

## **HUM 6353 Arts in Medicine Professional Seminar**

***Class Periods:*** Online  
***Academic Term:*** Fall 2020

### **Instructors:**

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Office Hours: Tuesday 11:30 am – 12:30 pm or by appointment. Please contact instructor through Canvas for fastest response.

### **Course Description**

The course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and within its historical and contemporary applications. This course is designed to help students prepare for practice in the field of arts in medicine. Learning methods include reading, online video review, video lecture, online weekly discussion, evaluation, writing, and creative practice.

*This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.*

### **Objectives**

1. Understand core issues, contemporary trends and critical debates central to the arts in medicine
2. Develop core competencies including ethical frameworks, career paths, strategic and sustainable program planning, grant writing, and cultural competency
3. Explore professional identity through group process, creative practice, self-assessment and self-care

### **Required Texts**

O'Neal-McElrath, T.; Kanter, L.; & English, L. (2019). *Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals*. Jossey-Bass.

Additional readings will be provided on the Canvas site

### **Materials and Supply Fees**

There are no additional fees for this course

### **Class Materials:**

Required readings and resources will be posted on the course website of eLearning within the corresponding Week #. It is essential to the course that you understand how to navigate the eLearning system to access these important tools.

**Assignment Descriptions and Weekly Schedule**

This section provides a brief summary of each assignment only. Full assignment descriptions, requirements and rubrics are available on the course website on canvas.

**Weekly Schedule (all assignments are due by 11:59pm Eastern Time)**

<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>	<b><u>Saturday</u></b>	<b><u>Sunday</u></b>
<ul style="list-style-type: none"><li>• <b><u>All response posts due from previous week. Begin reading and materials for new module</u></b></li></ul>			<b><u>Initial Discussion posts due</u></b>		<b><u>Creative Practice Initial Posts Due</u></b>	<b><u>Major Assignments due</u></b>

## **Assignment Descriptions**

### Self-Assessment

- The self-assessment aligns with the National Organization for Arts in Health Standards of Practice and allows students to assimilate the knowledge and skills they have developed throughout the core courses of the graduate program.

### Core Values and Vision Statement

- Core values define what a program stands for and a vision statement orients the program to where it is heading. Both of these will establish a foundation that will support your sustainability plan and letter of intent.

### Professional Resiliency and Self-Care Inventory

- The professional resiliency and self-care inventory is designed for those in the helping professions to assess areas of personal vitality and stress in their personal and professional lives

### Job Description

- Students will design a job description for an artist in healthcare or artist in community health that defines professional expectations and clearly communicates the knowledge, skills, and abilities that one should bring to these roles.

### Needs Assessment

- Students will identify, define and describe the health needs, resources and gaps of a specific community by engaging in multiple needs assessment methods. Assessment will include a cross-section of constituents and stakeholders from both within and outside of the community assessed.

### Grant Searching

- As a class, students will create a spreadsheet of grants and funding opportunities that may be used to support arts in health programs. Each student will be individually responsible for contributing ten opportunities to the class spreadsheet.

## Sustainability Plan

- Students will create 2-page sustainability plan. The plan will address human, fiscal and community resources.

## Letter of Intent

- Students will research and identify 3-5 funding opportunities that request a letter of inquiry or letter of intent (LOI) from arts and/or health-related funding sources. Students will select one LOI form that aligns with their vision for an arts and health project or program to complete for submission. Follow LOI guidelines implicitly when completing the application. Students do not have to submit the application but may decide to if they see fit.

## Action Plan and Support Materials

- For this assignment, you will begin to collect and organize the grant materials that are common to most grant submissions.

