

Arts and Human Development

Spring 2020

Course: HUM 6375, Section EAH1 & Section NS01

Meeting Times and Location: Online, <https://ufl.instructure.com/courses/387677>
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 12PM-1PM EST at this link: <https://ufl.zoom.us/j/751520569> 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 an 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 arts-based 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 health
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 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>

REQUIRED TEXTS AND OTHER MATERIALS

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.

Recommended, but not required materials:

Turabian, K. (2010). *Student's guide to writing college papers* (4th ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). Chicago: Illinois, University of Chicago Press.

STUDENT EXPECTATIONS

The course will include reading, discussions, lecture, multimedia engagement, and arts-based 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 (meaning there is no set meeting time each week, but that there are set deadlines each week). This course format requires personal time-management and attention to deadlines. The course is three credits, but is 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 4-6 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 of this course may engage dialogue around matters of spirituality, diversity, culture, race, equity, and accessibility. In such matters, the course will maintain an academic focus aimed to develop a broad and inclusive understanding of the issues. 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.

HUM 6375 COURSE OUTLINE*

Week	Topic	Readings/Media	Assignment	Due Dates
Week 1: Introduction to Arts and Human Development				
1	Course Orientation; Overview of Arts in Health & Arts and Human Development	Read and view all materials in Week 1 module	1. Intro Discussion 1 2. Content Comp. 1A 3. Content Comp 2A 4. Set Up Developmental Interviews	1. 3/6 11:59 PM 2. 3/9 7:59 AM 3. 3/9 7:59 AM
Week 2: Developmental Theories I				
2	Social, Psychological, & Behavior-based theories	Read and view all materials in Week 2 module	1. Discussion 2 2. Content Comp 2	1. 3/12 11:59 PM & 3/16 7:59 AM 2. 3/16 7:59 AM
Week 3: Developmental Theories II				
3	Cognitive & Brain Development; Play & Creativity; Developmental milestones throughout the lifecycle	Read and view all materials in Week 3 module	1. Discussion 3 2. Content Comp 3	1. 3/19 11:59 PM & 3/23 7:59 AM 2. 3/23 7:59 AM
Week 4: Arts and Child Development				
4	Arts and Child Development across artistic disciplines; Development and health issues in children	Read and view all materials in Week 4 module	1. Discussion 4 2. Content Comp 4 3. Creative Practice 1 4. Developmental Interview #1 – Child	1. 3/26 11:59 PM & 3/30 7:59 AM 2. 3/30 7:59 AM 3. 3/30 7:59 AM 4. 3/30 7:59 AM
Week 5: Arts and Adolescence and Young Adulthood				
5	Arts in Adolescence and Young Adult Transition	Read and view all materials in Week 5 module	1. Discussion 5 2. Content Comp 5 3. Creative Practice 2 4. Developmental Interview #2 - Adolescent or Young Adult Transition	1. 4/2 11:59 PM & 4/6 7:59 AM 2. 4/6 7:59 AM 3. 4/6 7:59 AM 4. 4/6 7:59 AM
Week 6: Arts and Adulthood				
6	Arts in Adulthood; Barriers to adult artmaking;	Read and view all materials in Week 6 module	1. Discussion 6 2. Content Comp 6 3. Creative Practice 3	1. 4/9 11:59 PM & 4/13 7:59 AM 2. 4/13 7:59 AM 3. 4/13 7:59 AM

	Strategies for engaging adults in art		4. Developmental Interview #3 - Adulthood Due	4. 4/13 7:59 AM
Week 7: Late Adulthood and End of Life				
7	Arts in Late Adulthood and End of Life; Brain development in later life; Aging and illness; Issues of death and dying throughout the lifespan	Read and view all materials in Week 7 module	1. Discussion 7 2. Content Comp 7 3. Creative Practice 4 4. Developmental Interview #4 - Older Adult or End of Life	1. 4/16 11:59 PM & 4/20 7:59 AM 2. 4/20 7:59 AM 3. 4/20 7:59 AM 4. 4/20 7:59 AM
Week 8: Course Reflections and Synthesis				
8	Reflection and synthesis of course learning about the arts across the lifespan	Read and view all materials in Week 8 module	1. Discussion 8 2. Course Synthesis Paper	1. 4/24 11:59 PM 2. 4/24 11:59 PM

*Activities within the course are subject to change. This PDF syllabus does not include all details regarding course materials and activities that students are required to complete each week. Weekly modules in Canvas, Assignments in Canvas, and the Syllabus section in Canvas contain all course materials for which students are responsible.

