

**HUM 6375: Arts and Human Development**

**Meeting Times and Location:** Online

**Credit Hours:** 3

**Course Location:** <https://lss.at.ufl.edu>

**Instructor:** Jenny Baxley Lee, MA, BC-DMT

Senior Lecturer and Board Certified Dance/Movement Therapist

**Instructor Office Location and Hours:** By appointment

**Instructor Contact Information:**

Email: Canvas Email (preferred)

Phone: 352-273-3044

Skype username: JennyBaxleyLee

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**Course Description**

This course explores how creativity and the arts evolve throughout the lifespan. It provides a dynamic, interdisciplinary overview in theories of human development, and the role of the arts in marking our physical, social, and cultural milestones. Learning methods include reading, discussions, lecture, multimedia engagement, and interdisciplinary creative practice.

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

**Course Objectives**

At the end of this course, students will be able to:

1. Explain the theoretical foundations of the field of human development related to physical, cognitive, emotional, social and cultural constructs within the context of arts in medicine
2. Articulate the relationship of the arts to the field of human development
3. Describe the purpose of art making across the lifespan
4. Identify a patients' age-appropriate developmental needs and introduce developmentally appropriate arts experiences for individuals of any age
5. Engage in a personal creative practice that supports and enhances their quality of life at any life stage

**Course Format**

The course will include reading, discussions, lecture, multimedia engagement, and interdisciplinary 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.

Some aspects in the design of this course may engage matters of a spiritual nature. In such matters, the course will maintain a clear academic goal to develop a broad and inclusive understanding of spirituality and the personal nature of spiritual perspectives. The active participation of all students is required with a consistent mindfulness of maintaining safety, confidentiality, openness and mutual respect for all participants.

**Required Texts**

Bayles, D. & Oland, T. (2001). *Art and fear: Observations on the perils (and rewards) of artmaking*. Eugene: Image Continuum Press.

Schneider, P. & Elbow, P. (2003). *Writing Alone and with Others*. Oxford: Oxford University Press.

**Course Outline**

<b>Week</b>	<b>Topic</b>	<b>Major Topics</b>	<b>Assignment</b>
1	Intro to Arts and Human Development	Overview of Arts and Human Development Arts related to Bonding & Ritual in Development	Discussion Board  <b>Set Up Developmental Interviews</b>
2	Developmental Theories I	Cognitive Learning Theory Behavioral Learning Theory Ecological Theory Systems Approach Theory Overview of Development in Drawing, Movement & Music Expressive Therapies Continuum Framework Impact of Culture, Ethnicity, and Social Influences on Development	Discussion Board  Creative Practice (CP) 1: Personal Arts Timeline - Early Childhood
3	Developmental Theories II	Cognition & Brain Development Play and Creativity in Development Milestones Across the Lifespan Understanding the Life Cycle	Discussion Board  CP 2: Personal Arts Timeline – Childhood  <b>Submit CP 1 + 2</b>
4	Arts in Child Development	Development in Music Development in Art Development in Dance/Movement Development in Writing/Storytelling Development in Theatre Development of Creativity in Children Development in Children with Health Challenges	Discussion Board  CP 3: Personal Arts Timeline - Adolescence  <b>Developmental Interview #1 - Child</b>
5	Arts in Adolescence and Young Adult Transition	<i>Writing Alone and With Others</i> Understanding Adolescent Brain Development Arts in Adolescent Development Multimedia and Development Impact of Illness on Young People	Discussion Board  CP 4: Personal Arts Timeline – Young Adulthood <b>Submit CP 3 + 4</b>  <b>Developmental Interview #2 - Adolescent or Young Adult Transition</b>
6	Arts in Adulthood	Barriers to Adult Art making Life Rituals, Arts, and Adulthood Strategies for Engaging Adults in Art	Discussion Board  CP 5: Personal Arts Timeline – Middle Adulthood  <b>Developmental Interview #3</b>

