

HUM 6596: Arts in Medicine Capstone (4 Credits)

Spring 2017

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Please use Canvas email for course-related correspondence. If you don't receive a response, please feel free to use the UF email addresses listed below, as well.

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Course Location: <http://elearning.ufl.edu/>

Course Description: This course will engage the student in advanced practice in arts in medicine in a healthcare or community environment. The student will implement and assess a defined arts project or program with the goal of developing professional-level arts in medicine practice or project management. Literature review, regular meetings with an approved on-site supervisor and the course instructor, discussion board dialogue, program assessment, a presentation to MA in Arts in Medicine program peers, and a culminating paper will deepen the student's understanding of professional arts in medicine practice.

Student Learning Outcomes

Students will:

1. Identify and practice professional-level practical skills in engaging the arts to address health in a healthcare and/or community setting
2. Plan and implement or direct a professional arts in medicine programming or project
3. Assess the programming or project
4. Articulate their own approach to arts in medicine programming and practice

Course Format and Content

The course uses an individual contractual format for specific requirements. The general scope and content of the course is as follows:

Planning

- Define the capstone work and assessment plan
- Complete all orientation, approval (i.e. IRB's at UF and site institution) and training as necessary to project

Capstone Work

- Undertake on-site program/project work as defined in the proposal, including assessment
- Complete a literature review to create a strong theoretical frame for the project, to benchmark practice, and to identify and deepen understanding of key concepts related to the practice and assessment; saturation of the literature on the defined topic(s) must be accomplished

Reflecting and Reporting

- Meet with the site supervisor at least once monthly
- Meet with a course instructor via phone or Skype in week one and additionally, as needed
- Participate in monthly phone or Skype meetings with your assigned research cohort
- Participate in discussion board dialogues with peers
- Present the project and literature review to the MA in Arts in Medicine community, including faculty and other students
- Complete an assessment, in the form of evaluation or research, as defined in the proposal
- Submit a final paper including a summary of the project, the final literature review, and the assessment methods and outcomes.

Critical Dates

Critical dates include:

- January 8: Submit contract
- January 8: Submit capstone proposal
- January 17: Capstone work begins
- February 27: Midterm capstone qualifier presentation
- March 13: Capstone work ends

Week/ Dates		Component	Activities	Deliverables Due
Week 1	January 3-8	Capstone Planning (2 weeks)	1. Completion of course contract 2. Planning, scheduling, orientation/training as required by the site 3. Assessment planning	1. Jan 6: Contract 2. Jan 6: Capstone Proposal 3. Jan 12: Discussion Board #1 4. Jan 12: Instructor phone meeting notes

Week 2	January 9-15	Capstone Planning	<ol style="list-style-type: none"> 1. Planning, scheduling, orientation/training as required by the site, continued 2. Assessment planning 	<ol style="list-style-type: none"> 1. Jan 15: Training/orientation/IRB certificates as applicable
Week 3	Jan 16-22	Capstone Work (8 weeks)	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Jan 22: Research Cohort Meeting #1 notes
Week 4	Jan 23-29	Capstone Work	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Jan 29: Project report #1
Week 5	Jan 30-Feb 5	Capstone Work	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Feb 5: Research Cohort meeting #2 notes 2. Feb 5: Discussion Board #2
Week 6	Feb 6-12	Capstone Work	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Feb 12: Project report #2
Week 7	Feb 13-19	Capstone Work	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Feb 19: Mid-point supervisor evaluation 2. Feb 19: Discussion Board #3
Week 8	Feb 20-26	Capstone Work	<ol style="list-style-type: none"> 1. Ongoing literature review 2. 8 hours of project work 	<ol style="list-style-type: none"> 1. Feb 26: Project report #3 2. Feb 26: Midterm Qualifier Presentation

