

**Form for Proposal of New Graduate Courses**

1. Department **Creative Arts Therapies**      Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:  
**ARTH 6010 Professional Orientation, Ethics, and Legal Issues**
3. Hours (L-L-C) **2-0-2**
4.  Repeatable  
 Non-repeatable
5. Grade Type:  Normal  
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **No**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?  
**Part-time faculty**
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?  
**The length of the program will remain the same, the program of study changes with this course to meet new standards**

No

14. Does the proposed course duplicate other courses on this campus?  Yes (if yes, please explain)

15. How will the demand be met for additional library and technology resources, if any? **None**

16. Will any additional library or other resources be required by the student? **No**

17. Attach course syllabus and proposed catalogue description to this form.

11/13/17  
Date

11/13/17  
Date

*Chesley Navarro*  
Department Chairperson Signature  
*Sandra Gangstead*  
Dean of School Signature

**Abbreviated Course Syllabus to accompany Proposal for New Graduate Course**

**1. Course Title and Proposed Number:** ARTH 6010: Professional Orientation, Ethics, & Legal Issues in Art Therapy

**2. Catalog Description:**

The curriculum provides students with the opportunity to develop a professional identity as an art therapist which integrates understanding of ethical, professional, and legally principled practices while performing roles and responsibilities in mental health and community-based settings. Additional areas of coverage include the importance of supervision, benefits of professional organizations and credentialing, collaboration, advocacy for the profession and advocacy for clients and their access to mental health services

**3. Course Function:** This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the content area: "professional orientation, ethical, and legal issues" which is required by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**4. Course Topics:**

- Role of the Art Therapist
- Ethical Principals
- Supervision
- Advocating and Collaboration
- Professional Organization, memberships, etc.
- Interdisciplinary teams
- Decision making models
- Documentation
- Technology and Art Therapy
- Job search, resume, interviewing
- Professional identity
- Credentialing
- Self-care
- Continuing Education

**5. Expected Student Learning Outcomes:**

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Define the professional role and function of an Art Therapist</p> <p>2) Recognize the ethical principles for practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields (e.g., American Counseling Association)</p> <p>3) Describe the purpose and goals of supervision, including models, practices, and processes</p> <p>4) Define the role and process of professional Art Therapists</p>	<p>1) Demonstrate how to apply decision-making models and legal principles to ethical dilemmas</p> <p>2) Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes</p> <p>3) Practice conducting a job search, resume writing and professional interviewing skills to prepare for the transition from student role to professional practice</p>	<p>1) Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice</p> <p>2) Recognize the importance and impact of professional credentialing (e.g., Registration, Board Certification, and Licensure) and the effects of public policy on these issues</p> <p>3) Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients</p>

<p>advocating on behalf of the profession</p> <p>5) Identify professional organizations and membership benefits, activities, services to members, and current issues</p> <p>6) Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>7) Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)</p>		<p>4) Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration</p> <p>5) Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education</p>
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**6. Grading Criteria: Research papers, Role play, midterm and final evaluation**

**Grading System**

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

**7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:** This course will require students to become familiar with legal and ethical issues in practicing art therapy. This course also helps students to understand the process of working towards and maintaining art therapy credentials that are essential to their practice and the field.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Complete a mock ATR and ATR-BC paperwork for credentialing

Assignment 2: Create a personal informed consent and release of art paperwork that adheres to ethical and legal constraints

Research Paper 1: Pick an ethical "grey area". Write a 6-page research paper exploring both sides of the issue. What are the consequences to either option? What resources might a Therapist use in this situation to help make an ethical and legal decision? APA style, 5 references.

**8. Prerequisites:** Admission to the MAT degree and/or authorization from course Instructor

**9. Advanced Graduate Content**

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with practical and common issues that arise in art therapy and to use critical thinking skills to identify best practices from a legal and ethical standpoint.

**Form for Proposal of New Graduate Courses**

1. Department **Creative Arts Therapies**      Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:  
**ARTH 6020 Psychopathology and Diagnosis**
3. Hours (L-L-C) **3-0-3**
4.  Repeatable  
 Non-repeatable
5. Grade Type:  Normal  
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?  
**Part-time faculty**
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?  
**The length of the program will remain the same, the program of study changes with this course to meet new standards**
14. Does the proposed course duplicate other courses on this campus?  No  
 Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17

Date

11/13/17

Date

Charley Mercado

Department Chairperson Signature

Jandra Gangsted / JGC

Dean of School Signature

**Abbreviated Course Syllabus to accompany Proposal for New Graduate Course**

**1. Course Title and Proposed Number: ARTH 6020: Psychopathology and Diagnosis**

**2. Catalog Description:**

In depth review of the major categories of mental illness using the DSM and/or the ICD, engagement in the diagnostic process, examination of possible art-based indicators of mental disorders, a review of commonly prescribed psychopharmacological medications, and a study of the effects that culture, society, and crisis have on individuals with mental illness. Additional areas of coverage include ongoing conceptual developments in neuroscience.

