

## Arts in Medicine Capstone Proposal

HUM 6358, Section 1733

Credit Hours: 3

Fall 2016

*Contact Times and Locations: Online Course*

### Instructor

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**Office Hours and Location:** Office Hours are by appointment. Meetings may take place via phone, Skype or in person at the UF Health Facilities Administration Building

**Course Website:** UF Canvas, <http://lss.at.ufl.edu>

### Textbooks:

#### Course Description

This course will engage the student in research, planning, and submission/approval of a capstone project plan as a part of the Master of Arts (MA) in Arts in Medicine. The student will undertake extensive literature review to support the development of a plan for undertaking and assessing an arts project that addresses health in a healthcare or community setting. Literature review, program planning, proposal writing, reflective writing, and regular meetings with the course instructor will help the student develop an appropriate Capstone plan and to develop specific skills and deepen understanding of professional arts in medicine practice.

#### Course Objectives

1. Identify and practice advanced literature review skills
2. Articulate individual goals for using the arts to address health in a healthcare or community setting
3. Investigate and identify the range of considerations necessary for planning an effective arts in medicine project
4. Identify and apply professional-level program planning skills, including the articulation of goals, objectives, anticipated outcomes, methods, and evaluation plan

#### Course Format and Content

The general scope and content is as follows:

- Articulate individual interests and goals for the application and assessment of the arts in a healthcare or community setting through reflective writing, literature review and other field research
- Develop a program plan, including goals, objectives, anticipated outcomes, methods, evaluation plan, and a literature review supporting the project plan
- Refine the project plan per instructor feedback and communicate with proposed site
- Select a site supervisor
- Obtain approval for the proposal from the proposed site
- Obtain instructor approval for the proposal

## Critical Dates

Critical dates that must be included in the course contract include:

- August 29: Capstone pre-proposal, part one
- September 5 (Labor Day): Capstone pre-proposal, part two
- October 10: Final literature review
- October 13: Final capstone proposal

## Course Outline

(Changes may be made to this outline with advance notice. Please refer to Canvas for the most current course information).

Week	Dates	Component	Activities	Deliverables Due
1	08/23-08/29	Pre-Proposal	<ol style="list-style-type: none"> <li>1. Develop the Capstone plan, with a focus on the project scope and objectives.</li> <li>2. Investigate evaluation or research methods</li> <li>3. Phone meeting with Instructor</li> <li>4. Peer Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. August 25<sup>th</sup>- phone meeting schedule (ungraded)</li> <li>2. August 29<sup>th</sup>- phone meeting #1 (students may choose from available call dates and times provided on Canvas)</li> <li>3. August 29<sup>th</sup>- Capstone pre-proposal, part one</li> </ol>
2	08/30-09/05	Pre-Proposal	<ol style="list-style-type: none"> <li>1. Develop the Capstone plan, with a focus on the evaluation or research plan</li> <li>2. Phone meeting with the instructor</li> <li>3. Peer discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. May 16<sup>th</sup>- phone meeting #2</li> <li>2. May 16<sup>th</sup>- Capstone pre-proposal, part two</li> </ol>
3	09/06-09/12	Literature Review	<ol style="list-style-type: none"> <li>1. Begin literature review</li> <li>2. Discussion</li> <li>3. Project site pre-approval</li> </ol>	
4	09/13-09/19	Literature Review	<ol style="list-style-type: none"> <li>1. Begin drafting lit review</li> <li>2. Discussion</li> <li>3. Project site pre-approval</li> </ol>	<ol style="list-style-type: none"> <li>1. September 19<sup>th</sup>- Literature review, first draft</li> </ol>
5	09/20-09/26	Literature Review	<ol style="list-style-type: none"> <li>1. Ongoing literature review</li> <li>2. Peer review</li> <li>3. Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. September 26<sup>th</sup>- Capstone site pre-approval form</li> </ol>
6	09/27-10/03	Literature Review	<ol style="list-style-type: none"> <li>1. Draft final literature review</li> <li>2. Discussion</li> <li>3. Phone meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. June 13<sup>th</sup>- Final literature review</li> <li>2. June 13<sup>th</sup>- Phone meeting with instructor</li> </ol>
7	10/04-10/10	Final Proposal	<ol style="list-style-type: none"> <li>1. Final proposal development and peer review</li> <li>2. 8 hours of project work</li> <li>3. Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. June 20<sup>th</sup>- Final Capstone proposal first draft</li> </ol>
8	10/11-10/13	Final Proposal	<ol style="list-style-type: none"> <li>1. Final proposal development</li> <li>2. 8 hours of project work</li> </ol>	<ol style="list-style-type: none"> <li>1. October 13<sup>th</sup>- Final capstone proposal, including site approval letter</li> </ol>

