

2012-2013 Certificate Assessment Plan

Dance in Healthcare
Certificate Program

Center for Arts in
Medicine

College of Fine Arts

February 2013

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Certificate Assessment Plan

Rationale

There is continuous interest among dance majors and minors to study and experience dance in the context of health and healthcare. Many dance majors are interested in developing career options beyond performance or choreography, and many minors are majoring in the health sciences and want to learn how they can use dance in their clinical practice. Students leave the program with the ability to work as an artist in a healthcare setting or develop dance programs that are designed to enhance health in community-based populations. The certificate broadens the students' career options and allows them to competitively pursue careers that integrate the arts with healthcare.

Mission

The Dance in Healthcare certificate program promotes a dynamic, interdisciplinary course of study for students who are engaged in dance or the health sciences. The University of Florida's Center for Arts in Medicine is committed to advancing research, education, and practice in the arts in healthcare, locally and globally. The Center facilitates research and scholarship with a focus on contributing to the level of academic rigor and excellence in the arts in healthcare. The Dance in Healthcare Certificate program is designed to provide students with knowledge of historical and contemporary practices that engage dance to enhance health in clinical and community settings. Emphasis is placed on the acquisition of knowledge and skills within the field to promote students' personal and professional growth as well as academic excellence. Once awarded, the Certificate recognizes special competency and achievement in the use of movement to enhance health and healing, and can serve as a credential for developing career options.

The Arts in Healthcare certificate program clearly supports the mission of the University of Florida to educate students in a manner, “so they are prepared to make significant contributions within an increasingly global community”. Specifically, the Dance in Healthcare certificate program aligns with the UF Mission Statement in its aim to address the human condition and improve quality of life as stated, “to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life” (University of Florida Mission Statement).

The certificate programs aligns with the College of Fine Arts’ mission to inspire the qualities of empathy, innovation and communication as stated, “the faculty works to meet the mission by providing a dynamic education, engaging creative skills, and producing students who can empathize, innovate and communicate” (College of Fine Arts Mission Statement).

Student Learning Outcomes (SLOs)

1. Students identify and explain the ways in which dance has been used to enhance health and healing in traditional cultures as a context for the contemporary practice of the arts in healthcare (content knowledge).
2. Students identify and develop the skills necessary to function as an artist in a healthcare setting, including skills that ensure patient safety, appropriate facilitation of dance, and appropriate self-care (content knowledge).
3. Students articulate and appraise the scope of arts in healthcare practice in the context of related disciplines, such as dance therapy (content knowledge).
4. Students describe effective research methodologies and how they apply to the dance discipline (critical thinking).
5. Students communicate effectively in verbal and written form (communication).

Assessment Timeline

SLOs	Research Paper	Dance Clinical Practice	Capstone
#1	X		
#2		X	X
#3		X	X
#4	X		
#5	X	X	X

Assessment Cycle

The Dance in Healthcare Certificate program uses a two-year assessment cycle.

Data Collection: Fall and spring terms of each year

Analysis and Interpretation: May - July of each year

Improvement Actions: By December 1 of each year

Dissemination: By March of each year

Assessment Cycle Chart

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X		X		X	
#2			X		X		X
#3			X		X		X
Critical Thinking							
#4		X		X		X	
Communication							
#5		X		X		X	

Methods and Procedures

Both direct and indirect measures are collected in each assessment cycle.

Direct measures include:

- *Dance in Medicine* and *Dance Clinical Practice* course research paper assessments
- Dance technique and composition class assessments
- *Dance Clinical Practice* hours completed, on-site supervisor evaluation, and faculty evaluation
- Dance in Healthcare Certificate Capstone Evaluation
- GPA for all required courses
- Qualitative assessment of academic, practical, and communication competencies utilizing course writings and faculty/advisor notes from monthly meetings with students
- Assessment of any community programs, performances or other works created

Indirect measures include:

- Program inquiries, enrollment, completion, and attrition
- Student honors, awards, and scholarships
- Student professional and academic placement
- Student evaluations of the program

Program faculty meet monthly with the certificate program coordinator to review student progress and short-term learning outcomes. Meetings at the end of each term are dedicated to review of broader program assessment and metrics, and student learning outcomes. As noted above, a full program assessment is undertaken each year May – July.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
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Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				