

Arts in Medicine in Practice

HUM 5595

Fall B 2016

Meeting Times and Location: Online

Credit Hours: 3

Instructor(s): Heather Spooner

Instructor Office Locations: Criser Cancer Resource Center at UF Health Shands South Tower

Office Hours: By appointment via email, phone or Skype

Instructor Contact Information:

Heather
E-mail: hspooner@arts.ufl.edu Phone: 352.376.1611x5371

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 texts and other materials

- 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=camefromhome> [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.
- 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 Sundays by 11:59 pm EST

Creative Practice Blog Posts

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

Creative Practice Response Posts are due on Mondays by 11:59pm EST

Major Assignment Deadlines

Culture of Care Essay and Patient Safety Analysis - Monday, 11/02, by 11:59 pm EST

Article Exercise - Monday, 11/09, by 11:59 pm EST

Arts and Health Practicum Qualifier - Monday, 11/16, by 11:59 pm EST

Practicum Model and Goals Table - Monday, 11/30, by 11:59 pm EST

Mini Needs Assessment - Monday, 12/07, by 11:59 pm EST

Annotated Bibliography - Monday, 12/10, by 11:59 pm EST

Arts in Medicine 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	<ul style="list-style-type: none"> Welcome to the Course Introduction to Healthcare and Community Care Environments 	Module 1 Readings and Materials	<ol style="list-style-type: none"> Discussion Posts Creative Practice Blog 	<ol style="list-style-type: none"> Post 10/20 Respond 10/23 Post 10/23 Respond 10/24

Week 2 Course Objective				
Develop an understanding of the knowledge and skills necessary to navigate care environments to ensure patient safety				
2	<ul style="list-style-type: none"> Navigating the Care Environment 	Module 2 Readings and Materials	<ol style="list-style-type: none"> Discussion Post Creative Practice Blog UF HIPAA Training Culture of Care Essay and Patient Safety Analysis 	<ol style="list-style-type: none"> Post 10/27 Respond 10/30 Summarize 11/03 Post 10/30 Respond 10/31 10/31 10/31
Week 3 Course Objective				
Develop a basic understanding of the professional competencies in arts in medicine practice				
3	<ul style="list-style-type: none"> Introduction to Professional Competencies Artistic Excellence Facilitation Skills Scope of practice 	Module 3 Readings and Materials	<ol style="list-style-type: none"> Discussion Post Creative Practice Blog Article Exercise 	<ol style="list-style-type: none"> Post 11/03 Respond 11/06 Summarize 11/07 Post 11/06 Respond 11/07 11/07
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	<ul style="list-style-type: none"> Understanding the Experience of Illness Empathy and Compassion Self-Care 	Module 4 Readings and Materials	<ol style="list-style-type: none"> Discussion Post Creative Practice Blog Arts and Health Practicum Qualifier 	<ol style="list-style-type: none"> Post 11/10 Respond 11/13 Summarize 11/14 Post 11/13 Respond 11/14 11/14
Week 5 Course Objective				
Think critically about practice methods in arts in medicine for diverse populations				
5	<ul style="list-style-type: none"> Communication and 		1. Discussion Post:	1. Post 11/17

	Cultural Competency	Module 5 Readings and Materials	2. Creative Practice Blog	Respond 11/20 Summarize 11/21 2. Post 11/20 Respond 11/21
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	<ul style="list-style-type: none"> • Arts in Medicine Program Models • Arts in Community Settings 	Module 6 Readings and Materials	1. Discussion Post: 2. Creative Practice Blog 3. Practicum Model and Goals Table	1. Post 11/24 Respond 11/27 Summarize 11/28 4. Post 11/27 Respond 11/28 3. 11/28
Week 7 Course Objective				
Develop a basic understanding of needs assessment, resource mapping and program planning and assessment				
7	<ul style="list-style-type: none"> • Needs Assessment in Arts in Medicine • Resource Mapping in Arts in Medicine 	Module 7 Readings and Materials	1. Discussion Post: 2. Mini Needs Assessment	1. Post 12/01 Respond 12/04 Summarize 12/05 2. 12/05
Week 8 Course Objective				
Create a professional development plan in response to course learning and practicum experience				
8	<ul style="list-style-type: none"> • Introduction to Program Implementation and Assessment 	Module 8 Readings and Materials	1. Discussion Post: 2. Annotated Bibliography	1. 12/08 2. 12/08
*See Reading List for Selections of Patient Perspective Readings				

If there is a need to revise this course syllabi after the start of the term changes will be communicated to students and an updated syllabus will be posted on the Canvas course website.

Evaluations and Grades

42% (80 points) of the final grade comes from the major assignments

- Culture of Care Essay and Patient Safety Analysis (15 points)
- Article Exercise (10 points)
- Arts and Health Practicum Qualifier (10 points)
- Practicum Model and Goals Table (20 points)
- Mini Needs Assessment (5 points)
- Annotated Bibliography (20 points)

42% (80 points) of the final grade comes from Discussion Board Postings (8 posts, 10 points each)

16% (30 points) of the final grade comes from Creative Practice Blog (6 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>

Assignment Submission

Formatting Documents

All work submitted, including discussion board and blog posts as well as all major assignments, must use APA formatting.

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>

Class Participation and Late Assignment Submission Policy

Due to the nature of an asynchronous online course it is anticipated that students will be able to anticipate and work around schedule conflicts in order to meet assignment deadlines. Late assignments will receive a point deduction of 5% per day and will not be accepted more than six days following the due date without special permission from the instructor.

Any requests for late assignment submission 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 are required to e-mail your instructor(s) within 24 hours of the technical difficulty if you wish to request a make-up.

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 instructors for this course, we 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>

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

