

Center for **ARTS IN MEDICINE**

UNIVERSITY OF FLORIDA / COLLEGE OF THE ARTS

Creativity and Health: Foundations of Arts in Public Health*

HUM5357, Section 0351

Fall 2021

Meeting Times and Location: Online

Credit Hours: 3

Instructor: Dr. Tasha Golden, PhD

Instructor Office Location and Hours: Tuesdays 11a-12p ET. Students can email *before* (ideal) or *during* this hour to receive Zoom info for a virtual meeting.

Instructor Contact Information: tasha.golden@ufl.edu

Course Description

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to community and public health, with the goal of informing the practice of arts in public health. The course will orient students to ethical frameworks, trends in practice, and core issues in the emerging field of arts in public health. Learning methods include extensive reading, engagement in online discussions, video lectures, research, creative practices, written assignments, and presentations. This course is appropriate for graduate students and professionals within public health, the arts, community and social practice, humanities, sciences, and other health-related professions.

Course Learning Objectives

1. Recognize aims and histories that inform and undergird the field of arts in public health.
2. Explain key theories used to understand and apply arts in public health.
3. Describe ethical frameworks and key issues relating to the field of arts in public health.
4. Define key aspects of the field of arts in public health including field definitions; core competencies in community and public health practice; function(s) of art or the arts; and the relationship of creativity, arts, and aesthetics to well-being.
5. Summarize current trends in the field of arts in public health, and identify model programs

Course Pre-Requisites / Co-Requisites

Students are responsible for familiarizing themselves and reviewing all materials in [Graduate Central](#), which is the Arts in Medicine student portal located in Canvas. All students are added to Graduate Central upon admission to the program. Email your instructor *immediately* if you do not have access. For this course, students will need to know the information in the “Start Here,” “New Student Orientation,” and “Resources” modules.

*Note the catalogue name is “Foundations of Arts in Medicine;” however, this course is for Arts in Public Health (APH) students, and will focus on public health.

Required Texts

All readings are provided by instructor on Canvas, via link or PDF. A list of "Recommendations for Further Reading," designed to support enhanced/continued learning, is available under "Pages" on the course's Canvas site. Students are encouraged to browse this page at the beginning of the course, so that you know what extra readings are available to you.

Additional Materials Needed:

- Desktop computer or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).
- Smartphone, camera, tablet, or computer with video recording and basic editing capabilities for Discussions / Presentations.

Student Expectations

Creativity in Health: Foundations for Arts in Public Health is an asynchronous course, which means there is no set meeting time each week. However, there *are* set deadlines each week, as well as longer-term deadlines for major assignments. As a result, this course format requires personal time-management and attention to deadlines. The course is three credits and is only eight (8) weeks long, so it is an intensive, fast-paced investment. **Students should expect approximately 16 hours of work per week for this course.** This will include assigned videos, readings, online discussions, presentations, and other formal assignments.

Regarding communication with the instructor, Dr. Golden makes every effort to respond to students' email messages within 36 hours between M-F. (Emails sent over the weekend may not be seen until the following Monday.) If you do not receive a reply within this expected timeframe, please email again.

Course Outline

Students will pursue the course objectives by engaging in three primary areas of activity:

- I. Critical Engagement through Class Discussions and Video Posts
 - a. Students will engage critically with course materials—developing questions and insights regarding these materials' application, value, gaps, and/or resonance with other course materials. Students will also apply critical research and reading skills to identify and present additional resources or information. Importantly, students will engage in discussion with their peers, providing substantive insights, critiquing one another's work, and sharing observations and experiences.
- II. Creative Engagement and Reflection
- III. Research regarding theory and practice in arts in public health

Details are available under "Assignment Evaluation and Grading," below.

Weekly Topics and Assignments

Important: Planned assignments & due dates are subject to change. It is each student's responsibility to check their emails regularly, read Announcements, and read all Canvas Discussions and Assignments thoroughly in case something has been updated or added. If you have questions, please email the instructor.

