

Arts in Public Health Graduate Practicum

THE 6948

Location: Online

Academic Term: Spring 2022

Credit Hours: 3

Instructor: David O. Fakunle, Ph.D.

Office Hours: Thursdays 12:00-1:00pm, by appointment or when otherwise notified

Instructor Contact Information: dfakunle@arts.ufl.edu

*“Artists are the gate keepers of truth. We are civilization’s radical voice.”
– Paul Robeson*

Course Description

This course will engage students in focused professional-level practice using creative and/or art-based strategies for utility in public health. The student will undertake 48 hours of work in an approved practicum setting over 8 of the 16 weeks of the semester, including project planning, implementation, and evaluation. Literature review, field research, reflection periods, regular meetings with an approved on-site supervisor and the course instructor, and a culminating assignment will deepen the student’s understanding of professional-level arts and culture practice in public health.

Objectives

1. Develop and strengthen professional-level practical skills utilizing arts and culture for public health in community spaces.
2. Gain experience in and develop understanding of organizational structures that support the use of the arts and culture in a public health context.
3. Develop abilities to effectively engage in partnerships between public health entities, community organizations and professional creatives.
4. Nurture an advanced level of understanding how arts and culture in public health is practiced.
5. Be empowered to design and cultivate significant approaches to facilitating arts and culture in a public health context.

Course Format & Content

The course is presented in an asynchronous online format and details are subject to change as deemed necessary. The general scope and content are:

- Approval of the written practicum plan by site supervisor and instructor.
- Completion of all orientation and training as required by the practicum site.
- Completion of a minimum of 48 hours of work observed by an approved site lead; hours must be undertaken at a pace of 6 hours per week over eight weeks, approximately 75% practice and 25% administration and research. This usually begins around Week Six but may be modified according to individual needs.
- Keep an online reflection journal that critically explores your on-site work.
- Meet with both the course instructor and site lead at least 3 times during the semester; meetings may take place in person, via phone or video conference, and should be summarized via brief synopses.
- Submit a final assignment that best presents the context of the practicum as well as critically examining your participation in the practicum experience, and the practicum itself.

Required Materials

All required materials will be available on the Canvas platform. Learning is optimized when students explore the materials and apply germane insight towards discussions and reflections.

Grade Evaluation Rubric

<u>Assignment</u>		<u>Points</u>
1. Practicum Plan	(1 x 75 points)	75
2. Reflection Journals	(6 x 20 points)	120
3. Discussion Boards	(6 x 15 points)	90
4. Course Instructor Meetings	(3 x 15 points)	45
5. Site Lead Meetings	(3 x 15 points)	45
6. Final Assignment	(1 x 125 points)	125
7. Literature Reflection (optional)	(1 x 25 points)	25
Total Points		500

Assignments

- Due on Sundays by 11:59pm EST/EDT unless otherwise notified, and following [APA citation guidelines](#) if necessary.
- There are no expected word counts or video lengths, and all assignments should apply the principle of “thorough and concise.”

Practicum Plan

Practicum plans should include: a brief description of the practicum site, the work that you will be doing, and the collaborations that will support this work. The plan should also identify the key public health challenges that the practicum aims to address, and relevant supporting literature. In the plan, start and end dates of the practicum should be determined, and at least a tentative plan for regular correspondence with the site lead. This can include pre-determined meetings as shown on the course calendar.

Reflection Journals

Students will keep a bi-weekly online journal throughout this course. On alternating weeks between Week 3 and Week 13, students will reflect on experiences related to the preparation and execution of their practicum. It is encouraged to utilize course materials and discussion board conversations to elucidate insights in the reflection journals, if applicable. Entries can be presented in the manner most comfortable for the student (including but not limited to written or audio/video entries).

Discussion Board

The discussion board will frequently pose questions based on the course materials. Students should provide insight reflective of their practicum experiences and are encouraged to include references to relevant literature or evidence acquired during their work. Full credit is received if students provide insight to at least six (6) of the discussion boards during the semester.

Final Assignment

Students are encouraged to present the final assignment in a manner reflective of their practicum experience, such as the creative expression(s) utilized during their work. Regardless, students **must** include a written synopsis of the practicum process and outcome(s), including:

- Theoretical/conceptual background
- Aims and goals
- Existing evidence of practice (if applicable)
- Methodology
- Field observations
- Strengths and limitations
- Future direction
- Personal and professional reflection

Students should consider their reflection journals as the foundation of their final assignment and are welcome to draw from course materials if complementary. Instructor meetings are opportunities to present questions and discuss approaches to the final assignment.

Literature Reflection (optional)

Students can earn additional credit by providing a reflection one of the literature materials presented during the course. The reflection should be a critical analysis of both the creative practice studied in the article as well as the research itself. Students are encouraged to illustrate juxtapositions between the selected literature and their practicum experience, including any significant theoretical, conceptual or methodological similarities or differences. The reflection must be presented in written format.

Meetings

Course Instructor & Site Lead Meetings

Students are to attend at least three (3) meetings with the course instructor and practicum site lead during the semester and are welcome to request additional meetings with the instructor as needed. Grading is based on participation in course instructor meetings and brief synopses of site lead meetings. Students are encouraged to be proactive in scheduling meetings in a timely manner and are best served when prepared to bring forth a substantive discussion during each meeting.

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100%	4.00
A-	90-93%	3.67
B+	87-89%	3.33
B	84-86%	3.00
B-	80-83%	2.67
C+	77-79%	2.33
C	74-76%	2.00
C-	70-73%	1.67
D+	67-69%	1.33
D	64-66%	1.00
D-	60-63%	0.67
E, I, NG, S-U, W, WF	<60% (E only)	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Course Schedule

Note: **Course schedule and materials are subject to change.** Please refer to Canvas for the most current course schedule. Announcements will be made when necessary.

