# Cover Sheet: Request 13057

**HUM 3XXX Visual Arts in Medicine**

## Info

<table>
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<tr>
<td><strong>Submitter</strong></td>
<td>Ferol Carytsas <a href="mailto:fcarytsas@arts.ufl.edu">fcarytsas@arts.ufl.edu</a></td>
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<td><strong>Created</strong></td>
<td>9/14/2018 11:02:37 AM</td>
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<td><strong>Updated</strong></td>
<td>12/10/2018 10:32:29 PM</td>
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**Description of request**

This a newly designed course to support the upcoming redesign of the Undergraduate Certificate in Arts in Medicine.

## Actions

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<tr>
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<td>CFA - Fine Arts 011301000</td>
<td>Jennifer Setlow</td>
<td></td>
<td>10/22/2018</td>
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<td>10/22/2018</td>
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**Course|New for request 13057**

**Info**

Request: HUM 3XXX Visual Arts in Medicine  
Description of request: This a newly designed course to support the upcoming redesign of the Undergraduate Certificate in Arts in Medicine.  
Submitter: Ferol Carytsas fcarytsas@arts.ufl.edu  
Created: 12/10/2018 10:31:52 PM  
Form version: 5

**Responses**

Recommended Prefix: HUM  
Course Level: 3  
Number: XXX  
Category of Instruction: Intermediate  
Lab Code: None  
Course Title: Visual Arts in Medicine  
Transcript Title: Visual Arts Medicine  
Degree Type: Other  
If other degree type, specify: Certificate  
Delivery Method(s): On-Campus  
Co-Listing: No  
Co-Listing Explanation: N/A  
Effective Term: Earliest Available  
Effective Year: Earliest Available  
Rotating Topic?: No  
Repeatable Credit?: No  
Amount of Credit: 2

S/U Only?: No  
Contact Type: Regularly Scheduled  
Weekly Contact Hours: 2  
Course Description: The course will explore the intersections of the visual arts and health and engage the student in investigation of how the visual arts can support health and well-being. Students will acquire fundamental research and communication skills for scholarly discussion of arts in health as well as practical application.  
Prerequisites: HUM2592: Introduction to the Arts in Medicine in a Global  
Co-requisites: N/A  
Rationale and Placement in Curriculum: This course will be a requirement in the redesigned Undergraduate Certificate in Visual Arts in Medicine (currently the Undergraduate Certificate in Arts in Medicine). This course is the only course in the curriculum that fully and specifically focuses on visual arts and health.  
Course Objectives: 1. Students will become acquainted with the ways in which the visual arts have been used historically to enhance health and healing as a context for the contemporary theory and practice of arts in healthcare. Students will have access to this information through assigned reading, class lecture and discussion, group research, and consulting listed resources.  
2. Students will 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; and use this knowledge and skills to facilitate art-making experiences with others. Students will develop, facilitate, share, and engage in art activities during class time, contribute to a class-created art activity database, and develop a personal art portfolio.  
3. Students will become familiar with visual arts 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.
4. Students will develop critical research and thinking skills. Students will evaluate literature in the field to develop a literature review and reflect and review feedback on student-facilitated art experiences in class.

5. Students will illustrate effective communication in verbal and written form. Students will participate in in-class discussions on readings, provide peer feedback on student-facilitated art experiences, provide verbal and written evaluations of case studies in the field, and develop an art menu with clear steps for specific processes.

**Course Textbook(s) and/or Other Assigned Reading**
- Barron, Frank; Montuori, Alfonso; Barron, Anthea. Creators on Creating: Awakening and Cultivating the Imaginative Mind
- Herbert, Geraldine; Deschner, Jane Waggoner; Glazer, Robin. Artists-in-Residence: the Creative Center's Approach
- Lambert, Patricia Dewey (Editor). Managing Art Programs in Health

**Weekly Schedule of Topics**

**Week 1**
Module: Introduction to Arts and Health
Lecture: Arts and Health Overview

**Week 2**
Module: Overview of Visual Arts Movements and Practices
Lecture: Introduction to Visual Arts Movements and Practices

**Week 3**
Module: Overview of Research Methods
Lecture: Overview of Research Methods

**Week 4**
Module: Visual Arts Materials & Techniques in the Clinical Environment
Activity: Survey of Art Materials & Techniques

**Week 5**
Module: Visual Arts at the Bedside
Lecture: Engaging Patients in Art Activities at the Bedside
Major Assignment Due: Proposal for Practice Presentation and Literature Review

