

Cover Sheet: Request 10396

HUM5XXX Research and Evaluation in Arts in Medicine

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Sonke,Jill K jsonke@ufl.edu
Created	9/4/2015 10:41:42 AM
Updated	9/30/2015 6:16:50 PM
Description	This online course explores research and evaluation in arts in medicine. Quantitative, qualitative, and mixed methods will be explored, with an emphasis on arts informed approaches. Through lectures, readings, writing, and discussion, students will learn the basics of developing a research proposal and evaluation plan.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Fine Arts 011301000	Schaefer, Edward E		9/30/2015
No document changes					
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					

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Request: HUM5XXX Research and Evaluation in Arts in Medicine

Submitter: Sonke,Jill K jsonke@ufl.edu

Created: 9/4/2015 10:41:42 AM

Form version: 1

Responses

Recommended Prefix: HUM

Course Level : 5

Number : XXX

Lab Code : None

Course Title: Research and Evaluation for Arts in Medicine Professionals

Transcript Title: Research and Eval

Effective Term : Earliest Available

Effective Year: Earliest Available

Rotating Topic?: No

Amount of Credit: 3

If variable, # min : *No response*

If variable, # max: *No response*

Repeatable Credit?: No

If repeatable, # total repeatable credit allowed: *No response*

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Graduate

If other degree type, specify : *No response*

Weekly Contact Hours : 16

Category of Instruction : Introductory

Delivery Method(s): Online

Course Description : This online course explores research and evaluation in arts in medicine. Quantitative, qualitative, and mixed methods will be explored, with an emphasis on arts informed approaches. Through lectures, readings, writing, and discussion, students will learn the basics of developing a research proposal and evaluation plan.

Prerequisites : none

Co-requisites : none

Rationale and Placement in Curriculum : This course is a critical component of the MA in Arts in Medicine curriculum. It provides students with a basic understanding of research and evaluation methods that are applicable in the field of arts in medicine, and informs the work students are required to undertake in the Capstone Proposal and Capstone courses.

Course Objectives : • Distinguish between evaluation and research.

- Demonstrate understanding of the program evaluation process.
- Compare and contrast quantitative and qualitative methods.
- Discuss the use of arts informed methods/approaches in arts in medicine research and evaluation.
- Determine the critical components of a research proposal.

Course Textbook(s) and/or Other Assigned Reading: Required Reading: Creswell, J. (2014). Research design: Qualitative, quantitative, and mixed methods approaches.

Thousand Oaks, CA: Sage.

Additional Readings: Additional readings and online resources are posted in Course Materials on the course website.

Recommended: Knowles, J., & Cole, A. (2008). Handbook of the arts in qualitative research. Thousand Oaks, CA: Sage.

Weekly Schedule of Topics : Week 1: Introduction to Research and Evaluation

- Discuss differences between evaluation and research
- List three distinctions between a quantitative study and a qualitative study.
- Analyze the factors that affect selection of a research approach.

Week 2: Evaluation Planning

- Describe the steps in the evaluation process.
- Prepare a logic model that demonstrates the theory of change.
- List the seven steps in conducting a literature review.

Week 3: Quantitative Methods

- Apply principles of good survey design.
- List four factors that affect survey response rates.
- Identify three physiological measures with potential value for evaluating arts in medicine programming.

Module 4: Qualitative Methods

- List four considerations when conducting a research interview.
- Demonstrate the steps of analyzing interview data.
- Prepare an observation report.
- Discuss qualitative methodologies used in arts and healthcare

Weeks 5 and 6: Arts informed Methods

- Define arts based research.
- Examine the use of the arts in research.
- Describe four purposeful sampling methods.

Week 7: Evaluation Plan

- Complete an evaluation plan.
- Demonstrate the Appreciative Inquiry process.

Module 8: The Research Proposal

- List the essential elements of a research proposal.
- Discuss the features of appropriate articles for a literature review for a research proposal.
- Prepare a topical outline for an arts-based research proposal.
- Discuss the three core concepts of ethical research.

Grading Scheme : Total Points: 100

1. Syllabus Quiz. (1 point). Students will complete a short quiz about the syllabus.
2. Autobiographical essay. (1 point). Students will write an autobiographical essay (150–250 words) introducing themselves and post to the discussion board.
3. Interview with an evaluator. (3 points). Students will interview an individual who is professionally involved in conducting some form of evaluative activity, analyze and discuss results, and present in a 350-word written summary.
4. Discussion Board. (7 posts, 5 points each). Students will substantively participate in

seven online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, will be posted and each student will post an initial response in essay form and also respond to other posts. Students will rotate as discussion facilitators. By the end of the week, the discussion facilitator will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt.

5. Logic model. (5 points). Students will develop a logic model of a familiar or a desired program accompanied by a brief (1–2 page) narrative.

6. Literature Review Article List. (2 points). Students will conduct a search and list 10 articles on a topic they would like to explore.

7. Survey. (4 points). Students will develop a five-question survey for use in evaluating an arts program.

8. Physiological Measures Essay. (4 points). Students will write a 250-word essay about a physiological measure for possible use in an arts-in-medicine evaluation or research project.

9. Topic of Interest Interview Report. (10 points). Students will conduct interviews and write a 750-word report.

10. Observation Report. (10 points). Students will write a 500-word report discussing findings of a 30-minute observation.

11. Arts-genre Reflective Essay. (5 points). Students will write a 300-word essay reflecting on a research project that uses an art form as a research method.

12. Evaluation Plan. (15 points). Students will develop an evaluation plan of at least 750 words.

13. Topical Outline for Research Proposal. (5 points). Students will develop a topical outline of about 250 words for an arts-based research proposal.

14. NIH Extramural Training. (2 points). Students will complete NIH's online training.

1% of the grade comes from the Syllabus Quiz (1 point)

1% of the grade comes from the Autobiographical essay (1 point).

3% of the grade comes from the Interview with an evaluator (3 points)

35% of the grade comes from the Discussion Board. (7 posts, 5 points each)

5% of the grade comes from the Logic model (5 points)

2% of the grade comes from the Literature Review Article List (2 points)

2% of the grade comes from the Survey (4 points)

5% of the grade comes from the Physiological Measures Essay (4 points)

10% of the grade comes from the Topic of Interest Interview Report (10 points)

10% of the grade comes from the Observation Report (10 points)

4% of the grade comes from the Arts-genre Reflective Essay (4 points)

15% of the grade comes from the Evaluation Plan (15 points)

5% of the grade comes from the Topical Outline for Research Proposal (4 points)

2% of the grade comes from the NIH Extramural Training (2 points)

Instructor(s) : Judy Rollins