

Arts in Medicine in Practice

HUM 5595

Spring 2016

Meeting Times and Location: Online

Credit Hours: 3

Instructor: Jenny Baxley Lee

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

Office Hours: By appointment via email, phone or Skype

Instructor Contact:

E-mail: Please use Canvas Mail function; jlee@arts.ufl.edu

Phone: 352.273.1488

Skype: JennyBaxleyLee

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

Course Description

This online course explores the practice of the arts in medicine and arts in public health in the fields of health and human services. The course provides a dynamic, interdisciplinary overview of diverse practices and methodologies in the delivery of the arts in community and healthcare settings. Learning methods include reading, video lecture, online weekly discussion, research, writing, and creative practice. Students will engage in individual creative practice in a primary artistic discipline as a research and learning method.

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

Course Objectives

- Introduce clinical and community care environments such as hospitals, outpatient clinics, long term care, hospice, home care, community health clinics, health departments, schools and communities-at-large
- Develop an understanding of healthcare cultures and environments
- Develop an understanding of the knowledge and skills necessary to navigate care environments to ensure participant safety
- Develop an understanding of the professional competencies of practice in arts in medicine and arts in public health
- Distinguish healthcare-based arts practices from the roles of allied health professionals (Pastoral Care, Social Work, Psychology, Arts Therapies, Child Life, Health Educators, Rehabilitative Therapies, such as Physical Therapy, Occupational Therapy, or Speech Therapy)
- Explore the experience of illness from the individual perspective
- Think critically about practice methods in arts in medicine and arts in public health for diverse populations
- Develop a plan for a practicum in arts in medicine and/or arts in public health

- Develop a basic understanding of needs assessment, resource mapping and program planning and assessment
- Understand the role of the arts in promoting health education, health literacy and disease prevention in community settings

Required Reading

- Betancourt, J., Green, A., Carrillo, E., & Ananeh-Firempong, O. (2003.) *Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care*. Public Health Reports, 118(4): 293–302.
- Borysenko, J. & Simon, T. (2012, August 7). *Descent and Renewal*. [Sounds True interview transcript]. Retrieved from <https://www.soundstrue.com/podcast/transcripts/joan-borysenko.php?camefromhome=camedfromhome> [Audio file]. Retrieved from <http://www.soundstrue.com/weeklywisdom/?source=podcast&p=6408&category=IATE&version=full&loc=weeklywisdom>
- Brown, B. (2010, June 11). *Brene Brown: The power of vulnerability*. [Video file]. Retrieved from http://www.ted.com/talks/brene_brown_on_vulnerability.html
- Christenson, G. (2011). *Why We Need the Arts in Medicine*. Minnesota Medical Association.
- Joint Commission (2012). *Improving Patient and Worker Safety: Opportunities for synergy, collaboration and innovation*.
- Kettner, P.M., Moroney, R.M., Martin, L.L. (2013). *Designing and managing programs: An effectiveness-based approach*. Los Angeles, Sage.**
- Kottler, J. (2000). *Doing Good: Passion and commitment for helping others*. New York, Routledge.**
- Lambert, P. D. Ed. (2016). *Managing Arts Programs in Healthcare*. London, Routledge.**
- Sadler, B and Ridenour, A. (2009). *Transforming the Healthcare Experience Through the Arts*. California, Aesthetics, Inc.
- Shepherd, J. (2012, October 1). *Janine Shepherd: A broken body isn't a broken person*. [Video file]. Retrieved from http://www.ted.com/talks/janine_shepherd_a_broken_body_isn_t_a_broken_person.html
- Sonke, J., Rollins, J., Brandman, R., & Graham-Pole, J. (2009). *The state of the arts in healthcare in the United States*, Arts & Health, 1:2, 107 - 135.
- Sternberg, E. (2012, September 27). *The Science of Healing Places*. [On Being with Krista Tippett]. Retrieved from <http://www.onbeing.org/program/science-healing-places/4856>
- Moskin, B. & Jackson, J. (2004). *Warrior Angel: The Work of Lily Yeh*. Retrieved from http://www.barefootartists.org/barefootartists_resources.html

Patient Perspective Readings: Please select one.

- Wilber, Ken. (2001). *Grace and Grit*. MA: Shambhala Publications.
- Housden, Maria. (2002). *Hannah's Gift*. NY: Bantam Books.
- Schmitt, Eric-Emmanuel. (2005). *Oscar and the Pink Lady*. Atlantic Books.
- Bauby, J-D. (1998). *The Diving Bell and the Butterfly*. NY: Vintage Books.
- Berg, E. (2006). *Talk Before Sleep*. Ballantine Books.
- Edson, M., (1999). *Wit* (play). Faber and Faber.
- Stoller, P. (2005). *Stranger in the Village of the Sick: A Memoir of Cancer, Sorcery and Healing*. Beacon Press.