ASSIGNMENT DESCRIPTIONS

- Content Competency Quizzes** (9 quizzes, 10-20 points each; 10% of grade): There will be a syllabus quiz and an academic writing quiz at the start of the semester. The remainder of the quizzes will be Content Competency Quizzes. The Content Competency Quizzes are designed for students to assess student understanding of the readings and materials assigned for the week. Each Content Competency Quiz will include five questions (2-4 pts each) that evaluate the student's comprehension of the assigned materials. Unless otherwise indicated, the quizzes are open-note quizzes and are not timed. However, students only have one attempt to complete the quiz, so being prepared is key.
- Discussion Board** (8 Discussions, 100 points each; 25% of grade): Students will substantively participate in eight weeks of online discussions (one week in duration each; minimum of two posts per week) using the Discussion Board on the course website. A topic or question relating directly to course content will be posted. Each student will post an initial response in essay form (due Thursday 11:59pm) and also a critical analysis response post (due Monday 7:59am). 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. See Canvas assignment for full details.

4. Major Assignments

- a. **Life Stage Interviews** (4 assignments, 100 points each; 30% of grade): 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 document the student facilitating art to a participant of the corresponding developmental level. Students will use the artistic discipline that they plan to most implement in their professional practice. Students should choose a relatively “healthy” and “stable” person to do this work with and not someone who is part of an extremely vulnerable population. 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** (1 assignment, 100 points; 20% of grade): 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
Content Competency (9)	10-20 each	10%
Creative Practice Blog (4)	100 each	15%
Discussion Board (8)	100 each	25%
Life Stage Interviews (4)	100	30%
Synthesis Paper (1)	100	20%
	TOTAL	100%

GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A+	100%	4.0
A	94.00-99.99%	4.0
A-	90.00-93.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.00
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.00
C- **	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	63.00-66.99%	1.00
D-	60.00-62.99%	.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.**

More information about UF grading policies can be found on the website:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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 field of arts in health.
3. **Canvas and Internet Access:** The UF online eLearning system Canvas works most functionally on a PC or Mac laptop or desktop computer. Being a fully online program, it is essential that you have access to one of these to view the course and submit assignments. iPads and Tablets will not work for the graduate program they will be limiting and will impact your accessibility and ultimately your grade. Your internet speed will also be important for accessing Canvas, watching videos, and uploading video content which will be required for the program. We have noticed that internet less than 3mps upload and 30 mps download will run slow and give you problems with the Canvas interface and course requirements.

4. Assignment Submission:

- a. Assignment Due Dates and Times: All assignments deadlines are listed with the assignment description in Canvas. 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. Formatting Style for Documents: All work submitted, including discussion board posts and major assignments, must use APA formatting, including document formatting (such as name, date, title, and page numbers), 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 and 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 marked-off for improper formatting.
- d. 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 up-to 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 of the day of the due date. It is up to the Instructor's discretion if smaller assignments like Discussion Posts and Content Competencies will be accepted late for the same 5% grade reduction policy.
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>
- e. 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.
 - i. For Discussions, students must click on the three dots at the top right of the Discussion instructions and click "Show Rubric".
 - ii. The Instructor will potentially leave grading feedback in four places:

1. Rubrics,
2. Submission Comments,
3. Quiz Comments or
4. Annotated feedback in the text of the document submitted.

Students are responsible for checking **all** of these places to benefit from instructor feedback. Your future grade may be dependent on reading this feedback and making appropriate adjustments to future assignments.

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:
 - i. Announcements,
 - ii. Submission Comments, and
 - iii. 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. **Student-to-Student Questions:** The instructor has set up a Discussion for student-to-student questions. This Discussion board will not be monitored closely by the Instructor, although the Instructor might peek-in from time-to-time. This Discussion board is for you to have conversations and support with your peers outside of the course assignments. Past students have used this discussion board to ask each other technical tips-and-tricks, study advice, and to garner generalized support and encouragement among the cohort. If your question is time-sensitive and relates to a grade, please email your instructor privately through the Canvas feature.
8. **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.

9. **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 (www.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 for this class.
2. **Students with Disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> or by calling 352-392-8565. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. *Please note, sometimes it takes up to three-weeks to get an appointment with the disability office. If you have any reason to think you need their support it is best to start this process before the semester begins or in the first-week of classes. Accommodations do not begin until you submit the accommodation letter to your instructor and they are not retro-active for missed or poorly-performed work.*
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 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

www.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 www.ufl.bluera.com/ufl/ Summaries of course evaluation results are available to students at www.gatorevals.aa.ufl.edu/public-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>, 352392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- c. Sexual Assault Recovery Services (SARS): Student Health Care Center, 352-392-1161.
- d. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit www.shcc.ufl.edu/
- e. University Police Department, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- f. (For Gainesville Residents) UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; www.ufhealth.org/emergency-room-trauma-center

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 Connections Center, Reitz Union, 352-392-1601. 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/>