

Arts and Human Development

Spring 2019

Course: HUM 5357, Section 058H & Section 02C5

Meeting Times and Location: Online, <https://ufl.instructure.com/courses/361354>

Weeks run Monday 8AM EST - Monday 7:59AM EST the following week; all course times and deadlines are in Eastern Standard Time.

Credit Hours: 3

Instructor: Amy Bucciarelli, MS, ATR-BC, LMHC

Instructor Office Location: Fine Arts Building D

Office Hours: Online in Zoom Room: Wednesday 1PM-2PM EST at this link:

<https://ufl.zoom.us/j/664476303> and by appointment.

Email: Email instructor through Canvas for prompt response to course issues.

Only as a *back-up*, email: abucciarelli@ufl.edu

Phone: 321-247-7961; **email through Canvas is best.**

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 LEARNING 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 PRE-REQUISITES/ CO-REQUISITS

Students are responsible for familiarizing themselves and reviewing all materials in the Graduate Central: Arts in Medicine portal located in Canvas. Specifically, students will be need to know the information in the "Start Here", "New Student Orientation", and "Resources" modules in order to be successful in this course. You can access Graduate

Central by logging into Canvas and then navigating to this link:
<https://ufl.instructure.com/courses/357343>

COURSE FORMAT & EXPECTATIONS

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.

The course is an a-sequential course that requires personal time-management to work through each week's content and careful attention to assigned weekly deadlines. The course is three credits, but only 8-weeks long, so it is intense and fast-paced. As a student **you should expect approximately 16 hours of work per week for this course**. There will be between 1-4 hours of module learning. The rest of the time students should be investing efforts into the discussions, the creative practice blog, and the assignments.

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.
See Course Outline on the next page.

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.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: DC: American Psychological Association.

Additional required readings and online resources are posted in Course Materials on the course website in Canvas.

Coughlan, M., Cronin, P. (2017). *Doing a literature review in nursing, health, and social care* (2nd ed.). Los Angeles, CA: Sage.

HUM 6375 COURSE OUTLINE*

Week	Topic	Major Topics	Assignment
1	Intro to Arts and Human Development	Overview of Arts and Human Development Arts related to Bonding & Ritual in Development	1. Introduction Discussion (Due Friday 11:59pm) 2. Content Review 1 (Due Friday 11:59pm) 3. Discussion Week 1 (Due Monday 7:59am) 4. Set Up Developmental Interviews
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	1. Content Review 2 2. Discussion Week 2 (Post 1 due Thursday 11:59pm, Post 2 due Monday 7:59am; same for all future discussions)
3	Developmental Theories II	Cognition & Brain Development Play and Creativity in Development Milestones Across the Lifespan Understanding the Life Cycle	1. Content Review 3 2. Discussion Week 3
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	1. Content Review 4 2. Discussion Week 4 3. Creative Practice 1 4. Developmental Interview #1 - Child Due
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	1. Content Review 5 2. Discussion Week 5 3. Creative Practice 2 4. Developmental Interview #2 - Adolescent or Young Adult Transition Due
6	Arts in Adulthood	Barriers to Adult Art making Life Rituals, Arts, and Adulthood Strategies for Engaging Adults in Art	1. Content Review 6 2. Discussion Week 6 3. Creative Practice 3 4. Developmental Interview #3 – Adult Due
7	Arts in Late	Arts and Brain Development in Later Life	1. Content Review 7

	Adulthood and End of 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	2. Discussion Week 7 3. Creative Practice 4 4. Developmental Interview #4 – Older Adult or End of Life
8	Reflection on the Arts and Our Own Development	Reflection and Synthesis of Course Learning Arts Across the Lifespan	1. Discussion Week 8 2. Conclusions Discussion 2. Synthesis Paper Due

*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 in Canvas and Assignments in Canvas contain all course materials for which students are responsible.**

