

**Creativity and Health: Foundations of the Arts in Medicine**

**HUM 5357, Section 0780; 0794**

**Fall A 2017**

**Meeting Times and Location:** Online

**Credit Hours:** 3

**Instructor:** Jenny Baxley Lee

**Instructor Contact Information**

Available for office hours by appointment

**E-mail:** Canvas email

**Skype:** JennyBaxleyLee

**Course Location:** Online at <http://elearning.ufl.edu>

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**Course Description**

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and inform the field and practice of arts in medicine and arts in public health. Course learning objectives will be introduced through video lectures, reading, writing assignments, research, weekly online discussions, and individual and group presentations. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

**Course Objectives/Goals**

- Introduce the historical roles of arts in healing traditions across cultures
- Introduce theoretical foundations that inform the field and practice of arts in medicine and arts in public health
- Explore the history of health and human services in the United States
- Explore healthcare paradigms and issues, and how the arts can address contemporary needs within American healthcare systems
- Distinguish arts in medicine from the arts therapies
- Identify the roles of the arts to promote health across developmental life stages
- Develop a personal creative practice and articulate a personal creative process
- Develop a personal vision for how creativity relates to health

## Required texts

Sonke, J., Brandman, R., Graham-Pole, J., & Serlin, I. (2007). *The Arts & Health*, Volume 3 of Whole Person Healthcare, ed. Serlin. Praeger Greenwood Publishing.

Dissanayake, E. (1990). *What is Art for?* University of Washington Press.

Heilman, K. (2005). *Creativity and the Brain*. Psychology Press.

Additional readings and online resources are posted in Course Materials on the course website and listed in the Course Outline table below.

## Critical Dates

1. Health Issues Posts (Weeks 2, 4, & 6)  
Posts due bi-weekly on Monday by 11:59 PM EST
2. Creative Practice Posts (Weeks 1, 3, 5, 7)  
Posts due bi-weekly on Monday by 11:59 PM EST
3. Discussion Board Posts
  - a. Discussion Topic due weekly on Tuesday by 11:59 PM EST
  - b. Discussion Topics Close/Journal Articles Submitted due Saturdays by 11:59 PM EST
  - c. Discussion Summary and Bibliographies due Mondays by 11:59 PM EST

**All due dates listed below in course outline table.**

4. **Research Essay and Presentation on [What is Art For: Historical and Theoretical Perspectives](#)**  
Due Monday, September 26, 2016 by 11:59 PM EST
5. **Case Study + Creative Practice Self Study**  
Due Monday, October 17, 2016 by 11:59 pm EST

<b>Module</b>	<b>Themes</b>	<b>Materials</b>	<b>Assignments</b>
1	Arts in Medicine: Development of a Field	Read: State of the Field Report  View Presentation: Intro to the Field	1. Creative Practice  2. Discussion Board
2	Historical Roles of the Arts in Health	Read: Sonke, et al. A&H Intro and Ch. 1-5  View Presentations: Historical Roles, Part I and II	1. Health Issues  2. Discussion Board
3	What is Art for?	Read: Dissanayake, <u>What is Art For?</u>	1. Creative Practice  2. Discussion Board
4	Overview of Health Systems  Paradigms in Healthcare and Public Health	Read: Sonke, et al and Ch. 6-12  Read: What is Human Services?, Determinants of Health, Healthy People Report 2020	1. Health Issues  2. Discussion Board  <b>3. What is Art for? Research Paper and Presentation</b>
5	Theories in Arts in Health	View: Sapolsky, <i>Why Zebras Don't Get Ulcers</i> ; Csikszentmihalyi on Flow State  View Presentations: Psychoneuroimmunology Relaxation Response and Flow State	1. Creative Practice  2. Discussion Board

