

# Cover Sheet: Request 10389

## HUM2592 Introduction to Arts in Healthcare

### Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Sonke,Jill K jsonke@ufl.edu
Created	9/3/2015 9:57:48 AM
Updated	9/30/2015 6:16:08 PM
Description	The course explores the field of arts in medicine in a global context, focusing on the ways the arts can be used to enhance health and wellbeing in healthcare or community settings. It explores the relationship of culture to healing practices, systems, and health literacy in various world regions.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Fine Arts 011301000	Schaefer, Edward E		9/30/2015
Added HUM2592 INTRO AIM 2016.doc					9/3/2015
College	Approved	CFA - College of Fine Arts	Schaefer, Edward E		9/30/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/30/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Modify for request 10389

## Info

**Request:** HUM2592 Introduction to Arts in Healthcare

**Submitter:** Sonke,Jill K jsonke@ufl.edu

**Created:** 9/3/2015 2:59:27 PM

**Form version:** 2

## Responses

**Current Prefix:** HUM

**Course Level:** 2

**Number :** 592

**Lab Code :** None

**Course Title :** Introduction to Arts in Healthcare

**Effective Term :** Earliest Available

**Effective Year :** Earliest Available

**Requested Action :** Other (selecting this option opens additional form fields below)

**Change Course Prefix?:** No

**Current Prefix:** *No response*

**Proposed Prefix:** *No response*

**Change Course Level?:** No

**Current Level:** *No response*

**Proposed Level:** *No response*

**Change Course Number?:** No

**Current Course Number:** *No response*

**Proposed Course Number:** *No response*

**Change Lab Code?:** No

**Current Lab Code:** *No response*

**Proposed Lab Code:** *No response*

**Change Course Title?:** Yes

**Current Course Title:** Introduction to Arts in Healthcare

**Proposed Course Title:** Introduction to Arts in Medicine in a Global Context

**Change Transcript Title?:** Yes

**Current Transcript Title:** Intro Arts Healthcare

**Proposed Transcript Title (21 char. max):** Intro Arts Medicine

**Change Credit Hours?:** No

**Current Credit Hours:** *No response*

**Proposed Credit Hours:** *No response*

**Change Variable Credit?:** No

**Current Min and Max Credits:** *No response*

**Proposed Min and Max Credits:** *No response*

**Change S/U Only?:** No

**S/U Only Status:** *No response*

**Change Contact Type?:** No

**Current Contact Type:** *No response*

**Proposed Contact Type:** *No response*

**Change Rotating Topic Designation?:** No

**Rotating Topic Designation:** *No response*

**Change Repeatable Credit?:** No

**Repeatable Credit:** *No response*

**Change Course Description?:** Yes

**Current Course Description:** Explores 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 a hospital setting. It includes studio workshops, lecture/discussion, video viewing, readings, homework assignments and a group project.

**Proposed Course Description (50 words max):** Explores the field of arts in medicine in a global context, focusing on the many ways that the arts can be used to enhance health and wellbeing in healthcare or community settings and the relationship of culture to healing practices, systems, and health literacy in various regions of the world.

**Change Prerequisites?:** No

**Current Prerequisites:** *No response*

**Proposed Prerequisites:** *No response*

**Change Co-requisites?:** No

**Current Co-requisites:** *No response*

**Proposed Co-requisites:** *No response*

**Rationale:** In the spring of 2015, this course was selected to be revised as a part of UF's Quality Enhancement Plan International Scholars program. The proposed changes revise the course to focus on the arts and health in a global context, including a deeper exploration of the relationship of culture to healing practices, systems, and health literacy in various regions of the world, and exploration of belief systems and the concept of healing in a global context.

**HUM 2592 Section 03B6**  
**Introduction to the Arts in Medicine in a Global Context**  
 Periods 8-9 (3:00-4:55pm) MW

**Instructors:** Jill Sonke  
 McGuire Theatre and Dance Pavilion, room 234; 352.273.1488  
 Shands Cancer Hospital, room 1302; 352.265.0656  
 jsonke@ufl.edu

Rusti Brandman  
 drdance@ufl.edu

**Description:** This course explores the field of arts in medicine in a global context, focusing on the many ways that the arts can be used to enhance health and wellbeing in healthcare or community settings. The course will explore the relationship of culture to healing practices, systems, and health literacy in various regions of the world, and exploration of belief systems and the concept of healing in a global context. It includes workshops, lecture/discussion, video viewing, readings, homework assignments, and group projects. This course is appropriate for students of the arts, humanities, sciences, and health related professions.

**Objectives:**

1. Students identify and explain how the arts have been used in healing practices throughout our human history and across cultures.
2. Students analyze and articulate the cultural, theoretical, scientific and practical linkages and interdependencies between the arts, health, and healthcare.
3. Students identify and explain professional practices and cultural competency in relation to the contemporary arts in medicine field.
4. Students analyze and articulate their personal creative process.
5. Students design and describe an ideal arts in medicine program, based on identified best practices and cultural competency

Objective	Topics	Primary Readings/Media/Activities
Students identify and explain how the arts have been used in healing practices throughout our human history and across cultures.	1. Historical roles of the arts in health practices 2. Etiologies and belief systems related to disease and healing in various cultures 3. Contemporary practices in arts in medicine	1. Sonke, J. (2007). History of the arts and health across cultures. <i>Whole person healthcare: The arts &amp; health</i> , 22-41. 2. Christenson, G. (2011). Why we need the arts in medicine. <i>Minnesota medicine</i> , 94(7), 49-51.
Students analyze and articulate the cultural, theoretical, scientific and practical linkages and interdependencies	Same as above, as well as: 1. Theoretical foundations of arts in medicine 2. Creativity and the Brain: the physiology of creativity	1. BBC Documentary: <i>Horizon – The Creative Brain How Insight Works</i> 2. Evans, J. (2007). The Science of Creativity and Health. <i>Whole person healthcare: The arts &amp; health</i> , 87-106.

between the arts, health, and healthcare.	3. Journal Club	3. Dissanayake, E. (1980). Art as a human behavior.... <i>Journal of aesthetics and art criticism</i> , 397-406.
Students identify and explain professional practices and cultural competency in relation to the contemporary arts in medicine field.	1. Best practices in arts in medicine – international perspectives 2. Scope and standards of professional practice 3. Cultural competency 4. Journal Club	1. <i>Transforming the Healthcare Experience through the Arts</i> , Blair Sadler and Annette Ridenour 2. <i>Arts in Healthcare Standards for Professional Practice</i> 3. Betancourt, et al., (2003.) <i>Defining cultural competence.... Public Health Reports</i> , 118(4):293-302.
Students analyze and articulate their personal creative process.	1. What is art for? Why do human beings make art? 2. Stages of creativity 3. Imagery and ritual	1. Dissanayake, E. (1992). Art for life's sake. <i>Art Ther.</i> , 9(4), 169-175. 2. In-class arts workshops and experiential exercises 3. Daily creative practice and bi-weekly creative process blog entries
Students design and describe an ideal arts in medicine program, based on identified best practices and cultural competency	1. Program planning 2. Best practices in arts in medicine – international perspectives 3. Journal Club	1. Required text: <i>Transforming the Healthcare Experience through the Arts</i> , Blair Sadler and Annette Ridenour 2. Group Project: Arts in Medicine Program Plan

**Course Website:** We will use a UF E-Learning Canvas 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 Canvas.
- 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 the Canvas link. Then you will be asked to enter your Gatorlink information. The course is HUM 2592, section 03B6.
- 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)

**Course Policies:**

1. Attendance: Attendance is a component of your grade in this highly experiential course, and is absolutely mandatory. The only way you can achieve the course objectives is to be present at class. Additionally, we will be having a number of accomplished guests who have agreed to give workshops and presentations to the class. Please respect their valuable time.
2. Communication: It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might effect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.
3. The spontaneity clause: Due to the experiential nature of this course, the instructors retain the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.
4. The R-E-S-P-E-C-T clause: In order for all of us to have a positive experience in this course, we must all demonstrate respect for each other. This includes common courtesy and contemporary courtesy – no texting will be permitted during class, and laptops, iPads, or other devices may be used only when indicated by the instructor.
5. The "if it's due, it's due" clause: Late work will be accepted only when permission has been requested and granted in advance of the due date and only under extenuating circumstances.
6. All assignments submitted via E-Learning, including quizzes, must be submitted by 11:55pm on the due date. Please note one exception: your Journal Club documents must be submitted via E-Learning by 1pm on the day that you are scheduled to present.
7. Adhere to standards of academic honesty per university guidelines (below)

**Evaluation:** Total of 250 points

See the Assignment Guide for full assignment guidelines and grading criteria.

