

**Current Information:****I. A.) DEPARTMENT NAME** Center for the Arts in Health Research and Education**B.) COURSE NUMBER, and TITLE:** HUM2592 Introduction to Arts in Healthcare**C.) CREDIT HOURS:** 3 **D.) PREREQUISITES:** None**E.) CURRENT CLASSIFICATION**1. General Education Code: ☐ B ☐ C ☐ D ☒ H ☐ M ☐ N ☐ P ☐ S ☐ None2. Writing Requirement: ☐ E2 ☐ E4 ☐ E6 ☒ None3. Math Requirement: ☐ M ☒ None**Requests:****II. GENERAL EDUCATION**A.) Requested Classification: ☐ B ☐ C ☐ D ☒ H ☐ M ☐ N ☐ P ☐ SB.) Effective Date: ☒ Fall ☐ Spring ☐ Summer 2012 (year)

Or

☐ 1-time Approval ☐ Fall ☐ Spring ☐ Summer \_\_\_\_\_ (year)**III. WRITING REQUIREMENT** ☐**MATH REQUIREMENT** ☐A.) Requested Classification ☐ E2 ☐ E4 ☐ E6B.) Effective Date: ☐ Fall ☐ Spring ☐ Summer \_\_\_\_\_ (year)

Or

☐ 1-time Approval ☐ Fall ☐ Spring ☐ Summer \_\_\_\_\_ (year)**C.) Assessment:**

1.) What type of feedback will be provided to the student (in reference to writing skill)?

       Grade        Corrections        Drafts        Other

2.) Will a published rubric be used?

#### IV. ATTACH A DETAILED SYLLABUS

#### V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- ☐ Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- ☐ List of assigned General Education Student Learning Outcomes
- ☐ List of any other relevant Student Learning Outcomes
- ☐ List of required and optional texts
- ☐ Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- ☐ "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- ☐ "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- ☐ A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- ☐ Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- ☐ Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- ☐ Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

## VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Jill Sonke

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College Contact:

College Name: College of Fine Arts

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Introduction to the Arts in Healthcare Spring 2012  
Periods 8-9 (3:00-4:55pm) MW  
Location TBD

**Instructor:** Jill Sonke

McGuire Theatre and Dance Pavilion, room 234; 352.273.1488

Shands Hospital, room G-157; 352.265.0656

[jsonke@ufl.edu](mailto:jsonke@ufl.edu)

**Co-Instructor:** Rusti Brandman

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**COURSE DESCRIPTION:**

This interdisciplinary course explores the field of the arts in healthcare and the links between the creative and healing arts, focusing on the many ways that the arts can be used to enhance the healing process in healthcare or community settings. It includes studio workshops, lecture/discussion, video viewing, readings, homework assignments, and a group project. This course is appropriate for students of the arts, humanities, sciences, and health related professions.

Arts in healthcare is a diverse, multidisciplinary field dedicated to transforming the healthcare experience by connecting people with the power of the arts at key moments in their lives. This rapidly growing field integrates the arts, including literary, performing, and visual arts and design, into a wide variety of healthcare and community settings for therapeutic, educational, and expressive purposes. This course is a unique opportunity for students to gain a holistic perspective in this rapidly growing field and explore the versatilities of art.

**GENERAL EDUCATION AND PURPOSE OF COURSE:**

This course fills solely a "Humanities" general education requirement. The Student Learning Outcomes are as follows:

1. To develop an introductory understanding of the history of the use of the arts to enhance health and healing and with the development of the contemporary arts in healthcare movement.
2. To become acquainted with the theoretical and scientific bases for the use of the arts as enhancements to healing.
3. To develop an understanding of professional practice in the contemporary arts in healthcare field.



4. To become acquainted with research studies and methods in the field.
5. To engage in creative thought and program planning in the arts in healthcare.

#### **POLICIES:**

1. Attendance/Participation: Students are expected to participate fully in all class sessions, excursions, clinical site visits, and community events, and may not leave the group without permission of the instructor. The only way to achieve the objectives defined in the syllabus is to participate fully in all course activities, and your grade will reflect your participation. Any variance in participation by one student will significantly affect the experience of all students. Therefore, will be ONE “stuff happens” allowance for attendance. All absences beyond that will result in a deduction of 2 points from your participation grade. Incomplete participation (tardiness, leaving early, etc.) will result in a loss of at least 1 pt. per occurrence. Due to the experiential nature of this course, participation in coursework cannot be made up.
2. Lectures: During lectures and other class activities, students are asked to turn off all cell phones and refrain from talking. Laptops should only be used for taking notes or as otherwise instructed.
3. Personal Responsibility and Communication: In the case of emergency, it is the student’s responsibility to contact the instructor promptly concerning any missed work, etc. It is the student’s responsibility to communicate with the instructor promptly concerning any circumstances that might affect the completion of the course work or participation in the course. Please do not let any questions or concerns you have go unattended.
4. Flexibility: The instructor retains the right to alter the course schedule as needed to accommodate class pace, interests, opportunities, or other special circumstances that may arise. Please reference the online course calendar regularly for course events.
5. Syllabus: The syllabus is available as a PDF document through Sakai. It is subject to change, and the student is responsible for having the most recent version at all times. Any changes to the syllabus will be announced in lecture and posted in the “announcements” section of Sakai.
6. Respect: In order for all students to have a positive experience in this course, we must all demonstrate respect for each other at all times. This includes common courtesy and concern for others, positive and honest interaction, and active participation in all activities. Verbal and non-verbal communication styles are the key ways we demonstrate respect for each other and ourselves. This course requires that each participant remain mindful of their methods of communication both privately and publicly to ensure that the course is a safe and positive experience for all.

7. Academic Honesty: All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link:  
<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>
8. Students with disabilities: Anyone requesting classroom accommodation must first register with the Dean of Students Office. Every attempt to accommodate students with disabilities will be made. The Dean of Students Office will provide you with the necessary documentation, which must then be provided to the instructor when requesting accommodation.

### **COURSE ORGANIZATION:**

Lectures, readings, assignments, discussions and supplemental materials are interrelated learning opportunities to help students achieve course objectives. Class lectures are supported by various media presentations and discussions, which are prefaced and reinforced by readings and supplemental materials. Each student will be graded on an evaluation for a total of 100 points based on the following activities and assignments:

1. Discussion Board Dialogues: (35 pts)

Discussion topics will be posted on the E-Learning site at the beginning of each week for eight consecutive weeks prior to spring break. Posts are due on Friday of each week by 11:59pm. See the Assignment Guide for more information and grading criteria.

2. Experiential Exercise (5 pts)

This partnered exercise involves students facilitating an experiential art activity and discussion of an idea provided by a well-known artist or scholar. See the Assignment Guide for more information and grading criteria.

3. Journal Club Presentation: (10 pts)

Find and read two arts in healthcare related research studies and present to the class in journal club style: Statement of the problem, methods and materials, results, conclusions. Hand in an annotated bibliography along with citations and web addresses. See Journal Club Assignment Guide for more details.

4. Group Project: (20 pts)



This assignment serves as an opportunity to collaboratively envision and develop a project suited to your interests related to the arts and health. See Project Assignment Guide for choices and details.

5. Reflective Essay: (10 pts)

This essay will involve reflecting on everything you have learned in this class, how do you think you might integrate the arts in healthcare into your career path, into your own self-care, or care for a family member. See Assignment Guide for more assignment details.

6. Active Participation: (20 pts)

You are expected to participate actively in class discussions and activities. This part of your grade will reflect your level of participation in class activities and discussions, group processes, online project and journal club planning, and your attendance (please see attendance policy above for more information).

Course Grading Scale:

A 95-100%

A- 92-94%

B+ 89-91%

B 85-88%

B- 82-84%

C+ 79-81%

C 75-78%

C- 72-74%

D+ 69-71%

D 65-68%

D- 62-64%

**COURSE WEBSITE:**

We will use a UF E-Learning course website for discussions, communications, accessing course materials, and submission of some assignments. **You are expected to check the website and your email between class meetings.**