Week 9	Feb 27- March 5	Capstone Work	1. Ongoing literature review 2. 8 hours of project work	1. March 5: Research Cohort #3 notes 2. March 5: Discussion Board #4
Week 10	March 6-12	Capstone Work	1. Ongoing literature review 2. 8 hours of project work	1. March 12: Project report #4
Week 11	March 13-19	Analysis	Data analysis	1. March 19: Discussion Board #5 2. March 19: Final supervisor evaluation
Week 12	March 20-26	Analysis	Data analysis	1. March 26: Research Cohort meeting #4 notes
Week 13	March 27- April 2	Analysis/ writing	Data analysis and writing	1. April 2: Discussion Board #6
Week 14	April 3-9	Writing	1. Draft final paper 2. Review a peer's draft	1. April 5: First draft of final paper 2. April 9: Peer review
Week 15	April 10-16	Writing	Revise the final paper	1. April 16: Final Paper
Week 16	April 17-20	Revision	Revise final paper, if needed	1. Revisions as needed (for submission to the UF Library)

Assignments

Capstone Contract (5 points, pass/fail): Complete the Capstone contract form and obtain approval and signature from the site supervisor. The contract template can be found on the course website under “course documents”.

Capstone Proposal (5 points, pass/fail): Revise the capstone proposal completed within the Capstone Proposal course as needed.

Initial Phone Meeting with the instructor (5 points, pass/fail): Students are responsible for scheduling one 30-minute phone call with their instructor mentor to discuss the capstone plan. Points will be assigned on a pass/fail basis. The times for the call must be included in the capstone contract, and notes from the call must be uploaded into the assignment.

Research Cohort Meetings (4 meetings @ 10 points each, pass/fail = 40 points): Students will participate in four research cohort meetings, within an assigned cohort. Students will share responsibilities for scheduling, agenda development, note-taking, and reporting. These responsibilities may be divided in any equal manner by the group. Agenda and notes from each call will be uploaded under the assignment by one member of the group. Notes should reflect attendance, professional interaction, effective use of the meeting time, and should note insights or action items developed for each student.

Discussion Board Dialogues (6 dialogues @ 10 points each, pass/fail = 60 points): Students will engage in professional level peer dialogue with other students based on the work being undertaken. Students will be assigned to a discussion group and each student will be assigned to host one discussion period (two weeks). The host will raise a clear topic of interest in the initial post in a formal essay format (may be in the first person and include personal perspectives), and will host a dialogue on that topic. The initial post must reference at least one peer reviewed publication that addresses, illuminates, or supports the topic, along with a recent experience or anecdote from the capstone project. The initial post will be 300-500 words in length and posted by midnight on first Wednesday of the discussion period. Responses by peers and by the host should be a minimum of 150 words in length and contribute substantively to the dialogue. Each student must make a minimum of three posts to the dialogue, and the host must reply to every responding post at least once and conclude the dialogue with either a summary or consensus statement. It is expected that all students will contribute to the discussion in a timely manner with consistent entries across the two weeks. Contributions to discussions that are concentrated at the end of the two weeks will result in a failing grade. It is expected that, in this culminating course of the MA program, students can manage time in a professional manner and engage in dialogue that reflects an understanding of professional level interaction. Every post must be fully edited and reflect an understanding of professional communication skills. Posts with more than one error in grammar, syntax, APA formatting/citation, or content (related to requirements) will result in a failing grade.

Project Reports (4 reports @ 10 points each, pass/fail = 40 points): A total of four project reports will be submitted at two-week intervals within the Capstone Work period. Each report will include a summary statement of the work undertaken, a log of hours and specific activities, a summary of data collected, and a brief self-evaluation. The report template, which can be found under "course documents", may be revised prior to the first submission, as needed, to best suit the project. If revised, the template must be attached to the capstone contract and approved by the instructor. Reports may not exceed one page.

