HUM 2592   Introduction to Arts in Medicine in a Global Context
Matherly 004 M p 7/8 (1:55-3:50pm)
Matherly 013 W p 7/8 (1:55-3:50pm)

Instructor
Jeffrey Pufahl
Email: jeffpuf@ufl.edu
Office Phone: 352.273.0852
Office Hours: Wednesdays 11am-12pm or by appointment
Office Location: 720 SW 2nd Ave. South Tower, Suite 208

Course 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. During the course, we will explore the relationship of culture to healing practices, systems, and health literacy in various regions of the world, and explore 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.

Course Topics:

1. Historical roles of the arts in health practices
2. Etiologies and belief systems related to disease and healing in various cultures
3. Theoretical foundations of arts in medicine
4. Contemporary practices in arts in medicine
5. Creativity and the brain: the physiology of creativity
6. Program practices in arts in medicine – international perspectives
7. Scope and standards of professional practice in arts in medicine
8. Cultural competency
9. Program planning

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 interpret global and intercultural issues
3. Students analyze and articulate the cultural, theoretical, scientific and practical linkages and interdependencies between the arts, health, and healthcare.
4. Students identify and explain professional practices and cultural competency in relation to the contemporary arts in medicine field.
5. Students analyze and articulate their personal creative process.
6. Students design and describe an ideal arts in medicine program, based on identified best practices and cultural competency

Weekly Course Schedule:

Week	Date	Topics and Class Activities	Reading/Media/ Assignments Due	Creative Practice Blog
January				
1	9	Instructor & student introductions Syllabus/course overview Connecting Activity	Review all course materials on Canvas	
	11	**The Harn:** Art Viewing Exercise		
2	16	**MLK HOLIDAY**		
	18	The Nature of Creativity Discussion Experiential Exercise Assignment Overview Creative Practice Blog Introduction and Discussion	Creativity readings and questions BBC Doc: *Horizon – The Creative Brain: How Insight Works*	
3	23	**Lecture & Discussion:** Historical roles of the arts in health practices; Etiologies and belief systems. Jill Sonke	History Readings **History Quiz	
	25	**Lecture & Discussion:** Applied Theatre for Health Jeff Pufahl **Assignment: Watch: From Colored to Black**		Blog 1
4	30	Experiential Exercise #1 **FC2B Group work session**		
February				
	1	Experiential Exercise #2 **From Colored to Black Discussion and Reflection**	FC2B Film assessment	Blog 2
5	6	Experiential Exercise #3 **Program Practices:** Visual Arts – Experiential Workshop with Molly Kempson		

	8	Experiential Exercise #4 **Lecture & Discussion:** Visual Arts in Healthcare – Aly Maier-Lokuta		Blog 3
6	13	Experiential Exercise #5 Research skills – Searching and Literature Review		
	15	Experiential Exercise #6 Workshop & Discussion: Cultural Intelligence		Blog 4
7	20	Experiential Exercise #7 **Lecture & Workshop: Literary Arts in Medicine** Spoken Word, Poetry, Creative Writing		
	22	Research skills – Searching and Literature Review presentations/discussion	Literature Reviews	Blog 5
8	27	**Lecture & Workshop: Dance in Medicine & Dance/Movement Therapy** Whitney Wilson Arts in Public Health Assignment	.	
March				
	1	Experiential Exercise #8 **Community Engagement through the arts** Watch: Documentary Film *Trash Dance* Watch: Lily Yeh Read: Arts in Public Health	Arts in Public Health 1	Blog 6
9	6	Experiential Exercise #9 **Lecture & Discussion: Music in Medicine** Maggie Clifford		
	8	Experiential Exercise #10 Arts and Public Health Group discussions/activities	Arts in Public Health 2 Arts in Public Health 3	Blog 7
10	13	**Spring Break**		
	15	**Spring Break**		

11	20	Experiential Exercise #11 **Lecture: Final group projects: Program planning** Final group project discussion**;** program planning workshop International Case Studies	100 word project description	
	22	**Program Practices:** Music workshop with Ricky Kendall		Blog 8
12	27	**Program practices:** Art in Hospitals	Art in Hospitals	
	29	**Global Practices in Arts in Medicine: AIM for Africa: Rwanda** Jill Sonke	Scope of Practice Quiz	Blog 9
April				
13	3	Global practices in arts in medicine: International Case Studies work session		
	5	**Global practices in arts in medicine**: International Case Studies Presentations	International Case Studies	Blog 10
14	10	Experiential Exercise # 12 **Group Project in class work Session**	Project Drafts	
	12	**Creative Practice Blog presentations**	Creative Practice Blog Presentation	
15	17	**Creative Practice Blog presentations** **Group Project in class work Session**		
	19	**Program practices:** Project Presentations	Group Projects	
	24	**Program practices:** Project Presentations	Group Projects	
	26	**Program practices:** Project Presentations	Group Projects	