**3. Course Function:** This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the required content area of "psychopathology and diagnosis" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**4. Course Topics:**

- Introduction to DSM and ICD
- Neurodevelopment Disorder
- Schizophrenia Spectrum and Other Psychotic Disorders
- Mood Disorders
- Trauma and Stressor Related Disorders
- Anxiety Disorders
- Dissociative Disorders
- Somatic Symptoms and Related Disorders
- Feeding and Eating Disorders & Elimination Disorders
- Sleep-wake disorders & Sexual Dysfunction Disorders
- Gender Dysphoria
- Disruptive, Impulse-Control, and Conduct Disorders
- Substance-Related and Addictive Disorders
- Neurocognitive Disorders
- Personality Disorders
- Medication Induced Movement and Related Disorders
- & Other Conditions that may be a focus of clinical attention

**5. Expected Student Learning Outcomes:**

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Identify major categories and criteria of mental disorders according to the current Diagnostic and Statistical Manual (DSM) and/or the International Classification of Diseases (ICD)</p> <p>2) Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p> <p>3) Describe basic classifications, indications and contraindications among commonly prescribed psychopharmacological</p>	<p>1) Apply use of the diagnostic process in treatment planning</p> <p>2) Exhibit a basic understanding of art-based indicators of mental disorders/ psychopathology in patient/client artwork</p> <p>3) Demonstrate understanding of basic diagnostic process, including differential diagnosis</p> <p>4) Demonstrate use of behavioral observations as indicators of mental disorders</p>	<p>1) Value cultural factors impacting the diagnostic process and concepts of health/illness</p> <p>2) Critique use of diagnostic categories in treatment and intervention</p> <p>3) Display sensitivity to the prevalence of mental illness and impact on individuals and society</p> <p>4) Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses</p>

<p>medications for appropriate referral and consultation</p> <p>4) Understand neuroscience theory as applied to art therapy interventions</p>	<p>5 Describe applications of neuroscience theory and research to art therapy practice</p>	
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**6. Grading Criteria:** Research papers, application projects, midterm and final evaluation  
**Grading System**

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

**7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:** This course will require students to explore psychopathology and diagnostic criteria.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

**Research Paper:** Explore available literature as it relates to co-occurring disorders. Include diagnostic criteria, rule outs, graphic indicators, and interventions. Include the etymology of the two disorders occurring at the same time.

**Application Project:** Pick a fictional character. Describe the symptoms in terms of diagnostic criteria, diagnostic impression, create artwork "in the style of that person" including graphic indicators, explore treatment options including medications.

**8. Prerequisites:** Admission to the MAT degree and/or authorization from course instructor

**9. Advanced Graduate Content**

This course content promotes progress towards accreditation standards of student competencies, specifically:

To apply knowledge of diagnostic criteria towards providing diagnostic impressions.

**Form for Proposal of New Graduate Courses**

1. Department **Creative Arts Therapies**      Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:  
**ARTH 6030 Human Growth and Development**
3. Hours (L-L-C) **3-0-3**
4.  Repeatable  
 Non-repeatable
5. Grade Type:  Normal  
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?  
**Part-time faculty**
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?  
**The length of the program will remain the same, the program of study changes with this course to meet new standards**

No

14. Does the proposed course duplicate other courses on this campus?  Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17  
Date

11-13-17  
Date

*Chesley Meadows*  
Department Chairperson Signature

*Sandra Gangsted* / *SR*  
Dean of School Signature

**Abbreviated Course Syllabus to accompany Proposal for New Graduate Course**

**1. Course Title and Proposed Number: ARTH 6030: Human Growth and Development**

**2. Catalog Description:**

This course integrates stages of human growth and development in assessment and treatment of typical and atypical client and patient populations. Additional areas of coverage include contextual/ecological factors that impact these groups, recognition that development exists along a continuum, and the feasibility of health across the lifespan. Stages of artistic development are examined.

