Arts in Medicine Professional Seminar
HUM 6353, Section 0132; 02AD
Summer A 2017

Meeting Times and Location: Online
Credit Hours: 3
Course Location: http://elearning.ufl.edu

Instructor: Jenny Baxley Lee, MA, BC-DMT
Instructor Office Location and Hours: By appointment
Instructor Contact Information:
Email: Email in Canvas Inbox unless unavailable, in which case use **jlee@arts.ufl.edu***
Skype username: JennyBaxleyLee (preferred)
(please email through the eLearning inbox to ensure prompt responses to email unless Canvas is unavailable)

Course Description

The course provides a practical 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 within its historical and contemporary applications. This course is designed to help students prepare for practice in the field of arts in medicine. Learning methods include reading, multimedia lecture, 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. Students should expect approximately 16 hours of coursework per week for this 3-credit course.

Objectives

1. Recognize core issues, contemporary trends and critical debates central to arts in medicine
2. Apply core competencies in arts in medicine to ethical frameworks, career paths, strategic and sustainable program planning, grant writing, and cultural competency practices
3. Construct an arts in medicine professional identity through group process, creative practice, self-assessment and self-care

Required Texts

Skovholt, Thomas M., & Trotter-Mathison, Michelle. (2011). *The Resilient Practitioner*: *Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals.* (2nd ed. or 3rd ed.). New York, NY: Taylor and Francis Group, LLC.

Koch, Deborah (2009). *How to Say It: Grantwriting: Write proposals that grantmakers want to fund*. Prentice Hall Press.

De Saint-Exupery, Antoine. (1943). *The Little Prince*. New York: NY, Reynal & Hitchcock.

Additional readings will be provided on the eLearning site or through the UF Course Reserves

Course Outline

*Activities within the course are subject to change. The syllabus **does not** include **all** details regarding course materials and activities that students should be prepared for each week. It lists the major readings and assignments only. **Weekly modules on eLearning house all course materials for which students are responsible.***

Week	Topic	Readings/Materials	Assignment
1	Professional Competencies	All digital material on eLearning Skovholt, T., the Preface & Ch 1-4	Discussion Board **Grant Searching**
2	Historical and Contemporary Professional Issues & Ethical Decision-Making	All digital material on eLearning Skovholt, T. Ch 5-6 Dass, R., *Who's Helping?*	Discussion Board **Self-Assessment**
3	Self-Care	All digital material on eLearning Skovholt, T. Ch 7, 9, and 11 *Meaning in Suffering*, Kavanagh, K.	Discussion Board Creative Practice 1 **Vision and Mission Statements**
4	Career Pathways in the Arts in Healthcare	All digital material on eLearning Koch, D., Ch 1-7	Discussion Board **Needs Assessment**
5	Grant Writing	All digital material on eLearning Koch, D., Ch 8-11	Discussion Board **Action Plan + Support Materials**
6	Strategic Planning & Sustainability	All digital material on eLearning Goldbard, A. *Symposium*	Discussion Board **Sustainability Plan**
7	Cultural Competency	All digital material on eLearning Yalom, I. *The Fat Lady* (excerpts) Exploring your own values *assessment*	Discussion Board **LOI**
8	Synthesis and Reflections	de Saint-Exupery, A. *The Little Prince*	Discussion Board **Creative Practice 2**

Assignment Brief Descriptions
See the specific assignment in eLearning for all assignment requirements

Discussion Board (75 total points - 10 points weekly; 7 weeks; 5 points for Week 8 discussion)
Requirements for the Discussion Board in this course may differ from previous courses!
Students will participate in eight sets of online discussions (one week in duration each) using the eLearning Discussion Board. Each week there will be topics posted under the discussion for the week. Participate actively in *all* discussions. Please join the discussion EARLY & OFTEN for full participation points.

This course aims to be a synthesis of the work you've done thus far in the graduate program, so the discussion board is a primary form of learning through critical thinking, reflection, and engagement with your peers.

Creative Practice Blog 1 (25 points)
Requirements for the Creative Practice Blog may differ from previous courses!

Students will engage in two creative practices and will post documentation of their process and product. Blog posts may utilize narrative text, photographs, video, or another approved multimedia format. Post the link to your blog under the Creative Practice assignment, and the discussion thread "Creative Practice" in eLearning if you are open to sharing with classmates (optional).

Creative Practice Blog 2 (50 points)
The Creative Practice Blog 2 will include executing a final creative art piece that reflects the student's experience in the program, thus far. The finished work will be accompanied by a blog post, which includes an image or set of images, and audio/video or both of the work. Both process and product are required to be documented. Post the link to your blog under the appropriate assignment in eLearning, and the discussion thread "Creative Practice" in eLearning if you are open to sharing with classmates (optional).

Minor Assignments (100 points)
See the specific assignment in eLearning for all assignment requirements and rubrics outlining grading criteria

1) Grant searching (25 points)
Students will complete a grant search to identify a letter of inquiry (LOI) or full funding proposal during the Professional Seminar.

