

ARTS IN MEDICINE CAPSTONE

HUM 6596

Fall 2025

Credit Hours: 4

Course Location: Online

INSTRUCTOR: Dr. Jenny Baxley Lee

LOCATION: UF Health Shands Arts in Medicine

Criser Cancer Resource Center in the lobby of the UF Health Cancer Hospital

1515 SW Archer Rd, Room 1302.

OFFICE HOURS: Tuesday 12-1 pm EST via phone or Zoom and by appointment

Zoom Meeting ID: 852 160 9613

COURSE COMMUNICATIONS: Please use Canvas email for all course-related communication so that I can organize, prioritize and archive student communications. If for any reason you are unable to access Canvas, please use UF email: jlee@arts.ufl.edu*

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. Creswell, John. Research Design. 4th Edition.
3. Onwuegbuzie, A. & Frels, R. (2016). Seven Steps to a Comprehensive Literature Review. Sage.

COURSE DESCRIPTION: This course will engage research or evaluation in an arts in health context. Each student will conduct research or evaluation on arts in health activities in clinical or community contexts with the goal of developing skills in project or program planning, implementation, and research or evaluation. Literature review will inform Capstone project implementation including background and methods. Capstone findings will be shared through a mid-term Capstone Qualifier presentation and final Capstone paper.

PREREQUISITE KNOWLEDGE AND SKILLS:**

Updated Capstone Proposal

Knowledge and skills in: Literature review, program planning, research or evaluation including IRB approval, data collection, data analysis, presentation, and academic writing

****Knowledge and skills developed in *Research and Evaluation*, *Capstone Proposal*, and *Advanced Professional Seminar* will be built upon through conducting research or evaluation in the Capstone course.**

COURSE GOALS

By the end of this course, students will:

1. Implement a Capstone project engaging in research or evaluation in arts in health.
2. Articulate and discuss study aim, background, methods and activities, and findings in a video presentation and in a written Capstone paper.

HOW THIS COURSE RELATES TO STUDENT LEARNING OUTCOMES

This course is a culmination of graduate coursework that directly assesses the 3rd Student Learning Outcome (SLO) in the graduate curriculum listed below.

SLO 3: Leadership and Professional Skills

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 Capstone Proposal with timeline of activities
- Complete all orientation, training and approvals (i.e. UF IRB and site)
- Access additional skills, training, supplies, and resources, as needed

Capstone activities

- Undertake Capstone activities as outlined in the proposal
- Update literature review to create a strong background and rationale by introducing what is known on the topic, benchmarking practices directly related to the topic, defining key concepts, and introducing any theories relevant to topic
- Demonstrate saturation of the literature on the defined topic(s) in presentation and written form in the literature review
- Cite methods of study design including data collection and data analysis
- Describe activities at each stage of the Capstone project including eligibility criteria, recruitment, consent, enrollment, data collection and data analysis as relevant
- Articulate and interpret findings from Capstone project in the Results/Findings and Discussion sections of the final paper
- Distill key findings including strengths, limitations, and implications for future research of the Capstone project to conclude the final paper

Reflecting and Reporting

- Meet with the site supervisor (or conduct self-reflection in lieu of supervision) regularly
- Meet with the 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
- Assess the impact of Capstone activities using formal evaluation or research methods as established in the Capstone Proposal
- Present the midterm Capstone Qualifier presentation
 - Host a discussion board on Graduate Central on Canvas with CAM students, faculty, and staff.
 - Participate in a conference call with faculty demonstrating fluency in the literature, study aim, activities, methods and any preliminary findings.
- Prepare and submit a final Capstone paper.

COURSE SCHEDULE

Week	Topic	Activities	Deliverables
1	Capstone Preparation	Planning, scheduling, orientation, or training as required or relevant	Training/orientation as applicable IRB approvals as applicable Capstone Contract Updated Capstone Plan
2	Capstone Preparation	Planning, scheduling, orientation, or training as required or relevant	Research Cohort meeting 1: Discuss Capstone Plan including methods and timeline for data collection and analysis
3	Capstone Work	1. Ongoing writing and literature review 2. Capstone work	Project Report #1 including Research Cohort Meeting #1 notes
4	Capstone Work	1. Ongoing writing and literature review 2. Capstone work	Research Cohort meeting 2: Discuss Background, Literature, and Capstone Qualifier preparation
5	Capstone Work	1. Ongoing writing and literature review 2. Capstone work	Project Report #2 including Research Cohort Meeting #2 notes
6	Capstone Work	1. Ongoing writing and literature review 2. Capstone work	Capstone Qualifier Presentation and Capstone Qualifier Brief Research Cohort meeting 3: Discuss progress on Capstone final paper and share and discuss Qualifiers
7	Capstone Qualifier and Capstone Work	1. Ongoing writing and literature review 2. Capstone work	Project Report #3 including Research Cohort Meeting #3 notes
8	Capstone Work	1. Ongoing writing and literature review	Research Cohort meeting 4: Discuss Findings, Data Displays, Limitations and

		2. Capstone work	Strengths Capstone Qualifier Discussions
9	Analysis/Writing	1. Ongoing writing and literature review 2. Capstone work	Project Report #4 including Research Cohort Meeting #4 notes Submit Section Draft #1 Introduction, Background, Methods Capstone Qualifier Discussions due
10	Analysis/Writing	1. Ongoing writing and literature review 2. Data analysis	Research Cohort meeting 5: Share and refine Abstracts, Keywords and discuss Recommendations for Future Research Submit Section Draft #2 Findings and Discussion sections including data display, tables and figures
11	Analysis/Writing	Data analysis and writing	Submit Section Draft #3 Abstract and keywords
12	Analysis/Writing	Data analysis and writing Writing: Draft Final Paper	Research Cohort meeting 6: Discuss key findings, strengths/limitations, implications/conclusions of your study Submit 1st Draft of Final Paper
13	Writing	Review a peer's draft Continue revising Final Paper	Submit Peer Review
14	Writing	Revise the final paper	Submit Final Paper
15	Writing	Revise the final paper	Revisions as needed
16	Final submission	Final submission	Revisions as needed

*This syllabus represents current plans and course 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** (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".
- **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** (6 meetings @ 25 points each, complete/incomplete = 150 points): Students will participate in four research cohort meetings. Students will rotate responsibilities for scheduling, agenda

development, note-taking, and reporting. It is encouraged that these responsibilities are divided in an equal manner by group members and that group members rotate all meeting-related tasks. Agenda and notes from each call will be uploaded under the assignment by a group member. Meeting notes will include attendance, participation, insights, and action items developed by the group. 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.

- Please note, some cohorts of students have found it valuable to establish a weekly meeting time or weekly online co-working session where they work synchronously via Zoom for support and accountability. *This is an optional and ungraded strategy for success in the course.*

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 Capstone 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 Current Capstone Proposal: 25 points Project Reports: 25 points x 4 = 100 points Research Cohort Meetings: 25 points x 6 = 150 points	275 points (44% of final grade)
Major Assignments <u>Presentation = 150 points; 24% of final grade</u> Capstone Qualifier Presentation: 100 points Qualifier Brief: 25 points Qualifier Discussion Facilitation: 25 points <u>Paper: 200 points total; 32% of final grade</u> Final Paper: 100 points Section Drafts 1, 2, & 3: 25 points total	350 points (56% of final grade)

Final Paper First Draft: 50 points Final Paper First Draft Peer Review: 25 points	
	625 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 EXPECTATIONS & 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 video conferencing or phone.

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 email 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 email your instructor immediately to document the technical difficulty 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 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. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

UF POLICIES

UNIVERSITY POLICY ON ATTENDANCE: Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

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. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) 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 GRADING: Information on current UF grading policies can be found at this [link to University grading policies.](#)

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 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 E-learning and Canvas technical support, please contact the UF Help Desk at:

- [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.

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. Please email your instructor within 24 hours of the technical difficulty if you wish to request to submit an assignment late.

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.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- 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/>
- **Career Connections Center:** Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- **Academic Resources:** 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.

- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

CAMPUS HEALTH AND WELLNESS RESOURCES

- UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

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: Phillip Klepacki, pklepacki@arts.ufl.edu (Please reach out for support as soon as you are aware of any problems or issues with the course)
3. [UF Arts in Medicine Library Guide and Research Resources](#)
4. [UF Center for Arts in Medicine Research Database](#): (This database doesn't have direct links, so you must use the UF Library or Google Scholar to retrieve articles)
5. [UF Center for Arts in Medicine website](#)