

ARTS IN MEDICINE CAPSTONE

HUM 6596

Spring 2022

Credit Hours: 4

Course Location: Online

INSTRUCTOR: Jenny Baxley Lee

Location: Jenny's Zoom Office Hours

Meeting ID: 852 160 9613

Email: jlee@arts.ufl.edu

OFFICE HOURS: Tuesday 11 am - 12 pm EST and by appointment

COURSE COMMUNICATIONS: Canvas email preferred for all course-related communication as I use the email function in Canvas to prioritize and archive student communications.

COURSE PRE-REQUISITE:

HUM 6358: Arts in Medicine Advanced Professional Seminar

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

MATERIALS AND SUPPLIES FEES: None

RECOMMENDED TEXTS:

1. American Psychological Association. (2019). Publication manual. Seventh Edition. Washington DC: American Psychological Association.
2. Coughlan, M., & Cronin, P. (2016). Doing a literature review in nursing, health and social care. Sage.
3. Creswell, John. Research Design. 4th Edition.
4. Onwuegbuzie, A. & Frels, R. (2016). Seven Steps to a Comprehensive Literature Review. Sage.

COURSE DESCRIPTION: This course will engage the student in advanced practice in arts in medicine in a healthcare or community context. The student will implement and assess an arts in health project or program with the goal of developing advanced-level project coordination, implementation and assessment skills. Literature review, project implementation and assessment, and disseminating findings through a presentation and final paper serve to deepen students' understanding of advanced practice and leadership in the field.

PREREQUISITE KNOWLEDGE AND SKILLS:**

Completed and updated Capstone Proposal

Knowledge and skills in:
Literature review
Program planning
Research or evaluation
Presentation
Academic writing

**Knowledge and skills developed in prior coursework, specifically course materials from Research and Evaluation, Capstone Proposal, and Advanced Professional Seminar will be engaged.

COURSE GOALS AND/OR OBJECTIVES

By the end of this course, students will:

1. Plan, implement and assess a Capstone project engaging the arts to address health in a healthcare and/or community setting.
2. Articulate and interpret the Capstone aim, background and findings in presentation and written forms.

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE ARTS IN MEDICINE GRADUATE PROGRAM:

This course is a culmination of graduate training that directly assesses the 3rd SLO in the graduate curriculum listed below.

SLO 3: Leadership (Professional Behavior)

Students will be able to identify and articulate conceptual and procedural knowledge to develop, administer, and evaluate arts in health programming.

INSTRUCTIONAL METHODS:

Capstone preparation

- Update the Capstone Proposal with planning, implementation and assessment activities
- Complete all orientation, training and approvals (i.e. UF IRB and site)
- Access additional skills, training, supplies and resources, as relevant

Capstone activities

- Undertake on-site Capstone activities as outlined in the proposal
- Assess the project or program, including a clearly defined plan for Capstone implementation
- Specify and cite frameworks for study design and methods of data collection and data analysis.
- Articulate and interpret findings in the Findings and Discussion sections of the final paper.
- Demonstrate saturation of the literature on the defined topic(s) in presentation and written form.

- Bring literature review up-to-date to create a strong background and rationale by introducing what is known on the topic, benchmarking practice, defining key concepts and introducing any theoretical frame.
- Describe activities at each stage of the project including eligibility criteria, recruitment, enrollment, consent, data collection and data analysis.

Reflecting and Reporting

- Meet with the site supervisor regularly.
- Meet with a course instructor via phone or video conference during office hours or by appointment, as needed.
- Participate in regularly scheduled phone or video conference calls with your cohort members.
- Present the project and literature review to the Center for Arts in Medicine online community including faculty, staff and other graduate students
- Assess the impact of Capstone activities using formal evaluation or research, as defined in the proposal.
- Present the midterm Capstone Qualifier presentation, host a community-wide discussion board, and participate in the faculty conference call demonstrating saturation of the literature and fluency in the study aim, activities, methods and any preliminary findings.
- Submit the final Capstone paper.

