ARTS IN MEDICINE PROFESSIONAL SEMINAR
FALL 2021

Course: HUM 6353, Sections 14871, 14872 and 24240
Meeting Times and Location: Online, https://ufl.instructure.com/courses/435156
Weeks run Monday 8am to Monday 7:59am the following week
Credit Hours: 3, **Course Pre-Requisite:** *Arts in Medicine Practicum*

Instructor: Dr. Kelley Sams
Instructor Office Location: Virtual
Office Hours: by appointment on Zoom
Email: Email instructor **through Canvas** for prompt response to course issues or to schedule a meeting.
I will do my best to respond to all emails within 48 hours, not including weekends.
Only as a *back-up*, email: kcs@ufl.edu

COURSE DESCRIPTION

> "Caring for myself is not self-indulgence. It is self-preservation,
> and that is an act of political warfare,"
> -Audre Lorde

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.

COURSE LEARNING OBJECTIVES

- Recognize core issues, contemporary trends and critical debates central to arts in health

- Apply core competencies in arts in health such as embodied ethical decision making, mapping career pathways, strategic and sustainability planning, navigating partnerships, and securing funding and resources

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

REQUIRED TEXTS

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

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

Additional readings and online resources are posted on the course website.

OPTIONAL SUPPLEMENTARY TEXTS

Hamdy, S., & Nye, C. (2017). *Lissa: A story about medical promise, friendship, and revolution* (Vol. 1). Toronto: University of Toronto Press.

Lorde, A. (1997). *The cancer journals*. San Francisco: Aunt Lute Books

Pickens, B. (2021). *Make your art no matter what*. San Francisco: Chronicle Books

STUDENT EXPECTATIONS

The course is an asynchronous course that requires personal time-management and attention to deadlines. The course is three credits, but only 8-weeks long, so it is intense and fast-paced. **As a student you should expect approximately 16 hours of work per week for this course.** There will be between 1-4 hours of module learning. The rest of the time students should be investing their efforts into the discussions, the creative practice blog, and assignments.

(See next page for Course Schedule)

| | | **HUM6353 Arts in Medicine Professional Seminar** | | |
| | | **Course Schedule*** | | |
Week	**Topic**	**Readings/Media**	**Assignment**	**Due Dates**
1 Aug 23-30	Orientation and Overview	Skovholt, T. & Trotter-Mathison, M. Preface & Ch 1-4	Discussion Board Proposal Development Part I: Grant Searching	Aug 30, 7:59am
2 Aug 30-Sept 6	Professional Practice in the Field of Arts in Health	Skovholt, T. & Trotter-Mathison, M. Ch 5-6	Discussion Board Proposal Development Part 2: Mission, Vision and Values	Sept 6, 7:59am
3 Sept 6-13	Career Pathways	Skovholt, T. & Trotter-Mathison, M. Ch 7, 9, and 11	Discussion Board Creative Practice 1 Proposal Development Part 3: Action Plan + Support Materials	Sept 13, 7:59am
4 Sept 13-20	Constructing Professional Identities: Self in Role	Koch, D., Ch 1-7	Discussion Board Check-in "Quiz" Proposal Development Part 4: Job Description, Self-Assessment	Sept 20, 7:59 am
5 Sept 20-27	Assessing Needs: Self in Relationships and	Koch, D., Ch 8-11	Discussion Board Proposal Development Part 5:	Sept 27, 7:59am

	Partnerships		Needs Assessment	
6 Sept 27-Oct 4	Evaluating Programs: Self in Environments		Discussion Board Proposal Development Part 6: Sustainability Plan	Oct 4, 7:59am
7 Oct 4-11	Promoting and Sustaining Programs: Self in the Field		Discussion Board Full proposal	Oct 11, 7:59am
8 Oct 11-15 *Short week*	Course Synthesis		Discussion Board Creative practice	<u>Oct 15, 11:59pm</u>

* The course schedule is subject to change at the discretion of the instructor. Changes will be communicated as quickly and clearly as possible via Announcements. Please opt in to receive email notifications for Announcements.

ASSIGNMENT DESCRIPTIONS

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

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. You are expected, at a minimum, to submit two posts each week. 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- 2 assignments worth 50 points each)

- 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.

Week 4 Check-in "Quiz" (50 points)

- This "quiz" is not intended to assess your knowledge, but rather to provide a space for you to share what about this course is working well for you, and what you would like to see improved or changed in upcoming weeks or for future students

Proposal Development Part I: 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.

Proposal Development Part 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.

Proposal Development Part 3: Action Plan + Support Materials (50 points; 25 points each)

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

Proposal Development Part 4: Job Description, Self-Assessment (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 artist 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.

Proposal Development Part 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.

Proposal Development Part 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.

Full 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.

EVALUATIONS AND GRADES

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: 50 points x 2= 100 points Check in "quiz": 50 points	350 points *(47% 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 Funding proposal: 100 points	400 points *(53% of final grade)*

	750 total points possible

GRADING SCALE

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

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 about UF grading policies can be found on the website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE PROCEDURES AND POLICIES

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 class is fast-paced. 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 in the first week or if they stop participating mid-course. For more information link here: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance
2. **Class Participation/Demeanor:** It is expected that students will complete all course learning materials and all course assignments. Enthusiastic participation will lead to course success. Consistent interactions with the instructor and other students within the course are integral to learning. It is expected all interactions are undertaken with a level of professionalism that demonstrates competencies for a University of Florida graduate student.
3. **Assignment Submission**:
   a. Assignment Due Dates and Times: All assignments, unless otherwise noted, are due at 7:59AM EST on the due date. All due dates and communications for this course assume Eastern Standard Time. *If you are in a different time zone and would like to discuss adjusted deadline times, please email the instructor on the first day of class to arrange. Exceptions will be made at the discretion of the instructor.*

b. <u>Naming Your Documents</u>: 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_SamsK.

c. <u>Titling Your Documents</u>: It is expected that all Word or PDF documents submitted as assignments will have a title, the students name, page numbers, and the date at minimum.

d. <u>Formatting Style for Documents</u>: All work submitted, including discussion board posts and major assignments, must use APA formatting, including document formatting, in-text citations, and reference lists. Be sure to properly cite all sources that are paraphrased or quoted. Students should use direct quotations very sparingly, if at all.

   i. See the *Publication Manual of the American Psychological Association, 7th edition* or review the online APA Style Guide at the Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/owl/section/2/10/.

   ii. **Formatting from other sources, especially automatic formatting software or Google Scholar, may not be reliable and students will be held accountable as reflected in their grade for assignments.**

e. <u>Late Assignment Submission Policy</u>: Requirements for assignments and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

   i. Assignments will be accepted no later than five days after the due date except in extenuating circumstances with prior approval by the instructor. It is particularly important that students post Discussions on-time so that they benefit from the community of their cohort and vice versa.

   ii. **Points will be reduced from late assignments at a rate of 5% per day, starting at the posted deadline on the day of the due date.**

   iii. If you fall behind in work, it's always a good idea to email your instructor as soon as possible to see how you can work together to get on track.

   iv. 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 when the problem was reported to them (http://helpdesk.ufl.edu). The ticket number will document the time and date of the problem. You are required to e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

   v. If your late assignment is due to a personal crisis you should immediately contact the Dean of Students Office (https://dso.ufl.edu/about/contact/) who can offer you support and work with your instructor to potentially excuse late assignments. For more information link here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext

f. <u>Grading Feedback from Instructor</u>: Assignments will have a rubric that the instructor will use to evaluate students' grades.

   i. Rubrics for assignments can be found directly under the assignment instructions. For Discussions, students must click on the three dots at the top right of the Discussion instructions and click "Show Rubric".

   ii. **The Instructor will potentially leave grading feedback in three places**: Rubrics, Submission Comments, or Annotated feedback in the text of the

document submitted. *Students are responsible for checking all of these places to benefit from instructor feedback*.

4. **Course Communications**: *It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect participation in the course.* Please do not let any questions or concerns go unattended. In these short 8-week semesters, delaying important communications by even a week can be detrimental to successful completion in the course. It is the instructor's intention to respond to all e-mail communication within 48 hours, not including weekends. ***It is important to email the instructor through the Canvas feature as the instructor prioritizes these 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: Announcements, Submission Comments, and 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 "Email Address" 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.*

5. **General Course Questions**: Before asking general questions of the instructors, be sure to check the syllabus, the course Canvas website, and Graduate Central, as your instructor will direct you to these sources. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately using the email function in Canvas.

6. **Technical Assistance**: If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please contact the Help Desk at helpdesk@ufl.edu, 352-392-4357–select option 2, and/or http://helpdesk.ufl.edu. If a technical problem effects 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. Only when extenuating circumstances are present or if the help desk could not resolve a timely request for assistance will an extension of a deadline be considered. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or make-up.

7. **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.

8. **Online course evaluation:** 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/.

ANTI-RACISM

In the Center for Arts in Medicine we 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 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 (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 the instructor.

2. **Students requiring accommodations**: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. *Students requiring accommodations should follow this procedure as early as possible in the semester as it can sometimes take up to 3 weeks or more to be seen by the DRC*. Accommodations are *not* retro-active and begin once the letter of accommodation has been submitted to the course instructor.

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. **Course Evaluation**: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. 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.

5. **Course Complaints**: Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.
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: https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

UF RESOURCES

1. **Distance Learning Support:** http://www.distance.ufl.edu/getting-help
2. **Health and Wellness Resources**:
   a. 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. http://www.umatter.ufl.edu
   b. Counseling and Wellness Center: https://counseling.ufl.edu, 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, 392-1161.
   d. University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/
3. **Academic Resources**:
   a. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu; http://helpdesk.ufl.edu.
   b. Career Connection Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu.
   c. Library Support, http://cms.uflib.ufl.edu/ask. 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. http://teachingcenter.ufl.edu
   e. Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio
   f. Online student complaints, https://distance.ufl.edu/student-complaint-process.

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. Access through Canvas at https://ufl.instructure.com/courses/357343
2. **UF Center for Arts in Medicine Graduate Advisor:** Reach out for support *before* there is a problem. The graduate advisor is a second resource for course-related issues beyond your instructor. Also, the graduate advisor is able to help with course sequencing, enrollment, and other logistics related to the graduate program as a whole. Sometimes advising is only the first stop as a resource. UF Center Graduate Advisor: Ellie Sommers, 352-273-1488 or esommer@arts.ufl.edu
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 http://guides.uflib.ufl.edu/aim

4. **UF Center for Arts in Medicine Arts in Health Database:**
   https://arts.ufl.edu/academics/center-for-arts-in-medicine/research-database/
5. **UF Center for Arts in Medicine website:** https://arts.ufl.edu/academics/center-for-arts-in-medicine/