## Discussions

- Weekly discussions will be used to deepen students' understanding of the concepts and materials in each module and as a way for students to elicit feedback from their peers related to the assignments in this course

## Creative Practice

- Creative practices allow students to integrate their art form with the concepts and materials presented in the course learning and deepen their understanding of their artistic discipline

## Course Schedule

Week	Topic	Assignments
1	Professional Competencies	Introductions Week 1 Discussion <b>Self-Assessment</b>
2	Professional Issues & Ethical Decision-Making	Week 2 Discussion <b>Core Values and Mission Statement</b> Creative Practice
3	Self-Care	Week 3 Discussion Creative Practice Blog <b>Professional Resiliency and Self-Care Inventory</b>
4	Career Pathways in the Arts in Healthcare	Week 4 Discussion <b>Job Description</b> <b>Needs Assessment</b>
5	Grant Writing	Week 5 Discussion <b>Grant Searching</b>
6	Strategic Planning & Sustainability	Week 6 Discussion <b>Sustainability Plan</b> Creative Practice

7	Program Evaluation	Week 7 Discussion
8	Learning Synthesis	<b>Letter of Intent</b> <b>Action Plan and Support Materials</b> Final Creative Practice

## Evaluation of Grades

### Assignments Descriptions:

This section provides a brief summary of each assignment only. Full assignment descriptions, requirements and rubrics are available in e-learning.

### Research the Researchers

When research presenters are scheduled, students will “research the researcher” to familiarize themselves with the researcher’s background and research interests prior to the start of class. Students will evaluate the research and develop questions for researchers.

### Accessing Research Articles

Students will learn how to identify academic or scholarly journal articles and how to access them using the university library system.

### How to Read a Research Article

Prior to beginning a research project it is critical to understand what research has already been conducted on a topic. For this assignment you will learn how to read an academic or scholarly research article and then complete an exercise that will require you to critically evaluate each of the sections of a research article. You will engage in an interactive discussion.

### Developing Research Questions

Students will develop clear, measurable and specific research questions based upon their research interests.

### Literature Review Rubric and Mindmap Group Project

Students will work within small groups to identify literature related to a specific research question and organize it into a supporting literature review

### Group Research Proposal Video

Students will work in interdisciplinary teams to develop research proposals that include a clear research question, supporting literature review, proposed research methods, broader impacts. Students will be asked to clearly demonstrate creativity, innovation and interdisciplinarity within their proposal.

### Post Evaluation

In this course you will complete a pre-evaluation at the start of the first class and a post-evaluation in the final class. These evaluations will specifically ask you about your research knowledge and are separate from the course evaluations that are distributed for each of your classes at the university. The evaluations are anonymous. You will complete these evaluations online and then upload proof that the evaluation was completed in order to receive credit.

**Evaluations and Grades**

**50% of the final grade comes from major assignments**

**40% of the final grade comes from Discussion Board Postings**

**10% of the final grade comes from Creative Practice Blog Postings**

**Grading Scale**

<b>Letter Grade</b>	<b>% Equivalency</b>	<b>GPA Equivalency</b>
<b>A</b>	<b>94.0-100%</b>	<b>4.0</b>
<b>A-</b>	<b>90.0-93.9%</b>	<b>3.67</b>
<b>B+</b>	<b>86.0-89.9%</b>	<b>3.33</b>
<b>B</b>	<b>83.0-85.9%</b>	<b>3.00</b>
<b>B-</b>	<b>80.0-82.9%</b>	<b>2.67</b>
<b>C+</b>	<b>76.0-79.9%</b>	<b>2.33</b>
<b>C</b>	<b>73.0-75.9%</b>	<b>2.00</b>
<b>C- *</b>	<b>70.0-72.9%</b>	<b>1.67</b>
<b>D+</b>	<b>66.0-69.9%</b>	<b>1.33</b>
<b>D</b>	<b>63.0-65.9%</b>	<b>1.00</b>
<b>D-</b>	<b>60.0-62.9%</b>	<b>.67</b>
<b>E, I, NG, S-U, WF</b>		<b>0.00</b>

**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 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>**

UF Policies

### **Class Attendance, Tardiness, and Late Assignments**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

Points will be reduced from late assignments at a rate of 5% per day for the first seven days, after which late assignments will receive an automatic 50% point reduction. Instructors will not accept assignments that are more than seven days late during the final week of class except in extenuating circumstances and with prior approval by the instructor.

### **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>

### **Online Course Policy**



Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Campus Resources:**

#### Health and Wellness

##### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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 support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto: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](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

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