Arts in Medicine Professional Seminar
HUM 6353, Section 227G
Fall A 2015

Meeting Times and Location: Online
Credit Hours: 3
Course Location: https://lss.at.ufl.edu/

Instructor: Jenny Baxley Lee, MA, BC-DMT
Instructor Office Location and Hours: McGuire 234, by appointment
Instructor Contact Information:
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Phone: 352-273-1488
Skype username: Jenny.Lee

Instructor: Heather Spooner, MA, ATR-BC
Instructor Office Location and Hours: Criser Cancer Resource Center, by appointment
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Phone: 352-376-1611 x5371
Skype username: hspooner@arts.ufl.edu

Course Description
The course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and within its historical and contemporary applications. This course is designed to help students prepare for practice in the field of arts in medicine. Learning methods include reading, online video review, video lecture, online weekly discussion, research, writing, and creative practice.

This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

Objectives
1. Understand core issues, contemporary trends and critical debates central to the arts in medicine
2. Develop core competencies including ethical frameworks, career paths, strategic and sustainable program planning, grant writing, and cultural competency
3. Explore professional identity through group process, creative practice, self-assessment and self-care

Required Texts


Optional Text:
De Saint-Exupery, Antoine. (1943). *The Little Prince.* New York: NY, Reynal & Hitchcock. (you will have the option to listen to this as an audio book online if you do not wish to purchase it.)

Additional readings will be provided on the Canvas site
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Materials</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Competencies and Group Process</td>
<td>All Digital Material on Canvas Skovholt, T., Ch 1-3 Stages for Group Development Video</td>
<td>Discussion Board Topics Creative Practice Blog Due</td>
</tr>
<tr>
<td>3</td>
<td>Self-Care</td>
<td>All Digital Material on Canvas Skovholt, T. Ch 7, 9, and 12 Dass, R. <em>Suffering</em></td>
<td>Discussion Board Topics Creative Practice Blog Due Senior AIM Practitioner Interview Assessment</td>
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<tr>
<td>4</td>
<td>Career Pathways in the Arts in Healthcare</td>
<td>All Digital Material on Canvas Koch, D., Chapters 1-7 Podcast from Arts &amp; Healing Network</td>
<td>Discussion Board Topics 2 Career Path Collages</td>
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<tr>
<td>5</td>
<td>Strategic Planning and Sustainability</td>
<td>All Digital Material on Canvas Goldbard, A. <em>Symposium</em></td>
<td>Discussion Board Topics Creative Practice Blog Due Sustainability Plan</td>
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<tr>
<td>6</td>
<td>Grant Writing</td>
<td>All Digital Material on Canvas Koch, D., Chapters 8-11</td>
<td>Discussion Board Topics Letter of Intent</td>
</tr>
<tr>
<td>7</td>
<td>Cultural Competency</td>
<td>All Digital Material on Canvas Yolom, I. <em>The Fat Lady</em> (excerpts) Exploring your own values <em>assessment</em></td>
<td>Discussion Board Topics Creative Practice Blog Due</td>
</tr>
<tr>
<td>8</td>
<td>Creative Practice Synthesis and Reflections</td>
<td>de Saint-Exupery, A. <em>The Little Prince</em></td>
<td>Discussion Board – Case Study Dialogue Final Creative Practice and Self-Assessment</td>
</tr>
</tbody>
</table>
Syllabus is subject to change and may not include ALL course materials and learning resources/readings/materials students that are to be prepared for each week. It lists major readings and assignments only. It is required that students engage in all course materials and submit corresponding assignments by the deadline as provided in the weekly modules.