Additional readings and resources will be posted on the course website within the weekly course modules

Critical Dates

Weekly Posting Deadlines

Discussion Board Posts

Discussion Topic Posts are due on Thursdays by 11:59 pm EST

Discussion Response Posts are due on Saturdays by 11:59 pm EST

Discussion Summary is due on Mondays by 11:59 pm EST

Creative Practice Blog Posts

Blog posts are due on Mondays by 11:59 pm EST

Major Assignment Deadlines

All Major Assignments are due on Mondays at 11:59 pm EST

Culture of Care Essay and Patient Safety Analysis – Monday, 3/14

Diving into the Literature Exercise – Monday, 3/21

Arts and Health Practicum Qualifier – Monday, 4/4

Practicum Model and Goals Table – Monday, 4/11

Mini Needs Assessment – Monday, 4/18

Annotated Bibliography – Monday, 4/21

**Arts in Medicine in Practice
Course Outline**

Week	Lecture Topic	Readings and Other Media	Assignment	Due Date
Week 1 Course Objectives				
<ul style="list-style-type: none"> Introduce clinical and community care environments such as hospitals, outpatient clinics, long term care, hospice, home care, community health clinics, health departments, schools and communities-at-large Develop an understanding of healthcare cultures and environments 				
1	Welcome to the Course Introduction to Healthcare and Community Care Environments	Module 1 Course Materials	1. Discussion Post 2. Creative Practice Blog	1. Post 3/3 Respond 3/5 Summarize 3/7 2. 3/7
Week 2 Course Objective				
Develop an understanding of the knowledge and skills necessary to navigate care environments to ensure patient safety				
2	Navigating the Care Environment	Module 2 Course Materials	1. Discussion Post 2. UF HIPAA Training 3. Culture of Care Essay and Patient Safety Analysis	1. Post 3/10 Respond 3/12 Summarize 3/14 2. 3/14 3. 3/14
Week 3 Course Objective				
Develop a basic understanding of the professional competencies in arts in medicine practice				
3	Introduction to Professional Competencies Artistic Excellence Facilitation Skills Scope of practice	Module 3 Course Materials	1. Discussion Post 2. Creative Practice Blog 3. Diving into the Literature Exercise	1. Post 3/17 Respond 3/19 Summarize 3/21 2. 3/21 3. 3/21
Week 4 Course Objectives				
<ul style="list-style-type: none"> Explore the experience of illness from the patient perspective Develop a basic understanding of the professional competencies in arts in medicine practice 				
4	Understanding the	Module 4 Course Materials	1. Discussion Post	1. Post 3/24

	Experience of Illness Empathy and Compassion Self-Care			Respond 3/26 Summarize 3/28
Week 5 Course Objective				
Think critically about practice methods in arts in medicine for diverse populations				
5	Communication and Cultural Competency	Module 5 Course Materials	1. Discussion Post 2. Creative Practice Blog 3. Arts and Health Practicum Qualifier	1. Post 3/31 Respond 4/2 Summarize 4/4 2. 4/4 3. 4/4
Week 6 Course Objectives				
<ul style="list-style-type: none"> • Explore and innovate program models in the arts in medicine • Understand the role of the arts in promoting health education, health literacy and disease prevention in community settings • Develop a basic understanding of program planning, implementation and assessment 				
6	Arts in Medicine Program Models	Module 6 Course Materials	1. Discussion Post 2. Practicum Model and Goals Table	1. Post 4/7 Respond 4/9 Summarize 4/11 2. 4/11
	Arts in Community Settings			
Week 7 Course Objective				
Develop a basic understanding of needs assessment, resource mapping and program planning and assessment				
7	Needs Assessment in Arts in Medicine	Module 7 Course Materials	1. Discussion Post 2. Creative Practice Blog 3. Mini Needs Assessment	1. Post 4/14 Respond 4/16 Summarize 4/18 2. 4/18 3. 4/18
	Resource Mapping in Arts in Medicine			
Week 8 Course Objective				
Create a professional development plan in response to course learning and practicum experience				
8	Introduction to Program Implementation and	Module 8 Course Materials	1. Discussion Post 2. Annotated Bibliography	1. Final Post 4/21 2. 4/21

	Assessment			
*See Reading List for Selections of Patient Perspective Readings				

This course table represents current course plans and objectives. As we go through the semester, plans may change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Assignments

