

Research and Evaluation in Arts in Medicine

HUM6597, Section 4H70

Credit Hours: 3

Summer B/2018

Meeting Times and Location: Online

Instructor: Judy Holt Rollins

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Office Hours: TBA

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Course Website: <http://lss.at.ufl.edu>

Course Communications: General questions should be posted on the discussion board and private questions sent to the instructor via the Canvas Inbox.

Course Description

This online course explores research and evaluation in arts in medicine. Quantitative, qualitative, and mixed methods will be discussed, with an emphasis on arts informed approaches for use in the healthcare settings, be it the hospital or in the community. Through video lectures, readings, writing assignments and weekly online discussion, students will learn the basics of developing a research proposal and evaluation plan.

Purpose of Course

The purpose of this course is to provide basic knowledge in evaluation and research with an emphasis on arts informed approaches to enable the student to effectively evaluate programs and to contribute to the growing body of knowledge in the field Arts in Medicine.

Course Goals

- To prepare students to effectively evaluate arts programming
- To develop students' understanding of the research process

Course Learning Objectives

- Distinguish between evaluation and research.
- Demonstrate understanding of the program evaluation process.
- Compare and contrast quantitative and qualitative methods.
- Discuss the use of arts informed methods/approaches in arts in medicine research and evaluation.
- Determine the critical components of a research proposal.

Required Text

Babbie, E. (2016). *The practice of social research* (4th ed.). Boston: Cengage Learning.

Additional Resources

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

Optional: Knowles, J., & Cole, A. (2008). *Handbook of the arts in qualitative research*. Thousand Oaks, CA: Sage.

Optional: Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Fancourt, D. (2017). *Arts in health: Designing and researching interventions*. Oxford, England: Oxford Press.

Dates for Ongoing Assignments

Discussion Board Posts: Posts are due on Mondays by 11:59PM Eastern Time

Critical Dates for Major Assignments

1. Interview with Evaluator Report (500 words)—Due Friday, July 13, 2017 at 11:59 PM EST
2. Logic Model (Model plus 1–2 page narrative)—Due Monday, July 6, 2017 at 11:59 PM EST
3. Topic of Interest Interview Report (750 words)—Due Monday, July 30, 2017 at 11:59 PM EST
4. Observation Report (500 words)—Due Monday, July 16, 2017 at 11:59 PM EST
5. Evaluation Plan (750 words minimum)—Due Friday, August 10, 2017 at 11:59 PM EST
6. Topical Outline for Research Proposal—Due Monday, August 6, 2017 at 11:59 PM EST
7. NIH Protecting Human Research Participants Certificate of Completion—Due Monday, July 30 at 11:59 PM EST

Course Schedule

Module 1: Introduction to Research and Evaluation			
Topic	Readings/Media	Assignment	Due Date
History and Overview of Evaluation	<ul style="list-style-type: none">• View Instructor Intro to Course• Read Shadish, W., & Luellen, J. (2005). History of evaluation. In S. Mathison (Ed.), <i>Encyclopedia of evaluation</i> (pp. 183–186). Thousand Oaks, CA: Sage. (pdf)	<ol style="list-style-type: none">1. Syllabus Quiz2. Intro Essay3. Interview an Evaluator4. Discussion Board 1	<ol style="list-style-type: none">1. 6/252. 6/253. 7/134. 6/25