Critical Dates
(major assignments in bold)

- August 27, Initial Discussion Post
- August 31, Discussion Responses and Creative Practice Blog Entry
- September 3, Initial Discussion Post
- **September 8 (due to Labor Day)**, Discussion Responses and Senior AIM Practitioner Interview
- September 10, Initial Discussion Post
- **September 14**, Discussion Responses and Senior AIM Practitioner Assessment
- September 17, Initial Discussion Post
- **September 21**, Discussion Responses and Two Career Path Collages
- September 24, Initial Discussion Post
- **September 28**, Discussion Responses, Creative Practice Blog Entry and Sustainability Plan
- October 1, Initial Discussion Post
- **October 5**, Discussion Responses and Letter of Intent (LOI)
- October 8, Initial Discussion Post
- **October 12**, Discussion Responses and Creative Practice Blog Entry
- October 15, Initial Discussion Post
- **October 17**, Discussion Responses and Final Creative Practice Blog Entry & Self-Assessment

Weekly Assignments:

Discussion Board (5 points each week)

- Students will participate in eight online discussions (one week in duration each) using the Canvas Discussion Board. Each week there will be 1-3 topics posted under the discussion for that designated week.

- **Students need to respond to all designated topics for that week for the full Discussion Board points.** Students will be required to make **at least one initial post by Thursday** that includes original critical thinking, sites resources from the course or other learning material, or notes personal reflective experiences from Practicum. **One additional post is required for each topic** in response to another student or faculty member’s post. The response post will be due by the end of the week the Discussion Board post is due, so it behooves you and your classmates to post early. See assignment guide for further details.

Creative Practice Blog (5 points each)

- Students will engage in a personal creative process throughout the semester and will document the process through a bi-weekly class blog post to total 4 posts during the
course. Blog posts may utilize narrative text, photographs, video, or another approved format. Post the link to your blog on the Canvas Assignments link. See assignment guide for details and grading criteria.

**Major Assignments:**

**Senior AIM Practitioner Interview (15 points)**
- Students will identify a senior-level professional, either an artist or administrator, to interview. Select an interview methodology and write an interview script. Students will conduct the interview in person, by phone, or via video conferencing (such as Skype). Students will create an edited audio, video, or transcribed piece ranging in length between 10-20 minutes (if multimedia), or 1,000-1,500 words (if written). Submit the Practitioner Interview on the Canvas Assignments link. See assignment guide for further details and grading criteria.

**Senior AIM Practitioner Interview Assessment (15 points)**
- Students will view or listen to another student’s interview and write a 1,000-word assessment identifying relevant professional competencies noted or exemplified in the interview. The assessment should discuss each of the competencies in the context of professional best practice, including suggestions for improvement. Submit the Interview Assessment on the Canvas Assignments link. See assignment guide for further details and grading criteria.

**Career Path Collages: (15 points)**
- Students will create two collages, one representing the path that brought you to your current position or situation, and one representing your envisioned pathway forward to achieving your professional goals. Collages should be created in 2D or 3D media. They should be photographed and uploaded to the Canvas site as jpeg images on the Canvas Assignments link. See assignment guide for further details and grading criteria.

**Sustainability Plan (15 points)**
- Students will create 2-page sustainability plan for a current program or an envisioned program. The plan will address human, fiscal and community resources. Submit the Sustainability Plan on the Canvas Assignments link See assignment guide for further details and grading criteria.

**Letter of Intent (15 points)**
- Students will research and identify 3-5 funding opportunities that request a letter of inquiry or letter of intent (LOI) from arts and/or health-related funding sources. Students will select one LOI form that aligns with their vision for an arts and health project or program to complete for submission. Follow LOI guidelines implicitly when completing the application. Students do not have to submit the application, but may decide to if they see fit. Submit the LOI on the Canvas Assignments link. See assignment guide for further details and grading criteria.
Final Creative Practice and Self-Assessment (15 points)

**Final Creative Practice (10 points):**
- Students will engage in a personal creative process throughout the semester and will document the process through journaling on the Creative Practice Blog. The Final Creative Practice will include executing a final creative art piece that reflects the student’s journey in the Graduate Certificate program. The art piece will be accompanied by a final blog post. The blog post should include an image/video/or audio of the final creative process art piece and should include reflective writing. The writing portion will summarize the creative practice process and the blogging experience over the course of the Graduate Certificate program. Both the final creative practice art-piece and the written portion should consider an overview of the students’ creative practice, analysis of blogging reflections, and articulation of a personal process as it has evolved over the course of earning the graduate certificate. This is a culmination piece and should be treated as such.

**Self-Assessment (5 points)**
- Each student will conclude the course by completing a self-assessment of his or her role and active participation within the course. Please complete the self-assessment template and write a short essay (500-1,000 words) describing the content and quality of your contributions regarding timeliness of assignment submission, organization, number of contributions made per discussion, engagement with the course materials, active problem solving skills, and positivity during the group process as an individual and class member. Please address one experience that surprised you within the group process and taught you something about yourself.

### Self-Assessment Template

<table>
<thead>
<tr>
<th>Timeliness &amp; Organization</th>
<th>Discussion</th>
<th>Utilizing &amp; Citing Resources</th>
<th>Active Problem Solving</th>
<th>Communication Skills</th>
<th>Positive Attitude</th>
<th>Other: __________</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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Please create a self-assessment that must include the following categories. It can be organized like this, or you can create your own rubric. For example, here you would rate yourself on a scale of 1-5. 1 represents being the least productive and 5 being the most productive.

### Evaluations and Grades

60% of the final grade comes from major assignments (90 points)
- Senior AIM Practitioner Interview (15 points)
- Senior AIM Practitioner Interview Assessment (15 points)
- Career Path Collages (15 points)
- Sustainability Plan (15 points)
• Letter of Intent (15 points)
• Final Creative Practice Blog Entry and Self-Assessment (15 points)
27% of the final grade comes from Discussion Board Postings (8 weeks, 5 points each = 40 points)
13% of the final grade comes from Creative Practice Blog Postings (4 posts, 5 points each = 20 points)

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalency</th>
<th>GPA Equivalency</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-94%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>89-91%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>85-88%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>75-78%</td>
<td>2.00</td>
</tr>
<tr>
<td>C- *</td>
<td>72-74%</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>69-71%</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>65-68%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>62-64%</td>
<td>.67</td>
</tr>
<tr>
<td>E, I, NG, S-U, WF</td>
<td></td>
<td>0.00</td>
</tr>
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Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is integral to your learning, and full participation is required. It is expected that you will log on to the course website and contribute to discussions and blog forums at least three times per week.

Written communication and electronic interaction are central to online learning. Please see the Online Etiquette section of the assignment guide for expectations for written and electronic interactions.

Communication

It is the student’s responsibility to communicate with the instructor promptly concerning any circumstances that might effect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor’s intention to respond to all e-mail communication within 48 hours, excluding weekends.
For general course questions first please check the Announcements section and your ufl email to make sure your answer hadn’t been posted by the professor. If it has not been answered and it is a general course question that other people could also want to know. Check the Discussion called Course Questions. If your question hasn’t been answered here please post it so the instructor can answer it for everyone. If your question relates to personal issues or grades please email or call the instructor privately.

Submitting Late Assignments and Making up Work

Major assignments will be accepted no later than six days after the due date. Points will be reduced from late assignments at a rate of 5% per day. This policy does not apply to Discussion Board or creative practice blog. Late work will not be accepted on the Discussion Board or Creative Practice Blog. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor.

Academic Honesty

All students sign the following statement upon registration at the University of Florida: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx.

UF Policies

University Policy on Accommodating Students with Disabilities
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

University Policy on Netiquette and Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.  
http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf  
Please also link here for best practice guidelines for blogging  
http://blogs.law.harvard.edu/terms-of-use/  

University Policy on Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu  
Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results  

UF Policies for Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

• Learning-support@ufl.edu  
• (352) 392-HELP - select option 2  
• https://lss.at.ufl.edu/help.shtml  

* ***Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.  

Other resources are available at http://www.distance.ufl.edu/getting-help for:

• Counseling and Wellness resources  
• Disability resources  
• Resources for handling student concerns and complaints  
• Library Help Desk support  

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.