**3. Course Function:** This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the required content area of "human growth and development" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**4. Course Topics:**

- Psychodynamic Theories
- Psychosexual and Cognitive Development and the Defense Mechanisms of the Ego
- Psychodynamic Theories
- Behavioral and Cognitive Theories
- Phenomenological / Humanistic Theories
- Adult Development Theories
- Infancy
- Toddlerhood
- Early School Age
- Middle School Age
- Childhood Artistic Development
- Normality and Abnormalities
- Adolescents Development
- Middle Adulthood
- Later Adulthood and Old Age

**5. Expected Student Learning Outcomes:**

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities</p> <p>2) Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan</p>	<p>1) Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups</p> <p>2) Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological</p>	<p>1) Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life</p>

**6. Grading Criteria:** Research papers, treatment planning, personal exploration, creative piece assignments, midterm and final evaluation

**Grading System**

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63



**7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:** This course will require students to explore various theories of normal human growth and development in order to recognize abnormalities in development of art therapy clients.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

**Research Paper:** Completing research paper comparing / contrasting 2 theories of human development.

**Application Project:** Pick a non-fictional person of interest (musician, world leader, artist, etc.). Explore the person's life in terms of defining life events and personality development according to Erickson's Psychosocial Theory. Examine how life events impacted personality and psychological wellbeing. Describe applicability of working with art therapy clients.

**8. Prerequisites:** Admission to the MAT degree and/or authorization from course Instructor

**9. Advanced Graduate Content**

This course content promotes progress towards accreditation standards of student competencies, specifically:

Understanding human growth and development and applying concepts to real life psychobiography's. These skills are intended to transfer to art therapy clients in proceeding semesters and internships.

**Form for Proposal of New Graduate Courses**

1. Department **Creative Arts Therapies**      Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:  
**ARTH 6040 Assessment**
3. Hours (L-L-C) **3-0-3**

4.  Repeatable      5. Grade Type:  Normal  
 Non-repeatable       S/U

6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **No**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?  
**Part-time faculty**

12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?  
**The length of the program will remain the same, the program of study changes with this course to meet new standards**

No

14. Does the proposed course duplicate other courses on this campus?       Yes (if yes, please explain)

15. How will the demand be met for additional library and technology resources, if any? **None**

16. Will any additional library or other resources be required by the student? **No**

17. Attach course syllabus and proposed catalogue description to this form.

11/13/17  
Date

11-13-17  
Date

*Chesley Meadows*  
Department Chairperson Signature

*Jandra Gangstead /SPC*  
Dean of School Signature

**Abbreviated Course Syllabus to accompany Proposal for New Graduate Course**

**1. Course Title and Proposed Number: ARTH 6040: Assessment**

**2. Catalog Description:**

This course reviews a variety of specific art therapy instruments and procedures used in appraisal and evaluation as well as traditional psychological testing. Additional areas of coverage include the selection of assessments with clients/patients as the basis for treatment planning, establishing treatment effects, evaluating assessment validity and reliability, documentation of assessment results and ethical, cultural, and legal considerations in their use. Attention is given to culturally and developmentally appropriate assessment and evaluation methods as well as administration and interpretation of results to identify individual or familial challenges, strengths, resilience, and resources for art therapy and counseling treatment planning.

**3. Course Function:** This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in two required content areas: "art therapy assessments" and "appraisal and evaluation" which are required content areas set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**4. Course Topics:**

- Assessment, Evaluation, testing, and diagnosis
- Psychological Testing and MSE
- Assessing risk, substance abuse, and bio-psychosocial assessments
- Personality Testing
- Neurological Testing
- Intelligence Testing
- Projective Tests: Considerations and problems
- Projective Drawings Used as Assessments: HFD, DAP, KFD, HTP
- Assessments: Silver/LECATA
- Art Therapy Assessments: DDS, UPAP, PPAT
- Mandala Assessment
- AT-PIA
- AT-PIA
- Cultural Considerations in Assessment, evaluation, and testing
- Treatment Planning from Art-based Assessments

**5. Expected Student Learning Outcomes:**

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Discuss definitions and purpose of Art Therapy assessments  2) Describe historical development of Art Therapy assessments and current assessments and applications  3) Compare and contrast terminology used in Art Therapy assessments such as, but not limited to, tests and assessments that are standardized, non-standardized, norm-referenced, criterion-referenced, group and individual testing and assessment, behavioral	1) Differentiate between assessment and testing, and appropriate applications of each  2) Demonstrate the ability to administer and apply appropriate Art Therapy assessments  3) Present purposes of summative and formative assessment in art therapy practice and research  4) Assess purposes of Art Therapy assessments to establish treatment goals	1) Display ethical, cultural, and legal considerations when selecting, conducting, and interpreting art therapy and related mental health fields' assessments  2) Incorporate critical thinking skills when determining the role of assessment in diagnosis and diagnosing in the field of Art Therapy  3) Value culturally and developmentally appropriate assessment tools and applications

<p>observations, and symptom checklists</p> <p>4) Understand historical perspectives of assessment procedures in treatment</p> <p>5) Describe concepts of standardized and non-standardized testing and assessment throughout treatment process (intake, treatment planning, diagnoses, termination)</p> <p>6) Demonstrate knowledge of rudimentary statistical concepts related to assessment and testing</p> <p>7) Understand procedures for identifying/reporting suspected abuse</p>	<p>5) Cite methods to determine validity and reliability of Art Therapy assessments</p> <p>6) Execute methods to interpret data from Art Therapy assessments</p> <p>7) Apply risk assessment strategies and tools (danger to self, others)</p> <p>8) Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments</p> <p>9) Recognize cultural, social, and co-occurring issues that affect assessment outcomes</p>	<p>to utilization and interpretation of results</p>
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**6. Grading Criteria: Research papers, Role play, midterm and final evaluation Grading System**

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

**7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will require students to explore assessments, testing, and evaluations.**

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

**Research Paper 1:** Pick a non-art based assessment or evaluation and complete a review of recent literature on the purpose of the assessment, administration instructions, methodology for reporting results, and include a personal critique of the cultural considerations of the assessment including considerations for further study.

**Research Paper 2:** Pick an art based assessment or evaluation and complete a review of recent literature on the purpose of the assessment, administration instructions, methodology for reporting results, and include a personal critique of the cultural considerations of the assessment including considerations for further study.

**Assessment:** Pick an art-based assessment that you did not complete your research paper on. Complete a mock art therapy assessment and write up.

**8. Prerequisites:** Admission to the MAT degree and/or authorization from course instructor

**9. Advanced Graduate Content**

This course content promotes progress towards accreditation standards of student competencies, specifically:

To review and practice administration of a variety of assessment methods.

### Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:  
**ARTH 6050 Quantitative & Qualitative Research**
3. Hours (L-L-C) **3-0-3**
4.  Repeatable  
 Non-repeatable
5. Grade Type:  Normal  
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?  
**Part-time faculty**
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?  
**The length of the program will remain the same, the program of study changes with this course to meet new standards**
14. Does the proposed course duplicate other courses on this campus?  No  
 Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17

Date

11/13/17

Date

*Chesley Mercado*

Department Chairperson Signature

*Jandra Gangstead/SPE*

Dean of School Signature

**Abbreviated Course Syllabus to accompany Proposal for New Graduate Course**

**1. Course Title and Proposed Number: ARTH 6050: Qualitative and Quantitative Research**

**2. Catalog Description:**

The curriculum provides students with the opportunity 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. Additional areas of coverage include the use of research to assess effectiveness of mental health and art therapy services by becoming an informed consumer of art therapy research.

**3. Course Function:** This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the required content area of "research" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**4. Course Topics:**

- Research purposes
- Methods of Research
- Ethical Considerations
- Legal considerations
- Cultural considerations
- Quantitative
- Qualitative
- Mixed-methods
- Phenomenological
- Validity and Reliability
- Literature Review
- Steps for design
- Statistical Concepts
- Art-based research
- Interpreting and Reporting

**5. Expected Student Learning Outcomes:**

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Recognize foundational purposes of research with emphasis on applications to the field</p> <p>2) Define research methodologies (e.g., quantitative, qualitative, mixed-methods) and research design formats used in the field</p> <p>3) Describe art-based research methodologies as related to art therapy</p> <p>4) Understand concepts of validity and reliability and applications to selection and application of assessments and tests</p>	<p>1) Apply methods used to conduct a review and critique of the literature on a topic of interest</p> <p>2) Perform basic steps required to design and conduct a research study</p> <p>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</p>	<p>1) Recognize ethical and legal considerations used to design, conduct, interpret, and report research</p> <p>2) Recognize cultural considerations used when conducting, interpreting, and reporting research</p>

**6. Grading Criteria: Research papers, application projects, midterm and final evaluation**

**Grading System**

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

**7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:** This course will require students to learn concepts related to various methods of research designs. Students will complete their own simple study to practice skills learned. These skills will be used in their future graduate thesis.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Semester project: Students will be required to work in groups to design and execute a simple study. The write up will include a literature review, problem statement, hypothesis, data collection, method, and results.

**8. Prerequisites:** Admission to the MAT degree and/or authorization from course instructor

**9. Advanced Graduate Content**

This course content promotes progress towards accreditation standards of student competencies, specifically:

To participate in conducting basic research.