

## Creativity and Health: Foundations of Arts in Medicine

Spring 2021

**Course:** HUM 5357, Sections AF04, CF03, GF01, MF02

**Credit Hours:** 3

**Meeting Location:** [Online in Canvas](#)

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

**Instructors:** Amy Bucciarelli, MS, ATR-BC, LMHC & Keely Mason, MA

**Instructor Office Location:** Online

**Office Hours:** Online in Zoom and by appointment

**Amy Bucciarelli** – Wednesday 1:00pm-2:00pm EST in [Amy's Zoom Meeting Room](#)

Meeting ID 989 9732 2778; Password: Creativity; Call in +13126266799,,98997322778#

**Keely Mason** – Wednesday 4pm-5pm EST in [Keely's Zoom Meeting Room](#)

Meeting ID 921 4493 8999; Password: Creativity

**Email:** Email instructor(s) **through Canvas** for prompt response to course issues.

**Phone:** Email through Canvas for a prompt response. If you need to make a phone appointment, your instructor(s) will share the best number to Zoom or phone.

### COURSE DESCRIPTION

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and informs the field and practice of arts in health. Course learning objectives will be introduced through video lectures, readings, writing assignments, research, online discussions, and presentations. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

### COURSE LEARNING OBJECTIVES

- Recognize the histories used to understand the disciplines of arts in health.
- Explain key theories that inform the disciplines of arts in health.
- Recognize the ethical frameworks that guide the fields of arts in health.
- Define core issues in the fields of arts in health including: field definitions, key competencies, the function of art, and the relationship of creativity to wellbeing.
- Summarize contemporary trends in program models for arts in health.

### COURSE PRE-REQUISITES/ CO-REQUISITES

Students are responsible for familiarizing themselves and reviewing all materials in [Graduate Central which is the Arts in Medicine student portal located in Canvas](#). All students are added to Graduate Central upon admission to the program. Email your instructor *immediately* if you do not have access. For this course, students will need to know the information in the “Start Here”, “New Student Orientation”, and “Resources” modules.

## REQUIRED TEXTS AND OTHER MATERIALS

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington: DC: American Psychological Association.

Fancourt, D. (2017). *Arts in Health: Designing and researching interventions*. Oxford: Oxford University Press.

Turabian, K. (2010). *Student's guide to writing college papers* (5<sup>th</sup> ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). Chicago: Illinois, University of Chicago Press.

*Note: Students can also purchase the 4<sup>th</sup> ed. of this book, the pages and content are slightly different but both will be acceptable.*

### Additional Materials Needed:

- Desktop computer or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).
- Smartphone, camera, tablet, or computer with video recording and basic editing capabilities for Discussions and Creative Practice Blog (*especially* if you're planning to do dance, music, or theater for your blog)
- Basic visual art materials (if you plan on doing visual art for your Creative Practice Blog)

*Additional required readings, lectures, and online resources are posted in the modules under Learning Materials in Canvas.*

## STUDENT EXPECTATIONS

The course is an a-sequential course which means there is no set meeting time each week, but that there *are* set deadlines each week. The course format requires personal time-management and attention to deadlines. The course is three credits and is only 8-weeks long, so it is intense and fast-paced. **Students should expect approximately 16 hours of work per week for this course.** There will be between 4-6 hours of module learning. The remaining time students should be investing into the discussions, the creative practice blog, and the assignments.

*See Course Outline on the next page.*

## HUM 5357 COURSE OUTLINE\*

Week	Topic	Readings/Media	Assignment	Due Dates
<b>Week 1: Introduction to Arts in Health</b>				
1	Course Orientation; Overview of arts in health	<ul style="list-style-type: none"> <li>Read and View all materials in Week 1 Module</li> </ul>	1. Intro Discussion 1 2. Content Comp. 1A 3. Content Comp. 1B	1. 1/8, 7:59AM EST 2. 1/11, 7:59AM EST 3. 1/11, 7:59AM EST
<b>Week 2: Scope of Practice and Ethical Frameworks</b>				
2	Code of Ethics and Standards; Knowledge, skills, and values of arts in health professionals; Scope of practice in arts in health	<ul style="list-style-type: none"> <li>Read and View all materials in Week 2 Module</li> </ul> <p><i>*Note, the deadline for assignments that are typically due on Monday are due on Tuesday this week in observance of the MLK holiday. However, assignments next week will still be on their regular days, so please be mindful of time management.</i></p>	1. Discussion 2 2. Content Comp. 2 3. Creative Practice Blog Set-up Assignment	1. 1/15, 7:59EST 2. 1/19, 7:59AMEST* 3. 1/19, 7:59AMEST*
<b>Week 3: The Arts and Their Purpose</b>				
3	Introduction to creativity; Introduction to functions of the arts	<ul style="list-style-type: none"> <li>Read and View all materials in Week 3 Module</li> </ul>	1. Content Comp. 3 2. Creative Practice 1	1. 1/22, 7:59AMEST* 2. 1/25, 7:59AMEST*
<b>Week 4: Historical Perspectives in Arts in Health</b>				
4	Survey of the history of arts in health	<ul style="list-style-type: none"> <li>Read and View all materials in Week 4 Module</li> </ul>	1. Content Comp. 4 2. Research Paper Proposal 3. Discussion 3	1. 2/1, 7:59AM EST 2. 2/1, 7:59AM EST 3. Post 1, 1/29, 7:59EST Post 2, 2/1, 7:59EST
<b>Week 5: Biological Foundations for Arts in Health</b>				
5	Survey of theories related to the arts and physical health	<ul style="list-style-type: none"> <li>Read and View all materials in Week 5 Module</li> </ul>	1. Content Comp. 5 2. Creative Practice 2	2. 2/8, 7:59AM EST 3. 2/8, 7:59AM EST

