

HUM 2592 Class #21526 Section 16CF
Introduction to the Arts in Healthcare
Monday & Wednesday Periods 4 & 5 (10:40 am to 12:35 pm)
Turlington Room 2350

Instructor

Jeffrey Pufahl

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Office Hours: Monday 12-2:45pm, or by appointment.

Description

This course explores the field of arts in medicine in a global context, focusing on the many ways that the arts can be used to enhance health and wellbeing in healthcare or community settings. The course will explore the relationship of culture to healing practices, systems, and health literacy in various regions of the world, and exploration of belief systems and the concept of healing in a global context. It includes workshops, lecture/discussion, video viewing, readings, homework assignments, and group projects. This course is appropriate for students of the arts, humanities, sciences, and health related professions.

Course Topics:

1. Historical roles of the arts in health practices
2. Etiologies and belief systems related to disease and healing in various cultures
3. Theoretical foundations of arts in medicine
4. Contemporary practices in arts in medicine
5. Creativity and the brain: the physiology of creativity
6. Program practices in arts in medicine – international perspectives
7. Scope and standards of professional practice in arts in medicine
8. Cultural competency
9. Program planning

Objectives:

1. Students identify and explain how the arts have been used in healing practices throughout our human history and across cultures.
2. Students analyze and interpret global and intercultural issues
3. Students analyze and articulate the cultural, theoretical, scientific and practical linkages and interdependencies between the arts, health, and healthcare.
4. Students identify and explain professional practices and cultural competency in relation to the contemporary arts in medicine field.
5. Students analyze and articulate their personal creative process.

6. Students design and describe an ideal arts in medicine program, based on identified best practices and cultural competency

Weekly Course Schedule:

Week	Date	Topics and Class Activities	Reading/Media/ Assignments Due	Creative Practice Blog
	Jan			
1	7	Instructor & student introductions Syllabus review Creative Practice Blog Introduction and Discussion	Review all course materials on E-Learning	
	9	Harn Museum of Art Visit <i>What is Art for?</i> discussion	Creativity readings and questions BBC Documentary: <i>Horizon – The Creative Brain: How Insight Works</i>	
2	14	Lecture & Discussion: Historical roles of the arts in health practices; Etiologies and belief systems. Jill Sonke	History Readings • Why Medicine Needs Art (TED-X talk)	Blog 1
	16	Journal Club Overview and scheduling Search Skills Experiential Exercises <i>Healing Words</i> film and discussion	**History Quiz	
3	21	Holiday NO CLASS		Blog 2
	23	Lecture & Discussion: Visual Arts in Medicine & Arts Therapy– Scope of Practice (Amy Buccerelli) <i>What is Arts in Medicine</i> video	Foundational Reading Summaries	
4	28	Program Practices: Visual Arts – Experiential Workshop (Sarah Hinds)		Blog 3

	30	Experiential Exercise #1 Visual Arts Journal Club How Does art therapy heal the soul? The Science of Happiness (soul pancake)	Visual Arts Journal Club Requirements	
	FEB			
5	4	Experiential Exercise #2 Lecture & Discussion: Applied Theatre for Health Jeff Pufahl	Applied Theatre Articles #1	Blog 4
	6	Program Practices: Applied Theatre workshop: Jeff Pufahl	Applied Theatre Articles #2	
6	11	Experiential Exercise #3 Applied Theater: Journal Club Theater Debrief and discussion	Applied Theatre Quiz Applied Theater Journal Club Requirements	Blog 5
	13	Cultural Competency Workshop		
7	18	Program practices and scope of practice in arts in medicine: UF Health Shands Arts in Medicine Hospital Tour (Tina Mullen)		Blog 6
	20	Ferdinand Lewis: Community Arts in Holland Kunle: Community Arts in Nigeria		
8	25	Lecture & Workshop: Dance in Medicine & Dance/Movement Therapy Scope of Practice: Jenny Lee		Blog 7
	27	Experiential Exercise #4 Lecture & Discussion: Music in Medicine: Ferol Carytsas	Music Readings	