			<b>– Adult</b>
7	Arts in Late Adulthood and End of Life Transition	Arts and Brain Development in Later Life Strengths and Challenges of Engaging Older Adults in Arts Impact of the Arts on Aging and Illness Issues of Death and Dying throughout the Lifespan	Discussion Board  CP 6: Personal Arts Timeline – Older Adulthood/Dying <b>Submit CP 5 + 6</b>  <b>Developmental Interview #4 – Older Adult or End of Life Transition</b>
8	Reflection on the Arts and Our Own Development	Reflection and Synthesis of Course Learning Arts Across the Lifespan	Discussion Board: Arts and Human Development Final Reflections (Reflect on Developmental Interviews)

Activities within the course are subject to change. The syllabus **does not** include all details regarding course materials and activities that students are required to complete each week. **Weekly modules on Canvas contain all course materials for which students are responsible.**

### Evaluations and Grades

40% of the final grade comes from Major Assignments

**Life Stage Interviews** (4 submissions, 50 points each = 200 points)

31% of the final grade comes from Discussion Board Postings (8 x 20 points each = 160 points)

29% of the final grade comes from Creative Practice assignments

**Personal Arts Timeline** (6 submissions, 25 points each = 150 points)

**510 total points possible**

### Weekly Assignments:

#### Discussion Board

- Students will participate in 8 weekly online discussions using the eLearning Discussion Board. Each week topics will be posted on the discussion board.
- **Students will respond with two posts to all designated topics for that week for full credit.** Students are required to make **an initial post per topic and two response posts per topic, per week, at minimum.** The initial post will be 300-400 words and include a clear point of view, critical thinking, and cite resources from the course learning material and other sources, in addition to documenting personal reflections.
- The response posts for each topic should be 100-200 words that include a thoughtful response to another student or instructor's post.
- *Choose a text color to post your responses in each week.* This helps to visually represent your online "voice" throughout the semester.
- In order to facilitate quality discussions and allow your classmates time to respond, **initial post is due on Thursday at 11:59p.m. All response posts are due on Sunday at 11:59p.m.**

### Major Assignments:

#### Life Stage Developmental Interviews

Students will conduct 4 life stage developmental interviews. During each interview, students will facilitate an arts experience with one person from each of the four major life stages discussed in this course (early childhood, adolescence/young adult transition, adulthood, and late adulthood/end of life transition). Students will submit an edited video or set of still images of themselves facilitating, with participant consent attached and detailed summary of each individual interview. Where participants do

not wish to be filmed or photographed images of the art work and a detailed description of the facilitation will suffice. See the **assignment** in Canvas for assignment guidelines and the grading rubric.

### Creative Practice (CP): Personal Arts Timeline

The creative practice this term is a **Personal Arts Timeline**, which is a chronology of your personal creative engagement with various arts modalities and forms throughout your life. You will engage in a **current** creative practice of choice in reflection on your stages of development, as prompted in each module. For each developmental stage of your life thus far, you will compile corresponding photos or images to collage **and** create a current work of art in response to reflecting on this stage. If you haven't yet reached a developmental stage (i.e. older adulthood), your reflections will be anticipatory, considering your expectations and your experiences with others who have arrived at this stage. Allow your **Developmental Interviews** to inform your reflections. The timeline will be compiled and presented in an artistic format (illustration, creative writing such as poetry, spoken word, or dance/movement, etc.) and accompanied by a brief written reflection.

The **Personal Arts Timeline** will include images (can be re-created if you don't have easy access to originals) and written reflection to represent:

1. Role of the arts during major milestones at various stages in your life
2. Influential teachers or mentors in your arts training
3. Passive participation in the arts such as viewing art, attending concerts, performances and/or visiting art galleries or museums (\*note significant creative works)
4. Active participation in the arts such as making art, music, dance, theatre or creative writing
5. Artistic or creative elements of milestones or rituals (such as religious services, graduation, showers, etc.) that may reflect personal, spiritual or cultural context

Refer to the **assignment** in Canvas for assignment guidelines and the grading rubric

### 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 recommended.

### 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. 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://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/](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>**