Week 6: Social Science Foundations for Arts in Health				
6	Survey of theories related to the arts, personal wellbeing, and social health	<ul style="list-style-type: none"> <li>Read and View all materials in Week 6 Module</li> </ul>	1. Content Comp. 6 2. Discussion 4  3. <i>Optional:</i> Submit draft of Research Paper for review	1. 2/15, 7:59AM EST 2. Post 1, 2/12, 7:59EST Post 2, 2/15, 7:59EST 3. 2/15, 7:59AM EST
Week 7: Aspirational Foundations for Arts in Health				
7	Survey of theories including meaning-making, self-transcendence, ritual, flow state, and aesthetics	<ul style="list-style-type: none"> <li>Read and View all materials in Week 7 Module</li> </ul>	1. Content Comp. 7 2. Research Paper Due	1. 2/22, 7:59AM EST 2. 2/22, 7:59AM EST
Week 8: Introduction to Program Models				
8	Introduction to contemporary trends in arts in health program models	<ul style="list-style-type: none"> <li>Read and View all materials in Week 8 Module</li> </ul>	1. Content Comp. 8 2. Final Discussion 5 ( <i>only 1 post required</i> )	1. 2/26, 11:59PM EST 2. 2/26 11:59PM EST  <i>**Note: all assignments this week due by midnight on <b>Friday</b> due to the end of the semester.</i>

*\*Activities within the course outline 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 up-to-date course materials.***

## ASSIGNMENT DESCRIPTIONS

- Content Competency Quizzes** (9 quizzes, 10-20 points each; 25% 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 Competencies are designed to assess student understanding of the readings and materials assigned for the week. Each Content Competency will include approximately five open-ended questions (2-4 pts each) that evaluate the student's comprehension of the assigned materials. Unless otherwise indicated, the quizzes are open-book and open-note. They are not timed. However, students only have *one* attempt to complete the quiz, so being prepared by having read the module material and referring to your notes are key.
- Creative Practice Blog** (1 Set-up, 20 points and 2 posts, 100 points each; 20% of grade): Students will engage in a multidisciplinary creative artistic practice. Students will do the Creative Practice in each of the core curriculum courses during their graduate studies. In this course, the instructor(s) will provide the artistic prompts. Students will document the process through an online Creative Practice "blog" hosted by the [Adobe Spark website](#). See Canvas assignment for full details.

3. **Discussion Board** (5 Discussions, 100 points each; 25% of grade): Students will substantively participate in online discussions with their peers and the instructor discussions on the course Discussion Board (Minimum of two posts per discussion). A topic or question relating directly to course content will be posted by the instructor(s). Each student will post an initial response in essay form (due Friday 7:59am EST) followed by a critical analysis response post (due Monday 7:59am EST). See Canvas assignment for full details.
4. **Major Assignment** (Proposal 10 points; Paper 100 points; 30% of grade):
1. **Research Paper Proposal:** Students will write a short paragraph that outlines their intended topic for the Research Paper. It must be approved by the instructor as a suitable topic utilizing a theory taught within that course and the topic within scope of practice for arts in health/arts in public health.
  2. **Research Paper:** Students will write a 1,200-2,000-word paper that will dive more deeply into **one** theory learned during the course while exploring its connections to the arts and to health. The research paper can be focused one of two ways, either:
    - i. How the arts—through the lens of that theory—impact a specific health population.
      1. For example, the function of the arts to increase self-efficacy for people living with Parkinson’s disease *or*
    - ii. How a specific artistic discipline (visual art, music, dance, theater, creative writing, etc.) may enhance overall wellness, as justified through the one theory selected.
      1. For example, writing and storytelling enhances meaning making and communities thrive when people feel a sense of meaning and purpose.
    - iii. Papers will need to be well-edited and formatted in APA Style.
    - iv. See Canvas assignment full details.