2) Vision and Mission Statements (25 points)
Students will complete a vision statement and a mission statement to guide their LOI or funding proposal.

3) Action Plan + Support Material Preparation (50 points; 25 points each)
Students will complete an action plan and prepare support materials.

Major Assignments (200 points)
See the specific assignment in eLearning for all assignment requirements and rubrics outlining grading criteria.

1) Self-Assessment (50 points)
Students will complete a self-assessment of his or her current knowledge, skills and attributes, which contribute to their career objectives and pathway. A set of tools will be introduced to invite critical reflection from an appreciative frame of reference. This exercise is a simulation of a performance review that you might be asked to complete as an AIM Professional.

2) Community Needs Assessment (50 points)
Students will identify a community of interest in their local area and engage 2 or more needs assessment methods (normative, perceived, expressed, or relative) to survey the current climate, needs and resources of a select community. Students will engage in inquiry and research from a cross-section of constituents both inside and outside of the "community" being surveyed.

A 4 to 6-page written needs assessment will identify:
- Demographics: relevant demographics extrapolated from existing data sets
- Health Needs: top three health-related needs for that community
- Resources: top three cultural/arts/arts in medicine resources currently serving that community
- Gaps/Need: gaps in cultural/arts/arts in medicine services in that community
- Methods: summary describing how you identified these needs and resources
- Proposed Services: proposal for how innovative arts in medicine services could positively impact that community.

Students will use a combination of personal interview, web-based research, and academic research to support the paper's findings. This assignment engages assessment of need in the population in which the student intends to practice in arts in medicine. It will be helpful for future assignments such as the letter of intent (LOI); and ultimately for program planning and proposal development.

3) Letter of Intent (LOI) (50 points)
Students will research and identify funding opportunities that request a letter of inquiry or letter of intent (LOI) from arts, culture, and/or health-related funding sources. Students will select one LOI that aligns with their vision for an arts in health project or program and will complete the LOI.

Students are to follow LOI guidelines implicitly when completing the application. Students do not have to submit the application to the granting organization, but may decide to do so as they see fit. See the assignment in eLearning for further details and grading criteria.

4) Sustainability Plan (50 points)
Students will create sustainability plan for a current or envisioned arts in medicine practice. This plan will outline the goals, measurable objectives, activities, and timeline to be included in the final LOI. Forms and templates are provided in eLearning as examples. Under each category,

please provide a numbered list of specific *goals* and *action items* to be undertaken in order to sustain the program or project. The plan will include:

- Organization/Program/Project Name;
- Vision, Mission and Values;
- A Sustainability Plan in an organized table or outline format; and
- Human, fiscal and community resources to make that practice viable.

Evaluation of Grades

Assignment	Point Break–Down	Total Points	Grade Percentage	
Participation and Postings	Minor Assignments: 4 x 25 pts each	100	22%	56% total
	Discussion: 7 discussion threads x 10 pts each; Final discussion thread x 5 pts	75	17%	
	Creative Practice: 1 x 25 pts 1 x 50 pts	75	17%	
Major	4 x 50 pts each	200	44%	
TOTAL		450	100%	

Grading Policy

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

Participation

Participation in all aspects of this course is expected, and essential to your success. Every reading, assignment, and interaction within the course is integral to learning, and therefore full participation is required. It is expected that students will log on to the course website and contribute to discussions and other postings regularly. Daily progress and participation is suggested.

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. All members of the class are expected to follow rules of common courtesy in all email messages, discussions and chats.
http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Assignment Submission

All 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.

Late Assignment Submission

Assignments submitted later than six days following the deadline will not be accepted, except in extenuating circumstances. Communication with the instructor as soon as possible is essential. Points will be reduced at a rate of 5% per day on all unexcused late submissions. Late work will not be accepted on the Discussion Board, Health Issues or Creative Practice postings without communication **prior** to the due date, except in extenuating circumstances. Please see the communication procedure for late assignment submission due to technical difficulties below.

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.

UF Policies

University Policy on **Course Participation**
Requirements for class participation, make-up 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

University Policy on **Academic Honesty**

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-honor-code/) 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 in this class.

University Policy on **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

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/) 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**
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 **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.

University Policy on **Getting Help**

Health and Wellness
- *U Matter, We Care*, If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center*, http://www.counseling.ufl.edu/cwc/Default.aspx; 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources
- *E-learning technical support,* 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu https://lss.at.ufl.edu/help.shtml
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/
- *Library Support*, http://cms.uflib.ufl.edu/ask; Various ways to receive assistance with respect to using the libraries or finding resources.
- Accessing the *UF Libraries* from a distance; http://www.uflib.ufl.edu/ufproxy.html
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- *Writing Studio, 302 Tigert Hall,* 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- *On-Line Students Complaints:* http://www.distance.ufl.edu/student-complaint-process
- *Disabilities Resource Office*, Dean of Students; 352-392-8565; accessuf@dso.ufl.edu https://www.dso.ufl.edu/drc/students/how-to-get-started

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