

Creativity and Health: Foundations of Arts in Medicine

HUM 5357

Meeting times: Online asynchronous
Tuesdays 12 am EST - Mondays at 11:59 pm EST

Location: Online in Canvas

Academic Term: Spring 2025

Instructor:

Tina Mullen, MFA

Email: Canvas email (**preferred**); or UF email (as needed) mullcm@ufl.edu

Office hours: Wednesdays, 2:00-3:00 pm EST via Zoom and by appointment

Course Description

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and informs the field and practice of arts in health. Course learning objectives will be introduced through video lectures, readings, writing, research, discussions, and presentations. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services and health-related professions.

Course Pre-Requisites / Co-Requisites

It is strongly recommended that students visit **Graduate Central: Arts in Medicine** located in Canvas by logging into Canvas and then navigating to this link:

<https://ufl.instructure.com/courses/357343>

While there is no required pre/co-requisite course, students benefit from accessing **Graduate Central: Arts in Medicine** in Canvas. Specifically, students may actively engage with information in the "Start Here", "New Student Orientation", and "Resources" modules in order to be successful in this course.

Course Objectives

At the end of this course, students will be able to:

- Recognize historical practices and theoretical perspectives that offer context for arts in health.
- Recognize ethical frameworks that guide the field of arts in health.
- Define core issues in the field of arts in health including:
 - Field definitions
 - Ethics and standards of practice
 - Purposes and functions of the arts in relation to health
 - Links between creativity and health
- Summarize program models and contemporary trends in arts in health.

Required Textbooks and Software

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington: DC: American Psychological Association.
2. Fancourt, D. (2017). *Arts in Health: Designing and researching interventions*. Oxford: Oxford University Press.
3. Dissanayake, E. (1990). *What is Art For?* University of Washington Press.

Additional required readings, lectures, and online resources are posted in the modules in Canvas under

Learning Materials

Recommended Materials

- Turabian, K. (2010). *Student's guide to writing college papers* (5th ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). Chicago: Illinois, University of Chicago Press.
 - *Note: Students can also purchase the 4th ed. of this book, the pages and content are slightly different but both will be acceptable.*
- Desktop computer or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).
 - Canvas, works most functionally on a laptop or desktop computer. Being a fully online program, it is *essential* that you have access to one of these in order to view the course and submit assignments. Tablets and phones will not work for participation in the graduate program as Canvas is not fully accessible on these types of devices which can negatively impact your learning experience.
 - Internet connection and speed are vital for accessing Canvas viewing multimedia materials, and uploading video content. All of these tasks will be required for the program. Canvas recommends a minimum of 2 mbps for upload and 4.5 mbps broadband for streaming course lectures and videos.
- Creative Practice materials such as:
 - Smartphone, camera, tablet, or computer with video recording and basic editing capabilities for Creative Practices
 - Visual art materials

Course Schedule

	Topic	Learning Materials	Assignments	Deadlines
Week 1: Introduction to arts in health				
1	Overview of arts in health	Review all learning materials in Module 1	1. Discussion 1	1. 1/9, 1/13
Week 2: Scope of practice and ethical frameworks				
2	Considering ethics, standards and scope of practice in arts in health	Review all learning materials in Module 2	1. Discussion 2 2. Academic Writing Quiz	1. 1/16, 1/20 2. 1/20
Week 3: The arts and their purpose				
3	Introduction to creativity and considering purposes and functions of the arts	Review all learning materials in Module 3	1. Discussion 3 2. Creative Practice 1	1. 1/23, 1/27 2 1/27
Week 4: Historical perspectives in arts in health				
4	Historical perspectives	Review all learning materials in Module 4	1. Discussion 4 2. Outline of paper 3. Annotated Bibliography	1. 1/30, 2/3 2. 2/3 3. 2/3
Week 5: Biological/health sciences foundations in arts in health				
5	Health sciences theories	Review all learning materials in Module 5	1. Discussion 5 2. Creative Practice 2	1. 2/6, 2/10 2. 2/10
Week 6: Social sciences foundations in arts in health				
6	Social sciences theories	Review all learning materials in Module 6	1. Discussion 6	1. 2/13, 2/17
Week 7: Foundations for arts in health				

7	Theories of meaning, self-transcendence, ritual, flow state, and aesthetics	Review all learning materials in Module 7	1. Discussion 2. Paper	1. 2/24 2. 2/24
Week 8: Program models and contemporary trends				
8	Program models and contemporary trends in arts in health	Review all learning materials in Module 8	1. Discussion 8	1. 2/27

***Activities within the course outline are subject to change. The syllabus does not include all details regarding learning materials and activities that students are required to complete each week.**

Course Assignments

1. **Quiz** (2 quizzes, quiz 1 = 20 points; quiz 2 = 12 points; 5% of grade): An initial quiz is designed to assess student orientation to the syllabus and course content throughout the course, and a second quiz is designed to assess student understanding of academic writing. Students may reference learning materials while completing the quizzes and they are not timed.
2. **Discussions** (7 Discussions, 25 points each; 30% of grade): Students will substantively participate in online discussions with their peers and their instructor(s) on the discussion board in Canvas. Discussion topics relating to course content will be posted by the instructor(s). Each student will post an initial post (due Thursday by 11:59 pm EST) followed by a response post (due Monday by 11:59 pm EST) every week throughout the course. See assignment guidelines in Canvas.
3. **Creative Practice Blog** (2 posts, 50 points each; 30% of grade): Students will engage in a multidisciplinary creative practice. In this course, the instructor(s) will provide creative prompts. Students will document their creative practices through an online Creative Practice "blog" hosted by [Adobe Spark](#). See assignment guidelines in Canvas.
4. **Final paper:** (Outline 10 points – graded complete/incomplete; Annotated Bibliography: 25 points graded complete/incomplete; Final Paper 100 points; 35% of grade): Students will write a 1,200-1,400-word final paper applying **one** theory to an arts in health practice or project. Through the lens of a selected theory, how do we better understand or frame the impacts of the arts on a specific health condition, symptom, or health-related need? For example, the function of the arts to increase self-efficacy for people living with Parkinson's disease
 - i. Please format papers using APA Style.
 - ii. See assignment guidelines in Canvas.