## EVALUATION OF GRADES

Assignment	Total Points	Percentage of Final Grade
Content Competency Quizzes (9)	10-20 each	25%
Discussion Board Posts (5)	100 each	25%
Creative Practice Blog (2) + Set-Up	100 each	20%
Research Paper (1) + Proposal	100	30%
	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 not 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/graduate/?catoid=10&navoid=2020#grades>

## 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 course 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. For more information see [UF's Attendance Policies](#)
2. **Class Participation/Demeanor:** Enthusiastic and full participation will lead to course success. Consistent interactions with fellow students and the instructor(s) within the course are integral to your learning. It is expected that all interactions are 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. **Computer Hardware:** The UF online eLearning system, Canvas, works most functionally on a laptop or desktop computer. Being a fully online program, it is *essential* that you have access to one of these in order to view the course and submit assignments. Tablets and phones will not work for participation in the graduate program. They will be limiting. Canvas is not fully accessible on these types of devices which can negatively impact your learning experience and ultimately your grade.
4. **Internet Connection:** Your internet speed will also be important for accessing Canvas, watching videos, and uploading video content. All of these tasks will be required for the program. Canvas recommends minimum of 2mbps for upload and 4.5 mbps broadband for streaming course lectures and videos.
5. **Assignment Submission:**
  - a. Assignment Due Dates and Times: All assignment deadlines are listed with the assignment description in Canvas. All due dates and communications for this course assume Easter 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. Documents must be page formatted in APA Style including title, student name, date, and page numbers. Sources will be properly paraphrased or quoted, as appropriate. Sources referenced will be noted by in-text citations and reference lists. See the *Publication*



*Manual of the American Psychological Association* required for this course. Be careful not to rely on automatic formatting from websites, like Google Scholar, they frequently have errors in the formatting and are not reliable. Students will be marked-off for improper formatting.

- d. Late Assignment Submissions: Major assignments will be accepted up-to five days after the due date except in extenuating circumstances and with prior approval by the instructor(s). Points will be reduced from late assignments at a rate of 5% per day, starting at the posted deadline day and time of the due date. It is better to turn in an assignment late than not at all. Contact your instructor(s) in a timely manner if you have questions.

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](#). This should include when the problem was reported, what the issue is, how it will be resolved, and the timeline for resolving the issue. The ticket number will document the time and date the problem was reported. You are responsible for emailing your instructor(s) 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](#) who can offer you support and work with your instructor(s) to potentially excuse late assignments. For additional information consult the [Graduate Catalog](#) and [UF's Attendance Policies](#).

- e. Grading Feedback from the Instructor(s): Assignments will have a rubric that the instructor(s) will use to evaluate students' grades.
- i. Rubrics for assignments can be found directly under the assignment instructions.
  - ii. For Discussions, students must click on the three dots at the top right of the Discussion instructions and click "show rubric".
  - iii. The Instructor will potentially leave grading feedback in four places:
    1. Rubrics,
    2. Submission Comments,
    3. Quiz Comments or
    4. Annotated feedback in submitted documents.

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.

6. **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 email communications within 24 hours during weekdays and 48 hours on the weekends. ***It is important to email the instructor through the Canvas Conversations (email). These emails are prioritized over the ufl.edu 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 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.*

7. **General Course Questions:** Before asking general questions of the instructor(s), be sure to check the syllabus, the course Canvas website, and Graduate Central. Your instructor(s) will direct you to these sources first. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor(s) privately using the mail function in Canvas.
8. **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 with your peers and to engage in peer-to-peer support. 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(s) privately through the Canvas feature.
9. **Technical Assistance:** If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please immediately contact the Help Desk at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu), 352-392-4357, and/or the [Help Desk website](#). 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. You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or make-up.
10. **Other Resources:** Visit the [UF Distance Learning website](#) for additional resources.

## 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](#) 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.
2. **Students Requiring Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect



with the [Disability Resource Center](#). 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. **Recorded Materials and Privacy:** Students who participate in course videos or utilize a profile image (avatar) are agreeing to share their video or personal images with the class. If you are unwilling to consent to have your profile or video images available, please consult with your instructor so you can develop alternatives as appropriate. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
5. **Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). 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 on the [Gator Evals page](#).
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 the [Notification to Students of FERPA Rights](#).

## 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](mailto:umatter@ufl.edu) or 352 -392-1575 so that a team member can reach out to the student.
- b. [Counseling and Wellness Center](#): 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- c. [Sexual Assault Recovery Services \(SARS\)](#): Student Health Care Center, 352-392-1161.
- d. [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need.
- e. [University Police Department](#), 352-392-1111 (or 9-1-1 for emergencies).

### 2. Academic Resources:

- a. [E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- b. [Career Connections Center](#), Reitz Union, 352-392-1601. Career assistance and counseling.
- c. [Library Support](#), 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.

- e. [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- f. [Online Student Complaints](#)

## 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.
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
4. [UF Center for Arts in Medicine Research Database](#): (Please note, this database doesn't have direct links, so you have to use the UF Library or Google Scholar to retrieve the articles)
5. [UF Center for Arts in Medicine website](#)