HUM 6930 **Arts in Medicine Special Topics: The Art of Self-Care**
Meeting Times and Location: Online
Credit Hours: 3
Course Location: https://lss.at.ufl.edu

Instructor: Gavin Clayton, BA(Hons) Theatre, Clore Fellow (Arts & Health)

Instructor Office Hours: Via Skype, by appointment usually
Instructor Contact Information:

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Course Description

This arts-based and experiential course provides a personal exploration of the art of self-care. It will take as its starting point the historical context and evolution of health and wellbeing definitions and the anthropology of creative activity. The course takes a multi-dimensional approach to self-care that examines physical, emotional, cognitive, spiritual, social, professional, and creative health. Students will learn concepts in self-care while engaging in immersive arts experiences to revitalize themselves both professionally and personally through the establishment of a self care programme that can be followed subsequent to the module.

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

Objectives
At the end of this course, students will be able to:
1. Examine and describe the historical evolution and terminology relating to human wellness.
2. Discuss the origins of human creativity and gain insight into supporting their own wellness through arts activity.;
3. Define and describe a range of wellness models that address physical, emotional, cognitive, spiritual, social, professional, and creative health;
4. Explain the key concepts of self-care and their importance in relation to the varied roles one performs in personal and professional life;
5. Articulate the role of the arts in ones own life and how the arts can enhance one's self-care;
6. Enhance their current creative practice and self care practice to further sustain and revitalize themselves both personally and professionally; and
7. Construct a personal self care programme that supports professional practice.

Course Format
The course will include reading, discussion board, multimedia engagement, self reflection and 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.

Required Texts

Richardson, C. (2012). *The Art of Extreme Self-Care*. Carlsbard, CA: Hay House.

Kottler, J. (2013). *Doing Good: Passion and Commitment for helping others*. London: Routledge

Bloom, W. (2001). *The Endorphin Effect*. London: Piatkus

Course Outline

Please note that this course syllabus is subject to change and does not include all learning resources/readings/materials. It lists the major readings and assignments only. The module corresponding to the current week on eLearning is most accurate in regard to materials students are responsible for.

Weekly Assignments:

Discussion Board (7 weeks @ 10 points each = 70 points)
- Students will participate in 7 weekly online discussions using the Canvas 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 10 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 scholarly 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 Canvas for further specifications and details.

Self-Care Journal (8 entries @ 10 points each = 80 points)
This Self-Care Journal is your own personal journal and will not be viewed by other students. It may be a 'hard copy' artist style notebook or an external online blog site linked from E-Learning [so tutor can view it]. You may choose to share excerpts or references within Discussion Boards or Group Wiki and use key elements such as your own Personal Arts Timeline to inform the development of your Personal Self Care Programme.

- In lieu of a Creative Practice Blog (or in addition, if you choose to continue your creative practice blog), this course will have a Self-Care Journal. The Self-Care Journal is a book or altered book created by the student in which the student completes a minimum of two self-care prompts each week. The prompts will be facilitated by the instructor and/or other students in the course, and can be found on the Canvas landing page for each week. The

journal will be used as a place to complete these prompts where appropriate, store audio or video files of these prompts where possible and reflect upon the self-care prompts given throughout the course.

- Students will build upon this journal each week and post images from the journal for the instructor to view. At the end of the course, each student will have a self-care journal filled with creative and theory based prompts to be used as a tool in their own self-care practice as a starting point for conversations to support self care development in others. Refer to the Assignments section of this course for full assignment details.

- Students may choose to create a 'Personal Altar' - a tangible and portable object or collection of objects that can serve as a source of rejuvenation and a visual self-care prompt at home, at one's place of employment or during times of travel. Ideally this altar will be worked on throughout the course of the entire semester and be another element of the Self Care Journal. If you develop and altar, please include pictures of it in your journal.

- Students will upload images of their journal contents on a weekly basis.

Personal Arts Timeline (30 points)
- Students will create an embellished Personal Arts Timeline which serves both as creative engagement, as a work of art in its own right and a tool to highlight arts elements of self care. This could be a portable 'altar' style construction or a digital document. Refer to the Assignments section of this course for full assignment details.

Major Assignments:

1. Theory Paper (30 points) – Recalling sources on the historical and social contexts of Wellness models and human creativity discussed during Weeks 1&2 this 800-word paper will summarize evidence to formulate arguments that link the two areas.
2. Personal Self Care Programme: Rationale & Models (30 points) – In this assignment, students will investigate both general and personal rationales for engaging in self care. Students will consider principles of self care in relation to helping professions generally and arts in medicine practice in particular. A 1,200 – 1,500-word paper will present the rationale, or need, for self care from an objective theoretic and professional perspective (why is self care necessary for helping professionals? What theories and concepts clarify this need?) as well as from a personal perspective (why do you specifically need to engage in self care to do the work you intend to do in this field?).
3. Personal Self Care Programme Model (60 points) – Students will create and submit a final personal self care programme that includes revision of Major Assignment 2 as well as a programme of self care suited to their own professional practice (either current or intended). The programme should include specific practices, including arts practices, designed to be engaged in on a consistent basis, to address identified needs, and to support well-being and professional longevity. The final paper will be 2,500-3,500 words in length and may include images or other media.

Evaluations and Grades

Total points = 300

40% of the final grade comes from major assignments (120 points)
- Theory Paper – History and Context of Wellness (30 points)
- Personal Self Care Programme Rationale and Models (30 points)
- Final Paper on Personal Self Care programme (60 points)

23% of the final grade comes from Discussion Board Postings (7 posts, 10 points each = 70 points)

27% of the final grade comes from Self Care Journal Postings (8 posts, 10 points each = 80 points)

10% of the final grade comes from the embellished Personal Arts Timeline (30 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

Assignments:

Assignment Due Dates and Times - All assignments, unless otherwise noted, are due at 11:59pm on the due date. Please note that no late submissions will be accepted on the discussion board.

Naming Your Documents - When naming your assignment documents, the following format must always be used: AssignmentName_Yourlastname.

Formatting Documents - All work submitted, including discussion board posts and major assignments, must use APA formatting, including document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase. See the online

APA Style Guide at the Purdue Online Writing Lab (OWL):
http://owl.english.purdue.edu/owl/section/2/10/

Late Assignment Submission Policy – In keeping with UF policies, the instructor will only accept late work in the event of extenuating circumstances and only within 24 hours of the due date. The course due dates are critical, especially where peer review is involved.

As stated below in technical assistance, any requests for late assignment submission due to technical issues MUST be accompanied by ticket number and record received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You are required to e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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**.

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.

Online Course Evaluation Process

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/.