Arts in Public Health Professional Seminar
THE 6933**, Section** CAPH(18894)
Summer 2021
Meeting Times and Location: Online
Credit Hours: 3

Instructor: Dr. Tasha Golden, PhD
Instructor Office Location and Hours: Tuesdays 11a-12p ET. Students can email *before* (ideal) or *during* this hour to receive Zoom info for a virtual meeting.
Instructor Contact Information: tasha.golden@ufl.edu

Course Description

This course will prepare students for professional-level practice at intersections of the arts and public health ("arts in public health"). The course will orient students to the professional competencies, trends in practice, and ethical, practical, and theoretical frameworks that are part of the professional toolkit of practitioners and researchers who use the arts for health promotion and/or health communication. It introduces students to core issues and critical concerns in this emerging field, while providing opportunities to analyze existing practices, theorize opportunities and solutions, and apply learnings to program design, evaluation, and dissemination. Learning methods include extensive reading, engagement in critical discussions, research, and written assignments.

This course is appropriate for graduate students and professionals within public health, the arts, community and social practice, arts in health, and other health-related professions.

Course Objectives

1. Students will analyze core issues, practices, and research related to arts in public health practices;
2. Students will evaluate and develop core competencies for professional-level arts in public health practice; and
3. Students will explore and articulate professional identity through group process, creative practice, and self-assessment.

Required Texts

All readings provided by instructor on Canvas, via link or PDF.

A list of "Recommendations for Further Reading," designed to support enhanced/continued learning, is available under "Pages" on the course's Canvas site.

Course Outline

Students will pursue the course objectives by engaging in three primary areas of activity:

I.   Program Study
     a. Students will choose a single case study of an arts + public health program, gather background information and data on the case, and then utilize course readings, lectures, and discussions to analyze the case, identifying strengths and limitations.
II. Program Planning
     a. Students will propose a *new* arts in public health program, including a description of the community context in which it would take place; program rationale, mission, and objectives statements; full description of the arts-based strategy; a logic model; discussion of ethical considerations/responsibilities; potential processes for evaluation, including outcomes to be assessed; and planned dissemination strategies.
III. Critical engagement
     a. Students will engage critically with course readings, developing insights regarding their application, value, gaps, and potential next steps. They will also apply critical research and reading skills to identify and summarize additional resources for the class. Importantly, students will engage in discussion with their peers, providing substantive insights, critiquing one another's work, and sharing observations and experiences.

Weekly Topics and Assignments
   Important: Planned assignments & due dates are subject to change. It is each student's responsibility to check their emails regularly, and to read all Canvas Discussions and Assignments thoroughly in case something has been updated or added. If you have questions, please email the instructor.

Week	Topic	Readings/Materials	Assignments
1 Apr 27	Background on the arts as a professional strategy for community health	- Instructor's introduction video - "Creating Healthy Communities through Cross-Sector Collaboration" (Sonke et al., 2019) (PDF) - "Tackling Health Inequities…" (Hofrichter, 2010) (PDF). *Note that this is a long document; give yourself ample time.* - "Public Health's Next Step in Advancing Equity…" (Golden & Wendel, 2020) - Browse all spokes of the wheel at "Arts and culture can…" (ArtPlace America, 2020) - Browse "HAP-E: The Toolkit for Health,	1. **Introductions** (See Module 1) 2. **Video Post** See Module 1) 3. **Class Discussion Post**