**Week 6**
Module: Visual Arts in Health: A Global Perspective
Screening & Discussion: "The Barefoot Artist"

**Week 7**
Module: Facilitating Visual Arts Workshops in the Healthcare Setting
Activity: Introduction to Facilitating Group Art Activities
Major Assignment Due: Proposal for Visual Arts Facilitation (Group Project)

**Week 8**
Module: Research Presentations on Visual Art Practices
Major Assignment Due: Practice Presentation and Literature Review

**Week 9**
Module: Art Activities and Physical Limitations
Activity: Simulation Activity

**Week 10**
Module: Engaging Patients in the Visual Arts
Lecture: Building Trust Between Art Facilitators and Participants

**Week 11:**
Module: Student Presentations
Activity: Student-Led Visual Arts Activities and Class Discussion
Major Assignment Due: Visual Arts Facilitation (Group Project)

Week 12
Module: Student Presentations
Activity: Student-Led Visual Arts Activities and Class Discussion

Week 13
Module: Student Presentations
Activity: Student-Led Visual Arts Activities and Class Discussion

Week 14
Module: Curating Art Exhibits in the Clinical Environment
Activity: Curating Group Show
Major Assignment Due: Portfolio, Artist's Statement

Week 15
Module: Art Activity Database Exchange
Lecture: Review of Visual Arts in Health
Major Assignment Due: Art Activity Database Submissions

Links and Policies Course and University Policies and Resources:

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.

Attendance: Attendance is mandatory. 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. There will be no way to make up work missed in class. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) 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. Requests for make-up tests, assignment presentations, or acceptance of late written assignments must be accompanied by documentation of extenuating circumstances.

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.

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/scrr/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.

University Counseling Services

Contact information:
Counseling Center
Address:
3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
Phone: 352-392-1575
Web: www.counsel.ufl.edu

General Course Questions: There are three 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. Students may also email any inquiries directly to their instructor via email.

Course Complaints: Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

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 semester, 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/. A link to GatorRater is available on E-Learning.

Technical Assistance: If you have difficulty accessing online course reading or materials, please reference the citation or document name and author in a Google Search to locate the document before contacting the instructor or the Help Desk. If you have computer difficulties submitting assignments or navigating E-Learning, notify UF Computer Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or https://lss.at.ufl.edu/help.shtml. Please include the case number provided to you by the UF Help Desk documenting your request for assistance. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS 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.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
Counseling and Wellness resources
Disability resources
Resources for handling student concerns and complaints
Library Help Desk support

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, online discussions and chats.

**Grading Scheme**

Total Points: 100

Practice Presentation and Literature Review – 20 points (20% of grade)
Visual Arts Facilitation – 30 points (30% of grade)
Art Activity Database - 20 points (20% of grade)
Portfolio/Art Exhibition – 20 points (20% of grade)
Participation (peer feedback, discussion, attendance) - 10 points (10% of grade)

Instructor(s) Margaret Kempson
HUM XXXX Visual Arts in Medicine  
Margaret Kempson

Description:
This course explores the links between creativity and health, focusing on the many ways that visual arts practices can be used to support health and wellness in healthcare and community settings. It includes studio workshops, lecture/discussion, video viewing, readings/literature research, group project work, and hands-on experiences and instruction on facilitating art experiences with a wide variety of materials and processes. The course will differentiate studio practice in arts in health and art therapy. This course is appropriate for students of the arts and/or of health related fields who are interested in and comfortable with movement. Instructor approval is required for registration.

Objectives:
1. Students will become acquainted with the ways in which the visual arts have been used historically to enhance health and healing as a context for the contemporary theory and practice of arts in healthcare. Students will have access to this information through assigned reading, class lecture and discussion, group research, and consulting listed resources.

2. Students will 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; and use this knowledge and skills to facilitate art-making experiences with others. Students will develop, facilitate, share, and engage in art activities during class time, contribute to a class-created art activity database, and develop a personal art portfolio.

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4. Students will develop critical research and thinking skills. Students will evaluate literature in the field to develop a literature review and reflect and review feedback on student-facilitated art experiences in class.