Weekly Postings

1. **Discussion Board** (25 points each for total of 200 points): Students will participate in eight online discussion posts (Weeks 1 – 8) 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 Saturday 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. In-text citations and a list of references must be included in each post using APA format, with a goal of **two-three new references** per post. Each week, one designated student will serve as the Discussion Facilitator and will submit one succinct (+/- 3 paragraphs) discussion summary articulating a collective viewpoint on the topic, or lack thereof with reasoning, by Monday evening at 11:59 pm EST. Please include a list of all cited references with the summary. The instructor will announce the order of students who will serve as Discussion Facilitators in an Announcement at the start of the course.
2. **Creative Practice Blog** (25 points each for total of 100 points) Students will engage in a creative practice of your choice to reflect on and integrate course content such as required reading, discussion and blog content, and course topics. The instructor will select a theme that will serve as a common thread throughout the Creative Practice Blogs during the course. Each student will select an art form and engage in creative practice as a form of personal reflection on course content. Suggested practices include drawing, painting, sculpture, poetry, dance, and/or theatre. If you would like, you may ‘try on’ a variety of artistic mediums throughout the course. The purpose of the creative practice is to experience creative process and notice its impact on your life and health, not to gain mastery or technical proficiency in an art form. Students will post a **250-300 word** reflective blog post **every other** week and share photographs or audio/video of your **current** artistic process or product in your creative practice blog.

Use discretion and keep your creative practice **professionally and academically-oriented**. Artwork may, at times, be too intimate or personal in nature to share in full. In this case, please share the academic learning derived from the creative process; and select an appropriate sample or description of the process to post on your blog. Send the instructor an email privately describing your process in additional detail if you have any question, reservation, or concern about your work prior to posting. Keep in mind that you are creating artwork **for an academic purpose** and with the intention to share it. Instructors reserve the right to address or redirect coursework that does not serve the academic purpose.

Major Assignments

1. **Culture of Care and Patient Safety Analysis** (50 points): Students will visit three local healthcare sites to observe safety practices. To contextualize their observations, students will place site observations in the context of a current patient safety issue or health concern that has drawn national/international attention (i.e. infection control). **Specifically describe how the arts might be utilized to address the safety concern.** When the patient safety analysis is complete, share a brief (no more than one page) summary of the article on the Discussion Board thread Patient Safety Analysis; and a well-developed response to the safety concern that is supported by current research and policy. You may utilize an excerpt from your submitted assignment in the class discussion thread.
2. **Diving into the Literature Exercise** (20 points) The Diving into the Literature exercise is an opportunity for students to continue to develop skills in locating, comprehending, interpreting and synthesizing peer-reviewed academic journal articles and texts for literature review and research. Students will be asked to read and make notes on an article, then to complete instructor-prompted questions related to the article.
3. **Arts and Health Practicum Qualifier** (10 points) The Arts and Health Practicum Qualifier requires students to clearly articulate scope of practice for artists in residence as distinct from arts therapists and other health professionals in preparation for practicum.
4. **Practicum Proposal** (50 points) Develop a practicum proposal using the Practicum Site Information Form and Goals Table for an arts in medicine or arts in public health practicum model which focuses on a targeted health concern or health population. A successful Practicum Proposal will clearly demonstrate how the program participants and environment of care will be different/changed/positively impacted when the arts are introduced and integrated into the health system.
5. **Mini Needs Assessment** (20 points) Select two needs assessment methods (normative, perceived, expressed, or relative) and use them to conduct a mini needs assessment in your community. A successful mini needs assessment will engage a cross-section of community members (such as representatives of arts organizations, health organizations, community groups, government, and community members) in your needs assessment. Create a two to three-page written needs assessment identifying relevant demographics, the top three needs and the top three cultural resources in your community, and a summary describing how you identified these three needs.
6. **Annotated Bibliography** (50 points) Craft an annotated bibliography to identify and summarize 12-15 current academic references (2011-2016) that are relevant to your chosen practicum work and may provide a future basis for literature review.

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

40% (200 points) of the final grade comes from the major assignments

- Culture of Care and Patient Safety Analysis (50 points)
- Diving into the Literature Exercise (20 points)
- Arts and Health Practicum Qualifier (10 points)
- Practicum Proposal (50 points)

- Mini Needs Assessment (20 points)
- Annotated Bibliography (50 points)

40% (200 points) of the final grade comes from Discussion Board Postings (8 posts, 25 points each)

20% (100 points) of the final grade comes from Creative Practice Blog (4 posts, 25 points each)

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_yourlastnamefirstinitial, for me this would be IndResPres_LeeJ. 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, including discussion board and blog posts as well as all major assignments, must use APA formatting. We recommend that you use the online [APA Style Guide at the Purdue Online Writing Lab \(OWL\)](#).

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. *UF Guidelines for Effective Professional and Academic Writing* will assist students in developing academic writing skills, identifying and evaluating scholarly literature and can be located at: <http://edis.ifas.ufl.edu/wc063>

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, excluding weekends.

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 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>.

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>.

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.

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>

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

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>