

## **HUM 6365 Collaborating Across Disciplines: The Arts Therapies**

**Meeting Times and Location:** Online

**Credit Hours:** 3

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

**Instructors:** Heather Spooner, MA ATR-BC

**Instructor Office Hours:** By appointment via email, phone or Skype

**Instructor Contact Information:**

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

**Phone:** 813-789-9097

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### **Course Description**

This course provides an overview of the arts therapies and the distinction between the arts therapies and arts in medicine within healthcare settings. Students will learn to communicate effectively with arts therapists and will explore how to build successful collaboration with art therapists that can enhance their arts in medicine practice.

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

### **Objectives**

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

1. Explain the history, theories and definitions of the arts therapies fields
2. Describe the similarities and key differences between the arts therapies and arts in medicine
3. Develop meaningful partnerships with arts therapists of various modalities
4. Plan and facilitate programs that incorporate the unique skill sets of both arts therapists and arts in medicine practitioners

### **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.

### **Course Materials**

- **Required Text:** Le Navenec, C., & Bridges, L. (Eds.). (2005). *Creating connections between nursing care and the creative arts therapies*. Springfield, IL: Charles C. Thomas.
- Other materials will be made available on Canvas or can be found in UF's online collections

<b>Week</b>	<b>Module</b>	<b>Major Topics</b>	<b>Assignments</b>
1 March 1 <sup>st</sup> - 7th	Overview of the Arts Therapies and Collaboration	<ul style="list-style-type: none"> <li>History and development of the fields</li> <li>Healthcare origins</li> <li>Overview of similar allied health and mental health disciplines</li> <li>Understanding the Need to Collaborate Across Disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Review all Week 1 Learning Materials</li> <li>Introductions</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directives</li> <li>Begin collecting contact information for Collaborations Survey</li> </ul>
2 March 8 <sup>th</sup> - 14th	Examining Scope of Practice	Scope of practice Definitions of the profession Professional Competencies Ethics How sessions are facilitated and tools are used	<ul style="list-style-type: none"> <li>Review all Week 2 Learning Materials</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directives</li> <li>Schedule Arts Therapies Interviews</li> <li>Create Collaborations Survey</li> </ul>
3 March 15 <sup>th</sup> - 21st	Art Therapy	Specific History Use in Medical Settings Collaborations	<ul style="list-style-type: none"> <li>Review all Week 3 learning Materials</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directives</li> <li>Art Therapy Interview</li> <li>Distribute Collaborations Survey</li> </ul>
4 March 22 <sup>nd</sup> -28th	Dance/ Movement Therapy	Specific History Use in Medical Settings Collaborations	<ul style="list-style-type: none"> <li>Review all Week 4 Learning Materials</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directives</li> <li>Dance/Movement Therapy Interview</li> <li>Send Reminders and Monitor Collaborations Survey</li> </ul>
5 March 29 <sup>th</sup> - April 4th	Music Therapy	Specific History Use in Medical Settings Collaborations	<ul style="list-style-type: none"> <li>Review all Week 5 Learning Materials</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directive</li> <li>Music Therapy Interview</li> <li>Send Reminders and Monitor Collaborations Survey</li> </ul>
6 April 5th- 11th	Play, Narrative, Drama and Expressive Therapies	Individual histories Individual Use in Medical Settings Collaborations	<ul style="list-style-type: none"> <li>Review all Week 6 Learning Materials</li> <li>Weekly Discussion</li> <li>Arts Therapies Tools and Directives</li> <li>Play, Narrative, Drama or</li> </ul>

			Expressive Therapy Interview <ul style="list-style-type: none"> <li>• Compile Data from Collaborations Survey and Create Report</li> </ul>
7 April 12 <sup>th</sup> - 18th	Developing Model Collaborations	<ul style="list-style-type: none"> <li>• Understanding the principles of strong collaborations</li> <li>• Analysis of Collaborations Survey</li> <li>• Suggestions for improving relationships and collaborating with arts therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Review all Week 7 Learning Materials</li> <li>• Weekly Discussion</li> <li>• Collaborations Survey Discussion</li> </ul>
8 April 19 <sup>th</sup> - 21st	Arts Therapies Collaborations Proposal	<ul style="list-style-type: none"> <li>• Creating a Memorandum of Understanding</li> <li>• Synthesis of Course Material</li> </ul>	<ul style="list-style-type: none"> <li>• Review all Week 8 Learning Materials</li> <li>• Memorandum of Understanding</li> </ul>

### Course Outline

*\*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 (5 points for Introduction, 10 points for facilitation and 8 discussions at 50 points each for a total of 415 points)

Students will participate in seven Weekly Discussions, (Weeks 1 – 7), an Introduction (Week 1) and a Collaborations Survey Discussion (Week 7) using the Discussion Board. At the beginning of each week, the instructor will post a topic or discussion question relating directly to required reading or other activities. Each student will post an initial response in short essay form (400-500 words) by Thursday at 11:59 pm EST; and respond to at least two other posts (200-250 words per post) by Monday evening at 11:59 pm EST. A successful discussion thread will introduce creative and critical analysis of the topic, new lines of inquiry and multiple academic perspectives including outside research and resources to strengthen the presented point of view. Annotated citations must be included in your initial discussion post using APA format. Each week, one or two designated student(s) will serve as the Discussion Facilitator(s). The Instructor will announce the order of students who will serve as Discussion Facilitators. The Discussion Facilitator(s) will receive a separate grade, worth up to 10 points, for the weeks he or she serves as a Discussion Facilitator. Please refer to the **Discussion Board** for a full description of each discussion and grading criteria.

### Arts Therapies Tools and Directives (50 points each for a total of 350 points)

Rather than a Creative Practice Blog, this course utilizes an Arts Therapies Tools and Directives Discussion Board that allows students to find, try, share and comment upon arts therapies assessments, tools and directives. You will be asked to find these assessments, tools and directives on your own, but will share websites and other resources with one another to help each other in the process.

Assessments, tools and directives should distinctly come from the arts therapies. In other words, select tools and directives that feel outside of your scope of practice and that you would not choose to use in your work as an artist in residence. The specific modalities will relate to the modalities discussed in each module. Please reference the module before working on this discussion each week, as the module will tell you which modality you need to use in that week's discussion.

Once you find your tool or directive for that week, you will try the tool or complete the directive on your own, post an image or media file that shows your art process or finished product, and write a reflection on your experience. Please refer to **Assignments** for a full description of the Arts Therapies Tools and Directives and grading criteria.

**Major Assignments:**

**Arts Therapies Interviews (50 points each for a total of 150 points)**

The Arts Therapies Interviews offer you an opportunity to engage arts therapists in discussions about their knowledge and perceptions of artists-in-residence. You will locate and interview one arts therapist each week during weeks 3-6. The type of arts therapist you will interview matches the course module for that week and is specified at the top of each assignment. These interviews will be recorded and students will submit this recording along with a 1-2 page written summary following each interview. Please refer to **Assignments** for a full description of this assignment and grading criteria.

**Collaborations Survey (150 points)**

The Collaborations Survey aims to gather insight into the way arts therapists and artists in residents work and their perceptions of one another’s disciplines. Students are each required to set up a Survey Monkey survey using the questions provided and to collect a minimum of 5 responses from arts therapists and 5 responses from artists in residents. The results will then be explored as a class and may be used for future research and an article regarding the relationship between the arts therapies and arts in medicine. Please refer to **Assignments** for a full description of this assignment and grading criteria.

**Memorandum of Understanding (100 points)**

For the final project, students will be asked to create a Memorandum of Understanding (MOU) between an arts therapist or arts therapy program and an artist-in-residence or arts in medicine program. The MOU will articulate the project, clearly differentiate the roles of the professional involved with the project, and outline the expectations and obligations of all parties involved. Refer to **Assignments** for a full description of this assignment and grading criteria.

**Evaluations and Grades**

Percentages are approximate and rounded from the nearest decimal. Therefore, the total may be more or less than 100%.

- 36% Discussion Board (415 points)
- 30% Arts Therapies Tools and Directives (350 points)
- 13% Arts Therapies Interviews (150 points)
- 13% Collaborations Survey (150 points)
- 09% Memorandum of Understanding (100 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 refer to the **Policies and Procedures** 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 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 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, 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 by completing online evaluations 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>

### 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](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 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.