Week	Topic	Readings/Materials	Assignments Due
1 Aug 23	Course Orientation; Overview of arts in public health	- Instructor's introduction - "How to Become a Critical Reader" - Critical Engagement MiniLecture - "Creating Healthy Communities through Cross-Sector Collaboration" (Sonke et al., 2019) (PDF) - "Tackling Health Inequities..." (Hofrichter, 2010) (PDF). <i>Note that this is a long document; give yourself ample time!</i> - "Public Health's Next Step in Advancing Equity..." (Golden & Wendel, 2020)	1. Introductions (This is separate from your formal Class Discussion, and counts separately toward your Class Discussion points; see Module 1) 2. Class Discussion Post (See Module 1)
2 Aug 30	Ethical Frameworks and Foundational Concepts	- <i>Pedagogy of the Oppressed</i>: Foreword, Preface, and Chapter 1 (PDF, or purchase book online) - Power, Privilege, & Oppression (PDF) (<i>Wherever the slides mention "Scripps," replace this with the name of your current or potential org/initiative</i>) - ACEs Primer video - Optional: See "Adverse Community Experiences and Resilience: A Framework..." (Davis, Pinderhughes, & Williams, 2016), in <i>Recommendations for Further Reading</i>. - "Culture and Health" (Napier et al., 2014) (PDF)	1. Class Discussion (See Module 2) 2. Creative Engagement I (See Module 2)
3 Sept 6	Introduction to Theories, I	- Theory at a Glance (PDF) - Creative Arts as a public health resource (Clift, 2012) (PDF) - Social Ecological Model Intro (Video) - The Public Health Innovation Model (Lister et al., 2017) (PDF) - <i>Additional Learning/Lecture TBD</i>	1. Research Proposal I Due (See Module 3) 2. Class Discussion Post (See Module 3)
4 Sept 13	Introduction to Functions of the Arts in Public Health	- Fancourt & Finn 2019 WHO scoping review - "Arts, Culture, and Community Mental Health" (Hand & Golden, 2017)	1. Research Proposal II Due (See Module 4) 2. Class Discussion (See Module 4)

		- NOAH's "Arts, Health, and Well-Being in America" (Lambert et al., 2017); pp 3-5 and pp 37-42 - Peruse all spokes of the wheel at "Arts and culture can..." (ArtPlace America, 2020) - Peruse "HAP-E: The Toolkit for Health, Arts, Parks & Equity" (PDF) - "Reframing Photovoice: Building on the Method to Develop More Equitable and Responsive Research Practices" (Golden, 2020) (PDF) - <i>Optional: Daisy Fancourt on "Arts and Public Health": Video and transcript available.</i>	3. Creative Engagement II (See Module 4)
5 Sept 20	Introduction to Theories, II	- Community Capacity Building (Short video) - Chapter 2 of the Community Toolbox (Section 1 ("Developing a Logic Model") <i>and</i> Section 9 ("Community Readiness")). - "Crossing Methodological Borders: Decolonizing Community-Based Participatory Research" (Stanton, 2014) (PDF) - We-Making Conceptual Framework, pp 15-58	1. Class Discussion (See Module 5) 2. Creative Engagement III (See Module 5) 3. Work on Research Paper
6 Sept 27	Core Competencies in Arts in Public Health	- Community Toolbox Chapter 19 Section 1: A Framework for Program Evaluation. <i>Note that other sections may be useful to your research paper.</i> - Ten tips for developing interdisciplinary socio-ecological researchers (Kelly et al., 2019) - Video about Rhetorical Analysis, focusing on Audience/Purpose (Meyer, 2017) - Perspectives on Racism (Burch, 2021)	1. Class Discussion (See Module 6) 2. Creative Engagement IV (See Module 6) 3. Work on Research Paper 4. OPTIONAL: Early Draft Due for Feedback by Thursday 11:59pm ET.
7 Oct 4	Stigma, Data, and Health Communications	- Stigma as a Fundamental Cause of Population Health Inequities (Hatzenbuehler et al., 2013) (PDF) - Lecture on Art as Data - "The Arts and Health Equity: Four	1. Class Discussion (See Module 7) 2. Creative Engagement V (See Module 7) 3. Work on Research Paper

		Opportunities for Impact " (Golden, 2018) - Health Communication and the Arts in the United States: A Scoping Review" (Sonke et al., 2019) (PDF) - "Talking about Public Health" (Wallack & Lawrence, 2010) (PDF) - <i>Additional Lecture/Learning TBD</i>	4. Course Reflection: Heads up: For next week, complete your final written reflection (See Assignments)
8 Oct 11	Wrapping Up; Final Assignment Due; Reflections	- Addressing Inequity Through Public Health, Community Development, Arts, and Culture (Jackson, 2021) - Decolonizing Global Health (Chaudhuri et al., 2021) - <i>Optional: "Need for robust critique of research on social & health impacts of the arts" (Clift, 2021)</i> - <i>Additional Lecture/Learning TBD</i>	1. Submit the final draft of your Research Paper (due 10/15) . (See Module 8 and Assignments) 2. Final written reflection due 10/15 . (See Module 8 and Assignments)

Assignment Evaluation and Grading

1. **Class Discussion and Video Posts** (8 posts, 5 points each = 40 points): Each student will create a discussion board post for the entire class that synthesizes course readings, offers critiques and insights, and asks questions. Each student will review each post and offer a brief yet substantive reply to at least two peers' posts. These replies should draw upon concepts and materials presented in the course, as well as personal insight/experience. Note that at least brief replies are encouraged for all peers; only two replies need to demonstrate substantive/deep engagement.

All Discussion Posts are due no later than Thursday of their respective week (11:59pm ET), to allow time for peers to reply. Any exceptions to this will be noted in the Canvas Discussion description.

Class Discussion posts are intended to help you reflect on your learning while providing a valuable resource to your peers. Content will also contribute to your final Course Reflection Assignment (#5 below).

Some posts will include the requirement or option to use video as the sharing format. Note that videos are not judged on video quality; however, they should be clearly audible without background noise, and we should be able to clearly see you as you speak. In addition, the level of thought, synthesis, and critical engagement should be on par with any written contribution.

Students may use smartphones or Zoom to record themselves, or other equipment as desired. Another option is to click the "Record/Upload media" within the Discussion thread, and then choose the "Record" tab. (This option isn't supported on all browsers, so be sure to try it out before relying on it.)

2. **Creative Engagement** (5 weeks, 4 points each = 20 points): Throughout the semester, students will engage in creative experiences designed to highlight and benefit from the inherently interdisciplinary nature of Arts in Public Health. These experiences will be based on the instructor's prompt(s) and the week's learnings/topics; they may include the creation of art, or they may entail seeking out experiences of art produced by others. Students will share, describe, and reflect on their experiences via Creative Engagement Discussion Posts, the objective of which is to illuminate new ideas, discoveries, realizations, or questions for their peers.

3. **Research Paper** (30 points): Students will write a 1500-2000-word paper that dives deeply into a particular public health theory covered within the course, as well as its applications to arts-based programs or strategies.

Students will use course materials and outside sources to generate a clear and concise explanation of their selected theory. They will also research a particular arts-based program or strategy, or a particular *type* of program/strategy—thinking deeply about how their selected theory would inform: 1) the *creation* of that arts-based programs/strategies, 2) the *evaluation* of that arts-based program/strategy, and 3) our collective understanding of why/how the program or strategy “works” (i.e., mechanisms).

Students will bring this research together in the form of a cohesive paper that explains a public health theory, indicates its applications for arts-based programs or strategies, *and* provides a concrete example of those applications from program creation through evaluation and knowledge generation.

This assignment will be lightly scaffolded throughout the semester, and students have the option of turning in an early (complete!) draft for feedback. **Final Draft due by Friday October 15 at 11:59pm ET.**

4. **Course Reflection** (10 points). In lieu of a Class Discussion Post for Week 8, each student will submit a final written reflection (350-750 words) regarding their learnings in the course, as a formal Assignment in Canvas. **Due by Friday October 15 at 11:59pm ET.**

You might focus this Reflection on new insights, knowledges, or skills; materials or interactions you found particularly valuable; and/or tools or awarenesses you plan to apply to your work moving forward. *This final reflection should consolidate (and add to) the learnings/thoughts/insights that students have shared throughout the semester in weekly posts.*

Course Grading

Total course points: 100

- 40% of the grade comes from Class Discussions (and replies)
- 20% of the grade comes from Creative Engagement (and replies)
- 30% of the grade comes from the Research Paper assignment
- 10% of the grade comes from the Course Reflection assignment

Discussion-Board Rubric

	A grades	B grades	C grades*
Class Discussion Posts	Contributes at a high level to discussion and shared insights; addresses all assignment materials, contextualizing them with concepts and other course readings; writing is clear and professional; demonstrates well-developed critical engagement with the assigned texts.	Contributes well to discussion and shared insights; addresses some assignment materials, with some relation to course concepts and other course readings; writing is mostly clear and professional; demonstrates some critical engagement with the assigned texts.	Contributes somewhat to discussion and shared insights; neglects some assigned materials, and/or fails to address them in relation to course concepts and other course readings; writing is unclear and/or unprofessional; critical engagement not clearly demonstrated.
Peer Engagement	Thoroughly and thoughtfully reads peers' work; engages with substantive commentary and/or constructive criticism based on course concepts, other course readings; applies relevant professional experience as helpful.	Gives complete consideration to peers' work; engages with commentary and/or constructive criticism using some course concepts and some course readings; may apply some professional experience with potential relevance.	Gives incomplete consideration to peers' work; commentary is sparse and only somewhat constructive. Little relation to course concepts and course materials; does not apply professional experience, or does so in lieu of applying course materials.

Grading Scale

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>

Letter Grade	Percent Grade	4.0 GPA Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0

B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C- *	70-72	1.7
E, I, NG, S-U, WF		0.0

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. All students are expected to complete assignments and discussions on time, after having critically read or viewed the week's materials. **Far from busy work, discussions and creative engagements are opportunities for each student to contribute their knowledge and insight to a collective endeavor.** Students are thus expected not only to take their contributions seriously, but to regard and respond to fellow students' posts as critical learning and engagement opportunities.

It is each student's responsibility to understand and adhere to all policies and standards for professional conduct, and to interact with the instructor and fellow students with professionalism. (See "Communication," below.)

Communication

Written communication and electronic interaction are central to online interaction and learning. Please see the "[Netiquette Guide](#)" posted in "Files" on Canvas for university expectations regarding written and electronic interactions, including email messages and threaded discussions.

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect their participation in the course. Please do not let any questions or concerns you have go unattended! If you need to reach out, email the instructor directly at the address at the top of this syllabus. It is the instructor's intention to respond to all email communication within 36 hours, excluding weekends.

Dr. Golden urges the following "**group agreements.**" *Students are welcome to recommend additions if they need/wish; they can do so by emailing the instructor.*

- Stay engaged and be courageous. It takes courage to connect with others, to listen, and to speak your truth. This course seeks to offer a brave space for curiosity, exploration, testing, and learning.
 - In this vein, ask questions when you don't understand. Don't assume you know another's thoughts or motivations.
- You are welcome to criticize ideas; not individuals or groups.

- Always seek permission before sharing or citing another's work, including stories or insights your peers share within this course.
- Communicate respectfully. Avoid inflammatory language, and consider the perception of tone, fonts and other modes that may be diminishing to others.
- Expect and accept non-closure. While this course is designed to prepare you for professional work in arts and public health, many questions in the realm of health and the arts remain unanswered, and issues raised by this course or its students may remain unresolved. Stay present with the discomfort of uncertainty, and feel free to seek help and ask questions as you need.

Education is a space for deep thinking, critical debate, and challenging ideas. The Center for Arts in Medicine wants you to engage deeply and critically in your thinking and your discussions, and to help generate a collective space that is respectful of and attentive to all voices.

Submitting Late Assignments and Making Up Work

Assignments that are submitted via posts on the *Discussion Board* will not be accepted late. It is critical that others in the course be able to read/view and respond to your contributions in a timely manner as the course progresses. The only other assignments, the Research Paper and Course Reflection, are due on the final day of classes and thus cannot be accepted late.

Work missed due to illness, religious holidays, or other pre-approved circumstance(s) may be made up per agreement with the instructor. Work missed for other reasons or without adequate communication with the instructor may not be made up.

Students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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."

Center for **ARTS IN MEDICINE**

UNIVERSITY OF FLORIDA / COLLEGE OF THE ARTS

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 your instructor.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

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 <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

Campus Resources for 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: <https://counseling.ufl.edu/>, 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/>

Campus Resources for Academic Support

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.

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>

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

Center for **ARTS IN MEDICINE**

UNIVERSITY OF FLORIDA / COLLEGE OF THE ARTS

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

UF Computer Help Desk can be reached at helpdesk@ufl.edu and/or <https://helpdesk.ufl.edu>.