

DAN 3775: DANCE IN MEDICINE
Fall 2019

Tues/ Thurs, Periods 8-9 (3:00-4:55pm)
Location: CON G-11

Instructors: Alana Jackson & Jill Sonke
Office: Fine Arts Building D (FAD), first floor
Office Phone: 352.273.1488
Office Hours: TBA and by appointment
Email: ajackson21@ufl.edu;
jsonke@ufl.edu

Description: This course explores the links between creativity and health, focusing on the many ways that dance and movement can be used to support health and wellness in healthcare and community settings. The course includes studio workshops in movement, lecture/discussion, multimedia course materials, academic literature review, group project work, and site-based exposure to dance programs designed to support health and wellness in clinical or community settings. The course will differentiate dance practice in arts in health from dance/movement therapy. This course is appropriate for students of the arts and/or of health-related fields who are interested in and comfortable with movement.

Objectives

- To become acquainted with the ways in which dance has been used historically to enhance health and healing as a context for the contemporary theory and practice of dance in healthcare. *Students will have access to this information through assigned reading, class lecture and discussion, group research, and consulting listed resources.*
- To identify the basic knowledge and skills necessary to function as an artist in a healthcare or community setting, including gaining/strengthening/maintaining personal creative process; discovering ways to engage participants in their own creative processes; movement facilitation knowledge and skills, etc. *Students will participate in class movement experiences, homework assignments, and observe clinical or community site work.*
- To become familiar with dance programs and practices designed to enhance health through direct observation and research. *Students will view films, read assigned literature, and will participate in class sessions and on-site observations.*

Course Format

The course will involve class meetings, homework, individual and group research, and on-site observation in a clinical or community setting. Class meetings will be on Tuesdays and/or Thursdays (please see course calendar). On-site observations will be individually scheduled by the students. Class sessions will consist of discussion, lectures and presentations, movement, video viewing, and sharing of on-site observations.

Some classes will include exercises focusing attention inward for accessing creative awareness. The course is designed to prepare you to consider the ways dance and movement may be engaged creatively within healthcare and community health contexts. This purpose is best served when the class works

together as a respectful community where creative and personal expression are valued. Therefore, full and consistent participation from all students is expected in an atmosphere of mutual respect exhibited by open non-judgmental participation, attention and confidentiality.

On-site observation requires your compliance with the following structures:

- Scheduling of on-site observation: You may schedule your observations at any time that an available activity fits your schedule. You must sign in and out of every on-site experience using a sign-in log as provided on E-Learning. Have a supervisor or staff member at the site sign after each session
- Completion of orientation procedures, if required by the site at which you will observe
- If you are invited by the site supervisor, you may participate in the activity

E-learning will be used for course communications, course materials, and submission of assignments. Access the course website in Canvas at www.lss.at.ufl.edu

Recommended Texts

Barron, Frank, Montuori, Alfonso, Barron, Anthea. *Creators on Creating: Awakening and Cultivating the Imaginative Mind*.

Tharp, Twyla. *The Creative Habit*.

Course Calendar

subject to change; please subscribe to and check email notifications for Canvas Announcements

Week	Date	Topics	Assignments	Location
1	Aug 20	Brief Introduction to Dance in Medicine Syllabus Review Q&A		Constans G-11
1	Aug 22	Course Overview Syllabus Review Check-in/Movement	1. Syllabus Quiz (extra credit) 2. Review Course Materials in Canvas 3. Daily dancing/Journal	Constans G-11
2	Aug 29	Historical + Contemporary Practices in Dance in Medicine	1. Review Course Materials in Canvas 2. Daily dancing/Journal	Constans G-11
3	Sept 3	Scope of Practice/ DMT Check-in/ Movement	1. Review Course Materials in Canvas 2. Daily dancing/Journal 3. Observation Schedule due + start observations	Constans G-11

4	Sept 12	Harn Museum of Art	<ol style="list-style-type: none"> 1. Review Course Materials in Canvas 2. Daily dancing/Journal 	Harn Museum
5	Sept 19	Check-in Practice Presentations	<ol style="list-style-type: none"> 1. Practice presentation due for online submission* 2. Review Course Materials in Canvas 3. Daily dancing/Journal 	Constans G-11 or CRCC
6	Sept 26	Check-in Practice Presentations	<ol style="list-style-type: none"> 1. Review Course Materials in Canvas 2. Daily dancing/Journal *Journal #1 check* 	Constans G-11 or CRCC
7	Oct 3	Film + Discussion – Capturing Grace Check-in + Organize Groups for Group Projects Movement – Facilitating Movement with Individuals and with Limited Movement (i.e. clinical practice bedside, 1:1)	<ol style="list-style-type: none"> 1. Begin Group Projects 2. Review Course Materials in Canvas 3. Daily dancing/Journal 	Constans G-11
8	Oct 10	Check-in Movement/Discussion, Applications of dance in community	<ol style="list-style-type: none"> 1. Ongoing Group Projects 2. Review Course Materials in Canvas 3. Daily dancing/Journal 	Constans G-11
9	Oct 17	Check-in Movement/Discussion, Ethical Considerations	<ol style="list-style-type: none"> 1. Ongoing Group Projects 2. Review Course Materials in Canvas 3. Daily dancing/Journal 	Constans G-11
10	Oct 24	Check-in Visual Media & Discussion	<ol style="list-style-type: none"> 1. Ongoing Group Projects 2. Review Course Materials in Canvas 3. Daily dancing/Journal *Journal #2 check* 	Constans G-11

11	Oct 31	Individual Group Project Meetings No class	1. Ongoing Group Projects 2. Review Course Materials in Canvas 3. Daily dancing/Journal	On your own; you may use Constans G-11
12	Nov 7	Check-in Discussion of Observations Creative Exercises (Group A)	1. Review Course Materials in Canvas 2. Daily dancing/Journal	Constans G-11
13	Nov 14	Check-in Discussion of Observations Creative Exercises (Group B)	1. Finish observations 2. Review Course Materials in Canvas 3. Daily dancing/Journal	Constans G-11
14	Nov 21	Check-in Discussion of Observations Student Perspectives	1. Review Course Materials in Canvas 2. Daily dancing/Journal	Constans G-11
15	Nov 28	No class for Thanksgiving Break	1. Submit Observation Log 2. Submit Creative Exercise Database 3. Review Course Materials in Canvas 4. Daily dancing/Journal	Constans G-11
16	Dec 3	Project Presentations	1. Submit Group Projects 2. Daily dancing/Journal *Journal #3 check*	Constans G-11
16	Dec 5	Project Presentations + Potluck		Constans G-11

Assignments and Evaluation

Total Points: 250

- Practice Presentation – 50 points (20% of grade)
- Group Project – 50 points (20% of grade)
- Observations – 50 points (20% of grade)
- Creative Practice – 100 total points (40% of grade)
 - Creative Exercise – 40 points
 - Creative Exercise Database – 30 points
 - Creative Process Journal – 30 points
- Syllabus Quiz (*extra credit*)

Assignments

1. Syllabus Quiz (*extra credit*): Please complete Quiz in Canvas.
2. Practice Presentation with Literature Review (50 points): You will research a contemporary practice or program of your choice related to dance and health. Your research will result in a class presentation and a written literature review. Please note that your literature review and rubric must be submitted on Canvas.
3. Group Project/Dance in Medicine Program Plan (50 points): In a group of up to four students, you will develop a plan for an “ideal” dance program that addresses health or well-being in a specific population or setting. Your work will include researching best practices, writing a program plan outline, and presenting it to the class in a creative format of your choice. You will present your plan to the class.
4. Dance in Medicine Program Observation Schedule + Log (50 points/pass/fail): You will observe or participate in three “dance in medicine” programs at UF Health Shands Hospital or in the community and discuss your observations in class. Your observations must be documented with a signature from the dancer in residence who is facilitating the program on the log provided in Canvas. You will independently devise and upload an observation schedule at the start of the semester.

Creative Practice Assignments

5. Creative Exercise Facilitation (40 points): You will devise a movement experience suitable for a group workshop and lead the class through it. The experience should demonstrate your skills as a facilitator and include a set of objectives and anticipated outcomes. You will have 15-20 minutes to facilitate your exercise(s) and will submit your objectives and anticipated outcomes as a written document by noon on that day on Canvas. Following your exercise, the class will engage in a discussion of the experience, including feedback and suggestions. Due November 1-15, as assigned (see course calendar).
6. Creative Exercise Database (20 points): You will gather ideas for 5 creative movement exercises appropriate for a group setting and organize them into a spreadsheet that outlines the following for each exercise: a) Brief description of the exercise; b) Space, resource, and material requirements; c) Suggested appropriate population (i.e. age, cognitive capacity, mobility); and d) Objective(s) of the exercise (i.e. ice breaker, balance, etc.). Each student’s database will be distributed to the class, creating one sizable grab bag of movement ideas. Due November 20.
1. Creative Process Journal with Daily Dancing (30 points): Throughout the semester, you will journal with a focus on your creative process. Daily dancing is an expectation in the *Dance in Medicine* course. Dance or move on your own for a minimum of 10 minutes per day. This assignment provides the material for the Creative Process Journal.

In your journal entries, describe: 1) your exploration of your creative process within your daily dancing; and 2) reflections on your program observations. Consider: 1) creativity as a concept; 2) facilitating creative process; and 3) in-class exercises, including impetus or motivation for movement, use of metaphor or imagery, use of movement techniques or structures, the movement environment,

and other reflections. Specifically, note 3-5 questions you have for yourself as a mover and/or for the dancer in residence/movement facilitator.

Course Grading Scale

A	94-100%
A-	91-93%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	74-77%
C-	71-73%
D+	68-70%
D	64-67%
D-	61-63%

UF Grading Scale												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

UF Grading Policies: catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Course Guidelines and Procedures

Attire: Dress appropriately for the specific activity.

Movement sessions: regular dance attire or loose, comfortable clothing that will not inhibit your movement in any way (no skirts). Long hair should be secured away from the face.

On-site observations: Dress according to site policies, always erring on the side of more conservative dress.

Attendance: *Attendance is mandatory.* This is a highly experiential course, and the only way you can acquire the information and gain the practical experience is to be present at the class or on-site session. There is no way to make up work missed in class. Excused absences are consistent with university policies in the [UF undergraduate catalog](#) and require appropriate documentation.

Communication: It is the student's responsibility to contact an instructor promptly concerning any missed work, etc. Please do not let any questions or concerns you have go unattended.

Spontaneity: Due to the experiential nature of this course, the instructors retain the right to alter the syllabus as needed to accommodate class pace, interests, and/or special opportunities that may arise.

Respect: In order for all to have a positive experience in this course, we must all demonstrate respect for each other and the people involved in site observations. Cell phones and other personal devices are only allowed in class when specified. Please observe all site protocols, and respect patient and community member confidentiality.

Due Dates and 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 unless otherwise approved. Requests for make-up tests, assignment presentations, or acceptance of late written assignments must be accompanied by documentation of extenuating circumstances.

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.

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.

University of Florida 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-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/) 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 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 <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 <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>.