1. Experiential Exercise/Class Dialogues (40 points): You will work in a pair or small group on an assigned specific topic-based question or idea. As a group, you will work outside of class and on the discussion board to discuss the topic question and to prepare to facilitate a creative exercise and discussion with the whole class. You will have 20 minutes in which to facilitate the creative activity and to engage the class in discussion through prepared prompts. The group will submit a final consensus statement by Sunday at 11:55pm at the end of the week in which you facilitate.
2. History Quiz (20 points)
3. Scope of Practice Quiz (20 points)
4. Creative Process Blog (12 entries @ 5 points each = 60 points): You will engage in a personal creative practice in an art form of choice throughout the semester, and share it with the class through 12 weekly entries on a Page, which will be created for each student under "Pages" on the Canvas site and an informal presentation in class.
5. Journal Club (30 pts.): Find and read 2 arts in medicine related research studies and present to the class in journal club style: Statement of the problem, methods and materials, results, conclusions. You will hand in an annotated bibliography, literature review rubric, and create a handout for your classmates. Please note that E-Learning submissions for this assignment are due by 1pm on the day you present.

6. Group Project (60 pts.): Here is your opportunity to collaboratively envision and develop a project plan suited to your interests related to the arts and health. You will work in a team to design a program or project positioned in any part of the world, communicate with people in that area to inform your design, and present it to the class.
7. Active Participation (20 pts.) You are expected to participate actively in class discussions and activities, and to demonstrate a development of cultural awareness and competency in these discussions. This part of your grade will reflect your level of participation in class activities and discussions, group processes and projects, and your attendance. Your grade will be assigned based on the criteria in the rubric below. There will be ONE "stuff happens" allowance for attendance. All absences beyond that will result in a deduction of 4 points from your participation grade. Incomplete participation (tardiness, leaving early, etc.) will result in a loss of at least 2 pt. per occurrence.

Active Participation Grading Criteria Rubric			
	A grades	B grades	C grades
Class workshops, activities, and discussions	Has contributed thoroughly to the discussion or activity; contributions are clear and of high quality	Has contributed adequately to the discussion or activity; contributions are clear and of moderate to high quality	Has contributed somewhat to the discussion or activity; contributions are of average quality
Discussion Board dialogues (w/in the experiential exercise)	Has contributed thoroughly to the discussion (see rubric in assignment guide for more detail)	Has contributed adequately to the discussion (see rubric in assignment guide for more detail)	Has contributed somewhat to the discussion (see rubric in assignment guide for more detail)

Course Grading Scale:

A	95-100%	C	75-78%
A-	92-94%	C-	72-74%
B+	89-91%	D+	69-71%
B	85-88%	D	65-68%
B-	82-84%	D-	62-64%
C+	79-81%		

UF Grading Scale (as of Summer 2009)												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

**Texts:**

1. Transforming the Healthcare Experience through the Arts, Blair Sadler and Annette Ridenour (available electronically through the publisher for \$20 – details on Canvas)

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

1. Sonke, J. (2007). History of the arts and health across cultures. *Whole person healthcare: The arts & health*, 22-41. 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. BBC Documentary: Horizon – The Creative Brain How Insight Works, <http://www.youtube.com/watch?v=C2L0t-EN2Yo>
4. Can Art be Medicine? <http://www.youtube.com/watch?v=NVXK3p42aHU>
5. Evans, J. (2007). The Science of Creativity and Health. *Whole person healthcare: The arts & health*, 87-106.
6. Dissanayake, E. (1980). Art as a human behavior.... *Journal of aesthetics and art criticism*, 397-406.
7. *Transforming the Healthcare Experience through the Arts*, Blair Sadler and Annette Ridenour

**University Policies and Services**

## 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.

## Students with disabilities

Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students may also contact the UF Disability Resource Center at 352-392-8565 directly.

## 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>.

## 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](http://www.counsel.ufl.edu)

## 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 using the Mail function in Sakai.

## 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.

## 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](mailto: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