

Creativity and Health: Foundations of the Arts in Medicine

HUM 5357, Section 1E16

Spring A 2016

Meeting Times and Location: Online

Credit Hours: 3

Instructor: Jenny Lee

Instructor Office Location: McGuire Theatre and Dance Pavilion, Room 234

Office Hours: By appointment

Instructor Contact Information:

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

Course Description

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and inform the field and practice of arts in medicine and arts in public health. Course learning objectives will be introduced through video lectures, reading, writing assignments, research, weekly online discussions, and individual and group presentations. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

Course Objectives/Goals

- Introduce the historical roles of arts in healing traditions across cultures
- Introduce theoretical foundations that inform the field and practice of arts in medicine and arts in public health
- Explore the history of health and human services in the United States
- Explore healthcare paradigms and issues, and how the arts can address contemporary needs within American healthcare systems
- Distinguish arts in medicine from the arts therapies
- Identify the roles of the arts to promote health across developmental life stages
- Develop a personal creative practice and articulate a personal creative process
- Develop a personal vision for how creativity relates to health

Required texts

Sonke, J., Brandman, R., Graham-Pole, J., & Serlin, I. (2007). *The Arts & Health*, Volume 3 of Whole Person Healthcare, ed. Serlin. Praeger Greenwood Publishing.

Dissanayake, E. (1990). *What is Art for?* University of Washington Press.

Heilman, K. (2005). *Creativity and the Brain*. Psychology Press.

The Arts and Human Development. (2011). A white paper based on “The Arts and Human Development: Learning across the Lifespan,” a convening by the National Endowment for the Arts in partnership with the U.S. Department of Health and Human Services, March 14, 2011, Washington, DC. Retrieved from: <http://arts.gov/sites/default/files/TheArtsAndHumanDev.pdf>

State of the field report. (2009). Arts in healthcare. Retrieved from: <http://www.arts.ufl.edu/cahre/documents/stateOfTheField.pdf>

Additional readings and online resources are posted in Course Materials on the course website and listed in the Course Outline table below.

Critical Dates

1. Health Issues Blog Posts
Posts due weekly on Monday by 11:59 PM EST
 2. Creative Practice Blog Posts
Posts due weekly on Monday by 11:59 PM EST
 3. Discussion Board Posts
 - a. Discussion Topic due weekly on Tuesday by 11:59 PM EST
 - b. Discussion Topics Close/Journal Articles Submitted due Saturdays by 11:59 PM EST
 - c. Discussion Summary and Bibliographies due Mondays by 11:59 PM EST
- All due dates listed below in course outline table.**
4. **Individual Research Presentation**
Due Monday, January 18, 2016 by 11:59 PM EST
 5. **Essay on What is Art For?**
Due Monday, February 1, 2016 by 11:59 PM EST
 6. **Case Study**
Due Monday, February 15, 2016 by 11:59 PM EST
 7. **Creative Practice Self Study**
Due Thursday, February 25, 2016 by 11:59 pm EST

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Course Outline

Week	Topic/Themes	Readings/Media	Assignment	Due Dates
Module 1				
1	Arts in Medicine: Development of a Field	Read: State of the Field Report View PPT Presentations	1. Creative Practice Blog* 2. Introductions on Discussion Board	1. 1/11 2. 1/8
Module 2				
2	Historical Roles of the Arts in Healing Traditions	Read: Sonke, et al. A&H Intro and Ch. 1-5 View PPT Presentations: Part I and II Ritual Videos: Sun Dance, Phi Faa, Vimbuza, Main Puteri, Zulu Sangoma, Kalahari Bushmen, and the Gnawa	1. Health Issues Blog 2. Creative Practice Blog 3. Discussion Board 4. Individual Research Presentation	1. 1/18 2. 1/18 3a. 1/12 3b. 1/16 3c. 1/18 4. 1/18
Module 3				
3	What is art for? Do the arts have selective value? What is the role of the arts in “making special”?	Read: Dissanayake, <u>What is Art For?</u>	1. Health Issues Blog 2. Creative Practice Blog 3. Discussion Board	1. 1/25 2. 1/25 3a. 1/19 3b. 1/23 3c. 1/25