6	Theories in Arts in Health	Read: Frankl, V. <u>Man's Search for Meaning</u>  View Presentations: Meaning and Self-Transcendence	1. Health Issues  2. Discussion Board
7	Creativity and the Brain	Read: Heilman, K. <u>Creativity and the Brain</u> Ch. 1-4; 9-10  Podcast: Heilman and Sonke	1. Creative Practice  2. Discussion Board
8	The Arts across the Lifespan	Read: NEA White Paper, p. 1-38  View Presentation: Arts and Human Development	1. Discussion Board  <b>2. Case Study + Creative Practice Presentation</b>

*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 contain all course materials for which students are responsible.***

### Assignments

*See the specific assignment in eLearning for all assignment requirements and rubrics outlining grading criteria.*

1. **Mini-Assignments** (20 points each/100 points) Students will participate in Mini-Assignments posted within the module to accrue 100 points. Examples of Mini-Assignments may include items such as the Syllabus Quiz or an exercise such as an Annotated Bibliography. Guidelines and due dates for Mini-Assignments can be found in the modules in Canvas.
2. **Discussion Board** (20 points each/160 total points): Students will substantively participate in eight online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, observation or creative process, will be posted by a student serving as Discussion Facilitator, and all students will post an initial response in essay form and also respond substantively to a **minimum of 2** other posts. By the

end of the week, the discussion facilitator will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt.

3. **Creative Practice** (10 points each/40 points total): Students will participate in four creative practices following creative practice prompts and post about: a) self reflection on the practice; b) adapting the practice for health populations. Students will be graded on evidence of: a) current, creative practice, b) effort, c) reflective and critical thinking regarding the personal experience of the creative practice; and d) ways to adapt the creative practice.
4. **Health Issues** (25 points each/50 points total): Students will select a health topic and thoughtfully create a substantial post outlining the health issue; and specifying how the arts are, or can be, engaged to address the issues. Contributions will include personal perspectives, links to relevant and credible news or other media, and references to peer-reviewed journal articles and literature.
5. **What is Art for? Research Paper and Presentation** (100 points): Students will research the roles of the arts in contemporary healthcare and community health practices. Select one artistic discipline and its application in health (i.e. Dance for PD) to research and present. Students will present their findings in a 1,200 to 1,500-word research paper in response to the reading, and critical reflection on historical and contemporary practices in comparison or contrast with Dissanayake's text, *What is Art For?* The research paper will be accompanied by a presentation which may be in any approved multimedia format, including development of a website, video, or other presentation medium to be shared online with the class. Break down and digest your research in an accessible and engaging manner. Make sure to cite your resources at the end of the presentation.
6. **Case Study and Creative Practice Self-Study Presentation** (125 points): The case study and presentation will include a literature review, observation of one's own creative process in comparison or in contrast with the observations made of a practicing artist, and submission of a written case study. The case study will accompanied by a multimedia presentation which may include: a) an overview of the creative practice undertaken during the semester; b) the results of analysis of written reflections, and c) articulation of a creative process clearly viewed through the lens of 1-2 selected theoretical frameworks. As in the first major assignment, presentations may utilize development of a website, video, PowerPoint, or another approved multimedia format.

### Evaluation of Grades

39% of the final grade comes from the Major Assignments (225 points total)

- **Research Paper + Presentation** (100 points)
- **Case Study + Creative Practice Self-Study** (125 points)

44% of the final grade comes from the following postings (250 points)

- Discussion Board Postings (8 posts, 20 points each, 160 points total)
- Creative Practice Postings (4 posts, 10 points each, 40 points total)

- Health Issues Postings (2 posts, 25 points each, 50 points total)
- 17% of the final grade comes from Participation in Mini-Assignments (20 points each/100 points total)

**575 total points possible**

### 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

#### 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](mailto: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 at the discretion of the instructor. 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](mailto:helpdesk@ufl.edu), 352-392-4357 – select option 2, and/or <https://iss.at.ufl.edu/help.shtml>. Please request the case number provided by the UF Help Desk documenting your request for assistance and provide this to the instructor.

### **University of Florida 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/](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**

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](mailto: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](mailto: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](mailto: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>

