

**HUM 2592**  
**Introduction to the Arts in Medicine in a Global Context**

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**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.

**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	Exp Ex Group
	<b>Jan.</b>			
1	8	<b>Introduction:</b> Instructor & student introductions; Syllabus review; <i>Healing Words</i> film and discussion	<ul style="list-style-type: none"> <li>Review all course materials on E-Learning</li> </ul>	
	10	<b>Historical roles of the arts in health practices; Etiologies and belief systems...:</b> Presentation and discussion/Creative Practice discussion	<ul style="list-style-type: none"> <li>Sonke (2007) - history chapter (on E-Learning)</li> <li>1st blog entry</li> </ul>	
2	15	No Class		
	17	<b>Theoretical Foundations:</b> Presentation and <i>What is Art for?</i> discussion and <i>What is Arts in Medicine</i> video Potluck – bring a dish to share	<ul style="list-style-type: none"> <li>Dissanayake, E. (1980). Art as a human behavior....</li> <li>Why Medicine Needs Art</li> <li>Potluck dish to share</li> </ul>	
3	22	<b>Program Practices:</b> Applied Theatre for Health; theatre workshop, part one	<ul style="list-style-type: none"> <li>BBC Documentary: <i>Horizon – The Creative Brain: How Insight Works</i></li> <li>Applied Theatre Articles</li> <li>2nd blog entry</li> </ul>	
	24	<b>Program Practices:</b> Theatre workshop, part two	<ul style="list-style-type: none"> <li>History Quiz</li> <li>3rd blog entry</li> </ul>	
4	29	<b>Program Practices:</b> Visual Arts Workshop (Sarah Hinds)	<ul style="list-style-type: none"> <li>3<sup>rd</sup> blog entry</li> </ul>	
	31	<b>Program practices and scope of practice in arts in medicine:</b> UF Health Shands Arts in Medicine Hospital Tour (Tina Mullen)	<ul style="list-style-type: none"> <li>Sadler &amp; Ridenour: Preface, Forward, Chap 1-2</li> <li>4<sup>th</sup> blog entry</li> </ul>	
	<b>Feb</b>			
5	5	<b>Global practices in arts in medicine:</b> Experiential Exercise; Program Models	<ul style="list-style-type: none"> <li>Sadler &amp; Ridenour: chapter 3</li> </ul>	1
	7	<b>Program planning:</b> Experiential Exercise; Group project discussion; program planning workshop	<ul style="list-style-type: none"> <li>Sadler &amp; Ridenour: chapters 4-5</li> <li>5<sup>th</sup> blog entry</li> </ul>	2
6	12	<b>Cultural competency:</b> Experiential Exercise; Cultural competency workshop	<ul style="list-style-type: none"> <li>Sadler &amp; Ridenour: chapters 6-7</li> </ul>	3
	14	<b>Global practices in arts in medicine:</b> Experiential exercise; State of the Field group reports/discussion by country as assigned	<ul style="list-style-type: none"> <li>Project proposals</li> <li>State of the Field Reports</li> <li>6<sup>th</sup> blog entry</li> </ul>	4
7	19	<b>Program Practices:</b> Movement Workshop		
	21	<b>Global Practices in arts in medicine:</b> Experiential exercise; AIM for Africa: Rwanda	<ul style="list-style-type: none"> <li>Sadler &amp; Ridenour: Ch 8-9</li> <li>Sonke BMJ article</li> <li>7<sup>th</sup> blog entry</li> </ul>	5
8	26	<b>Program Practices:</b> Music workshop (Michael Claytor and Ricky Kendall)		
	28	Experiential Exercise; Journal Club Overview and scheduling	8th Blog entry	6
	<b>Mar</b>			
9	5	<b>Spring Break</b>		
	7	Spring Break		

10	12	<b>Best practices and scope of practice in arts in medicine:</b> Arts Therapies (Jenny Lee)	<ul style="list-style-type: none"> <li>• Sadler &amp; Rid.: Chaps 10-11</li> <li>• 9th Blog entry</li> </ul>	7
	14	<b>Theoretical, scientific and practical linkages:</b> Experiential Exercise; Journal Club	Journal Club Requirements	8
11	19	<b>Program Planning:</b> Experiential Exercise; Journal Club	<ul style="list-style-type: none"> <li>• Journal Club Requirements</li> <li>• 10th Blog entry</li> </ul>	9
	21	<b>Program practices:</b> Writing Workshop (Dylan Klempler)	Scope of Practice Quiz	
12	26	<b>Theoretical, scientific and practical linkages:</b> Experiential Exercise; Journal Club	<ul style="list-style-type: none"> <li>• Journal Club Requirements</li> <li>• 11th Blog entry</li> </ul>	10
	28	<b>Practical linkages:</b> Experiential Exercise;		11
	<b>Apr.</b>			
13	2	<b>Theoretical, scientific and practical linkages:</b> Experiential Exercise; group project meetings	12th Blog entry	12
	4	<b>Theoretical, scientific and practical linkages:</b> Experiential Exercise; Journal Club	Journal Club Requirements	13
14	9	Experiential Exercise; Creative Practice Blog viewing and discussion	Creative Process Blog Informal Presentation	
	11	<b>Theoretical, scientific and practical linkages:</b> Experiential Exercise; Journal Club	Journal Club Requirements	14
15	16	TBA		
	18	<b>Program practices:</b> Project Presentations	Group Project	
16	23	<b>Program practices:</b> Project Presentations	Group Project	
	25	<b>Pot Luck</b>	Dish to share	

**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://elearning.ufl.edu/> and click on the Canvas link. Then you will be asked to enter your Gatorlink information.
- For additional assistance with using the UF E-Learning system, go to <https://kb.helpdesk.ufl.edu/FAQs/E-Learning>

**Course Policies:**

1. Attendance: Class attendance is expected. Each unexcused absence will result in an 8-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. 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.

3. 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.
4. 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.
5. 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 devices may be used only when indicated by the instructor.
6. Submission of late work: Late work will be accepted only when permission has been requested and granted in advance of the due date and only under extenuating circumstances or in relation to an excused absence.
7. All assignments submitted via E-Learning, including quizzes, must be submitted by 11:59pm on the due date. **Please note two exceptions:** your Journal Club and Group Project documents must be submitted via E-Learning by 1pm on the day that you are scheduled to present.
8. Adhere to standards of academic honesty per university guidelines (below)

**Evaluation:** Total of 250 points

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 and to prepare to facilitate a creative exercise and discussion with the whole class. You will have up to 20 minutes (minimum of 15) in which to facilitate the creative activity and to engage the class in discussion through prepared prompts.
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 your choice throughout the semester, and share it with the class through 12 weekly entries on the discussion board on Canvas and through a brief presentation to the class.
5. Journal Club (30 pts.): Find and read two 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 have 10 minutes for your /discussion, and 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. Country Reports (10 pts.): You will work with your group project group to investigate arts in health programming and activity in an assigned country. You will read a published state of the field report for the country and also conduct research to find notable program examples to share with the class. As a group, you will provide a 15-minute presentation to the class.

7. Group Project (50 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.
8. 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 (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.

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 (i.e. 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.
2. Christenson, G. (2011). *Why We Need the Arts in Medicine*. Minnesota Medical Association.  
<http://www.minnesotamedicine.com/CurrentIssue/WhyWeNeedtheArtsinMedicine.aspx>
3. 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.
4. Bucciarelli, A. (2015). What is Arts in Medicine? <http://arts.ufl.edu/academics/center-for-arts-in-medicine/what-is-arts-in-medicine/>
5. BBC Documentary: Horizon – The Creative Brain How Insight Works,  
<http://www.youtube.com/watch?v=C2L0t-EN2Yo>
6. Can Art be Medicine? <http://www.youtube.com/watch?v=NvXK3p42aHU>
7. Why Medicine Needs Art. <https://www.youtube.com/watch?v=23mve5S90Ws>
8. Dissanayake, E. (1980). Art as a human behavior.... *Journal of aesthetics and art criticism*, 397-406.
9. *Transforming the Healthcare Experience through the Arts*, Blair Sadler and Annette Ridenour
10. Sonke, J., & Pesata, V. (2015). The arts and health messaging: Exploring the evidence and lessons from the 2014 Ebola outbreak. *BMJ Outcomes*. 1(1);36-41.
11. Various Applied Theatre Articles, in Applied Theatre folder in E-Learning

### Course and University Policies and Resources:

**Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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/sccr/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](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.

**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](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

**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.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.

### **Campus Resources for Health and Wellness:**

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 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*, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

### **Academic Resources**

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.