COURSE SCHEDULE

Week	Topic	Activities	Deliverables
1	Capstone Preparation	1. Completion of Capstone contract 2. Planning, scheduling, orientation/training as required by the site	Updated Capstone Proposal Capstone Contract
2	Capstone Preparation	1. Planning, scheduling, orientation/training as required by the site	Training/orientation/IRB certificates as applicable
3	Capstone Work	1. Ongoing literature review 2. Capstone work	Project Report #1 including Research Cohort Meeting #1 notes: Discuss Methods
4	Capstone Work	1. Ongoing literature review 2. Capstone work	
5	Capstone Work	1. Ongoing literature review 2. Capstone work	
6	Capstone Work	1. Ongoing literature review/writing 2. Capstone work	Project Report #2 including Research Cohort Meeting #2 notes: Discuss Background and Literature
7	Capstone Work	1. Ongoing literature	Capstone Qualifier Presentation and

		review/writing 2. Capstone work	Capstone Qualifier Brief
8	Capstone Work	1. Ongoing literature review/writing 2. Capstone work	Capstone Qualifier Discussion
9	Analysis/Writing	1. Ongoing literature review/writing 2. Capstone work	Supervisor evaluation Project Report #3 including Research Cohort Meeting #4 notes: Discuss Findings, Data Displays, Limitations
10	Analysis/Writing	1. Ongoing literature review/writing 2. Data analysis	Section Draft #1 Intro, Background (including updated literature review) and Methods sections
11	Analysis/Writing	Data analysis and writing	Section Draft #2 Findings and Discussion sections including data display, tables and figures
12	Analysis/Writing	Data analysis and writing	Section Draft #3 Abstract and keywords Project Report #4 including Research Cohort Meeting #4 notes: Share and refine Abstracts and Keywords Discuss Limitations, Conclusions, Recommendations
13	Writing	Writing: Draft Final Paper	Draft of Final Paper
14	Writing	Review a peer's draft	Peer review
15	Writing	Revise the final paper	Final Paper
16	Revisions	Revisions	Revisions as needed for submission to the UF Libraries

Disclaimer: This syllabus represents current plans and objectives. 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

- Capstone Contract and an updated Capstone Proposal (25 points, complete/incomplete): Complete the Capstone contract form and obtain approval and signature from site supervisor. The contract template can be found in the course assignment and in "files" under "course documents". Revise and upload the current Capstone Proposal.

- **Project Reports (4 reports @ 25 points each, complete/incomplete = 100 points):** Project reports will be submitted during the Capstone project to document progress and as a planning tool. Each report will include progress in Capstone activities, Capstone Qualifier, learning needs, each section of the final paper, and a brief self-evaluation
 - **Research Cohort Meetings (4 meetings @ 25 points each, complete/incomplete = 100 points):** Students will participate in four research cohort meetings. Students will share responsibilities for scheduling, agenda development, note-taking, and reporting. These responsibilities may be divided in an equal manner as determined by the group. Agenda and notes from each call will be uploaded under the assignment by one member of the group. It is recommended that group members rotate all meeting-related tasks. Notes will reflect attendance, participation, interaction, insights and action items developed by each student. Research Cohort Call agenda and notes from each call will accompany your project report assignment submission. The report is graded on a complete/incomplete basis.
- **Supervisor Evaluation (1 evaluation @ 25 points, complete/incomplete):** An evaluation of the Capstone project must be completed with the site supervisor. If there is no site supervisor, complete the form by evaluating your own experience or swap with a peer to exchange peer evaluation. Please email to discuss these options with the instructor/s.

MAJOR ASSIGNMENTS

- **Capstone Qualifier Presentations (100 points; B+ or higher required for eligibility for graduation):** Students will prepare and present a video presentation for the MA in Arts in Medicine community, including faculty and peers. The presentation will include an introduction and overview of the capstone project including aim and methods and a comprehensive overview of the literature review. The presentation must demonstrate evidence of saturation and a thorough understanding of the literature on the capstone topic(s). The presentation should be 20 minutes in length and will be delivered by the student who can be viewed delivering a video recorded lecture/presentation. Examples are available Arts in Medicine Grad Central in Canvas.
 - **Capstone Qualifier Discussion (25 points, complete/incomplete):** Students will host a substantive dialogue with student peers and faculty on the discussion board in AIM Grad Central. Students will post a welcome and introductory post followed by responding to each comment and question.
 - **Capstone Qualifier Brief (25 points, complete/incomplete):** Students will prepare and present a brief format of the video presentation introducing the aim, methods and overview of key findings in the literature that present an

evidence base for the study. This will be shared alongside the full Capstone Qualifier presentation for the Center for Arts in Medicine graduate community.

- **Final Paper:** Students will submit a final paper including an abstract, project introduction, background, methods, results, discussion, limitations, recommendations and conclusion sections. APA formatting required.
 - **Section Drafts (25 total points; complete/incomplete)**
 - #1: Introduction, Background and Methods sections (10 points)
 - #2: Findings, Discussion and Conclusion sections (10 points)
 - #3: Abstract and keywords (5 points)
 - **Full Draft of Paper (50 points):** A passing grade will reflect timely submission of a complete first draft that includes all required sections and meets the requirements of the final paper. The paper should be fully developed and ready for instructor and peer review.
 - **Peer Review of Paper (25 points, complete/incomplete):** Students will review a peer's paper and provide substantive feedback that reflects thoughtful consideration as well as an understanding of graduate level writing and APA formatting.
 - **Final Paper (100 points):** Students will submit a final paper, including an abstract and keywords as well as an introduction, background, aim, methods, results, discussion, limitations and recommendations, conclusions, references and appendices. The paper will be approximately 4,000-6,000 words in length, including figures representing the assessment data/results and a reference list.

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 Capstone Contract and Proposal: 25 points Project Reports: 25 points x 4 = 100 points	250 points (40% of final grade)

Research Cohort Meetings: 25 points x 4 = 100 points Supervisor or Self Evaluation: 25 points	
Major Assignments <u>Presentation = 150 points; 27% of final grade</u> Capstone Qualifier Presentation: 100 points Qualifier Brief: 25 points Qualifier Discussion Facilitation: 25 points <u>Paper: 200 points total; 33% of final grade</u> Final Paper: 100 points Section Drafts 1, 2, & 3: 25 points total Final Paper First Draft: 50 points Final Paper First Draft Peer Review: 25 points	350 points (60% of final grade)
	600 total points possible

GRADING SCALE

Grade	Percent	Grade Points
A	94-100%	4.0
A-	91-93.9%	3.67
B+	88-90.9%	3.33
B	85-87.9%	3.00
B-	81-84.9%	2.67
C+	78-80.9%	2.33
C	74-77.9%	2.00
C- *	71-73.9%	1.67
D+	67-70.9%	1.33
D	63-66.9%	1.00
D-	60-62.9%	.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 POLICIES AND EXPECTATIONS

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.

COMMUNICATION: It is the student's responsibility to communicate with the instructor promptly concerning any course-related questions or circumstances that might affect their participation in the course. Please contact the instructor with 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.

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.

<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

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

If you have computer difficulties submitting any assignments through the Assignment tab on the course website, notify UF Computer Help Desk at helpdesk@ufl.edu or 352-392-4357 and email your work as an attachment to your instructor/s. Please include the case number provided to you by the UF Help Desk documenting your request for assistance in the correspondence with the instructor.

LATE ASSIGNMENT SUBMISSION: Participation and assignment submission is the online form of "attending class" and the expectation as stated above is consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Lack of participation or late assignment submission requires appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Points will be deducted for 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 in extenuating circumstances and with instructor approval.

Requests for late assignment submission due to technical issues **MUST** be accompanied by a case number received from the UF Help Desk. The case number will document the time and date of the problem. It is required to e-mail your instructor immediately to document the technical difficulty, in order to receive full credit on the assignment.

Note: This is an advanced and fast-paced course, and late assignments will cause you to fall behind in accomplishing the 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.

COURSE TECHNOLOGY: If you have difficulty accessing online course materials, please search the title of the document or citation and author using an online search engine such as Google to locate the document before contacting the UF Help Desk or the instructor.

Notify the UF Computer Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. Please request the case number provided by the UF Help Desk documenting your request for assistance and provide this to the instructor.

For additional computer or technical difficulties, see the “Getting Help” section below.

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

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 POLICIES

UNIVERSITY POLICY ON ACCOMMODATING 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.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: 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 honesty 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 or TAs in this class.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy in all course correspondence such as email messages, threaded discussions and chats. See the course website for "Netiquette" guidelines.

GETTING SUPPORT

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.

- Mental health and well-being can be addressed through UF Counseling and Wellness Center: <https://counseling.ufl.edu/>
- For resources and assistance with learning accommodations: <https://disability.ufl.edu/>.
- Concerns for security, housing and basic needs: <https://dso.ufl.edu/support/>
- Should you have any concerns with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit your concern.
- For assistance with using the libraries or finding resources from a distance, the Library Help Desk: <http://guides.uflib.ufl.edu/distancelearners>

- For help brainstorming, formatting, and writing papers, the UF Writing Studio resources: <https://writing.ufl.edu/writing-studio/>

UF 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 other helpful resources.
2. UF Center for Arts in Medicine Graduate Advisor: Reach out for support before there is a problem, Ellie Sommers, esommers@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 at clcraig@ufl.edu
4. UF Center for Arts in Medicine Research Database: (Please note, this database doesn't have direct links, so you have to use the UF Library or Google Scholar to retrieve articles)
5. UF Center for Arts in Medicine website