Midterm Capstone Qualifier Presentation (50 points, pass/fail assignment and a B+ or higher is required for eligibility for graduation.): Students will prepare and present a presentation in an audio/visual format for the MA in Arts in Medicine community, including faculty and peers. The

presentation will include an overview of the capstone project, including site work, the literature review and the assessment plan. The presentation must present evidence of saturation and a thorough understanding of the literature on the capstone topic(s). The presentation should be 30-minutes in length and will be delivered as a video recorded lecture/presentation and Arts in Medicine Central in Canvas (AIM Central). Students will host a substantive dialogue with student peers and faculty on the discussion board in AIM Central. Students who do not achieve at least a B (85%) on this qualifying assignment will not be eligible for graduation in the current term and may be required to repeat the Capstone course.

Site Supervisor Evaluations (2 evaluations @ 10 points each = 20 points): The mid-term and final evaluations must be completed by the site supervisor. The evaluation form is available on the course site under “course documents”.

Final Paper First Draft (15 points pass/fail): A passing grade will reflect timely submission of a complete first draft that includes all required sections and meets the required word count. The paper should be fully developed and ready for instructor and peer review.

Final Paper First Draft Peer Review (20 points): Students will review a peer’s paper and provide substantive feedback that reflects thoughtful consideration as well as an understanding of graduate level writing and APA formatting.

Final Paper (100 points): Students will submit a final paper, including an abstract as well as project description, background, methods, results, conclusions, discussion, limitations and recommendations sections. The paper must be 4,000-5,000 words in length, including figures representing the assessment data/results and a reference list.

Evaluation and Grades

Total Points: 360

1% of the final grade comes from Capstone Contract

1% of the final grade comes from the Capstone Proposal

1% of the final grade comes from the Initial Phone Meeting with an Instructor

11% of the final grade comes from the Research Cohort Meetings

17% of the final grade comes from the Bi-weekly Discussion Board Dialogues

11% of the final grade comes from the Project Reports

14% of the final grade comes from the Midterm Qualifier Presentation

6% of the final grade comes from the Site Supervisor Evaluations

4% of the final grade comes from the Final Paper First Draft

6% of the grade comes from the Final Paper Peer Review

28% of the final grade comes from the Final Paper

Grading criteria rubrics for each assignment can be found under the corresponding assignment.

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>.

Course Procedures and Policies

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.

Class Participation/Demeanor

Participation in all aspects of this course is essential to your success. Completion of every aspect of your individual contract as well as interaction with the instructors and other students within the course are integral to your learning, and full participation is required. It is expected that you will log on to the course website and contribute to discussions a minimum of three-four times per week. It is also expected that, in this culminating course, all interaction is undertaken with a level of professionalism that demonstrates understanding of the professional competencies of the field.

Course Communications

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 go unattended. It is the instructor’s intention to respond to all e-mail communication within 48 hours.

Netiquette/Communication Courtesy: Written communication and electronic interaction are central to online learning. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other communication structures. Students are expected to understand the common principles of netiquette. Additionally, please check spelling, grammar and formatting as is consistent with graduate-level correspondence.

General Course Questions

There are two ways in which you can ask general questions of the instructors. 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 instructors privately using the Mail function in Canvas.

Course Complaints

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

Technical Assistance

If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please contact the Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. If a technical problem affects an assignment deadline, you must provide the instructor with the ticket number and record provided to you by the UF Help Desk documenting your request for assistance. Only when extenuating circumstances are present or if the help desk could not resolve a timely request for assistance will an extension of a deadline be considered. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or 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
- Library Help Desk support

Assignment Submission

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. See the online APA Style Guide at the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/2/10/>

Late Assignment Submission Policy - Requirements for 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>. Major assignments will be accepted no later than five days after the due date. Points will be reduced from late assignments at a rate of 5% per day, starting at 12:00 am on the day after the due date. This policy does not apply to Discussion Board - late posts will not be accepted on the Discussion Board. The instructor will not accept any work submitted later than five days following the deadline except in extenuating circumstances and with prior approval by the instructor.

As stated above 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.

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, but 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>.

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.

Campus Resources for 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>, 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 li