- You will need to have an active Gatorlink ID to access the course on Sakai.
- If you do not have a Gatorlink ID or cannot remember your login information, or your ID doesn't work: go to the Gatorlink website (<http://gatorlink.ufl.edu>) or call 392-HELP
- To access the course go to <http://lss.at.ufl.edu> and click on E-learning login. Then you will be asked to enter your Gatorlink information. Once you have access to the site you will see the course is HUM 2592, section 08H6 located at the very top. If you are unable to see the course please click on 'My Active Sites' to see if it is listed there. If the course does not show AFTER the drop/add period, contact the UF Computing Help Desk at 392-HELP.
- For additional assistance with using the UF E-Learning system, go to: [https://lss.at.ufl.edu/help/Student\\_Faq](https://lss.at.ufl.edu/help/Student_Faq)

**TEXTS:**

1. The Arts and Health, eds. Sonke, Brandman, Graham-Pole & Serlin; volume 3 of Whole Person Healthcare, ed. Serlin
2. Transforming the Healthcare Experience through the Arts, Blair Sadler and Annette Ridenour (available electronically through the publisher for \$20 – details on Sakai)

***Other Readings (all available on E-Learning):***

1. Christenson, G. (2011). *Why We Need the Arts in Medicine*. Minnesota Medical Association.  
<http://www.minnesotamedicine.com/CurrentIssue/WhyWeNeedtheArtsinMedicine.aspx>
2. Sonke, J., Rollins, J., Brandman, R., and Graham-Pole, J. (2009). The state of the arts in healthcare in the United States, *Arts & Health*, 1:2,107 — 135.
3. The Arts and Human Development. A white paper based on “The Arts and Human Development: Learning across the Lifespan,” a convening by the National Endowment for the Arts in partnership with the U.S. Department of Health and Human Services, March 14, 2011, Washington, DC. [www.arts.gov/pub/TheArtsAndHumanDev.pdf](http://www.arts.gov/pub/TheArtsAndHumanDev.pdf)



**COURSE SCHEDULE:**

Week	Date	Description	Presentor	Due	Group
	January				
1	9	Brief Meeting, Q &A	Rusti		
	11	Introductions, Syllabus Review, <i>Healing Words</i>	Rusti	A&H: Intro & Ch 1	
2	16	No Class			
	18	History of the Arts and Healing	Jill	A&H: Ch 2	
	20			Discussion	
3	23	Theoretical foundations/Project Overview	Jill	State of the Field Report	1
	25	Contemporary Programs	Rusti	A&H: Ch 3	2
	27			Discussion	
4	30	Project idea/discussion/Snow City Arts: <i>The Day the Earth Stood Still</i> DVD	Jill	S&R: Preface, Forwards, Ch 1-3	3
	February				
	1	Visual Arts	Mary Lisa Kitakis	A&H: Ch 12	
	3			Discussion	
5	6	Physiology of Creativity	Ken Heilman	A&H: Ch 5	4
	8	Project group meetings	Rusti	S&R: Ch 4-6	5
	10			Discussion	
6	13	Facilitating the Arts at the Bedside/Artist in Residence Panel	Jill and Rusti	A&H: Ch 4	
	15	Imagery and Ritual	Rusti		6
	17			Discussion	
7	20	Music	Cathy DeWitt	A&H: Chap 10	
	22	Community-based Programming/Arts in Healthcare for Rural Communities	Jill	S&R: Ch 9-11 Project Proposals	7
	24			Discussion	
8	27	Movement in CON G-11	Rusti and Jill	A&H: Ch 7	
	29	Oral History & Writing in Healthcare/Group Project Check-in	Barbara esrig, Dylan Klemper	A&H: Ch 9	
	March				
	2			Discussion	
9	5	Spring Break			
	7	Spring Break			
10	12	Contemplative Arts	Nancy		

			Lasseter		
	14	The Arts and Human Development	Jenny Lee	NEA: The Arts & Human Development	8
11	19	Journal Club Overview	Jill		9
	21	Careers in the Arts in Healthcare	Rusti	Christenson Article A&H: Ch 6	10
12	26	Research & Evaluation in the Arts in Healthcare	Jill		11
	28	Journal club	Jill		12
	April				
13	2	Journal Club	Jill		13
	4	Journal Club	Jill		14
14	9	Journal Club	Jill		15
	11	Journal Club	Rusti		
15	16	Project Presentations	Jill	Projects Due	
	18	Project Presentations	Jill		
16	23	Project Presentations	Jill	Reflective Essay	
	25	Final Celebration	Jill	Dish to Share	