<i>Week</i>	<i>Topic</i>	<i>Materials</i>	<i>Assignment(s)</i>
1	Multi-Sectoral Collaboration	Arts & Culture in Public Health: An Evidence-Based Framework Creating Healthy Communities through Cross-sector Collaboration	Draft Practicum Plan Initial Instructor Meeting
2	Evidence of Arts & Culture's Impact on Health	What is the Evidence on the Role of the Arts in Improving Health and Well-being? A Scoping Review Posting a Schema of Measurable Outcomes of Cultural Engagement	Finalize Practicum Plan
3	Social Determinants of Health	Creative Placemaking - National Endowment for the Arts "Finding SOLACE in Art" - Mankato (MN) Free Press, 12/25/19 Reference: The Arts and the Social Determinants of Health: Findings from an Inquiry Conducted by the United Kingdom All-Party Parliamentary Group on Arts, Health and Wellbeing	Initial Site Lead Meeting Reflection Journal #1
4	Racial Equity	Reimagining King Street Station through a Racial Equity and Social Justice Lens Seattle Office of Arts & Culture Reference: Art, Anti-Racism and Health Equity: "Don't Ask Me Why, Ask Me How!"	
5	Mental Health	Upbeat Arts (Australia) Reference: Enhancing Mental Health Recovery by Joining Arts-based Groups: A Role for the Social Cure Approach Reference: Arts, Mental Distress, Mental Health Functioning & Life Satisfaction: Fixed-Effects Analyses of a Nationally Representative Panel Study	Practicum Work Reflection Journal #2

6	Physical Health	"The Bigger Picture" Project - Youth Speaks Reference: Messengers of Truth and Health – Young Artists of Color Raise Their Voices to Prevent Diabetes	Practicum Work
7	Project Example: Storytelling	StoryMapping Reference: What Anansi Did for Us: Storytelling's Value in Equitably Exploring Public Health Reference: Inside OCD: Perspectives on the Value of Storytelling with Individuals with OCD and Family Members	Practicum Work Reflection Journal #3
8	Project Example: Visual Arts	Art with a Heart 'Erradica el Racismo:' Latino Artists Paint Anti-Racism Mural in Downtown Raleigh Reference: The Meaning of a Visual Arts Program for Older Adults in Complex Residential Care	Practicum Work
9	Project Example: Cultural Practices	Acting Out! In a Good Way - International Institute for Critical Studies in Improvisation Reference: Generating and Sustaining Positive Spaces: Reflections on an Indigenous Youth Urban Arts Program	Practicum Work Mid-Semester Site Lead Meeting Reflection Journal #4
10	Project Example: Theater	WombWork Productions, Inc. Reference: 'It's Like Exercise for Your Soul': How Participation in Youth Arts Activities Contributes to Young People's Wellbeing	Practicum Work Mid-Semester Instructor Meeting
11	Project Example: Media	East Los High S01E01 - "This Year's Winter King & Queen" Reference: Aligning the Stars in East Los High: How Authentic Characters and Storylines can Translate into Real-Life Changes through Transmedia Edutainment Reference: http://eastloshigh.com/	Practicum Work Reflection Journal #5
12	Project Example: Music	Urban Foli	Practicum Work

		<u>Reference: A Population-Level Analysis of Associations Between School Music Participation and Academic Achievement</u>	
13	Project Example: Photography	<u>Photovoice Worldwide</u> Reference: “Water Is Life”: Using Photovoice to Document American Indian Perspectives on Water and Health	Practicum Work Reflection Journal #6
14	Project Example: Dance	<u>Dance for PD - Mark Morris Dance Group</u> Reference: Dancing for Parkinson Disease: A Randomized Trial of Irish Set Dancing Compared with Usual Care	Practicum Work
15	Project Example: You Decide!	Choose a stimulating article or example of arts and culture in public health (explicit or implicit)	Final Site Lead Meeting
16	Course Wrap-up	No materials	Final Instructor Meeting Final Assignment Due

Policies

Practicum Hours

Only officially recorded hours will be credited, so students should use the approved manner or recording hours of the institution or a method developed in collaboration with the supervisor and instructor. Additionally, all guidelines, policies and protocols – particularly consent and confidentiality, if applicable – of the practicum site must be adhered to in full.

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. All 48 contracted hours must be undertaken at the approved site within the specified time frame. In the event of illness or other prohibiting circumstances, the student must communicate with the instructor and site supervisor to work out a suitable alternative.

It is the student's responsibility to understand and adhere to all policies and standards for professional conduct at the practice site, and to interact with all program participants and site staff in a respectful and professional manner.

Communication

It is the student's responsibility to promptly communicate with the instructor concerning any circumstances that might affect their participation in the course. It is strongly urged that no questions or concerns go unaddressed. It is the instructor's aim to respond to all e-mail communication within 24 hours of receipt.

Submitting Late Assignments & Making Up Work

Major assignments will be accepted no later than six days after the due date. Points will be reduced from late assignments at a rate of 5% per day (maximum = 30%). Work submitted later than six days following the deadline will not be accepted, except for extenuating circumstances with prior approval by the instructor.

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 feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>.

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 (<https://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 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: <http://www.counseling.ufl.edu/cwc>, and 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 352-392-1161.

University Police Department at 352-392-1111 (or 9-1-1 for emergencies), [or http://www.police.ufl.edu/](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. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://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.

Teaching Center, Broward Hall, 352-392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

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