

DAN 3775 DANCE IN MEDICINE

Fall 2015 Per. 8-9 (3:00-4:55pm)

Wednesdays: CON G-11

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We are about to embark on a great adventure together - welcome!

Description: This course explores the links between creativity and health, focusing on the many ways that dance and movement can be used to address health and wellness in healthcare and community settings. It includes studio workshops in movement, lecture/discussion, video viewing, readings/literature research, group project work, and site-based exposure to dance in a clinical or community setting. This course is appropriate for students of the arts and/or of health related fields who are willing to access their creative potentials through movement. Instructor approval is required for registration.

Objectives:

1. To become acquainted with the ways in which dance has been used historically to enhance health and healing as a context for the contemporary theory and practice of dance in healthcare. *Students will have access to this information through assigned reading, class lecture and discussion, group research, and consulting listed resources.*
2. To identify and develop the basic knowledge and skills necessary to function as an artist in a healthcare or community setting, including gaining/strengthening/maintaining personal creative process; discovering ways to engage participants in their own creative processes; movement facilitation knowledge and skills, etc. *Students will participate in class movement experiences, homework assignments, and observe clinical or community site work.*
3. To become familiar with dance programs and practices designed to enhance health through direct observation and research. *Students will view films, read assigned literature, and will participate in class sessions and on-site observations.*

Course Format

The course will involve class meetings, homework, individual and group research, and on-site observation in a clinical or community setting. Class meetings will be on Wednesdays and on-site observations will be individually scheduled. Class sessions will consist of lectures, presentations, information sharing, movement, video viewing, and sharing of on-site observations. Each session will include work on the major topic of the day as well as time for questions and for sharing individual experiences with the class content and/or with on-site work. Some classes will include exercises focusing attention inward for accessing creative awareness. Some people find such experiences spiritual in nature. We celebrate the connection of art and spirituality but do not design our exercises nor expect their results to be specific to or exclusive of any particular religious doctrine. The course is designed to prepare you to work creatively with healthcare and community populations and we have found that this purpose is best served when the class develops into a functional support community where creative and personal expression are valued. Therefore, we expect full and consistent participation from all students in an atmosphere of mutual respect exhibited by open non-judgmental participation, attention and confidentiality.

On-site observation requires your compliance with the following structures:

- Completion of orientation procedures, if required by the site at which you will observe
- Scheduling of on-site observation: You may schedule your observations at any time that an available activity fits your schedule. You must sign in and out of every on-site experience using a sign-in log as provided on E-Learning. Have a supervisor or staff member at the site sign after each session
- If you are invited by the site supervisor, you may participate in the activity

A course E-learning site will be used for communications, materials, one quiz, and submission of assignments. Access the course site in Canvas at www.lss.at.ufl.edu

Policies

1. Attire: Dress appropriately for the specific activity.
 - a. Movement sessions: regular dance attire or loose, comfortable clothing that will not inhibit your movement in any way (no skirts). Long hair should be secured away from the face.
 - b. On-site work: Dress according to site policies, always erring on the side of more conservative.
2. Attendance: **Attendance is mandatory.** This is a highly experiential course, and the only way you can acquire the information and gain the practical experience is

- to be present at the class or on-site session. There will be no way to make up work missed in class.
3. The adulthood clause: It is the student’s responsibility to contact an instructor promptly concerning any missed work, etc. Please do not let any questions or concerns you have go unattended.
 4. The spontaneity clause: Due to the experiential nature of this course, the instructors retain the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.
 5. The R-E-S-P-E-C-T clause: In order for all to have a positive experience in this (or any) course we must all demonstrate respect for each other in our department. This includes common courtesy, contemporary courtesy (cell phones and other personal technologies are only allowed in class when specified), observation of site protocols, and respect for patient and community member confidentiality.
 6. The “if it’s due it’s due” clause: Requests for make-up tests, assignment presentations, or acceptance of late written assignments must be accompanied by documentation of extenuating circumstances.
 7. 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 instructors for this course, we fully support the intent of the above statement and will not tolerate academic dishonesty.
 8. Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when requesting accommodation.

Assignments and Evaluation:

Total Points: 200

Practice and Methodologies Project – 60 points (30% of grade)

Program Plan Project – 40 points (20% of grade)

Dance Program Observation – 30 points (15% of grade)

Creative exercise – 24 points (12% of grade)

Historical Foundations Quiz – 10 points (5% of grade)

Creative Process Journal – 36 points (18% of grade)

See below for assignment descriptions.

Course Grading Scale:

A	94-100%	B+	88-90%
A-	91-93%	B	84-87%

B-	81-83%	D+	68-70%
C+	78-80%	D	64-67%
C	74-77%	D-	61-63%
C-	71-73%		

UF Grading Scale (as of Summer 2009)												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

Major Assignments:

- 1. Practice and Methodologies Project** (60 total points as broken down below):
Beginning immediately, research a contemporary practice or program of your choice related to dance and health. Examples of appropriate programs include the Mark Morris Dance Group's *Dance for PD* program, Anna Halprin's *Tamalpa Institute*, *Dance Out Diabetes*, or Michelle Obama's *Let's Move* program (dance components). Once you have selected a program, conduct a literature review to help you articulate the theoretical and practical rationale for the program and its outcomes. You will give two presentations to the class to share your findings.

 - a. Program or Practice Presentation:** 40 pts. Prepare and present a 15-minute oral and visual presentation and turn in your 4-page literature review and bibliography (must have a minimum of 6 citations from peer-reviewed academic or scientific publications). If appropriate, you may include a brief participatory component in your presentation. You will sign up by September 3 on E-Learning for a presentation date on either September 30 or October 7. Your literature review and bibliography must be submitted on E-Learning on the date you present.
 - b. Research Methodology Presentation:** 20 pts. You will choose a research or formal evaluation methodology from one of the research articles in your literature review and present the methodology to the class. Your 10-minute presentation should include a summary of the study, the methodology used, what interested you in the methodology and how you might apply it in your future work. You will present on October 14.
 - c. See Practice and Methodologies Project Assignment Guide** on E-Learning for detailed requirements.
- 2. Program Plan Project** (40 pts): In a group with 1-3-other students, you will develop a written plan for an "ideal" dance program that addresses health or well being in a specific population or situation. Your work will include researching best practices

and writing the program plan. You will present your plan to the class in November 11. See *Program Plan Project Assignment Guide* on E-Learning for detailed requirements.

3. **Dance in Medicine Program Observation** (30 points): You will observe or participate in **three** “dance in medicine” programs at UF Health Shands Hospital or in the community. Please see the menu of options on E-Learning, and sign up for your observations by Sept. 9. You will discuss your observations in our monthly “rounds” session in class. Your observations must be documented with a signature from the program leader on the log provided on E-Learning and submitted by November 18.
4. **Creative exercise** (24 pts): You will devise a movement experience suitable for a group workshop and lead the class through it. The experience should demonstrate your skills as a facilitator and include a set of objectives and anticipated outcomes. You will have 20 minutes to facilitate your exercise(s) and will submit your objectives and anticipated outcomes as a written document. Following your exercise, the class will engage in a discussion of the experience, including feedback and suggestions. See *Guide to Creative Exercises*. You will sign up by September 2 on E-Learning for a presentation date between October 28 and November 18.

Other Assignments and Homework

1. **Syllabus Quiz** (5 points extra credit, due September 2)
2. **Historical Foundations Quiz** (10 points, due September 9)
3. **Daily dancing** (no points, but serves as an essential base for other assignments): You are expected to dance on your own for a minimum of 10 minutes per day. This assignment provides the material for the Creative Process Journal described below. See the *Guide to Daily Dancing*.
4. **Creative Process Journal** (25 points 45 pts, due monthly): Throughout the semester, you will journal on the discussion board on the E-Learning site with a focus on your creative process. Your journal should include entries describing your exploration of your creative process within your daily dancing, reflections on your on-site observations related to creativity and facilitating creative process, and in-class exercises, including impetus or motivation for movement, environmental conditions, and other reflections. The journal may also include photos, links to videos, and other media. See the *Creative Process Journal Guide* for detailed requirements. See course calendar for post due dates.

Attendance

There will be ONE “stuff happens” allowance. All absences beyond that will result in a **deduction of 4 points from your final grade**. Incomplete participation (tardiness, leaving early, etc.) will result in a loss of at least 1 point per occurrence.

Required Texts:

Brandman, Rusti and Sonke, Jill. *Dance in Medicine Handbook* (located on the E-Learning site)

Tharp, Twyla. *The Creative Habit*.

Recommended Texts:

Barron, Frank, Montuori, Alfonso, Barron, Anthea. *Creators on Creating: Awakening and Cultivating the Imaginative Mind*.

Goodill, S. (2005). *An Introduction to Medical Dance/Movement Therapy: Health Care In Motion*. Philadelphia: Jessica Kinsley Publishers.