4	Overview of Health Systems; Current Paradigms in Healthcare and Public Health History of Health and Human Services in the U.S.;	Read: Sonke, et al and Ch. 6-12 Read: What is Human Services?, Determinants of Health, Healthy People Report 2020	1. Health Issues Blog 2. Creative Practice Blog 3. Discussion Board 4. What is Art for? Essay	1. 2/1 2. 2/1 3a. 1/26 3b. 1/30 3c. 2/1 4. 2/1
Module 5				
5	Physiology of Creativity: Psychoneuroimmunology; Flow State; and Relaxation Response	View: Sapolsky, <i>Why Zebras Don't Get Ulcers</i> PPT Presentations: Psychoneuroimmunology Relaxation Response and Flow State TedTalk Csikszentmihalyi on Flow State	1. Health Issues Blog 2. Creative Practice Blog 3. Discussion Board	1. 2/8 2. 2/8 3a. 2/2 3b. 2/6 3c. 2/8
Module 6				
6	Arts in Medicine and the Whole Person: Meaning and Self-Transcendence	Read: Frankl, V. <u>Man's Search for Meaning</u> p. 1-100 Coward and Reed, "Self-Transcendence: A Resource for Healing at the End of Life" View: PPT Presentations on	1. Health Issues Blog 2. Creative Practice Blog 3. Discussion Board 4. Case Study	1. 2/15 2. 2/15 3a. 2/09 3b. 2/13 3c. 2/15 4. 2/15

		Meaning and Self-Transcendence		
Module 7				
7	Stages of Creativity Creativity and the Brain	Read: Heilman, K. <u>Creativity and the Brain</u> Ch. 1-4; 9-10 Listen: Heilman and Sonke Podcast	1. Health Issues Blog 2. Final Creative Practice Blog 3. Discussion Board	1. 2/22 2. 2/22 3a. 2/16 3b. 2/20 3c. 2/22
Module 8				
8	The Arts across the Lifespan	Read: NEA White Paper, p. 1-38 View: PPT Presentations on Arts and Human Development	1. Creative Practice Self- Study Presentation	1. 2/25

Assignments

1. **Discussion Board** (15 points each): Students will substantively participate in six online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, observation or creative process, will be posted by a student serving as Discussion Facilitator, and all students will post an initial response in essay form and also respond substantively to a minimum of 2 other posts. By the end of the week, the discussion facilitator will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt.
2. **Health Issues Blog** (20 points each): Students will establish a blog to participate in six weekly postings exploring current issues in healthcare and how the arts can be engaged to address the issues. Contributions to the blog are strongly encouraged to include personal perspectives, links to relevant and credible news or other media, and references to literature. For practical purposes, the Health Issues and Creative Practice may share one blog.
3. **Individual Research Presentation** (50 points): Students will research the roles of the arts in healing practices across traditional cultures and select one arts-based healing practice to present. Presentations may be in any approved multi-media format, including websites, video, or other presentation medium to be shared online with the class.
4. **What is Art For? Essay** (50 points): Students will write a 1,200-1,500 word formal essay in response to reading, and critically reflecting on, Dissanayake's text, *What is Art For?* The essay will be submitted in a formal essay structure, 4-6 pages in length, and APA formatted. Please use 12-point font, double-spacing, and maintain 1-inch margins.
5. **Case Study** (50 points): Students will undertake a case study of an artist or a creative person exploring the experience of meaning, flow state, ritual and self-transcendence in creative engagement. The case study will include observation of the creative process, a literature review, and submission of a written case study.
6. **Creative Practice Blog and Creative Practice Self-Study Presentation** (50 points): Students will engage in a creative practice in response to multidisciplinary weekly prompts throughout the semester and will document the process through an online Creative Practice blog. For practical purposes, the Health Issues and Creative Practice may share one blog. The presentation will include an overview of the current creative practice undertaken during the semester, the results of analysis of journal reflections, and articulation of a personal process. Presentations may utilize website, video, PowerPoint, or another approved format.

Assignment Submission

Assignments are to be submitted through Assignments on the course website. Please review course policies and procedures for instructions on assignment submission, naming documents, late assignment submission, and where to get help.

