ARTS IN MEDICINE PROFESSIONAL SEMINAR

HUM 6353
Summer A 2021
Credit Hours: 3
Course Location: Online

INSTRUCTOR: Jenny Baxley Lee
Location: Jenny's Zoom Office Hours; Zoom *Meeting ID*: 852 160 9613
Email: jlee@arts.ufl.edu

OFFICE HOURS: Tuesday 12-1 pm EST
By appointment using Calendly link: https://calendly.com/jennybaxleylee

COMMUNICATIONS WITH THE INSTRUCTOR: In Canvas, I frequently use Announcements for updates and reminders, so I recommend receiving email notifications for these. The cohort will also use discussion boards and Canvas email for course communications. I use Zoom for 1:1 office hours. Canvas email is preferred for all course-related communication as I use the email function in Canvas to track and prioritize student communications.

COURSE PRE-REQUISITE:
Arts in Medicine Practicum

COURSE WEBSITE: UF Canvas, https://elearning.ufl.edu

MATERIALS AND SUPPLIES FEES: None

Course Description:
The course provides a practical orientation to skills and competencies useful for practice and program administration in the field of arts in health. The professional seminar will focus on core issues and trends central to the discipline of arts in health. This course is designed to help students apply skills in preparation for practice and program administration in the field. Learning methods include reading and viewing multimedia materials, discussion, creative practice, research, and writing.

> This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health-related professions. Students should expect approximately 16 hours of coursework per week for this 3-credit graduate.

Course Objectives
1. Recognize core issues, contemporary trends and critical debates central to arts in health

2. Apply core competencies in arts in health such as embodied ethical decision making, mapping career pathways, strategic and sustainability planning, navigating partnerships,

Week	Topic	Readings/Materials	Assignment

    and securing funding and resources

3. Construct professional identity through group process, creative practice, self-assessment and self-care

Required Texts

Skovholt, Thomas M., & Trotter-Mathison, Michelle. (2011). *The Resilient Practitioner*: *Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals.* (2nd ed. or 3rd ed.). New York, NY: Taylor and Francis Group, LLC.

Recommended Texts

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

Koch, Deborah (2009). *How to Say It: Grantwriting: Write proposals that grantmakers want to fund*. Prentice Hall Press.

De Saint-Exupery, Antoine. (1943). *The Little Prince*. New York: NY, Reynal & Hitchcock. American Psychological Association. (2019). Publication manual. Seventh Edition. Washington DC: American Psychological Association.

Additional course materials are provided on Canvas.

COURSE SCHEDULE

1	Orientation and overview	Skovholt, T., the Preface & Ch 1-4	Discussion **Proposal development Part I: Grant Searching**
2	Field of Arts in Health	Skovholt, T. Ch 5-6	Discussion **Proposal development Part 2: Mission, Vision and Values**
3	Career Pathways	Skovholt, T. Ch 7, 9, and 11	Discussion Creative Practice 1 **Proposal development Part 3: Action Plan + Support Materials**
4	Self in Role	Koch, D., Ch 1-7	Discussion Board **Proposal development Part 4: Job description, self-assessment**
5	Self in Relationships and Partnerships	Koch, D., Ch 8-11	Discussion Board **Proposal development Part 5: Needs Assessment**
6	Self in Environments		Discussion Board **Proposal development Part**

			6: Sustainability Plan
7	Self in the Field		Discussion Board **Full proposal**
8	Synthesis		Discussion Board **Creative practice**

Disclaimer: This syllabus represents current plans and objectives. *Activities within the course are subject to change.* As the semester unfolds, plans may change in response to evolving learning needs or unforeseen circumstances. Changes are to be expected and will be communicated as quickly and clearly as possible via Announcements. Please opt in to receive email notifications for Announcements.

COURSE ASSIGNMENTS

Brief Descriptions

See the specific assignment in Canvas for all assignment requirements

Discussion Board (200 total points - 25 points weekly; 8 weeks)

Students will participate in eight online discussions (one week in duration each) using the Discussion Board. Each week there will be topics posted under the discussion for the week. The topics will closely align with assignment topics. Participate actively in *all* discussions. Please join the discussion EARLY, OFTEN and substantially and meaningfully for full participation points.

This course aims to synthesize your learning thus far in the graduate program, so the discussion board is a primary place for critical thinking, reflection, and meaningful engagement with peers.

Creative Practice (100 points)

Students will engage in a creative practice and will post documentation of their process and product. Posts may utilize narrative text, photographs, video, or another approved multimedia format. Post the link to your blog under the Creative Practice assignment, and the discussion thread "Creative Practice" in eLearning. You will complete a final creative art piece that reflects your experience in the program, thus far. The finished work will be accompanied by a blog post, which includes an image or set of images and/or audio/video of the work. Both process and product are required to be documented.

Assignments (400 points)

See the specific assignment in Canvas for requirements and rubrics outlining grading criteria

1) Grant and/or program searching (25 points)

Students will complete a grant search and/or a program search to identify a funding proposal to be generated during the *Professional Seminar* course. The assignments throughout the course will build toward completion of this singular proposal. Alternately, students may decide to complete a program proposal for an organization with whom they envision "pitching" their program. The same component parts are required for either proposal regardless of the unique needs or requirements of the funding body or the partnering healthcare site or community organization, for example.

2) Mission, vision and values (25 points)

Students will complete a mission, vision and core values statement as a first step to guide their proposal development process.

3) Action Plan + Support Material Preparation (50 points; 25 points each)

Students will complete an action plan and prepare support materials for the proposal.

4) Self-Assessment + Job Description (50 points)

Students will complete a self-assessment of their current knowledge, skills and attributes, which contribute to their career objectives and pathway as well as drafting a job description for an artists working in health. A set of tools will be introduced to invite critical reflection from an appreciative frame of reference. This exercise is a simulation of a performance review that you might be asked to complete as an Arts in Health professional.

5) Needs Assessment (50 points)

Students will identify a community of interest in their local area and engage 2 or more needs assessment methods (normative, perceived, expressed, or relative) to survey the current climate, needs and resources of a select community. Students will engage in inquiry and research from a cross-section of constituents both inside and outside of the "community" being surveyed. A minimum of three community needs must be identified and this will be incorporated into the background of the funding proposal.

Students may use a combination of personal interview, web-based research, and academic research to support the paper's findings. This assignment engages assessment of need in the population in which the student intends to practice in arts in health. It will be helpful for future assignments such as the funding proposal; and ultimately for program planning and proposal development.

6) Sustainability Plan (100 points)

Students will create sustainability plan for a current or envisioned arts in health practice. This plan will outline the goals, measurable objectives, activities, and timeline to be included in the final funding proposal. The sustainability plan will be drafted in an organized table or outline format. Forms and templates are provided in Canvas, as examples. Under each category, please provide a numbered list of specific *goals* and *action items* to be undertaken in order to sustain the program or project. The plan will include consideration of the following:

- Organization/Program/Project Name;
- Vision, Mission and Values;
- Human, fiscal and community resources to make that practice viable.

7) Funding Proposal (or Letter of Intent - LOI) (100 points)

Students will research and identify funding opportunities with clear guidelines for funding proposal from arts, culture, and/or health-related funding sources. Students will select one proposal that aligns with their vision for an arts in health project or program and will complete the proposal incorporating elements of the earlier course assignments. Students are to follow proposal guidelines implicitly when completing the application. Students do not have to submit the application to the granting organization, but may decide to do so as they see fit.

GRADING

Students will be evaluated and their grade determined in the following manner. Assignment guidelines and grading criteria and rubrics for each assignment can be found within the corresponding assignment on the course website. Grades and comments will be posted on the course website. Comments about your grades appear with the specific assignment in **Assignments** or in the **Gradebook** feature under **Comments**. Please check in both places before inquiring about a grade. Current UF grading policies for assigning grade points can be found on the following course website:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Assignments	Points and percentage
Participation Discussion: 25 points x 8 = 200 points Creative practice: 100 points	200 points (35*% of final grade*)
Assignments Grant searching: 25 points Mission, vision, values: 25 points Action plan and support materials: 50 points Self-assessment: 50 points Needs assessment: 50 points Sustainability plan: 100 points	400 points *(65% of final grade)*

Funding proposal: 100 points	
	600 total points possible

GRADING SCALE:

Letter Grade	% Equivalency	GPA Equivalency
A	94-100%	4.0
A-	91-93.9%	3.67
B+	89-91.9%	3.33
B	85-88.9%	3.00
B-	82-84.9%	2.67
C+	79-81.9%	2.33
C	75-78.9%	2.00
C- *	72-74.9%	1.67
D+	69-71.9%	1.33
D	65-68.9%	1.00
D-	62-64.9%	.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.

COURSE PROCEDURES

ATTENDANCE: 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: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance.

Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

PARTICIPATION: Participation in all aspects of this course is expected and essential to your success. Course activities are integral to learning. It is expected that students will log on to the course website and contribute to course activity consistently. The instructor strives for consistent presence and is committed to being available to students both via email and one-to-one via video conferencing or phone, as needed.

COMMUNICATIONS: Written communication and electronic interactions are central to online learning. All written and electronic interactions must meet the expectations of a graduate-level academic environment. All cohort members are expected to follow rules of common courtesy in

interactions such as emails, discussions and chats. See additional communications guidelines in Canvas.

COMMUNICATION WITH INSTRUCTOR: It is the student's responsibility to communicate with the instructor promptly concerning any course-related questions or extenuating circumstances that might affect their participation in the course. Please contact the instructor with any questions or concerns you have as soon as you have them. It is the instructor's intention to respond to e-mail communication within 48 hours

ASSIGNMENT SUBMISSION: All assignments will be submitted through the course website. Please review course policies and procedures on Canvas for instructions on assignment submission, naming documents, late assignment submission, and where to get help.

NEED HELP WITH COURSE MATERIALS OR AN ASSIGNMENT SUBMISSION? If you have difficulty accessing online course materials or submitting an assignment, please notify the UF Help Desk at helpdesk@ufl.edu or 352-392-4357 **and** email your work as an attachment to your instructor/s. Include the case number from the UF Help Desk when documenting your request for assistance. For additional computer or technical difficulties, see the "Getting Help" section below.

LATE ASSIGNMENT SUBMISSION: Participation and assignment submission are the online form of "attending class". Lack of participation or late assignment submission requires communication with the instructor, and documentation, as relevant. Points will be deducted from late assignments by *5 percent per day* during the first 5 days past due. Assignments will not be accepted if submitted later than six days past due, except via communication with instructor. Late assignment submission due to technical issues must also be communicated to the instructor *prior to the deadline* and accompanied by a case number received from the UF Help Desk. The case number will document the time and date of the problem.

This course closely follows university policies on course participation, as available in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance).

Note: This is an advanced and fast-paced course, and late assignments will cause a student to fall behind in completing course requirements, therefore it is essential to stay in close communication with the instructor in order to receive support and guidance in assignment completion, or modification as necessary. It is the instructor's intention to support students in successful completion of course objectives.

ONLINE COURSE EVALUATION: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semesters, but students

will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

UF CENTER FOR ARTS IN MEDICINE'S COMMITMENT TO ANTI-RACISM

We [in the Center for Arts in Medicine] are deeply committed to Anti-Racism. We are committed to achieving equity through awareness and action. We are committed to doing our part toward dismantling the ongoing legacies and injustices of colonialism, oppression and racism in the Center for Arts in Medicine, in the field of arts in health, on our campus, and in our country. We are committed to actively leaning into discomfort in order to understand, learn and create change anywhere injustice exists or harm has been done.

To review the full commitment, please visit: https://arts.ufl.edu/academics/center-for-arts-in-medicine/anti-racism-statement/

UF POLICIES

GETTING HELP

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Additional resources are available at http://www.distance.ufl.edu/getting-help including the following. Also, please don't hesitate to bring any of your concerns directly to the instructor and know that they will be met with care and respect.

More information on UF grading policy may be found at:

UF Graduate Catalog
Grades and Grading Policies

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.

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. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 [ufl.bluera.com/ufl/](#). [Summaries of course evaluation results are available to students here](#).

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](#) 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 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 the [Notification to Students of FERPA Rights](#).

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: 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 police.ufl.edu.

ACADEMIC RESOURCES

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, 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.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints