

## Arts in Medicine Professional Seminar

HUM 6353  
SPRING A 2016

**Meeting Times and Location:** Online

**Credit Hours:** 3

**Course Location:** <https://lss.at.ufl.edu>

**Instructor:** Amy Bucciarelli, MS, ATR-BC, LMHC

**Instructor Office Location and Hours:** By appointment

**Instructor Contact Information:**

**Email:** [abucciarelli@ufl.edu](mailto:abucciarelli@ufl.edu)\*

**Phone:** 352-733-0880

**Skype username:** amy.bucciarelli

*\*(please email through the eLearning feature to ensure prompt responses to email unless Canvas is unavailable)*

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### 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, multimedia 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. Students should expect approximately 16 hours of coursework per week for this 3-credit course.

### Objectives

1. Recognize core issues, contemporary trends and critical debates central to arts in medicine
2. Apply core competencies in arts in medicine to ethical frameworks, career paths, strategic and sustainable program planning, grant writing, and cultural competency practices
3. Construct an integrated arts in medicine professional identity through group process, creative practice, self-assessment and self-care

### Required Texts

Skovholt, Thomas M., & Trotter-Mathison, Michelle. (2011). *The Resilient Practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. (2<sup>nd</sup> ed.). New York, NY: Taylor and Francis Group, LLC.

Koch, Deborah (2009). *How to Say It: Grantwriting: Write proposals that grantmakers want to fund*. Prentice Hall Press.

### Optional Text:

De Saint-Exupery, Antoine. (1943). *The Little Prince*. New York: NY, Reynal & Hitchcock.

*Additional readings will be provided on the eLearning site or through the UF Course Reserves*

## Course Outline

The syllabus is subject to change and **does not** include **ALL** lecture materials and learning resources/ readings/ materials students should be prepared for each week. It lists the major readings and assignments **only**. **The module corresponding to the current week on eLearning is most accurate for all materials students are responsible for.**

Week	Topic	Readings/Materials	Assignment
1	Professional Competencies	All digital material on eLearning Skovholt, T., the Preface & Ch 1-4	Discussion Board Topics <b>Creative Practice Blog 1</b>
2	Historical and Contemporary Professional Issues & Ethical Decision-Making	All digital material on eLearning Skovholt, T. Ch 5-6 Dass, R., <i>Who's Helping?</i>	Discussion Board Topics <b>Ethics and Standards of Practice Exercise</b>
3	Self-Care	All digital material on eLearning Skovholt, T. Ch 7, 9, and 12	Discussion Board Topics <b>Creative Practice Blog 2</b>
4	Career Pathways in the Arts in Healthcare	All digital material on eLearning Koch, D., Chapters 1-7	Discussion Board Topics <b>Community Needs Assessment</b>
5	Grant Writing	All digital material on eLearning Koch, D., Chapters 8-11	Discussion Board Topics <b>Letter of Intent</b> <b>Creative Practice Blog 3</b>
6	Strategic Planning & Sustainability	All digital material on eLearning Goldbard, A. <i>Symposium</i>	Discussion Board Topics <b>Sustainability Plan Draft 1</b>
7	Cultural Competency	All digital material on eLearning Yolom, I. <i>The Fat Lady</i> (excerpts) Exploring your own values <i>assessment</i>	Discussion Board Topics <b>Sustainability Plan Final</b>
8	Creative Practice Synthesis and Reflections	de Saint-Exupery, A. <i>The Little Prince</i>	Discussion Board – Case Study Dialogue <b>Final Creative Practice Blog</b> <b>Professional Self-Assessment</b>

## Assignment Brief Descriptions:

*See the specific assignment in eLearning for all assignment requirements*

### Discussion Board (30 points each week – 10 pts per Discussion thread, 1-3 threads each week)

*Requirements for the Discussion Board in this course may differ from previous courses!*

- Students will participate in eight sets of online discussions (one week in duration each) using the eLearning Discussion Board. Each week there will be 1-3 topics posted under the discussion for that designated week. You need to participate in *all* discussions.
- This course aims to be a synthesis of the work you've done thus far in the graduate program, so the discussion board is a primary form of learning through critical thinking, reflection, and engagement with your peers.
- *Students need to respond to **all** designated topics for that week for the full Discussion Board points.* For each topic, students will be required to make **at least one initial post** 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 *at least* one student or faculty member's post. The initial post **and** the *response* post **will be due by the end of the week the Discussion Board post is due.** Therefore, it is highly recommended that you and your classmates post not later than Friday for your first discussion so you have time for thoughtful posts and responses. If the instructor notices that the student is consistently posting the initial and response posts late in the week, the instructor may use discretion to deduct points from the discussion grade. See details in each discussion board prompt in eLearning for further specifications and details.