	<ul style="list-style-type: none"> • View Nonprofit Program Evaluation: A Conversation with Robert Fischer of Case Western Reserve University https://www.youtube.com/watch?v=ccFEy8YM SgQ • Read Upfold, D., & Turner, N. (2015). <i>Types of program evaluation</i>. Retrieved from http://www.problemgambling.ca/EN/Resources ForProfessionals/Pages/TypesofProgramEvaluation.aspx • Read Creswell, J. (2014). Chapter 1: The selection of a research approach 		
<p>Module 2: Evaluation Planning</p> <ul style="list-style-type: none"> • Describe the steps in the evaluation process. • Prepare a logic model that demonstrates the theory of change. • Discuss the importance of formulating the problem. 			
<p>Overview of Evaluation Planning</p> <p>Program Theory and Logic Models</p>	<ul style="list-style-type: none"> • View CDC Evaluation Framework. Retrieved from https://www.youtube.com/watch?v=tOjieBh1ce0 • Read McNarmara, C. (n.d.) <i>Basic guide to program evaluation</i>. Free Management Library. Retrieved from http://managementhelp.org/evaluation/program-evaluation-guide.htm • Read resources for developing an evaluation plan: Community Tool Box. Retrieved from http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main • Watch Brief Introduction to Program Logic Models (5 mins) retrieved from https://search.yahoo.com/search?ei=utf-8&fr=aaplw&p=video+on+developing+a+logic+model • Watch Logic Model Basics Webinar (10:43 mins) retrieved from http://my.brainshark.com/Logic-Model-Basics-Webinar-884288960 • Watch Understanding Logic Models by way of a simple analogy - Accelerate Now with Michael Brand (3:56 mins) retrieved from https://www.youtube.com/watch?v=JFYQoHvNLQQ • Review the following evaluation planning resources and select one that you believe will be most helpful to you. <ul style="list-style-type: none"> - <i>Developing an Effective Evaluation Plan</i> (http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf) - <i>W K. Kellogg Foundation Logic Model Development Guide</i>. 	<ol style="list-style-type: none"> 1. Logic Model 2. Discussion Board 2 	<ol style="list-style-type: none"> 1. 7/6 2. 7/2

	<p>(http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide)</p> <ul style="list-style-type: none"> - <i>W.K. Kellogg Foundation Evaluation Handbook.</i> (http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook) - <i>GAO Designing Evaluations</i> (http://gao.gov/assets/590/588146.pdf) 		
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Module 3: Quantitative Methods

- Apply principles of good survey design.
- List four factors that affect survey response rates.
- Identify three physiological measures with potential value for evaluating arts in medicine programming.

Quantitative Designs	<ul style="list-style-type: none"> • Read Babbie, E. (2016). Chapters 8: Experiments; Chapter 9: Survey Research; and Chapter 14: Quantitative Data Analysis • Watch Designing Good Survey Questions (2:14 mins). Retrieved from https://search.yahoo.com/search?ei=utf-8&fr=aaplw&p=video+on+designing+good+surveys • Watch 7 Tips for Good Survey Questions (4:01 mins). Retrieved from https://www.youtube.com/watch?v=Iq_fhTuY1hw • Read Sample Size Calculator. Retrieved from http://www.surveysystem.com/sscalc.htm • Watch Types of Data: Nominal, Ordinal, Interval/Ratio. Retrieved from https://www.youtube.com/watch?v=hZxznfnt5v8 	1. Survey	1. 7/9
Surveys		2. Physiological Measures Essay	2. 7/13
Sample Sizes		3. Discussion Board 3	3. 7/9
Types of Data			

Module 4: Qualitative Methods

- List four considerations when conducting a research interview.
- Demonstrate the steps of analyzing interview data.
- Prepare an observation report.
- Discuss qualitative methodologies used in arts and healthcare

