

HUM6358: Arts in Medicine Capstone Proposal (1 credit), Spring 2016

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Course Location: UF Canvas, <http://lss.at.ufl.edu>

Course Description

This course will engage the student in research, planning, and submission/approval of a capstone project plan as a part of the Master of Arts (MA) in Arts in Medicine. The student will undertake extensive literature review to support the development of a plan for undertaking and assessing an arts project that addresses health in a healthcare or community setting. Literature review, program planning, proposal writing, reflective writing, and regular meetings with the course instructor will help the student develop an appropriate Capstone plan and to develop specific skills and deepen understanding of professional arts in medicine practice.

Objectives

1. Identify and practice advanced literature review skills
2. Articulate individual goals for using the arts to address health in a healthcare or community setting
3. Investigate and identify the range of considerations necessary for planning an effective arts in medicine project
4. Identify and apply professional-level program planning skills, including the articulation of goals, objectives, anticipated outcomes, methods, and evaluation plan

Course Format and Content

The general scope and content is as follows:

- Articulate individual interests and goals for the application and assessment of the arts in a healthcare or community setting through:
 - Reflective writing
 - Literature review
 - Other field research
- Develop a program plan, including goals, objectives, anticipated outcomes, methods, evaluation plan, and a literature review supporting the project plan
- Refine the project plan per instructor feedback and communicate with proposed site
- Select a site supervisor
- Obtain approval for the proposal from the proposed site

- Obtain instructor approval for the proposal
- Participate in an online forum with other students reflecting on the process of proposal development, project planning, and personal interests and goals. See rubric for substantive forum discussions in the assignment guide.

Critical Dates

Critical dates that must be included in the course contract include:

- January 11: Capstone pre-proposal, part one
- January 18: Capstone pre-proposal, part two
- February 15: Final literature review
- February 26: Final capstone proposal

Readings

While there are no required readings for the course, it is recommended that students read and apply the principles of Liz Lerman’s Critical Response Process in course discussions and in peer reviews. The e-book is available here: http://www.amazon.com/Lermans-Critical-Response-Process-ebook/dp/B00CF8MYD6/ref=kinw_dp_ke

Course Outline

Week/ Dates		Component	Activities	Deliverables Due
Week 1	January 4-11	Pre-proposal	<ol style="list-style-type: none"> 1. Develop the Capstone plan, with a focus on the project scope and objectives. 2. Investigate evaluation, research or assessment methods 3. Phone meeting with instructor 4. Peer discussion 	<ol style="list-style-type: none"> 1. January 5: Discussion board greetings (ungraded) 2. January 6: Proposed phone meeting schedule (ungraded) 3. January 7: Discussion #1 4. January 11: Phone meeting #1 (any weekday between January 5 and 11) 5. January 11: Capstone Pre-proposal, part one
Week 2	January 12-18	Pre-proposal	<ol style="list-style-type: none"> 1. Develop the Capstone plan, with a focus on the evaluation or research plan 2. Phone meeting with instructor 3. Peer discussion 	<ol style="list-style-type: none"> 1. January 14: Discussion #2 2. January 18: Phone meeting #2 3. January 18: Capstone Pre-proposal, part two

Wk 3	January 19-25	Literature Review	1. Begin literature review 2. Discussion 3. Project site pre-approval	1. January 21: Discussion #3
Week 4	Jan 26-Feb 1	Literature Review	1. Begin drafting the literature review 2. Discussion 3. Project site pre-approval	1. January 28: Discussion #4 2. February 1: Literature review, first draft 3. February 1: Capstone site pre-approval form
Week 5	Feb 2-8	Literature Review	1. Ongoing literature review 2. Peer review 3. Discussion	1. February 4: Discussion #5 2. February 8: Literature review peer review
Week 6	Feb 9-15	Literature Review	1. Draft the final literature review 2. Discussion 3. Phone meeting with instructor	1. February 11: Discussion #6 2. February 15: Final literature review 3. February 15: Phone meeting with instructor
Week 7	Feb 16-22	Final Proposal	1. Final proposal development and peer review 2. 8 hours of project work 3. Discussion	1. February 18: Discussion #7 2. February 18: February 18: Final Capstone proposal first draft 3. February 22: Final capstone proposal peer review
Wk 8	Feb 23-26	Final Proposal	1. Final proposal development 2. 8 hours of project work	1. February 26: Final capstone proposal, including the site approval letter

Major Course Assignments

Phone Meetings with Instructor (3 meetings, 5 pass/fail points each = 15 points): Each student will schedule three phone meetings with the instructor during weeks one, two and six. A proposed schedule of call times is due to the instructor on January 6 by midnight. The student will provide the instructor with a phone number or skype name and must answer the call within five minutes of the scheduled time. The student should be prepared for the call and plan to address all necessary topics within 30 minutes.

Peer Discussions (7 discussions, 5 pass/fail points each = 35 points): Students will participate in peer dialogue on the course discussion board in weeks one through seven. The instructor will provide prompts designed to help students develop their capstone proposals with input and support from their peers. Students are expected to post at least twice per week in a substantive and supportive manner. See the grading rubric within the assignment for pass/fail criteria.

Capstone Pre-proposal (two parts, 10 points each = 20 points): The capstone pre-proposal will be completed in two parts, using the capstone pre-proposal form provided on Canvas. Part one

allows the students to articulate the project component of the proposal, including the project site, location, target population, supervision, goals, objectives, anticipated outcomes, activities, and deliverables. Part two allows students to articulate the assessment plan, including the type of assessment planned (research or evaluation), the methodology, rationale for the methodology selection, the specific methods that will be applied, and the deliverables. Phone meetings with the instructor will guide the development of the plan.

Literature Review (first draft 20 points, final draft 30 points = 50 points): Students will conduct a full literature review on the topic of the capstone project. Students will define the focus of the review and are expected to saturate the literature and present a clear review of that literature in a 1,500-1,700-word paper. The paper should include: 1) an introduction, including a thesis statement and a statement of what the review will present; 2) a body, including discussion of the literature organized either chronologically or thematically; and 3) conclusions (and recommendations, if appropriate to the review). It may be appropriate to also present the assessment methodology that will be applied to the project. Students may discuss this option with the instructor.

Peer Reviews (2 reviews, 15 points each = 30 points): Twice in the course, students will review another student's paper (the literature review first, then the capstone proposal) and provide a technical review of the paper as well as substantive feedback. It is expected that students provide a thoughtful and thorough review that demonstrates professionalism in arts in medicine, an understanding of the project, and an ability to provide accurate technical editing (including correct APA formatting and citation style), and feedback that enhances the clarity and quality of the paper. The "track changes" feature in Microsoft Word should be used for the review.

Capstone Proposal (first draft 20 points, final draft 30 points = 50 points): The final capstone proposal will include a project description, background/rationale (this is the literature review), project goals, objectives, anticipated outcomes, activities, and the evaluation or research plan, including type of assessment planned (research or evaluation), the methodology, rationale for the methodology selection, the specific methods that will be applied, and the project deliverables. The proposal should be written in a formal paper format with the appropriate headings, and be 2,500 – 3,000 words in length.

Course Policies

Capstone Project Planning:

- A professional manor of communication must be maintained within all inquiries to and planning with potential project sites
- All guidelines, policies, and protocols of the practicum site must be taken into consideration in the project planning process
- Students must clarify with potential project sites that project work will be undertaken in a practicum format, not an internship format. Any necessary contracting will take place

between the student and the site, and not directly between the site and the University of Florida.

- Failure of the student to complete the capstone plan, including site approval, will result in failure of the course (E grade), and not an incomplete (I grade).

Assignments:

Assignment Due Dates and Times - All assignments, unless otherwise noted, are due at 11:59pm on the due date. Please note that no late submissions will be accepted on the discussion board.

Naming Your Documents - When naming your assignment documents, the following format must always be used: AssignmentName_Yourlastname.

Formatting Documents - All work submitted, including discussion board posts and major assignments, must use APA formatting, including document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase. See the online APA Style Guide at the Purdue Online Writing Lab (OWL):
<http://owl.english.purdue.edu/owl/section/2/10/>

Late Assignment Submission Policy - The instructor will only accept late work in the event of extenuating circumstances and only within 24 hours of the due date. The course due dates are critical, especially where peer review is involved.

As stated below in technical assistance, any requests for late assignment submission due to technical issues MUST be accompanied by ticket number and record received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You are required to e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Class Participation/Demeanor:

Participation in all aspects of this course is essential to your success. Every 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 to communicate with the instructor and participate in the forum at least two 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.

General Course Questions:

There are two ways in which you can ask general questions of the instructor. If you have a general question related to an assignment, course material, or course policy that may be relevant to other class members, you may post it under Course Questions on the Discussion Board. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately.

Evaluation and Grades

Total course points: 200

- 7.5% of the final grade comes from the phone meetings with the instructor
- 17.5% of the final grade comes from the peer discussions
- 10% of the final grade comes from the capstone pre-proposal
- 25% of the final grade comes from the literature review
- 15% of the final grade comes from the peer reviews
- 25% of the final grade comes from the capstone proposal

Grading Scale

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>

University Policies

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: <http://www.dso.ufl.edu/sccr/honorcode.php>

Technical Assistance:

If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please contact the Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. If a technical problem affects an assignment deadline, you must provide the instructor with the ticket number and record provided to you by the UF Help Desk documenting your request for assistance. Only when extenuating circumstances are present or if the help desk could not resolve a timely request for assistance will an extension of a deadline be considered. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or 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

Making Up Work:

Requirements for making up assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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, but 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>.

Course Complaints:

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

Students with disabilities:

Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

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University Counseling Services

Contact information:

Counseling Center

Address:

3190 Radio Rd.

P.O. Box 112662, University of Florida

Gainesville, FL 32611-2662

Phone: 352-392-1575

Web: www.counsel.ufl.edu