	Mar			
9	4	Spring Break		
	6	Spring Break		
10	11	<p>Experiential Exercise #5</p> <p>Global Practices in Arts in Medicine: Program Models & AIM for Africa: Rwanda: Jill Sonke</p>		Blog 8
	13	<p>Kelly Sams: Unintended Consequences of Health Communication in Niger</p> <p>Interpretation of Images/ create health communication messages</p>	Scope of Practice Quiz	
11	18	<p>Experiential Exercise #6</p> <p>Program Practices: Music workshop (Ricky Kendall)</p> <p>Workshop:</p> <p>Check-in & Oral History Workshop</p>		Blog 9
	20	Journal Club: Music in Medicine	Journal Club Requirements	
12	25	<p>Experiential Exercise #7</p> <p>Literary Arts Journal Club</p> <p>Country Report Groups</p>	Journal Club Requirements	Blog 10
	27	Watch; Trash Dance		
	Apr			

13	1	<p>Experiential Exercise #8</p> <p>Program planning: Group project discussion; program planning workshop</p>	75 word project description	Blog 11
	3	<p>Experiential Exercise #9</p> <p>Global practices in arts in medicine: State of the Field group reports/discussion by country as assigned</p>	Country Reports	
14	8	<p>Museums and Medicine: Visit to the Harn</p> <p>Sandra Murphy Pak</p>	Museums Readings	Blog 12
	10	<p>Experiential Exercise #10</p> <p>Program Project Final Group work Session</p>		
15	15	Creative Practice Blog viewing and discussion	Creative Process Blog Presentation	
	17	Program practices: Project Presentations	Group Projects	
16	22	Program practices: Project Presentations	Group Projects	
	24	Pot Luck and Music Jam	Bring a dish to share!	

Course Website: We will use a UF E-Learning Canvas course website for discussions, communications, accessing course materials, and submission of some assignments. **You are expected to check the website and your email between class meetings. Make sure you're able to receive announcements.**

Course Policies:

1. Attendance: Class attendance is expected. **Each unexcused absence will result in an 5-point reduction from the "active participation" grade.** Excused absences are consistent with university policies in the undergraduate catalog. (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.
2. Tardy. A tardy will be awarded if a student is more than **5 minutes late** to class. 3 tardies will result in an unexcused absence.

3. Submission of late work: Late work will only be accepted in the event of an excused absence or with prior permission from the instructor, and only within five days of the deadline. **Late work will be subject to a deduction of 5 points.** Extenuating circumstances will be considered on a case by case basis.
4. 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 48 hours, excluding weekends.
5. Spontaneity: Due to the experiential nature of this course, the instructor retains the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.
6. Use of technology: In order for all of us to have a positive experience in this course, we must all demonstrate respect for each other and maintain appropriate attention within the course. No texting will be permitted during class, and phones, laptops, iPads, or other devices may be used only when indicated by the instructor.
7. All assignments submitted via E-Learning, including quizzes, must be submitted by 11:59pm on the due date. **Please note two exceptions:** your Journal Club and Group Project documents must be submitted via E-Learning by 1pm on the day that you are scheduled to present.
8. Adhere to standards of academic honesty per university guidelines (below)

Evaluation: Total of 380 points

1. Creativity Readings Summary and Questions (5 points): You will prepare a bullet summary of the readings and prepare 2 discussion questions for class.
2. History Readings Summaries (5 points): You will submit a bullet point summary of the readings.
3. Foundational Readings (30 points): You will have several weeks at the beginning of the semester to complete a packet of foundational readings in the field of Arts in Medicine. You will summarize each reading in 4-5 detailed bullet points.
4. Applied Theater Quiz (20 points)
5. Experiential Exercise/Class Dialogues (40 points): You will work in a pair or small group on an assigned specific topic-based question or idea. As a group, you will work outside of class to prepare to facilitate a creative exercise and discussion with the whole class. You will have up to 20 minutes (minimum of 15) in which to facilitate the creative activity and to engage the class in discussion through prepared prompts.
6. History Quiz (20 points)
7. Scope of Practice Quiz (20 points)
8. Creative Process Blog (12 entries @ 5 points each, class presentation of blog @ 10 points = 70 points): You will engage in a personal creative practice in an art form of your choice throughout the semester, and share it with the class through 12 weekly entries on the discussion board on Canvas and through a brief presentation to the class. **Please note: to receive credit for a blog post, it must occur in the correct week – ie: if you miss a week you will not be able to make up that post.**

9. Journal Club (30 pts.): Find and read two arts in medicine related research studies and present to the class in journal club style: Statement of the problem, methods and materials, results, conclusions. You will have 10 minutes for your /discussion, and will hand in an annotated bibliography, literature review rubric, and create a handout for your classmates. Please note that E-Learning submissions for this assignment are due by 1pm on the day you present.
10. Country Reports (10 pts.): You will work with your group project group to investigate arts in health programming and activity in an assigned country. You will read a published state of the field report for the country and also conduct research to find notable program examples to share with the class. As a group, you will provide a 15-minute presentation to the class.
11. Museums and Health Reading Summary (10 Points): You will give a brief summary of this reading before class.
12. Group Project (100 pts.): Here is your opportunity to collaboratively envision and develop a project plan suited to your interests related to the arts and health. You will work in a team to design a program or project positioned in any part of the world, communicate with people in that area to inform your design, and present it to the class.
13. Active Participation (20 pts.) You are expected to participate actively in class discussions and activities, and to demonstrate a development of cultural awareness and competency in these discussions. This part of your grade will reflect your level of participation in class activities and discussions (including the un-graded State of the Field Report discussions), group processes and projects, and your attendance. Your grade will be assigned based on the criteria in the rubric below.

Active Participation Grading Criteria Rubric

	A grades	B grades	C grades
Class workshops, activities, and discussions	Has contributed thoroughly to the discussion or activity; contributions are clear and of high quality	Has contributed adequately to the discussion or activity; contributions are clear and of moderate to high quality	Has contributed somewhat to the discussion or activity; contributions are of average quality
Discussion Board dialogues (i.e. experiential exercise)	Has contributed thoroughly to the discussion (see rubric in assignment guide for more detail)	Has contributed adequately to the discussion (see rubric in assignment guide for more detail)	Has contributed somewhat to the discussion (see rubric in assignment guide for more detail)

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00

A-	91-93	3.67
B+	88-90	3.33
B	84-87	3.00
B-	81-83	2.67
C+	78-80	2.33
C	74-77	2.00
C-	71-73	1.67
D+	68-70	1.33
D	64-67	1.0
D-	61-63	.67
E	60 or below	0.00

Texts: Readings as assigned and will be available on Canvas.

Course and University Policies and Resources:

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.

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 <https://sccr.dso.ufl.edu/process/student-conduct-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.

Contact information:

Counseling Center

Address:

3190 Radio Rd.

P.O. Box 112662, University of Florida

Gainesville, FL 32611-2662

Phone: 352-392-1575

Web: www.counsel.ufl.edu

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, 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 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.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/>. A link to GatorRater is available on E-Learning.

Technical Assistance: If you have difficulty accessing online course reading or materials, please reference the citation or document name and author in a Google Search to locate the document before contacting the instructor or the Help Desk.

If you have computer difficulties submitting assignments or navigating E-Learning, notify UF Computer Help Desk at helpdesk@ufl.edu, 352-392-4357 – Please include the case number provided to you by the UF Help Desk documenting your request for assistance.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-u

Other resources are available for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Netiquette: Communication Courtesy: Written communication and electronic interaction are central to courses involving online learning and communication. All members of the class are expected to follow rules of common courtesy in all email messages, online discussions and chats. See the assignment guide for further guidelines on communication courtesy for online coursework.

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/evals/Default.aspx>

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/>

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: <https://counseling.ufl.edu/>
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). <https://police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2).

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>

Various ways to receive assistance with respect to using the libraries or finding resources.