<p>Qualitative Designs</p> <p>Interviewing</p> <p>Observations</p>	<ul style="list-style-type: none"> • Read Babbie, E (2016): Chapter 10: Qualitative Field Research; Chapter 11: Unobtrusive Research; and Chapter 13: Qualitative Data Analysis • Watch Gibbs, G. (2013). “How to do a Research Interview.” (18:10) Retrieved from https://www.youtube.com/watch?v=ZYCHvXdG1bE • Read Patton, M. (2015). “Ten Interview Principles and Skills” from <i>Qualitative research and evaluation methods</i> (4th ed.). Thousand Oaks, CA: Sage, p. 424. (pdf attached) • Watch Lofgren, K. (2014). “Qualitative Analysis of Interview Data: A Step-by-Step Guide.” (6:51) Retrieved from https://www.youtube.com/watch?v=DRL4PF2u9XA • Read Clifford, S. (n.d.) “Tipsheet—Qualitative Interviewing.” Retrieved from http://dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Qualitative%20Interviews.pdf • Watch Gibbs, G. (2012). “What to observe in Participant Observation.” (26:15) Retrieved from https://www.youtube.com/watch?v=JADIR-J9Ht4 • Read Moss, H. Donnellan, C., & O’Neill, D. (2012). A review of qualitative methodologies used to explore patient perceptions of arts and healthcare. <i>Medical Humanities</i>, 38, 106–109. (pdf attached) • Read Bedwell (2001). “Measuring Joy: Evaluation at Baltimore Clayworks.” Retrieved from http://isites.harvard.edu/fs/docs/icb.topic974245.files/Various%20optional%20related%20reading/s/measuring%20joy.pdf • Read FLACC. Retrieved from http://pain.about.com/od/testingdiagnosis/ig/pain-scales/Flacc-Scale.htm#step-heading • Watch Schultz (2012) “Analysing Your Interviews.” • Read “How and What to Code” and watch videos of a lecture by G. Gibbs (2010) at http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php 	<ol style="list-style-type: none"> 1. Interview Guide 2. Observation Report 3. Discussion Board 4 	<ol style="list-style-type: none"> 1. 7/9 2. 7/16 3. 7/16
<p>Module 5: Arts informed Methods</p> <ul style="list-style-type: none"> • Define arts based research. • Examine the use of the arts in research. • Describe four purposeful sampling methods. 			
<p>Arts-informed Designs</p>	<ul style="list-style-type: none"> • Watch King, A. (2013). Arts based research. Retrieved from https://www.youtube.com/watch?v=s91PRFB6PXs 	<ol style="list-style-type: none"> 1. Arts-genre Reflective Essay 2. Topic of Interest Interview Report 	<ol style="list-style-type: none"> 1. 7/23 2. 7/30

<p>Purposeful Sampling</p>	<ul style="list-style-type: none"> • Read Cole, A., & Knowles, J. G. (2008). Arts-informed research. In J. G. Knowles, & A. Cole, <i>Handbook of the arts in qualitative research</i> (pp. 55–81). Thousand Oaks, CA: Sage. • Read Fraser, K., & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. <i>Arts & Health, 3</i>(2), 110–145. • Watch Sharma, L. (2014). <i>The power of a dream</i> (1:59). Retrieved from https://vimeo.com/113817270 • Watch Anonymous. (2014). <i>The pole</i> (1:28). Retrieved from https://vimeo.com/113817091 • Watch Chinapen, R. (2014). <i>The journey home</i> (1:52). Retrieved from https://vimeo.com/113817269 • Watch Workman, A. (2015). <i>Visual visionaries of arts based research</i> (4:18). Retrieved from https://www.youtube.com/watch?v=yjL7s11Q9bw • Watch Flipp, C. (2014). <i>Qualitative sampling</i> (5:34). Retrieved from https://www.youtube.com/watch?v=-Dn4u9DPmDs • Read Rollins, J. (2018). Being Participatory Through Play. • Read Patton, M. (2015). Purposeful Sampling Strategies. 	<p>3. Discussion Board 5</p>	<p>3. 7/23</p>
<p>Module 6: Evaluation Plan</p> <ul style="list-style-type: none"> • Complete an evaluation plan. • Demonstrate the Appreciative Inquiry process. 			
	<ul style="list-style-type: none"> • Review the following resources: <ul style="list-style-type: none"> ○ Centers for Disease Control and Prevention. (2011). <i>Developing an effective evaluation plan</i>. Retrieved from http://www.cdc.gov/obesity/downloads/DC-Evaluation-Workbook-508.pdf ○ U.S. Department of Housing and Urban Development. (1997). <i>Developing an evaluation plan</i>. Retrieved from https://www.bja.gov/evaluation/guide/documents/developing_an_evalu.htm ○ American Academy of Pediatrics. (2008). <i>Evaluation your community-based program</i>. Retrieved from http://www2.aap.org/commpeds/htpcp/EvalGuide2.pdf • Watch NHS Health Scotland. (2013). <i>Outcomes planning: Developing indicators and evidencing change</i> (8:41). Retrieved https://www.youtube.com/watch?v=yQKTIGC 	<ol style="list-style-type: none"> 1. Evaluation Plan 2. NIH Extramural Training 3. Discussion Board 6 	<ol style="list-style-type: none"> 1. 8/10 2. 7/30 3. 7/30

	<p>GxbE</p> <ul style="list-style-type: none"> • Watch O’Neil, G. (2012). <i>New ways to present evaluation findings</i> (13:18). Retrieved from https://www.youtube.com/watch?t=577&v=xxhydbc1Uoc • Watch Kelm, J. (2014). <i>What is AI?</i> Retrieved from https://vimeo.com/70482219 • Read Rollins, J. (2007, November 30). <i>Getting to “how”: Using Appreciative Inquiry in arts and health evaluation</i>. Paper presented at the conference “Through the Looking Glass, Leeds, England. (pdf) 		
<p>Module 7: The Research Proposal</p> <ul style="list-style-type: none"> • List the essential elements of a research proposal. • Discuss the features of appropriate articles for a literature review for a research proposal. • Prepare a topical outline for an arts-based research proposal. • Discuss the three core concepts of ethical research. 			
<p>Elements of a research proposal</p>	<ul style="list-style-type: none"> • Watch Gramenz, G. (2014). <i>Intro to research methodology</i> (13:40). Retrieved from https://www.youtube.com/watch?v=1LGuNn9Q0bI • Watch Sevillano, L. (2010). <i>The research proposal</i> (13:50). Retrieved from https://www.youtube.com/watch?v=zJ8Vfx4721M • Read Creswell, J. (2014). Chapter 5: The Introduction; Chapter 6: The Purpose Statement; and Chapter 7: Research Questions and Hypotheses. • Watch Mallon, M. (2012). <i>Evaluating journal articles with the CAARP test</i> (3:05). Retrieved from https://www.youtube.com/watch?v=Q5Se7lxSANM • Read Babbie, E. (2016). Chapter 3: The Ethics and Politics of Social Research. • Read Torres, R., Preskil, H., & Piontek, M. (2005). Creative forms of communicating and reporting. In R. Torres, H. Preskill, & M. Piontek (Eds.), <i>Evaluation strategies for communicating and reporting</i> (2nd ed., pp. 221–262). Thousand Oaks, CA: Sage. (pdf) • Read <i>UF IRB Types of protocol review</i>. Retrieved from http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html • Watch Flipp, C. (2014). <i>Research ethics</i> (7:00). Retrieved from https://www.youtube.com/watch?v=Zbi7nIbAuMQ • Review research outline example: Rollins (2011) Exploring the Ability of a Drawing by Proxy Intervention to Improve Quality of Life for Hospitalized Children. 	<ol style="list-style-type: none"> 1. Topical Outline for Research Proposal 2. Discussion Board 7 	<ol style="list-style-type: none"> 1. 8/6 2. 8/6

Assignments (# assignments: Please refer to the Assignment Guide in Canvas for assignment details and guidelines.) Total Points: 224

1. **Syllabus Quiz.** (1 point). Students will complete a short quiz about the syllabus.
2. **Autobiographical essay.** (1 point). Students will write an autobiographical essay (150–250 words) introducing themselves and post to the discussion board.
3. **Interview with an evaluator.** (12 points). Students will interview an individual who is professionally involved in conducting some form of evaluative activity, analyze and discuss results, and present in a 350-word written summary.
4. **Discussion Board.** (7 posts, 12 points each). Students will substantively participate in seven 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, will be posted and each student will post an initial response in essay form and also respond to other posts. Students will rotate as discussion facilitators. 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.
5. **Logic model.** (21 points). Students will develop a logic model of a familiar or a desired program accompanied by a brief (1–2 page) narrative.
6. **Survey.** (12 points). Students will develop a five-question survey for use in evaluating an arts program.
7. **Physiological Measures Essay.** (5 points). Students will write a 250-word essay about a physiological measure for possible use in an arts-in-medicine evaluation or research project.
8. **Topic of Interest Interview Report.** (18 points). Students will conduct interviews and write a 750-word report.
9. **Observation Report.** (15 points). Students will write a 500-word report discussing findings of a 30-minute observation.
10. **Arts-genre Reflective Essay.** (5 points). Students will write a 300-word essay reflecting on a research project that uses an art form as a research method.
11. **Evaluation Plan.** (30 points). Students will develop an evaluation plan of at least 750 words.
12. **Topical Outline for Research Proposal.** (15 points). Students will develop a topical outline of about 250 words for an arts-based research proposal.
13. **NIH Extramural Training.** (5 points). Students will complete NIH's online training.

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Teaching Philosophy

This is a graduate level course with the following assumptions:

- Each student brings a wealth of experience and knowledge that should be and can be tapped into during classroom and small group discussions.
- Adults learn best through actively participating in their own education.
- Students best clarify their ideas and understanding of concepts and issues through discussion and writing.
- The design takes into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.
- Students learn best from close and prompt feedback on classroom comments and on written work.

Course Procedures and Policies

Naming Your Documents

When naming your assignment document, it will be helpful if you name them by the title of the assignment, i.e. IndResPres_yourlastnamefirstinitial, for me this would be IndResPres_Rollinsj. If you abbreviate in this manner, it makes finding the assignment and accounting for it an easy and efficient task.

Formatting Documents

All work submitted include discussion board posts and major assignments must use APA formatting. We recommend that you use the online APA Style Guide at the Purdue Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/10/>

Please use APA formatting for document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase.

Completing and Submitting an Assignment

Assignments will be completed and submitted online. To work on an assignment:

1. Open the appropriate site.
2. In the [menubar](#), click **Assignments**.
3. Click the name of the assignment to open it.
4. To work on the assignment, follow the instructions from your instructor or project leader. You may need to type within the text box, or add an attachment, or both.
5. To add an attachment, click **Browse** to find and select the file on your computer (maximum 5 attachments by this method), or click **or select files from workspace or site**; see [Options for adding attachments](#).
6. To see how your assignment will look to your instructor or project leader, click **Preview**.
7. To save your assignment to complete later, click **Save Draft** at the bottom of the screen. When you want to reopen it, you'll find it listed in the assignment list with a status of "In progress." **Note:** While your assignment is saved as a draft, your instructor cannot see it. For your instructor to see it, you must submit the assignment.
8. When you have finished, click **Submit** at the bottom of the screen.
Note: Don't click **Submit** until you're certain you're finished with an assignment. Once

you click **Submit**, you'll no longer be able to access the assignment (e.g., to add more text or attachments) unless your instructor returns it to you.

You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you've successfully submitted the assignment.

Late Assignment Submission Policy

Major assignments will be accepted no later than six days after the due date. Points will be reduced from late assignments at a rate of 5% per day. This policy does not apply to Discussion Board. Late work will not be accepted on the Discussion Board without communication prior to the due date. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor.

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is 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 forums at least three times per week.

Communication

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might effect 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 48 hours, excluding weekends.

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 chats. Please see Netiquette Guide:

<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

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. This documentation must be submitted prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

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 instructor for this course, I 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>.

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

Technical Issues

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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.

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>