Course Procedures

Expectations

This online course is an asynchronous course which means there is no set meeting time each week, however there *are* set deadlines for discussion and assignment submissions each week. The course format requires time management and close attention to assignment deadlines. The course is three credits and is 8-weeks long, so it is full and fast-paced. **Students can expect approximately 16 hours of work per week for this course.** Each module includes approximately 3-6 hours of learning materials and assignment preparation. Students will invest the remaining time in discussions, creative practice, quizzes and other assignments.

Attendance

Consistent participation and timely and complete assignment submission are the online forms of "attending class". This expectation is consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>).

Excused absences are consistent with university policies in the Graduate Catalog and require **appropriate documentation**. Additional information can be found in Attendance Policies.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>.

Participation

Participation in all aspects of this course is expected and essential to success. Course materials and activities are integral to learning. It is expected that students will log on to the course website and actively contribute to course activity consistently. The instructor/s strive for consistent presence and are committed to being available to students both via email and one-to-one via video conferencing or phone, as needed.

Communication

It is the student's responsibility to communicate with the instructor promptly concerning any course-related questions or circumstances that might affect their participation in the course. Please contact the instructor/s with questions or concerns you have as soon as you have them. It is the instructors' intention to respond to e-mail communication within 48 hours.

Written communication and electronic interactions are central to online learning. All written and electronic interactions must meet the expectations of a graduate-level academic environment. All cohort members are expected to follow rules of common courtesy in interactions such as email, discussions and chats. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Assignment Submission

All assignments will be submitted through Canvas. Please review course procedures in Canvas for instructions on assignment submission, naming documents, late assignment submission, and where to get help.

If you have computer difficulties submitting any assignments through the Assignment tab on the course website, notify UF Computer Help Desk at helpdesk@ufl.edu or 352-392-4357 **and** email your work as an attachment to your instructor/s. Please include the case number provided to you by the UF Help Desk documenting your request for assistance in the correspondence with the instructor.

Late Assignment Submission

As stated above, participation and assignment submission are the online forms of “attending class”. Lack of participation or late assignment submission requires appropriate documentation.

Points will be deducted for late assignments by *5 percent per day* during the first 5 days past due. Assignments will not be accepted if submitted later than six days past due, except in extenuating circumstances and with communication with the instructor/s. Email your instructor immediately to document any technical difficulty and *attach the assignment* to the email in order to receive full credit on the assignment.

Note: This is a graduate level and fast-paced course, and late assignments may cause students to fall behind in accomplishing the learning objectives and requirements, therefore it is essential to stay in close communication with the instructor in order to receive support and guidance in assignment completion or modification as necessary. It is the instructor’s intention to support students in successful completion of course objectives.

Course Technology

Notify the UF Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. Please request the case number provided by the UF Help Desk documenting your request for assistance and provide this to the instructor.

For additional computer or technical difficulties, see the “Getting Help” section below.

- <http://helpdesk.ufl.edu>
- (352) 392-4357 - select option 2

If you have difficulty accessing online course materials, please search the title of the document or citation and author using an online search engine such as Google to locate the document *before* contacting the UF Help Desk or the instructor.

Evaluation of Grades

Students will be evaluated and their grade determined in the following manner. Assignment guidelines and grading criteria and rubrics for each assignment can be found within the corresponding assignment on Canvas.

Grades and comments will be posted in Canvas. Comments about your grades appear with the specific assignment in **Assignments** or in the **Gradebook** feature under **Comments**. Please check in both places before inquiring about a grade. Current UF grading policies for assigning grade points can be found on the following course website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment	Total Points	Percentage of Final Grade
Quizzes (2)	10 each	5%
Discussions (8)	25 each	30%
Creative Practice (2)	50 each	30%
Paper + Outline + Annotated Bib	135	35%
	TOTAL	100%

Grading Policy

Grade	Percent	Grade Points
A	94-100%	4.0
A-	90-93.9%	3.67
B+	88-91.9%	3.33
B	85-87.9%	3.00
B-	81-84.9%	2.67
C+	78-80.9%	2.33
C	74-77.9%	2.00
C- *	71-73.9%	1.67
D+	67-70.9%	1.33
D	63-66.9%	1.00
D-	60-62.9%	.67
E, I, NG, S-U, WF		0.00

*Please note that a C- is not an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

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.

GatorWell Health Promotion Services: visit GatorWell website or call 352-273-4450.

Academic Resources

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

Career Connections 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.

On-Line Students Complaints

UF Center for Arts in Medicine Resources

1. [Graduate Central](#): Includes guide for new students, tips on navigating Canvas, registration and course requirements, Practicum and Capstone guides, and other helpful resources.
2. UF Center for Arts in Medicine Graduate Advisor: Reach out for support before there is a problem, Phillip Herr-Klepacki (pklepacki@arts.ufl.edu)
3. [UF Arts in Medicine Library Guide and Research Resources](#): A first stop for Arts in Medicine research and access to our dedicated librarian, Cindy Craig, who can help you with your research at clcraig@ufl.edu
4. [UF Center for Arts in Medicine Research Database](#): (Please note, this database doesn't have direct links, so you have to use the UF Library or Google Scholar to retrieve articles)
5. [UF Center for Arts in Medicine website](#)