If you have computer difficulties submitting any assignments through the Assignment tab on the course website, notify UF Computer Help Desk at helpdesk@ufl.edu or 352-392-4357 and email your work as an attachment to your Course Instructor/s. Please include

the case number provided to you by the UF Help Desk documenting your request for assistance in the correspondence with the instructor.

Evaluations and Grades

54% of the final grade comes from the major assignments

- **Individual Research Presentation** (50 points)
- **What is Art For Essay** (50 points)
- **Case Study** (50 points)
- **Creative Practice Blog and Self-Study Presentation** (50 points)

24% of the final grade comes from Discussion Board Postings (8 posts, 15 points each, 90 points total)

22% of the final grade comes from Health Issues Blog Postings (4 posts, 20 points each, 80 points total)

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>

Course Procedures and Policies

Assignment Submission

Naming Your Documents

When naming your assignment document, it will be helpful if you name them by an abbreviated title of the assignment, i.e. IndResPres_yourlastnameinitial, for me this would be IndResPres_Lee. If you abbreviate in this manner, it makes finding the assignment and accounting for it an easy and efficient task.

Formatting Documents

All work submitted include discussion board posts and major assignments must use APA formatting. We recommend that you use the online APA Style Guide at the Purdue Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/10/>

Please use APA formatting for document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase.

Completing and Submitting an Assignment

Assignments will be completed and submitted online. To work on an assignment:

1. Open the course website.
2. In the menubar, select **Assignments**.
3. Click the name of the assignment to open it.
4. To work on the assignment, follow the instructions from your instructor. You may need to type within the text box, or add an attachment, or both.
5. To add an attachment, click **Browse** to find and select the file on your computer, or click **or select files from workspace or site**; see **Options** for adding attachments.
6. To see how your assignment will look to your instructor or project leader, click **Preview**.

7. To save your assignment to complete later, click **Save Draft** at the bottom of the screen. When you want to reopen it, you'll find it listed in the assignment list with a status of "In progress".

Note: While your assignment is saved as a draft, your instructor cannot see it. For your instructor to see it, you must submit the assignment.

8. When you have finished, click **Submit** at the bottom of the screen.

Note: Don't click **Submit** until you're certain you're finished with an assignment. Once you click **Submit**, you'll no longer be able to access the assignment (e.g., to add more text or attachments) unless your instructor returns it to you.

You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you've successfully submitted the assignment.

Late Assignment Submission Policy

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, Health Issues Blog or Creative Practice Blog. Late work will not be accepted on the Discussion Board, Health Issues Blog, or Creative Practice Blog without communication prior to the due date. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor. Please see the communication procedure for late assignment submission due to technical difficulties below.

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 four times per week.

Communication

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect 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 24 hours during the week, excluding weekends.

Written communication and electronic interactions are central to online learning. All written and electronic interactions are to be in keeping with the expectations of a graduate-level academic environment. An online communications guide is available to you in Resources on our course website.

General Course Questions

There are two ways in which course participants can ask **course-related questions** of the course instructor. If you have a general question related to an assignment, reading or other course material 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 instructors privately using the mail function on the course website.

Technical Assistance

If you have difficulty accessing online course materials, please reference the citation or document name and author using an online search engine such as Google to locate the document before contacting the UF Help Desk or the instructor.

If you have computer difficulties submitting assignments or navigating the course website, first notify the UF Computer Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. Please request the case number provided by the UF Help Desk documenting your request for assistance.

Course Complaints

Should you have any complaints with your experience in this course or in your studies at UF that you feel you cannot discuss with your instructor or advisor, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on ten 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, and students will be notified when evaluations are available. It is essential that students participate in course evaluation to best understand the experience of the course and its instruction. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with disabilities

Students requesting accommodation must first register with the Dean of Students Office at <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.

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>.

Getting Help

University Counseling Services

UF Counseling and Wellness
3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
352-392-1575; www.counsel.ufl.edu

Disabilities Resource Office

Dean of Students
Bldg. 0020 (Reid Hall)
PO Box 114085, University of Florida
Gainesville, FL 32611
accessuf@dso.ufl.edu
352-392-8565; <https://www.dso.ufl.edu/drc/students/how-to-get-started>

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/>

For additional information about these resources, and more, please visit UF Distance Learning at:

<http://www.distance.ufl.edu/getting-help>