ASSIGNMENT DESCRIPTIONS

- Content Review** (7 submissions, 10 points each, 10% of grade): Students will answer questions related to the corresponding weeks' module learning. This is an opportunity for students to demonstrate their knowledge of the course material.
- Discussion Board** (6 discussions, 100 points each; 25% of grade): Students will substantively participate in eight weeks of online discussions using the Discussion Board on the course website. The purpose of the Discussion is to deepen the conversation around the course content. A topic or question relating directly to required learning will be posted. Each student will post an initial response in essay form with citations and also two critical analysis response post with citations. *Read the Discussion Post Guidelines carefully.* See Canvas assignment for full details.
- Creative Practice Blog** (4 posts, 100 points each; 15% of grade): Students will engage in a multidisciplinary creative artistic practice in response to weekly prompts. Students will document the process through an online Creative Practice blog hosted by Adobe Spark. *Read the Creative Practice Blog Guidelines carefully.* See Canvas assignment for full details.
- Major Assignments** (5 assignments, 100 points each; 50% of grade):
 - Life Stage Interviews (4):** Students will conduct four Life Stage Developmental Interviews and present these using a combination of visual, oral, and writing skills. 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). Students will present a summary and critical analysis of this interview in their choice of an edited and narrated video, an interactive PowerPoint presentation, a Pecha Kucha, or set of still images with typed explanation and synthesis. The images/video included in the submissions will be created for the specific purposes of this project. They will be documenting the student facilitating art to a participant of the corresponding developmental level. Students will need to gain participant consent in writing and submit the documented consent with their submission. See the assignment in Canvas for full details and the grading rubric.

- b. **Synthesis Paper:** In the final week of class, students will critically reflect on their experience conducting the Life Stage Developmental Interviews. Students will use literature from the course and outside research to deepen their understanding of either: 1) one developmental stage of interest, 2) one type of media that was used throughout the various life stage interviews, or 3) one setting where a specific developmental stage would participate in arts in health. Using the literature, students will construct a thesis and at least three clearly outlined themes that either critically compare *or* contrast their experience during the Life Stage Developmental Interviews with the literature.

EVALUATION OF GRADES

Assignment	Total Points	Percentage of Final Grade
Creative Practice Blog (6)	100 each	20%
Discussion Board (6)	100 each	25%
Life Stage Interviews (4)	100	40%
Synthesis Paper	100	15%
	TOTAL	100%

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

1. **Course Engagement:** Students must log-in and engage online during the first week of class. It is expected that students will interact with the course materials at least three times during each week of the eight-week course. The class is fast-

paced and missing a week makes it nearly impossible to catch up. Students must not assume that they will be dropped from the class if they fail to participate in the first week. For more information link here:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

2. **Class Participation/Demeanor:** Enthusiastic participation will lead to course success. Consistent interactions with the instructor and other students within the course are integral to your learning, and full participation is required. It is expected all interaction is undertaken with a level of professionalism that demonstrates competencies for a University of Florida graduate student, and a rising professional in the arts in medicine field.
3. **Course Access:** Per the University of Florida's recommendations for online learners, students must ensure they have the appropriate computer hardware and software to be successful in this course. Canvas *does not* work properly on a phone or tablet. Improperly submitted assignments, poorly edited assignments, or other technical issues will not be excused due to lack of compatibility or access to a desktop or laptop computer. Software, hardware, and internet speed need to be up-to-date enough to meet UF's specifications and the requirements for Canvas to function properly. To learn more about UF's recommendations please visit this link: <https://ufonline.ufl.edu/resources/computer-requirements/>
4. **Assignment Submission:**
 - a. Assignment Due Dates and Times: All assignments, unless otherwise noted, are due at 8:00AM EST on the due date. All due dates and communications for this course assume Eastern Standard Time.
 - b. Naming Your Documents: When naming your assignment documents, the following format *must always be used*: AssignmentName_YourlastnameFirstinitial. For example, if I was submitting my Research Paper, I would name the assignment: ResearchPaper_BucciarelliA.
 - c. Submitting your Assignments: Assignments *must* be submitted to the appropriate assignment in order to receive credit. It can be emailed, *only* if there is an accompanying UF IT Help Desk ticket *and* reason that it wasn't submitted to the corresponding assignment.
 - d. Formatting Style for 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 *Publication Manual of the American Psychological Association* required for this course or review the online APA Style Guide at the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/2/10/>. Formatting from other sources, especially automatic formatting software, may not be reliable and students will be held accountable as reflected in their grade for assignments.
 - e. 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 except in extenuating circumstances with prior approval by the instructor. Points will be reduced from late assignments at a rate of 5% per

day, starting at the posted deadline on the day of the due date. As stated below under “Technical assistance”, any requests for late assignment submission due to technical issues MUST be accompanied by ticket number and record received from the UF Helpdesk when the problem was reported to them (<http://helpdesk.ufl.edu>). 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. If your late assignment is due to a personal crisis you should immediately contact the Dean of Students Office (<https://dso.ufl.edu/about/contact/>) who can offer you support and work with your instructor to potentially excuse late assignments. For more information link here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>

- f. **Grading Feedback from Instructor:** Assignments will have a rubric that the instructor will use to evaluate students’ grades. Rubrics for assignments can be found directly under the assignment instructions. For Discussions, students must click on the three dots at the top right of the Discussion instructions and click “Show Rubric”. The Instructor will potentially leave grading feedback in three places: the Rubric, Submission Comments, or Annotated feedback in the text of the document submitted. Students are responsible for checking all of these places to benefit from instructor feedback.
5. **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 24 hours during weekdays and 48 hours on the weekend. ***It is important to email the instructor through the Canvas feature as the instructor prioritizes these emails.***
- a. **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.
 - b. **Canvas Notifications:** It is strongly recommended that students set their Canvas notifications to alert them by email to the following course communications from the Instructor: Announcements, Submission Comments, and Conversations (emails). Students can do this by clicking on their Avatar on the left navigation bar > Click Notifications > and make sure that the checkmark icon is toggled green under “Email Address” for Announcements, Submission Comments, and Conversations. *Students will be responsible for timely responses (within 24 hours) to these Instructor communications even if they don’t set their notifications.*
6. **General Course Questions:** Before asking general questions of the instructors, be sure to check the syllabus, the course Canvas website, and Graduate Central, as your instructor will direct you to these sources. If your question is specific to

your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately using the mail function in Canvas.

7. **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 <http://helpdesk.ufl.edu>. 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.
 - a. Other resources are available at <http://www.distance.ufl.edu/getting-help> for:
 - i. Counseling and Wellness resources
 - ii. Disability resources
 - iii. Resources for handling student concerns and complaints
 - iv. Library Help Desk support

UF POLICIES AND PROCEDURES

1. **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.
2. **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.
3. **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.
4. **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>.
5. **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.
 6. **Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

UF RESOURCES

1. **Campus Resources for Health and Wellness:**
 - a. 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. <http://www.umatter.ufl.edu>
 - b. Counseling and Wellness Center: <https://counseling.ufl.edu>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
 - c. Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
 - d. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
2. **Academic Resources:**
 - a. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu; <http://helpdesk.ufl.edu>.
 - b. Career Connection Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu>.
 - c. Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
 - d. Teaching Center, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu>
 - e. Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio>

CENTER FOR ARTS IN MEDICINE RESOURCES

1. **Graduate Central:** Includes guide for new students, tips on navigating Canvas, Registration and Course Requirements, Practicum and Capstone Guides, and many other helpful Resources. Access through Canvas at <https://ufl.instructure.com/courses/357343>
2. **UF Center for Arts in Medicine Graduate Advisor:** Reach out for support before there is a problem. Ellie Sommers, 352-273-1488
3. **UF Arts in Medicine Library Guide and Research Resources:** A first stop for Arts in Medicine research and access to our dedicated librarian, Cindy Craig, who can help you with your research <http://guides.uflib.ufl.edu/aim>
4. **UF Center for Arts in Medicine website:** <https://arts.ufl.edu/academics/center-for-arts-in-medicine/>