus meetings we will). Students are expected to check Blackboard once a week for handouts and discussion topics, and to participate in the BB discussion board.

Assignments and expectations:

1. Students will be expected to work on their project **every day**.
2. Many students who completed TED 7000 the previous semester have a good start on their projects. However, students should note that ED 7999 is a different class. Some assignments that were fulfilled in TED 7000 may need to be expanded upon or changed when the project is in its final stage. This is typical. For example, scholarly literature searching does not necessarily stop when students have found the minimum number of citations for the TED 7000 class.

3. Human subjects: Most students who choose option 4 and who work with human subjects will complete a WAIVER form if not intending to publish or publicly present their research findings. Students who are interested in presenting their findings at a conference or submitting work for publication **MUST** have their projects approved by the WSU Human Investigation Committee (www.hic.wayne.edu)
 - a. If signing the waiver, students will obtain letters from building administrators acknowledging approval of students' master's project work, and students will provide an information sheet or consent to participants using/adapting the template on the hic website.
 - b. Before beginning work with human subjects, hic approval must be obtained **OR** your consents collected and waiver signed.
4. Students will choose a partner (or work in 3s) so that everyone has someone with whom to collaborate and to read his/her final drafts.
5. Students will be expected to do their best writing, using spell and grammar checks, do their own manual spell checks, work with peer mentors in reading each other's writing, and/or **use the Writing Center** (<http://www.clas.wayne.edu/writing/>) **if necessary**.
6. The APA format is expected and required.
7. It is expected that students will complete multiple drafts of their written work. That is, even when submitting "finished chapters" the instructor will likely recommend some final (often minor) edits. Students are expected to make or respond to all recommendations of the instructor, and to acknowledge their responses using a checksheet, submitted along with their drafts. Students should not submit a new draft until a previous draft has been returned.
8. A **formal** presentation of the project is required using slides or other appropriate presentation methods like Powerpoint or handouts. The presentation should be 10 minutes in length.
9. Email a single page with your name, the title of your research project, and date of completion for WSU list of Masters projects.

Evaluation and Grading:

S- Satisfactory

U- Unsatisfactory

I-Essay or project incomplete and will be complete within one calendar year.

Y-Grade deferred.

Proposed weekly topic and due dates*

*** I will likely adjust the timeline to accommodate student needs.**

1. January 12

Introductions/Overview of class/ logistics

Examples of final projects

Overview of basic resources including HIC, Library orientations

Forming partnerships/study groups

2. January 19
No Class. Martin Luther King Day

3. January 26
Ethics of working with human subjects
Overview of research (probably of greater interest to students not in TED 7000 last semester).

4. February 2
Library session with Veronica Bielat.
Search strategies. Writing supports.
Lab B, 2nd Floor, of the Adamany Undergraduate Library

5. February 9
Managing data collected through literature, documents, and from participants.

6. February 16
Individual appointments or small groups.

7. February 23
Library session on searching the Foundations database for grant applications
UGL Lab B. Let's plan on 4:30 pm

8. March 2-
Individual appointments or small groups.

9. March 9
Touch base before break; TBD.

March 16 * Winter Recess * No Class

10. March 23
Partners return edited drafts to authors and to instructor. (Paper copies/faxes, or track changes and submitted electronically via BB)

11. March 30
Instructor will return peer-edited drafts back to authors with comments.

12. April 6
Individual appointments or small groups.

13. April 13

Individual appointments or small groups.

14. April 20

Formal Oral presentations

15. April 26

Formal Oral presentations

Completed projects due by May 4. No exceptions. They must be done by this date for graduation this semester.

University policies:

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct <http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (<http://bulletins.wayne.edu/ubk-output/index.html>) and Graduate Catalog (<http://www.bulletins.wayne.edu/gbk-output/index.html>) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Enrollment/ Withdrawal Policy

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students

should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

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. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. 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 Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources for *optional* inclusion in course syllabi:

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing

documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.