## Major Course Assignments

*Note: See the assignments in eLearning for full details and grading rubrics related to each assignment.*

**Phone Meetings with Instructor (3 meetings, 10 pass/fail points each = 30 points):** Each student will schedule three phone meetings with the instructor during weeks one, two and six. A proposed schedule of call times is due to the instructor on August 25th by midnight. The student will provide the instructor with a phone number or Skype name and must answer the call within five minutes of the scheduled time. The student should be prepared for the call and plan to address all necessary topics within 30 minutes.

**Capstone Pre-proposal (two parts, 15 points each = 30 points):** The capstone pre-proposal will be completed in two parts, using the capstone pre-proposal form provided on Canvas. Part one allows the students to articulate the project component of the proposal, including the project site, location, target population, supervision, goals, objectives, anticipated outcomes, activities, and deliverables. Part two allows students to articulate the assessment plan, including the type of assessment planned (research or evaluation), the methodology, rationale for the methodology selection, the specific methods that will be applied, and the deliverables. Phone meetings with the instructor will guide the development of the plan.

**Literature Review (first draft 20 points, final draft 30 points = 50 points):** Students will conduct a full literature review on the topic of the capstone project. Students will define the focus of the review and are expected to saturate the literature and present a clear review of that literature in a 1,500-1,700-word paper. The paper should include: 1) an introduction, including a thesis statement and a statement of what the review will present; 2) a body, including discussion of the literature organized either chronologically or thematically; and 3) conclusions (and recommendations, if appropriate to the review). It may be appropriate to also present the assessment methodology that will be applied to the project. Students may discuss this option with the instructor.

**Capstone Proposal (first draft 20 points, final draft 30 points = 50 points):** The final capstone proposal will include a project description, background/rationale (this is the literature review), project goals, objectives, anticipated outcomes, activities, and the evaluation or research plan, including type of assessment planned (research or evaluation), the methodology, rationale for the methodology selection, the specific methods that will be applied, and the project deliverables. The proposal should be written in a formal paper format with the appropriate headings, and be 2,500 – 3,000 words in length.

## Course Policies

Capstone Project Planning:

- A professional manor of communication must be maintained within all inquiries to and planning with potential project sites
- All guidelines, policies, and protocols of the practicum site must be taken into consideration in the project planning process

- Students must clarify with potential project sites that project work will be undertaken in a practicum format, not an internship format. Any necessary contracting will take place between the student and the site, and not directly between the site and the University of Florida.
- Failure of the student to complete the capstone plan, including site approval, will result in failure of the course (E grade), and not an incomplete (I grade).

#### 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.
- *Late Assignment Submission Policy* - 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:

- Participation in all aspects of this course is essential to your success. Every 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 to communicate with the instructor and participate in the forum at least two 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.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### 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, excluding weekends.

#### General Course Questions:

- There are two ways in which you can ask general questions of the instructor. If you have a general question related to an assignment, course material, or course policy 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 instructor privately.

### Evaluation and Grades

Total course points: 160

19% of the final grade comes from the phone meetings with the instructor

19% of the final grade comes from the capstone pre-proposal

31% of the final grade comes from the literature review

31% of the final grade comes from the capstone proposal

Grades and comments will be posted on the eLearning website. Comments about your grades appear with the specific assignment in **Assignments** or in the **Gradebook** feature under **Comments**. Please check in both places before inquiring about a grade.

#### 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>

## UF Policies

### 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>.

### 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 this procedure as early as possible in the semester.

### University Policy on Academic Misconduct:

- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 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](mailto:Learning-support@ufl.edu)
  - (352) 392-HELP - select option 2
  - <https://lss.at.ufl.edu/help.shtml>
- 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
- Writing Center
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints>