

DAN 3775: DANCE IN MEDICINE  
Fall 2021, 3 credits

Tues/ Thurs, Periods 8-9 (3:00-4:55pm)

Location: O'Connell Center Dance Studio: SOC 2205

**Instructors:** Alana Jackson, M.S.

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**Description:** This course explores the links between creativity and health, focusing on the many ways that dance and movement can be used to support health and wellness in healthcare and community settings. The course includes studio workshops in movement, lecture/discussion, multimedia course materials, academic literature review, group project work, and site-based exposure to dance programs designed to support health and wellness in clinical or community settings. The course will differentiate dance practice in arts in health from dance/movement therapy. This course is appropriate for students of the arts and/or of health-related fields who are interested in and comfortable with movement.

### Objectives

- To become acquainted with the ways in which dance has been used historically to enhance health and healing as a context for the contemporary theory and practice of dance in healthcare. *Students will have access to this information through assigned reading, class lecture and discussion, group research, and consulting listed resources.*
- To identify the basic knowledge and skills necessary to function as an artist in a healthcare or community setting, including gaining/strengthening/maintaining personal creative process; discovering ways to engage participants in their own creative processes; movement facilitation knowledge and skills, etc. *Students will participate in class movement experiences, homework assignments, and observe clinical or community site work.*
- To become familiar with dance programs and practices designed to enhance health through direct observation and research. *Students will view films, read assigned literature, and will participate in class sessions and on-site observations.*

### Course Format

The course will involve class meetings, homework, individual and group research, and on-site observation in a clinical or community setting. Class meetings will be on Tuesdays and Thursdays (please see course calendar). On-site observations will be individually scheduled by the students. Class sessions will consist of discussion, lectures and presentations, movement, video viewing, and sharing of on-site observations.

Some classes will include exercises focusing attention inward for accessing creative awareness. The course is designed to prepare you to consider the ways dance and movement may be engaged creatively within healthcare and community health contexts. This purpose is best served when the class

works together as a respectful community where creative and personal expression are valued. Therefore, full and consistent participation from all students is expected in an atmosphere of mutual respect exhibited by open non-judgmental participation, attention and confidentiality.

On-site observation requires your compliance with the following structures:

- Scheduling of on-site observation: You may schedule your observations at any time that an available activity fits your schedule. You must sign in and out of every on-site experience using a sign-in log as provided on E-Learning. Have a supervisor or staff member at the site sign after each session
- Completion of orientation procedures, if required by the site at which you will observe
- If you are invited by the site supervisor, you may participate in the activity

E-learning will be used for course communications, course materials, and submission of assignments. Access the course website in Canvas at [www.lss.at.ufl.edu](http://www.lss.at.ufl.edu)

### Recommended Texts

Barron, Frank, Montuori, Alfonso, Barron, Anthea. *Creators on Creating: Awakening and Cultivating the Imaginative Mind.*

Tharp, Twyla. *The Creative Habit.*

### Course Calendar

Subject to change; please subscribe to and check email notifications for Canvas Announcements  
Details core lectures and student presentations; Movement/lab days held on Thursdays.

Week	Date	Topics	Assignments
1	Aug 24	Brief Introduction to Dance in Medicine Syllabus Review  Q&A	
1	Aug 26	Course Overview Assignment Review  Check-in	<ol style="list-style-type: none"> <li>1. Syllabus Quiz</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> </ol>
2	Aug 31	Scope of Practice/ DMT Check-in/ Movement Jenny Lee	<ol style="list-style-type: none"> <li>1. Review Course Materials in Canvas</li> <li>2. Daily dancing/ Journal</li> </ol>

3	Sept 9	Historical + Contemporary Practices in Dance in Medicine Jill Sonke	<ol style="list-style-type: none"> <li>1. Review Course Materials in Canvas</li> <li>2. Daily dancing/Journal</li> <li>3. Observation Schedule due + start observations</li> </ol>
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4	Sept 14	Movement/Discussion Dionne Champion	<ol style="list-style-type: none"> <li>1. Review Course Materials in Canvas</li> <li>2. Daily dancing/Journal</li> <li>3. Lit Review &amp; Background</li> </ol>
5	Sept 21	Check-in  Practice Presentations	<ol style="list-style-type: none"> <li>1. Practice presentation due for online submission*</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> </ol>
6	Sept 28	Check-in  Practice Presentations	<ol style="list-style-type: none"> <li>1. Review Course Materials in Canvas</li> <li>2. Daily dancing/Journal</li> <li>3. *Journal #1 check*</li> <li>4. Outline/ Body Paragraphs</li> </ol>
7	Oct 5	Check-in  Movement/Discussion, Applications  Organize Groups for Group Projects	<ol style="list-style-type: none"> <li>1. Begin Group Projects</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> <li>4. Conclusion/ Abstract</li> </ol>
8	Oct 12	Disaster and the Body: The arts as a means to resilience and recovery  Rachel Carrico & Colleen Rua	<ol style="list-style-type: none"> <li>1. Ongoing Group Projects</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> <li>4. Literature Review Due</li> </ol>
9	Oct 19	Film + Discussion – Capturing Grace  Facilitating and adapting movement (i.e. clinical practice bedside, 1:1)	<ol style="list-style-type: none"> <li>1. Ongoing Group Projects</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> </ol>

10	Oct 26	Check-in  Movement/Discussion, Special Topics, Ethical Considerations  Film + Discussion—Still/Here	<ol style="list-style-type: none"> <li>1. Ongoing Group Projects</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> <li>4. *Journal #2 check*</li> </ol>
11	Nov 2	Individual Group Project Meetings  No “class”, students meet independently	<ol style="list-style-type: none"> <li>1. Ongoing Group Projects</li> <li>2. Review Course</li> <li>3. Materials in Canvas</li> <li>4. Daily dancing/Journal</li> </ol>
12	Nov 9	Check-in  Discussion of Observations  Creative Exercises (Group A)	<ol style="list-style-type: none"> <li>1. Review Course Materials in Canvas</li> <li>2. Daily dancing/Journal</li> <li>3. Submit Creative Exercises</li> </ol>
13	Nov 16	Check-in  Discussion of Observations  Creative Exercises (Group B)	<ol style="list-style-type: none"> <li>1. Finish observations</li> <li>2. Review Course Materials in Canvas</li> <li>3. Daily dancing/Journal</li> </ol>
14	Nov 23	Check-in  Discussion of Observations  Student Perspectives	<ol style="list-style-type: none"> <li>1. Submit Observation Log</li> <li>2. Submit Creative Exercise Database</li> <li>3. Review Course Materials in Canvas</li> <li>4. Daily dancing/Journal</li> </ol>
15	Nov 30	Project Presentations	<ol style="list-style-type: none"> <li>1. Submit Group Projects</li> <li>2. Review Course Materials</li> <li>3. Daily dancing/Journal</li> </ol>
15	Dec 2	Project Presentations	<ol style="list-style-type: none"> <li>1. Daily dancing/Journal</li> <li>2. Review Course Materials</li> </ol>
16	Dec 7	Wrap up	<ol style="list-style-type: none"> <li>1. Daily dancing/Journal *Journal #3 check*</li> </ol>

Class format: Class to be held in person with aspects held online. Laboratory sessions, held predominantly on Thursdays will include online, collaborative, and independent learning components. Laboratory sessions will be discussed in the first week of classes and include skills/ assignment workshops, choreographic and movement lab sessions, research exploration, and collaborations.

### Assignments and Evaluation

Total Points: 250

Practice Presentation – 50 points (20% of grade)  
Group Project – 50 points (20% of grade)  
Observations – 50 points (20% of grade)  
Creative Practice – 100 total points (40% of grade)  
    Creative Exercise – 40 points  
    Creative Exercise Database – 30 points  
    Creative Process Journal – 30 points

Syllabus Quiz

Choreographic Lab Participation TBD

### Assignments

1. Syllabus Quiz (*extra credit*): Please complete Quiz in Canvas.
2. Practice Presentation with Literature Review (50 points): You will research a contemporary practice or program of your choice related to dance and health. Your research will result in a class presentation and a written literature review. Please note that your literature review and rubric must be submitted on Canvas.
3. Group Project/Dance in Medicine Program Plan (50 points): In a group of up to four students, you will develop a plan for an “ideal” dance program that addresses health or well-being in a specific population or setting. Your work will include researching best practices, writing a program plan outline, and presenting it to the class in a creative format of your choice. You will present your plan to the class.
4. Dance in Medicine Program Observation Schedule + Log (50 points/pass/fail): You will observe or participate in three “dance in medicine” programs at UF Health Shands Hospital or in the community and discuss your observations in class. Your observations must be documented with a signature from the dancer in residence who is facilitating the program on the log provided in Canvas. You will independently devise and upload an observation schedule at the start of the semester.

### Creative Practice Assignments

5. Creative Exercise Facilitation (40 points): You will devise a movement experience suitable for a group workshop and lead the class through it. The experience should demonstrate your skills as a facilitator and include a set of objectives and anticipated outcomes. You will have 15-20 minutes to facilitate your exercise(s) and will submit your objectives and anticipated outcomes as a written document by noon on that day on Canvas. Following your exercise, the class will engage in a discussion of the experience, including feedback and suggestions. Due November 10-17, as assigned (see course calendar).

6. Creative Exercise Database (20 points): You will gather ideas for 5 creative movement exercises appropriate for a group setting and organize them into a spreadsheet that outlines the following for each exercise: a) Brief description of the exercise; b) Space, resource, and material requirements; c) Suggested appropriate population (i.e. age, cognitive capacity, mobility); and d) Objective(s) of the exercise (i.e. ice breaker, balance, etc.). Each student's database will be distributed to the class, creating one sizable grab bag of movement ideas. Due November 24.
7. Creative Process Journal with Daily Dancing (30 points): Throughout the semester, you will journal with a focus on your creative process. Daily dancing is an expectation in the *Dance in Medicine* course. Dance or move on your own for a minimum of 10 minutes per day. This assignment provides the material for the Creative Process Journal.

In your journal entries, describe: 1) your exploration of your creative process within your daily dancing; and 2) reflections on your program observations. Consider: 1) creativity as a concept; 2) facilitating creative process; and 3) in-class exercises, including impetus or motivation for movement, use of metaphor or imagery, use of movement techniques or structures, the movement environment, and other reflections. Specifically, note 3-5 questions you have for yourself as a mover and/or for the dancer in residence/movement facilitator. This is also a space to tie in progress on your choreographic lab.

#### Course Grading Scale

A	94-100%
A-	91-93%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	74-77%
C-	71-73%
D+	68-70%
D	64-67%
D-	61-63%

UF Grading Scale												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

## Online Course Statement

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

## Course Guidelines and Procedures

**Attire:** Dress appropriately for the specific activity.

**Movement sessions:** regular dance attire or loose, comfortable clothing that will not inhibit your movement in any way (no skirts). Long hair should be secured away from the face.

**On-site observations:** Dress according to site policies, always erring on the side of more conservative dress.

**Attendance:** *Attendance is crucial.* This is a highly experiential course, and the only way you can acquire the information and gain the practical experience is to be present at the class or on-site session. Please contact your instructor well in advance if you have conflicts regarding a session to discuss a plan for anything missed. Excused absences are consistent with university policies in the [UF undergraduate catalog](#) and require appropriate documentation.

**Communication:** It is the student's responsibility to contact an instructor promptly concerning any missed work, etc. Please do not let any questions or concerns you have go unattended.

**Spontaneity:** Due to the experiential nature of this course, the instructors retain the right to alter the syllabus as needed to accommodate class pace, interests, and/or special opportunities that may arise.

**Respect:** In order for all to have a positive experience in this course, we must all demonstrate respect for each other and the people involved in site observations. Cell phones and other personal devices are only allowed in class when specified. Please observe all site protocols, and respect patient and community member confidentiality.

**Due Dates and Submission of Late Work:** Late work will only be accepted in the event of an excused absence or with prior permission from the instructor, and only within five days of the deadline unless otherwise approved. Requests for make-up tests, assignment presentations, or acceptance of late written assignments must be accompanied by documentation of extenuating circumstances.

**General Course Questions:** There are two ways in which you can ask general questions of the instructors. If you have a general question related to an assignment, reading or other course material that may be relevant to other class members, you may post it under Course Questions on the Discussion Board. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructors privately using the Mail function in Canvas.

## Netiquette: Communication Courtesy

Written communication and electronic interaction are central to courses involving online learning and communication. All members of the class are expected to follow rules of common courtesy in all email messages, online discussions and chats. See the assignment guide for further guidelines on communication courtesy for online coursework.



## University of Florida Policies

### University Policy on Course Participation

Requirements for class participation, make-up 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>

### University Policy on 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 in this class.

### University Policy on 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/>.

### University Policy on Accommodating Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started 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.

### University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

### University Policy on Course Complaints

Should you have any complaints with your experience in this course or in your studies at UF that you feel you cannot discuss with your instructor or advisor, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## Resources & Information

### Health and Wellness

- *U Matter, We Care*, If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center*, <http://www.counseling.ufl.edu/cwc/Default.aspx>; 352-392-1575; 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/>
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)

### Academic Resources

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu) <https://lss.at.ufl.edu/help.shtml>
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>; Various ways to receive assistance with respect to using the libraries or finding resources.
- Accessing the *UF Libraries* from a distance; <http://www.uflib.ufl.edu/ufproxy.html>
- *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*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>
- *Disabilities Resource Office*, Dean of Students; 352-392-8565; [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu)  
<https://www.dso.ufl.edu/drc/students/how-to-get-started>

For additional information about these resources, and more, please visit UF Distance Learning at: <http://www.distance.ufl.edu/getting-help>.