		Arts, Parks & Equity" (PDF)	
2 May 3	Communities and Health	- ACEs Primer video - Video: Adverse Community Experiences and Resilience: Addressing and Preventing Community Trauma (Pinderhughes, 2017) - *Optional: See "Adverse Community Experiences and Resilience: A Framework…" (Davis, Pinderhughes, & Williams, 2016), in Recommendations for Further Reading.* - *Pedagogy of the Oppressed*: Foreword and Preface (PDF, or purchase book online) - Power, Privilege, & Oppression (PDF) *(Wherever the slides mention "Scripps," replace this with the name of your current or potential org/initiative)*	1. **Class Discussion** (See Module 2) 2. **Video Post** (See Module 2) 3. **Submit Choice of Case Study** (See Module 2)
3 May 10	Communities and the Arts	- "Arts, Culture, and Community Mental Health" (Hand & Golden, 2017) - "Street Science" (Corburn, 2010) (PDF) - "Reframing Photovoice: Building on the Method to Develop More Equitable and Responsive Research Practices" (Golden, 2020) (PDF) - UF CAM's Advisory Briefs for local/state health agencies on role of arts/artists in public health (General; COVID19). - Additional Learning/Lecture TBD	1. **Class Discussion Post** (See Module 3) 2. **Case-Study Post** (See Module 3)
4 May 17	Community Engagement: Participatory Research, Design, Practice	- *Pedagogy of the Oppressed*, Chapter 1 (PDF) - Community-Based Participatory Research (CBPR) – (JHU Video) - Dr. Suur Yakubu-Ayangeakaa's Slides about CBPR (PDF) - "Crossing Methodological Borders: Decolonizing Community-Based Participatory Research" (Stanton, 2014) (PDF) - "Defining & Analyzing the Problem" (Ch 17, Section 3 of the Community ToolBox) - "Getting Started with Community Needs Assessments" (Video)	1. **Class Discussion** (See Module 4) 2. **Case-Study Assignment Due Thurs 5/20**: See Assignments 3. **Case-Study Video Post**: (See Module 4)

		- *CBPR (Brief U Toronto Video) (This is OPTIONAL)*	
5 May 24	Program Planning: A Foundation	- [Chapter 2 of the Community Toolbox](#) (Section 1 ("Developing a Logic Model"); Section 2 ("PRECEDE/PROCEED") & Section 9 ("Community Readiness"). *Any other sections of Ch 2 could be chosen for your Video Post assignment.* - "[Conducting a Community Needs Assessment: Part 1](#)" (Video). *This video asks questions you should be prepared to answer about your own programs.* - [Chapter 19 of the Community ToolBox](#) "Choosing and Adapting Community Interventions" (Sections 1-5)	1. **Video Post** (See Module 5) 2. **Class Discussion** (See Module 5) 3. **Begin Program Proposal (First post due)** (See Module 5 and Assignments)
6 May 31	Program Evaluation & Dissemination	- [Chapter 36 of the Community Tool Box](#) *Give yourself time to read carefully through this full chapter.* - Read these three UF CAM Advisory briefs designed to respond to COVID-19 (Sonke et al., 2020). *For each link, click the "Download HERE" link to access the actual PDFs:* "[Call for Collaboration](#);" "[COVID-19 Arts Local Governmental Advisory Brief](#);" and "[COVID-19 Arts Response State Governmental Advisory Brief](#)" - [Video about Rhetorical Analysis, focusing on Audience/Purpose](#) (Meyer, 2017)	1. **Class Discussion** (See Module 6) 2. Complete your **Dissemination Worksheet** (See Module 6) 3. **Dissemination Post** (See Module 6) 3. **Program Proposal Second post due** (See Module 6 and Assignments)
7 Jun 7	Health Commun-ications	- Health Communication and the Arts in the United States: A Scoping Review" (PDF) - "Talking about Public Health" (Wallack & Lawrence, 2010) (PDF) - "Culture and Health" (Napier et al., 2014) - Additional Lecture/Learning TBD	1. **Video Post.** (See Module 7) 2. **Program Proposal First Draft Due** (See Module 7 and Assignments) 3. **Program Proposal Class Discussion** (See Module 7) 4. **Course Reflection**: Heads up: For next week, complete your final written reflection (See Assignments)

8 Jun 14	Wrapping Up; Proposal; Reflections	[Readings / Additional Learnings TBD]	1. Submit the **final draft of your Program Proposal due 6/18**, both to Canvas and to the shared folder linked in the assignment description. (See Module 8 and Assignments) 2. Submit your **final written reflection** (See Module 8 and Assignments) 3. **Final Video Post** (See Module 8)

Assignment Evaluation and Grading

1. **Class Discussion Posts** (7 weeks, 4 points each = 28 points): Each student will create a discussion board post for the entire class that synthesizes course readings, offers critiques and insights, and asks questions. Each student will review each post and offer a brief yet substantive reply (at least 100 words), drawing upon concepts and materials presented in the course.
    All Class Discussion Posts are due no later than Thursday of their respective week (11:59pm ET), to allow time for peers to reply. Any exceptions to this will be noted in the Canvas Discussion description.
    Class Discussion posts are intended to help you reflect on your learning while providing a valuable resource to your peers. Content will also contribute to your final Course Reflection Assignment (#5 below).
2. **Video Posts** (6 weeks, 3.5 points each = 21 points): On specified weeks, each student will post a video (written version may at times be an option) in response to particular inquiries assigned. Each student will review all other videos, providing brief yet substantive replies that include critical commentary, questions, or insights that draw upon course materials.
    All Video Posts are due no later than Thursday of their respective week (11:59pm ET), to allow time for peers to reply. (The one exception to this is our *final* week, which ends Friday 6/18. Posts that week are due by Wed, so that peers can reply by Fri.)
    NOTE: *Videos are not judged on video quality, though they should be clearly audible without background noise, and we should be able to clearly see you as you speak. Students may use smartphones or Zoom to record themselves, or other equipment as desired. Another option is to click the "Record/Upload media" within the Discussion thread, and then choose the "Record" tab. (This option isn't supported on all browsers, so be sure to try it out before relying on it.)*
    A conversational tone is fine, because the idea is to parallel what might occur around a

conference table in a physical course. However, content should be thoughtful and planned, as opposed to stream of consciousness, so you may want to use an outline to make sure you can be concise, hitting the required content within specified timeframes.
Video posts are intended to help you think through materials, offer valuable insights and/or resources to your viewers, and contribute to your final Course Reflection assignment (#5 below).

3. **Case Study/Investigation of Practice** (18 points): Each student will select a current or recent arts + public health project to analyze in-depth, as assigned. Case studies will make critical use of the concepts, frameworks, and resources presented in the course. **Assignment due by Thursday May 20 at 11:59pm ET.**

4. **Program Planning** (25 points): Each student will develop a proposal for a new arts + public health program (2000-2500 words), drawing upon concepts, frameworks, and resources presented in the course. Feedback on a first draft will be provided, to which students must respond in their final draft. **Final Draft due by Friday June 18 at 11:59pm ET.**

5. **Course Reflection** (8 points). In lieu of a Class Discussion Post for Week 8, each student will submit a final written reflection (350-750 words) regarding their learnings in the course, as a formal Assignment in Canvas. **Due by Friday June 18 at 11:59pm ET.**
   You might focus your Reflection on: new skills, insights, and knowledges; materials, insights, or experiences students found particularly valuable; and/or tools and awarenesses they plan to apply in professional practice and program development. *This final reflection should consolidate (and add to) the learnings/thoughts/insights that students have shared throughout the semester in their Class Discussion and Video Posts.*

Course Grading

Total course points: 100
- 28% of the grade comes from Class Discussion posts (and replies)
- 21% of the grade comes from Video Posts (and replies)
- 18% of the grade comes from the Case Study assignment
- 25% of the grade comes from the Program Proposal assignment
- 8% of the grade comes from the Course Reflection assignment

Grading Criteria Rubric

	A grades	B grades	C grades*
Class Discussion Board	Has contributed thoroughly to presentation; materials are considered in light of course concepts and frameworks;	Has contributed well to presentation; materials are considered in light of most course concepts and frameworks;	Has contributed somewhat to presentation; materials are considered in light of most course concepts and

	presentation is of highest professional quality; critique of presentations is thorough and makes use of all course materials.	presentation is of high quality; critique of presentations is thorough and makes use of course materials.	frameworks; presentation is of average quality; critique of presentations is thorough and makes use of course materials.
Peer Engagement	Thoroughly and thoughtfully reads peers' work; engages with substantive commentary and/or constructive criticism based on concepts and frameworks in course materials.	Gives complete consideration to peers' work; engages with commentary and/or constructive criticism using some of the concepts and frameworks in course materials.	Gives incomplete consideration to peers' work; commentary is sparse and only somewhat constructive. Few of the concepts and frameworks in course materials are used.
Case Study	Student's analysis is thorough and of high quality, robustly reflecting resources covered in the course; document features professional, graduate-level writing, including attentiveness to details such as formatting and citation.	Student's analysis is substantive, and mostly reflects resources covered in the course; document is mostly professional, and may be inconsistently attentive to details such as formatting and citation.	Selected case may not meet requirements outlined by the assignment; student's analysis is incomplete, and may inadequately reflect resources covered in the course. Document features average writing, and may lack attentiveness to details such as formatting and citation.
Program Proposal	Proposal thoughtfully and thoroughly addresses all required elements, and robustly reflects course learnings and materials. Final submission has	Proposal mostly addresses all required elements, and utilizes course learnings and materials. Final submission may inadequately	Proposal incompletely addresses required elements, and course materials are inadequately or incorrectly represented. Final

	responded to draft feedback/critiques, and features professional, graduate-level writing—including attentiveness to details such as formatting and citation.	respond to draft feedback. Writing is mostly professional, and may be inconsistently attentive to details such as formatting and citation.	submission may inadequately respond to draft feedback. Writing is average, and may lack attentiveness to details such as formatting and citation.

Grading Scale

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. UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Letter Grade	Percent Grade	4.0 GPA Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C- *	70-72	1.7
E, I, NG, S-U, WF		0.0

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. All students are expected to complete assignments and discussions on time, after having critically read or viewed the week's materials. **Far from busy work, discussions and video posts are opportunities for each student to contribute their knowledge and insight to a collective endeavor.** Students are thus expected not only to take their contributions seriously, but to regard and respond to fellow students' posts as critical learning and engagement opportunities.

It is each student's responsibility to understand and adhere to all policies and standards for professional conduct, and to interact with the instructor and fellow students with professionalism. (See "Communication," below.)

Communication

Written communication and electronic interaction are central to online interaction and learning. Please see the "**Netiquette Guide**" posted in "Files" on Canvas for university expectations regarding written and electronic interactions, including email messages and threaded discussions.

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect their participation in the course. Please do not let any questions or concerns you have go unattended! If you need to reach out, email the instructor directly at the address at the top of this syllabus. It is the instructor's intention to respond to all email communication within 48 hours, excluding weekends.

Dr. Golden urges the following "**group agreements**." *Students are welcome to recommend additions if they need/wish; they can do so by emailing the instructor.*

- Stay engaged and be courageous. It takes courage to connect with others, to listen, and to speak your truth. This course seeks to offer a brave space for curiosity, exploration, testing, and learning.
    - In this vein, ask questions when you don't understand. Don't assume you know another's thoughts or motivations.
- You are welcome to criticize ideas; not individuals or groups.
- Always seek permission before sharing or citing another's work, including stories or insights your peers share within this course.
- Communicate respectfully. Avoid inflammatory language, and consider the perception of tone, fonts and other modes that may be diminishing to others.
- Expect and accept non-closure. While this course is designed to prepare you for professional work in arts and public health, many questions in the realm of health and the arts remain unanswered, and issues raised by this course or its students may remain unresolved. Stay present with the discomfort of uncertainty, and feel free to seek help and ask questions as you need.

Education is a space for deep thinking, critical debate, and challenging ideas. The Center for Arts in Medicine wants you to engage deeply and critically in your thinking and your discussions, and to help generate a collective space that is respectful of and attentive to all voices.

Submitting Late Assignments and Making Up Work

The *Case Study* will be accepted no later than six days after the due date, except in extenuating circumstances and with prior approval by the instructor. **Points will be reduced from a late submission at a rate of 5% per day.** The two other major assignments (Program Proposal and Course Reflection) are due on the final day of class and thus cannot be accepted late.

Discussion Board assignments will not be accepted late. It is critical that others in the course be able to read/view and respond to your work in a timely manner.

Work missed due to illness, religious holidays, or other pre-approved circumstance(s) may be made up per agreement with the instructor. Work missed for other reasons or without adequate communication with the instructor may not be made up.

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.

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 your instructor.

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 https://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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

Campus Resources for 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 Ce*nter: https://counseling.ufl.edu/, 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/

Campus Resources for Academic Support

If you have difficulty accessing online course reading or materials, please reference the citation or document name and author in a Google Search to locate the document before contacting the instructor or the Help Desk.

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 Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
https://career.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.
http://teachingcenter.ufl.edu/

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

Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor- code-student-conduct-code/

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

UF Computer Help Desk can be reached at helpdesk@ufl.edu and/or https://helpdesk.ufl.edu.