

Creativity and Health: Foundations of the Arts in Medicine

Course Number TBA

Fall 2012

Online

3 Credits

Instructor: Jill Sonke

Instructor Office Location: McGuire Theatre and Dance Pavilion, room 234

Office Hours: Monday, Wednesday, Friday 10:00am – noon

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Course Location: <https://lss.at.ufl.edu/>

Course Description

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and inform the field and practice of the arts in medicine. It includes video lectures, reading, writing assignments, research, weekly online discussions, and individual and group presentations. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

Course Objectives/Goals

- Develop an understanding of the historical roles of arts in healing traditions across cultures
- Develop an understanding of the theoretical foundations that inform the field and practice of arts in medicine
- Become familiar with the history of health and human services in the United States
- Be able to think deeply and practically about the roles of the arts as related to health across developmental life stages
- Be able to think deeply and practically about healthcare paradigms and issues, and how the arts can address contemporary needs within American healthcare systems
- Develop a personal creative practice and articulate a personal creative process
- Develop a personal vision for how creativity relates to health

Require texts and other materials (for texts: author, title, year, publisher)

Sonke, J., Brandman, R., Graham-Pole, J., & Serlin, I. (2007). *The Arts & Health*, volume 3 of Whole Person Healthcare, ed. Serlin. Praeger Greenwood Publishing.

Disannayake, E. (1990). *What is Art for?* University of Washington Press.

Heilman, K. (2005). *Creativity and the Brain*. Psychology Press.

The Arts and Human Development (2011). A white paper based on “The Arts and Human Development: Learning across the Lifespan,” a convening by the National Endowment for the Arts in partnership with the U.S. Department of Health and Human Services, March 14, 2011, Washington, DC. www.arts.gov/pub/TheArtsAndHumanDev.pdf

Additional readings will be posted on the course website

Critical Dates: TBA

Course Outline

Week	Topic	Assignment
1	Overview of Health Systems; Current Paradigms in Healthcare and Community Health	A&H Intro and Chapter 1 Discussion board Assignment Issues blog
2	Historical Roles of the Arts in Healing Traditions	A&H Intro and Chapters 2-5 Individual Research Presentation Issues blog
3	History of Health and Human Services in the U.S.; Arts in Medicine: Development of a Field	A&H Intro and Chapters 6-12 Discussion board Assignment Issues blog
4	What is Art for? Do the arts have selective value? "Making Special"	Disannayake, <i>What is Art for?</i> Essay Issues blog
5	Psychoneuroimmunology; Flow State; Relaxation Response	Issues blog Discussion Board Assignment Assigned articles
6	Meaning and Self-transcendence	Case Study Issues blog Assigned articles
7	Stages of Creativity	Heilman, <i>Creativity and the Brain</i> Discussion Board Issues blog
8	The Arts across the Lifespan	Creative Process Self-Study Presentation NEA White Paper Program Observation Record Discussion Board

Assignments

1. Discussion Board (5 points each): Within small groups, students will substantively participate in five online discussions (one week in duration each) using the Sakai Discussion Board. A topic or discussion question, often relating directly to required reading, observation or creative process, will be posted and each student will post an initial response in essay form and also respond to other posts. By the end of the week, each small group will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt. See assignment guide for assignment details and grading rubric.
2. Issues Blog (5 points each): Students will participate in seven weekly blogs exploring current issues in healthcare and how the arts can be engaged to address the issues.

Contributions to the blog may include personal perspectives, links to relevant and credible news or other media, and references to literature. See assignment guide for assignment details and grading rubric.

3. Individual Research Presentation (10 points): Students will research the roles of the arts in healing practices across traditional cultures and select one arts-based healing practice to present. Presentations may be in any approved online multi-media format, including websites, video, or other presentation medium. See assignment guide for details and grading criteria.
4. *What is Art For* Essay (10 points): Students will write a 1,200-word formal essay in response to Disannayake's *What is Art For?* See assignment guide for details and grading criteria.
5. Case Study (10 points): Students will undertake a case study of themselves or another person exploring the experience of meaning and self-transcendence in creative engagement. The case study will include observation of self or another in creative process, a literature review, and submission of a written case study. See assignment guide for details and grading criteria.
6. Creative Process Self-Study Presentation (10 points): Students will engage in a personal creative process throughout the semester and will document the process through journaling. The presentation will include an overview of the creative practice, the results of analysis of journal reflections, and articulation of a personal process. Presentations may utilize website, video, PowerPoint, or another approved format. See assignment guide for details and grading criteria.

Evaluations and Grades

40% of the final grade comes from the major assignments

- Individual Research Presentation (10 points)
- *What is Art For* Essay (10 points)
- Case Study (10 points)
- Creative Process Self-Study Presentation (10 points)

25% of the final grade comes from Discussion Board Postings (5 posts, 5 points each)

35% of the final grade comes from Issues Blog Postings (7 posts, 5 points each)

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67

D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa>

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction within the course is integral to your learning, and full participation is required. It is expected that you will log on to the course website and contribute to discussions and blog forums at least three times per week.

Written communication and electronic interaction are central to online learning. Please see the Online Etiquette section of the assignment guide for expectations for written and electronic interactions.

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.

Making Up Work

Requirements for making up assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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.

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