

HUM 6375: Arts and Human Development

Meeting Times and Location: Online

Credit Hours: 3

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

Instructor: Jenny Baxley Lee, MA, BC-DMT

Lecturer and Board Certified Dance/Movement Therapist

Instructor Office Location and Hours: McGuire 234, by appointment

Instructor Contact Information:

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Course Description

This course explores how creativity and the arts evolve throughout the lifespan. It provides a dynamic, interdisciplinary overview in theories of human development, and the role of the arts in marking our physical, social, and cultural milestones. Learning methods include reading, discussions, lecture, multimedia engagement, and interdisciplinary creative practice.

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

Course Objectives

At the end of this course, students will be able to:

1. Explain the theoretical foundations of the field of human development related to physical, cognitive, emotional, social and cultural constructs within the context of arts in medicine
2. Articulate the relationship of the arts to the field of human development
3. Describe the purpose of art making across the lifespan
4. Identify a patients' age-appropriate developmental needs and introduce developmentally appropriate arts experiences for individuals of any age
5. Engage in a personal creative practice that supports and enhances their quality of life at any life stage

Course Format

The course will include reading, discussions, lecture, multimedia engagement, and interdisciplinary creative practice. It is a highly reflective course requiring active participation for optimal learning. The course is designed to present information in multidisciplinary and interdisciplinary discourse.

Some aspects in the design of this course may engage matters of a spiritual nature. In such matters, the course will maintain a clear academic goal to develop a broad and inclusive understanding of spirituality and the personal nature of spiritual perspectives. The active participation of all students is required with a consistent mindfulness of maintaining safety, confidentiality, openness and mutual respect for all participants.

Required Texts

Bayles, D. & Oland, T. (2001). *Art and fear: Observations on the perils (and rewards) of artmaking*. Eugene: Image Continuum Press.

Schneider, P. & Elbow, P. (2003). *Writing Alone and with Others*. Oxford: Oxford University Press.

Course Outline

Week	Topic	Major Topics	Assignment
1	Intro to Arts and Human Development	Overview of Arts and Human Development Arts related to Bonding & Ritual in Development	Discussion Board Topics Creative Practice Blog #1 Due
2	Developmental Theories I	Cognitive Learning Theory Behavioral Learning Theory Ecological Theory Systems Approach Theory Basic overview of Development in Drawing & Music Expressive Therapies Continuum Framework Impact of Culture, Ethnicity, and Social Influences on Development	Discussion Board Topics Creative Practice Blog #2 Due Sign-Up for Developmental Interviews Due
3	Developmental Theories II	Cognition & Brain Development Play and Creativity in Development Milestones Across the Lifespan Understanding the Life Cycle Begin Identification of Key Arts in Human Development	Discussion Board Topics Creative Practice Blog #3 Due Personal Arts Timeline Due
4	Arts in Child Development	Development in Music Development in Art Development in Dance/Movement Development in Writing/Storytelling Development in Theater Development of Creativity in Children Development in Children with Health Challenges	Discussion Board Topics Creative Practice Blog #4 Due Developmental Interview #1 - Child Due
5	Arts in Adolescence and Young Adult Transition	<i>Writing Alone and With Others</i> Understanding Adolescent Brain Development Arts in Adolescent Development Multimedia and Development Impact of Illness on Young People	Discussion Board Topics Creative Practice Blog #5 Due Developmental Interview #2 - Adolescent or Young Adult Transition Due

6	Arts in Adulthood	Barriers to Adult Art making Life Rituals, Arts, and Adulthood Strategies for Engaging Adults in Art	Discussion Board Topics Creative Practice Blog #6 Due Ritual and Arts Reflection Paper Due Developmental Interview #3 – Adult Due
7	Arts in Late Adulthood and End of Life Transition	Arts and Brain Development in Later Life Strengths and Challenges of Engaging Older Adults in Arts Impact of the Arts on Aging and Illness Issues of Death and Dying throughout the lifespan	Discussion Board Topics Creative Practice Blog #7 Due Developmental Interview #4 – Older Adult or End of Life Transition Due
8	Reflection on the Arts and Our Own Development	Reflection and Synthesis of course learning Arts throughout the lifespan	Discussion Board or Reflection Paper on Developmental Interviews Due Final Paper on Role of Arts in Personal Development Due

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.***

Weekly Assignments:

Discussion Board

- Students will participate in 7 weekly online discussions using the eLearning Discussion Board. Each week there will be 1-3 topics posted under the discussion for that designated week.
- **Students need to respond with two posts to all designated topics for that week for the full 15 points.** Students will be required to make **at least one initial post per topic AND one response post per topic, per week.** Your initial post should be 200-400 words and include original critical thinking, cite resources from the course learning material or other sources, and/or document personal reflective experiences. The response post for each topic should be 100-200 words that include a thoughtful response to another student or instructor’s post. *You will choose a text color to post your responses in each week.* This helps us visually represent your online “voice” throughout the semester.
- In order to facilitate quality discussions and allow your classmates time to respond, **at least one initial post is due by Friday at 11:59p.m. All response posts will be due by Monday at 11:59p.m.** See **Discussions** in eLearning for further specifications and details.

Creative Practice Blog

- You will engage in a **current** creative practice of choice. The blog this semester serves several purposes. First, you will use creative engagement posted to the blog as a form of self-care and personal exploration. Second, each week will help you develop a “tool box” of developmentally appropriate art activities that you could use with future arts in medicine participants. Each week the prompt for your blog will be outlined in the **Assignments** section under that week’s corresponding Creative Practice Blog description
- You will generate your blog post on your Arts in Medicine Graduate Blog each week for a total of 7 blog posts during the semester. A reflective paragraph (4-6 sentences in length) *and* photographs or audios/videos of your artistic process and/or product constitutes a **minimum** blog post. Suggested mediums include drawing, painting, sculpture, poetry, writing, dance, music, and/or theatre. A link to your blog should be turned into the **Assignments** section of eLearning corresponding to the week it is due.

Major Assignments:

Personal Arts Timeline

- The personal arts timeline is a chronology of your personal engagement with various arts modalities and forms throughout your life. It should include both the ways you have engaged with the art of others, such as through concerts, performances and galleries, and the ways you have engaged in your own practice by creating works of art. The timeline will be presented in an artistic format (illustrated, as a poem, as movement, etc.) and accompanied by a written reflection. Refer to the corresponding **Assignment** for further details and grading criteria.

Life Stage Interviews

- Students will interview and facilitate an arts experience with one person from each of the four major life stages discussed in this course (early childhood, adolescence/young adult transition, adulthood, and late adulthood/end of life transition). Students will submit a summary of each individual interview and a final summary at the end of the course. See the corresponding **Assignment** for details and grading criteria.

Arts and Ritual in Adulthood Paper

- Students will explore the role of the arts in the rituals that mark adult life transitions and milestones, both in our culture and in other cultures. Students will plan a ritual ceremony for a life transition or milestone that incorporates some of these learned elements. See the corresponding **Assignment** for details and grading criteria.

Final Paper on the Role of the Arts in Personal Development

- This culminating final paper invites you to reflect on your own artistic development and how it may mirror or differ from what you have learned about artistic development through this course. You are asked to find or replicate works of art from 5 distinct stages of your own development and synthesize how the artwork conveys who you were at that age and how this assimilates with what you have learned about human development through this course. See the corresponding **Assignment** for details and grading criteria.

Evaluations and Grades

50% of the final grade comes from major assignments (175 points)

- Personal Arts timeline (30 points)

- Life Stage Interviews (20 each x 5 = 100) (4 life stages and final reflection summary)
- Arts and Ritual in Adulthood Paper (15 points)
- Final Paper on Role of arts in Personal Development (30 points)

30% of the final grade comes from Discussion Board Postings (7 posts, 15 points each = 105 points)

20% of the final grade comes from Creative Practice Blog Postings (7 posts, 10 points each = 70 points)

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>

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

For general course questions **first** please check the **Announcements** section and your **ufl email** to make sure your answer hasn'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 privately **email the instructor** through the eLearning email feature **or call the instructor**.

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.