

Arts in Medicine: Advanced Professional Seminar

HUM 6354

Spring B 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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Phone: 352.273.1488 office; 727-252-9902 cell

Skype: JennyBaxleyLee

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

Course Description

The course provides a practical and applied orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and its historical and contemporary applications. This course is designed to synthesize and integrate student learning in preparation for practice in the field of arts in medicine. Learning methods include reading, online weekly discussion, research, writing, and creative practice.

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

Course Objectives/Goals

- Understand core issues, contemporary trends and critical debates central to the arts in medicine
- Identify and develop core competencies including, but not limited to: individual and group dynamics, needs assessment, resource mapping, community outreach, media and marketing plans, fiscal structures, fundraising, sustainability, and advocacy
- Explore professional identity through group process, creative practice and self-care
- Develop an understanding of research and evaluation methodologies

Reading and Course Materials

Benner, P. (1997). A dialogue between virtue ethics and care ethics. In *The Influence of Edmund D. Pellegrino's Philosophy of Medicine* (pp. 47-61). Springer Netherlands.

Benner, P. (2003). Enhancing patient advocacy and social ethics. *American Journal of Critical Care*, 12(4), 374-375.

Kettner, P.M., Moroney, R.M., Martin, L.L. (2008). *Designing and managing programs: An effectiveness-based approach*. Los Angeles, Sage.

Maslow, A. (1971). The farther reaches of human nature. *New York: Viking*. p. 1-100.

Pavlicevic, M., Tsiris, G., & Farrant, C. (2014). *A guide to evaluation for arts therapists and arts & health practitioners*. Jessica Kingsley Publishers.

Siegel, Daniel. (2012). *The pocket guide to interpersonal neurobiology*. Norton and Company.

Skloot, R., & Turpin, B. (2010). *The immortal life of Henrietta Lacks* (p. 369). New York: Crown Publishers.

Stanford Encyclopedia of Philosophy. (2015). Aristotelian Ethics. Retrieved from: <http://plato.stanford.edu/entries/aristotle-ethics/> Virtue Ethics. Sections 1 and 2. Retrieved from: <http://plato.stanford.edu/entries/ethics-virtue/#2>.

CDC Program Evaluation Framework (CDC Evaluation Manual – full PDF available)
<http://www.cdc.gov/eval/framework/index.htm>

CDC Hints for Conducting Strong Evaluations
<http://www.cdc.gov/eval/strongevaluations/index.htm>

Community Tool Box. University of Kansas. (2014). Retrieved from:
<http://ctb.dept.ku.edu/en/toolkits>

Additional helpful links: [Grant writing](#), [Facilitation skills and group dynamics](#), [Developing an intervention](#), [Ethical leadership](#),

Healthy People 2020 Structured Evidence Queries
<http://phpartners.org/hp2020/index.html>

Kellogg Foundation. (2011). Evaluation Handbook Logic Model Development Guide, and Strategic Communications Guide. Retrieved from:
<http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Patton, M. (2003). Qualitative Evaluation Checklist. Evaluation Checklists Project. Retrieved from: http://www.wmich.edu/evalctr/archive_checklists/qec.pdf

Pell Institute Evaluation Toolkit, Retrieved from: <http://toolkit.pellinstitute.org/evaluation-guide/>; Engaging Stakeholders, Retrieved from: <http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/engage-stakeholders/>

Additional Course Materials Available in Course Modules

Arts in Medicine Advanced Professional Seminar

Course Outline

Week	Topic	Course Materials	Assignment/s	Due Dates
1	Ethics & Human Nature	Aristotle Skloot Benner on Virtue/Care Ethics	Discussion Creative Practice	3/6 3/7
2	Standards of Practice & Nature of Relationships	Maslow, p. 1-100 Siegel, Ch. 1-7; 16-19; 23; 29-32; 40-42 Joan Halifax, <i>Compassion's Edge</i>	Discussion Ethos, Values, & Standards	3/10 & 13 3/14
3	Grant writing toward Sustainability	Community Tool Box Kettner, et al. Ch. 12	Discussion Creative Practice	3/17 & 20 3/21
4	Research & Evaluation	Kettner, et al Ch. 1; 9-11 Pavlicevic, Tsiris, et al. Patton CDC Kellogg Foundation, Evaluations CITI and NIH Trainings	Discussion Outline	3/24 & 27 3/28
5	Program Implementation for Artists	Kettner, et al Ch. 8	Discussion Creative Practice Draft	3/31 & 4/3 4/4 4/4
6	Program Implementation for Administrators & Partnerships	Community Tool Box: Ethical Leadership Kettner, et al. Ch 1. p. 11-26 Pell Institute, Engaging Stakeholders	Discussion Peer Review	4/7 & 10 4/11
7	Advocacy & Visibility	Kellogg Foundation, Strategic Communications Guide	Discussion Creative Practice Major Assignment	4/14 & 17 4/18 4/18
8	Synthesis		Discussion	4/21