Course Website: We will use a UF E-Learning Canvas course website for communications, accessing course materials, and submission of assignments. **You are expected to check the website and your email between class meetings. Make sure you're able to receive announcements.**

Course Policies:

1. Attendance: Class attendance is expected. You have one unexcused absence allowed per semester. **Each unexcused absence thereafter will result in a 5 point reduction from the "active participation" grade.** 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.
2. Tardy. A tardy will be awarded if a student is more than **5 minutes late** to class. 3 tardies will result in an unexcused absence.
3. 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. **Late work will be subject to a deduction of 5 points and must be turned in within 7 days of the deadline for credit**. Extenuating circumstances will be considered on a case by case basis.
4. Communication: It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect 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.
5. Spontaneity: Due to the experiential nature of this course, the instructor retains the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.
6. Use of technology: In order for all of us to have a positive experience in this course, we must all demonstrate respect for each other and maintain appropriate attention within the course. No texting will be permitted during class, and phones, laptops, iPads, or other devises may be used only when indicated by the instructor.
7. All assignments submitted via Canvas, including quizzes, must be submitted by the time specified on the Canvas due date.
8. Adhere to standards of academic honesty per university guidelines (below)
9. Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Assignments:

1. <u>Creativity Readings Summary and Questions:</u> You will prepare a bullet summary of the readings and prepare 2 discussion questions for class.
2. <u>History Readings Summaries</u>: You will submit a bullet point summary of the readings.
3. <u>Experiential Exercise:</u> You will create a 20-30 minute art experience for the class based on a quote and style of an artist.
4. <u>Art in Hospitals Reflection:</u> You will watch a short video on art in the hospital at UF and 2 articles and respond to a series of questions.
5. Arts in Public Health Assignment: You will watch a film "Trash Dance," a webinar by Lily Yeh, a talk by several community artists, and read an article on arts in public health and respond to a series of prompts.

6. History Quiz
7. Scope of Practice Quiz
8. Creative Practice Blog :You will engage in a personal creative practice in an art form of your choice throughout the semester, and share it with the class through 10 weekly entries on the discussion board on Canvas and through a brief presentation to the class.
9. *From Colored to Black:* You will watch the play and prepare an in-class discussion and reflection.
10. Journal Club: Your group will conduct a literature review on an arts in health discipline and present 2 articles to the class. You will have 30 minutes for your /discussion, and will hand in an annotated bibliography, literature review rubric.
11. International Case Studies: You will work with your group project group to investigate arts in health programming and activity in an international location. You will read a published article on a program in an international setting and discuss the project with the class. Your group will deliver a 15-minute presentation to the class.
12. Group Project: Here's 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.
13. Active Participation: 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 (including the un-graded State of the Field Report discussions), group processes and projects, and your attendance. Your grade will be assigned based on the criteria in the rubric below.

Evaluation

Creativity Readings Summary and Questions	5 points
History Readings Summaries	5 points
Experiential Exercise	40 points
Art in Hospitals Reflection	15 points
Arts in Public Health Assignments	45 points
History Quiz	20 points
Scope of Practice Quiz	20 points
From Colored to Black assessment.	20 points
From Colored to Black reflection	20 points
Journal Club	50 points
Creative Process Blog	55 points
Creative Blog presentation of blog	10 points
International Case Studies	25 points
Group Project	100 points
Active Participation	20 points
Total	450 points

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93.99	3.67
B+	88-90.99	3.33
B	84-87.99	3.00
B-	81-83.99	2.67
C+	78-80.99	2.33
C	74-77.99	2.00
C-	71-73.99	1.67
D+	68-70.99	1.33
D	64-67.99	1.0
D-	61-63.99	.67
E	60 or below	0.00

Texts: Readings as assigned and will be available on Canvas.

UF Policies

UF Policies for Getting Help
For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

* ***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.

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our Get Started page. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. 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 on the Gator Evals page.

University Honesty Policy
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 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 or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints