Instructor:
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352-733-0880
Office Hours: Zoom appointments available upon request

Teaching Assistants:
- NA

Course Description
This course will focus on Arts in Health administration and leadership by exploring frameworks and tasks essential to successful program planning, implementation, evaluation and sustainability of programs. Students will learn how to develop viable arts in health programs and practices in a range of settings such as health institutions, nonprofits, and/or community arts organizations, for example. The course will provide an overview of best practices in developing, deepening and sustaining leadership and administrative knowledge and skills.

Course Objectives
Students will understand international best practices in arts in health programming. Students will be exposed to a variety of styles of leadership communication in order to identify their own leadership abilities. Students will participate in collaborative design thinking sessions for ideation and prototyping the development of AIH programs. Students will conceive of and pitch their own project.

Materials and Supply Fees
> NA

Required Textbooks and Software
> Arts in Health: Designing and Researching Interventions
> Daisy Fancourt
> Oxford Press 2017
> ISBN 978-0-19-879207-9
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> Managing Arts Programs in Healthcare
> Patricia Dewey Lambert et all
> Routledge Press 2016
> ISBN 978-1-138-80211-7
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> Hiking the Horizontal; Field Notes from a Choreographer
> Liz Lerman
> Wesleyan Press
> ISBN 978-0-8195-7436-7

HUM6930 Blueprints for Leadership in Arts in Health Administration **Course Outline**			
Week	Readings/Media	Assignment	Due Dates
Week 1: Introduction and Context ▪ Describe broad concepts of arts in health programs ▪ Define historic context and social relevance.			
1	**Read**: "Arts in Health: Defining and researching Interventions," Chapters 2-4 **Read:** Art and Well-being, American for the Arts https://www.americansforthearts.org/sites/default/files/ArtWellBeing_final_small.pdf	1.Discussion Board 2. Assignment: **What inspires You?** **3. Review the course syllabus for all Major Assignments due for the semester.**	1. 6/27 2. 6/28 3. 6/28
Week 2: Best Practices ▪ Identify the different types of programs ▪ Analyze and describe impact and influence across sectors ▪ Examine process: introduction to design thinking			
2	▪ Read: "Arts in Health: Defining and researching Interventions," Chapters 5-6 & Fact File of Arts in Health Practice ▪ Read: Definition of Design Thinking https://designthinking.ideo.com ▪ Read: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide ▪ Watch: Tim Brown, founder IDEO https://www.youtube.com/watch?v=sq8EFbYBtOA	1. Discussion Board 2. Assignment: **Institution vs Community – Define and describe** 3. Logic Model diagram	1. 7/3 2. 7/5 3. 7/5
Week 3: Leading and Communicating ▪ Identify examples of successful communication ▪ Discuss the roles of artists and program leaders ▪ Analyze methods of compassionate communication			
3	▪ Watch: https://podtail.com/en/podcast/oprah-s-supersoul-conversations/jeff-weiner-leading-with-compassion/ ▪ Watch: https://www.youtube.com/watch?v=hO8MwBZl-Vc	1. Discussion Board 2. Assignment: Interview program or team leaders	1. 7/10 2. 7/12 3. 7/12

	▪ Read: Discovering Your Authentic Leadership ▪ Read: https://www.fastcompany.com/3005306/lead-others-learn-lead-yourself-first ▪ Read: "Healers and Helpers, Unifying the People: A Qualitative Study of Lakota Leadership ▪ Read: The Final Pitch.		
Week 4: Design Thinking: Empathize			
▪ Define purpose driven framework or arts-based program ▪ Identify solutions grounded in end-user need ▪ Create outline for program			
4	▪ Read: Description of Positive Deviance ▪ https://www.fastcompany.com/42075/positive-deviant ▪ Read: Use of Positive Deviance in Social Innovation https://ssir.org/articles/entry/design_thinking_for_social_innovation# ▪ Read: Managing Arts in Healthcare Programs: Chapter 1-3 & Part 4 ▪ Read: Hiking the Horizontal: Questions as a Way of Life, pages 2 -37	**1. Discussion Board** **2. Assignment: The Question** **3. Mind Map Mash-up**	**1. 7/17** **2. 7/19** **3. 7/19**
Week 5: Design Thinking: Define/Ideate			
▪ Identify the qualities that contribute to success ▪ Define structure and vehicle for implementation ▪ Identify the contributions of key personnel and stakeholders			
5	▪ Read: "Arts in Health: Defining and Researching Interventions," Chapter 6 ▪ Read: Hiking the Horizontal: Dilemmas of Practice in Art and Healing pages154-160 Listen: The Edge Effect https://www.npr.org/transcripts/625426015 Watch: Edge Effect: Different Perspective Yield Creativity https://www.youtube.com/watch?v=ZEGFpPIStg0	**2. Discussion Board** **3. Assignment: Op-Ed: Making the Case of Arts in Health** **Program Concept Due**	**1. 7/24** **2. 7/26** **3. 7/26**

Week 6: Design Thinking: Prototype			
▪ Discuss ideas developed by each class participant ▪ Diagram a logic model ▪ Develop implementation and sustainability structures			
6	▪ Read: Design Thinking and Leadership https://www.forbes.com/sites/forbesagencycouncil/2018/07/19/why-design-thinking-should-also-serve-as-a-leadership-philosophy/#2d305f3e5a90 ▪ Watch: https://knowledge.wharton.upenn.edu/article/daniel-pink-on-why-to-sell-is-human/ ▪ Watch: https://slidebean.com/blog/startups-the-best-pitch-deck-story ▪ ▪ Pre-pitch to class	**2. Discussion Board** **3. Presentation Draft Due**	**1. 7/31** **2. 8/2**
Week 7: Process review of final presentation: Prototype			
▪ Post and receive feedback of final written and visual presentation.			
7	▪ There will be no required learning materials. Students will complete discussion board assignments and focus on completing their presentation	**2. Presentation run through for critique**	**1. 8/7**
Week 8: Final Critique and Program Pitch			
▪ Provide final Project/Presentation			
8	▪ There will be no required learning materials. Students will deliver their final recorded pitch	**2. Final Presentation**	**1. 8/14**

Attendance Policy, Class Expectations, and Make-Up Policy
State whether attendance is required and if so, how will it be monitored?   What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc.   What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
6 Discussions	4 each	10%
5 Assignments	10 each	20%
Logic Model	ungraded	
Project Proposal	20	20%
Final Presentation	50	50%
		100%

Grading Policy
The following is given as an example only.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Students Requiring Accommodations
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/. 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.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.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://gatorevals.aa.ufl.edu/.

University Honesty Policy
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://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 or TAs in this class.

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.

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: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources:
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, and 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 at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 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. https://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.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:* https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints*:* http://www.distance.ufl.edu/student-complaint-process.