Critical Dates

All assignment deadlines are at 11:59 pm EST

Discussion Board: Initial post due on Thursdays by 11:59 pm EST and minimum of 2 responses by Sunday at 11:59 pm EST

Creative Practice Blogs: Due Mondays, Weeks 1, 3, 5, and 7, at 11:59 pm EST

Ethos, Values and Standards: 3/14

Major Assignment: Outline due 3/28, Draft due 4/4, Peer Review due 4/11, Final due 4/18

Assignments

1. Discussion Board (10 points each, 80) Students will **substantively** participate in seven online discussions (one week in duration each) using the Discussion Board on the course website. Topics and discussion questions, often relating directly to required reading, observation or creative process, are posted weekly, and all students will post an initial response by Thursday at 11:59 pm EST, and respond substantively to a minimum of 2 other posts by Saturday at 11:59 pm EST.
2. Creative Practice Blog (5 points each, 20 points) Students will engage in a creative practice in direct response to the course themes throughout the semester and will document the process through a bi-weekly class blog posts to total 4 posts during the course. Blog posts may utilize narrative text, photographs, video, or another approved format.
3. **Ethos, Values and Standards** (25 points): Students will write an ethos statement, three (3) core values and five (5) standards of practice, specific to one healthcare population or community setting (consider using the Capstone setting), following a model of an ethical code and standards of practice from a selected professional health field (i.e. social work, nursing).
4. **Major Assignment** (75 points) Students will write and submit one of the following selected major assignments:
 - a. Full Grant Proposal (LOI's will not meet length or depth for this assignment)
 - b. Practice Article
 - c. Case Study
 - d. Needs Assessment and Resource Map
 - e. Evaluation Design
 - f. Research Design and IRB Submission

Students will submit an outline and draft on assigned due dates in preparation for reviewing a peer's submission. Peer review criteria include:

- Meets assignment guidelines including 10-12 pages in length, APA formatting including title page, abstract, literature review, narrative, conclusion, and references (1 point)
- Clear and cohesive writing (communication style, main idea, substantive content, clear explanation and analysis, synthesis in conclusion) (2 points)
- Creative engagement with the topic (clear argument anchored by illustrations/examples, inclusion of tables/visuals where appropriate, evidence of critical thinking, a sense that the main idea is fresh and novel) (2 points)

The final submission will be 10-12 pages in length including title page, abstract, literature review, narrative, conclusion, and references. Assignment length and submission criteria may vary slightly depending upon selected assignment. An extra credit point **may** be awarded for submission for publication or funding proposal on a case-by-case basis (i.e. grant or article submission).

Evaluations and Grades

50% of the final grade comes from the major assignments (100 points total)

- Ethos Statement, Core Values and Standards of Practice (25 points)
- Major Assignment (75 points total)
 - Outline (20 points)
 - Draft (20 points)
 - Peer Review (10 points)
 - Final Draft (25 points)

40% of the final grade comes from Discussion Board Participation (80 points total, 8 posts, 10 points each)

10% of the final grade comes from Creative Practice Blog (20 points total, 4 posts, 5 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

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.

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. PreProposal_yourlastnameinitial, for me this would be PreProposal_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 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 menu bar, 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

All assignments will be accepted no later than five 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, as late work will not be accepted on the Discussion Board without communication prior to the due date. Instructor 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 three to four times per week, minimally. Daily visits to the course website are strongly encouraged.

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>.

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

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>

UF Counseling & Wellness Center

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>

For additional information about these resources, and more, please visit UF Distance Learning at: <http://www.distance.ufl.edu/getting-help>