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Assignments and Evaluation:
Total Points: 100

Practice Presentation and Literature Review – 20 points (20% of grade)
Visual Arts Facilitation – 30 points (30% of grade)
Art Activity Database - 20 points (20% of grade)
Portfolio/Art Exhibition – 20 points (20% of grade)
Participation (peer feedback, discussion, attendance) - 10 points (10% of grade)

Major Assignments:

Participation (10 points):

<table>
<thead>
<tr>
<th></th>
<th>Excellent (92-100)</th>
<th>Acceptable (75-91)</th>
<th>Unacceptable (0-74)</th>
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<tbody>
<tr>
<td>Active Participation</td>
<td>Actively and regularly contributes to discussion;</td>
<td>Voluntarily contributes to discussion without</td>
<td>Few contributions;</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Initiates discussion on issues related to class topic</td>
<td>prompting.</td>
<td>Seldom volunteers or does not contribute.</td>
</tr>
<tr>
<td>Relevance of</td>
<td>Contributions are relevant and promote in-depth</td>
<td>Contributions are always relevant to discussion.</td>
<td>Contributions are off-topic or distract class from</td>
</tr>
<tr>
<td>participation</td>
<td>analysis of material.</td>
<td></td>
<td>discussion.</td>
</tr>
<tr>
<td>(20 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of level of</td>
<td>Consistently well-prepared; Investigates and shares</td>
<td>Appears to have read the material, but not closely or</td>
<td>Not adequately prepared;</td>
</tr>
<tr>
<td>preparation</td>
<td>relevant material not explicitly assigned.</td>
<td>did not read all material.</td>
<td>Does not appear to have read the material in advance of</td>
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<tr>
<td>(20 points)</td>
<td></td>
<td></td>
<td>class.</td>
</tr>
<tr>
<td>Listening/Cooperation</td>
<td>Student listens when others talk, both in groups and</td>
<td>Participates regularly without monopolizing;</td>
<td>Student does not listen when others talk, both in</td>
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<tr>
<td>(20 points)</td>
<td>in class. Student incorporates or builds off of the</td>
<td>Listens and responds to contributions of others.</td>
<td>groups and in class.</td>
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<tr>
<td></td>
<td>ideas of others.</td>
<td></td>
<td>Student often interrupts when others speak.</td>
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<tr>
<td>Attitude/Behavior</td>
<td>Student never displays disruptive behavior during class.</td>
<td>Student rarely displays disruptive behavior during class.</td>
<td>Student almost always displays disruptive behavior</td>
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<td>(20 points)</td>
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Practice Presentation and Literature Review (20 points):
You will research a contemporary practice or program of your choice related to visual arts and health after becoming familiar with existing literature and programs in the field. Students are encouraged to investigate programs that speak to their personal creative practices and/or populations of interest.
**Visual Arts Facilitation (Group Project) (30 pts):**

With a partner, you will develop an art experience suitable for a group workshop and lead the class through it. The experience should demonstrate your skills as facilitators and include some kind of formative and summative self-assessment from participants. You will have one hour to facilitate your exercise, walking the class through set-up and clean-up procedures as well as introducing and leading the activity - time and media management should be demonstrated. Students are encouraged to develop an activity accessible to all skill levels that can be adapted for different environments and populations.

**Art Activity Database (20 points):**

You will gather ideas for 5 visual arts activities appropriate for a group setting and organize them into an “art menu” that outlines the following for each exercise: a) Brief description of the exercise; b) Space, resource, and material requirements; c) A wide range of sample images using the materials/processes introduced. At the end of the course, the class will combine these menus to create a database available to the whole course.

**Portfolio/Art Exhibition (20 points):**

At the end of the semester, students will collect and title the work they have created (through the Visual Arts Facilitation presentations) into a portfolio. Students will select one work created in the class (or may create another piece over the course of the semester) for a show in the Criser Cancer Resource Center (CCRC) at UF Health. Students will develop artist’s statements as well as skills in art curation through this process.

**Course and University Policies and Resources:**

**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.

**Attendance:** *Attendance is mandatory.* 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. There will be no way to make up work missed in class. Excused absences are consistent with university policies in the undergraduate catalog ([https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)) and require appropriate documentation.

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- Herbert, Geraldine; Deschner, Jane Waggoner; Glazer, Robin. *Artists-in-Residence: the Creative Center’s Approach*
- Lambert, Patricia Dewey (Editor). *Managing Art Programs in Health*

NOTE: This list is TBD, many articles would be added to course reserves.

**Course and University Policies and Resources:**

**Attire:** Not all materials are washable. Please dress accordingly.

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**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 or use the Mail function in Canvas.

**Course Complaints:** Should you have any complaints with your experience in this course, please visit [http://www.distance.ufl.edu/student-complaints](http://www.distance.ufl.edu/student-complaints) to submit a complaint.

**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](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, 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/](https://evaluations.ufl.edu/results/). A link to GatorRater is available on E-Learning.

**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.