### Creative Practice Blog (45 points each, 3 posts)

*Requirements for the Creative Practice Blog may differ from previous courses!*

- Students will engage in a personal creative artistic practice throughout the semester and will document the process through a bi-weekly class blog post. There will be a total of 4 blog posts required during the course. Blog posts may utilize narrative text, photographs, video, or another approved multimedia format. Post the link to your blog under the appropriate Assignment in eLearning. See the assignment in eLearning for further details and grading criteria.

## Major Assignments Brief Descriptions:

*See the specific assignment in eLearning for all assignment requirements*

### Community Needs Assessment (100 points)

- Students will identify a community of interest in their local area (i.e. community at large, hospital community, school-age community, community over age 65, LGBT community etc. and use needs assessment methods (normative, perceived, expressed, or relative) to survey the arts in medicine climate and arts in medicine needs of that particular community. Students should engage inquiry and research from a cross-section of

constituents both inside and outside of the “community” being surveyed.

- Students will write a 2-3 page written needs assessment identifying 1) relevant demographics, 2) the top three health-related needs for that community, 3) the top three cultural/arts/arts in medicine resources currently serving that community; 4) the gaps in cultural/arts/arts in medicine services in that community, 4) a summary describing how you identified these needs and resources, and 5) a proposal for how innovative arts in medicine services could positively impact that community. Students will use a combination of personal interview, web-based research, and academic research to support the paper’s findings.
- This assignment will help the student engage in “Problem-Finding” which will be helpful for the future Letter of Intent and Sustainability Planning Assignments.

#### Code of Ethics Exercise: (100 points)

- Students will research the code of ethics and standards of practice for healthcare fields aligned with arts in medicine. Using this research, and course resources, students will develop a recommended Code of Ethics for artists in residents. Based on the Practicum experience, course learning, and professional experience, students will identify the top 8-10 ethical principles that seem most important for the field of arts in medicine and they will provide details about how artists in residence should practice these ethical standards. Students will model the language and format of this assignment according to examples from the aligned healthcare fields. The final document will be a 3-5 page proposed Code of Ethics for arts in medicine. Submit the Code of Ethics Exercise in eLearning under Assignments. See the assignment in eLearning for further details and grading criteria.

#### Letter of Intent (LOI) (100 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 that aligns with their vision for an arts and health project or program and will complete the LOI. Students are to follow LOI guidelines implicitly when completing the application. Students do not have to submit the application to the granting organization, but may decide to if they see fit. Submit the LOI on eLearning under Assignments. See the assignment in eLearning for further details and grading criteria.

#### Sustainability Plan Draft (25 points)

- Students will create sustainability plan for a current arts in medicine practice or an envisioned practice. The plan will address human, fiscal and community resources to make that practice viable. There will be two phases of submission for this assignment. The first submission will be a **thoroughly completed draft** that will be submitted for instructor feedback. Submit the Sustainability Plan Draft on eLearning under Assignments. See the assignment in eLearning for further details and grading criteria.

#### Sustainability Plan Final (75 points)

- Students will create sustainability plan for a current arts in medicine practice or an envisioned practice. The plan will address human, fiscal and community resources to

make that practice viable. There will be two phases of submission for this assignment. This second submission will be a **polished submission after instructor feedback** has been considered and integrated into the plan. Submit the final Sustainability Plan on eLearning under Assignments. See the assignment in eLearning for further details and grading criteria.

#### Professional Self-Assessment (100 points)

- Each student will conclude the course by completing a self-assessment of his or her role and active participation within the course. This exercise is a simulation of a performance review that you might be asked to complete as an AIM Professional. A self-assessment template will be available on eLearning that will help you describe the content and quality of your contributions regarding timeliness of assignment submission, organization, number of contributions made in the discussions, engagement with the course materials, active problem-solving skills, and positivity during the group process as an individual and class member. You will also reflect on experiences that surprised you and taught you something about yourself. Submit the Self-Assessment on eLearning under Assignments. See the assignment in eLearning for further details and grading criteria.

#### Final Creative Practice Blog (65 points)

- Students will have engaged 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/Master's program thus far. 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 art piece and/or process. There will be a written portion to the final blog post that will summarize the entire creative practice process and the blogging experience over the course of the Graduate Certificate program/Master's program thus far. 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/completing the first year of the graduate degree. This is a culmination piece and should be treated as such with purposeful introspection. Post the link to your blog under the appropriate Assignment in eLearning. See the assignment in eLearning for further details and grading criteria.

#### Participation Grade (10% of grade)

##### Participation (100 points)

- The Arts in Medicine Professional Seminar course is unique because it is a course about applying the learning you've gained in your Practicum and other graduate courses. As a result, it is important to recognize the student's capability to develop a professional identity, to recognize challenges, and to demonstrate efforts to meet those challenges. This course is expected to be a learning process. Additionally, since the course is a distance-learning course it is important to overall student satisfaction that fellow student's are engaged and responsive within the discussions and course communications.

- The instructor will offer an overall participation grade to each student based on the perceived investment in the course, responsiveness to course feedback, appropriate and timely communications with the instructor, and peer engagement. Please see the Assignment in eLearning for a rubric that outlines specific instructor expectations.

### Evaluation of Grades

Assignment	Point Break-Down	Total Points	Grade Percentage
Major Assignments	5 assignments x 100 pts each	500	50%
Discussions (10 for each discussion thread)	20 discussion threads x 10 pts each	200	30%
Creative Practice	3 x 45 pts each 1 x 65 pts	200	20%
Participation/ Investment		100	10%
<b>TOTAL</b>		<b>1000</b>	<b>100%</b>

### Grading Policy

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

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*. We expect approximately 16 hours of class work per week for a 3-credit course.

Written communication and electronic interaction are central to online learning. Please see the UF Policies section of the syllabus to understand expectations for written and electronic interactions and online etiquette.

This course is a combined lecture and discussion course. This means that, in part all students are responsible for contributing to both their own learning experience and the learning experience of others.

Because open dialogue questions and answers of every student are essential to learning, any behavior or language that makes other students feel unsafe or unwelcome in this classroom cannot be tolerated (examples range from ignoring students to overt harassment or intimidation with reference to race, gender identity, religion, ethnicity nationality or ability.

*Adopted from the Washington University <http://safezones.wustl.edu>*

## 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 during the weekdays. Please expect a larger delay on the weekend.

For general course questions *first* please check the **Announcements** section and your **eLearning AND ufl email** to make sure your answer hasn't been posted by the professor. If your question relates to personal issues or grades please privately **email the instructor** through the eLearning email feature **or call the instructor**.

## Naming Documents for Assignment Submissions

When naming your assignment document, you will name them by your last name, first initial, and the title of the assignment, i.e. **yourLastNameFirstInitial\_ProgPlan**, for example, **SmithA\_ProgPlan**. If you abbreviate in this manner, your course instructors will have a clear and easy time finding the assignment and accounting for it. There is a chance that if your document is not named properly it will result in a **deduction of assignment points**.

## Submitting Late Assignments and Making up Work

Major assignments will be accepted no later than one week after the due date. Points will be reduced from late assignments at a rate of 5% per day. Late work **will not** be accepted on the Discussion Board since this affects the whole class's ability to engage in the materials. Instructors will not accept work submitted later than one week following the deadline except in extenuating circumstances and with prior approval by the instructor.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## UF Policies

### University Policy on Course Participation

Requirements for class participation, make-up assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### University Policy on Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

### 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, 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 by completing online evaluations 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

#### Technical Issues

For issues with technical difficulties for eLearning, please contact Learning Support Services/UF Help Desk at:

- [Learning-support@ufl.edu](mailto: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 University of Florida resources are available at <http://www.distance.ufl.edu/getting-help>:

#### Counseling and Wellness Center

- <http://www.counseling.ufl.edu/cwc/> ; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### University of Florida Disability Resource Center

- <https://www.dso.ufl.edu/drc/>

#### University of Florida Libraries

- <http://cms.uflib.ufl.edu/>

Accessing the UF Libraries from a distance

- <http://www.uflib.ufl.edu/ufproxy.html>

#### University of Florida Writing Programs

- <http://writing.ufl.edu/writing-center/>

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