

**HUM6354: Advanced Professional Seminar**  
**Spring 2026**

**Start Date:** March 2, 2026

**End Date:** April 24, 2026

**Meeting Times and Location:** Online

**Credit Hours:** 3

**Instructor:** Cassandra Belden | [cassandra.belden@ufl.edu](mailto:cassandra.belden@ufl.edu)

**Instructor Office Location and Hours:** Monday, Thursday 12-1pm

Use this Calendly link to schedule: <https://calendly.com/cassandra-belden-ufl/30min>

**Course Description**

This course provides a practical and applied orientation to professional competencies, practice, and ethics for the field of arts in health. The advanced professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and its historical and contemporary applications. This course is designed to synthesize and integrate student learning in preparation for practice in the field of arts in health. Learning methods include reading, research, writing, discussion, and creative practice. This course is appropriate for graduate students and professionals of the arts, humanities, sciences, human services, and health related professions.

**Course Pre-requisites**

HUM6358 Capstone Proposal

Knowledge and skills developed in prior coursework, specifically literature review, program planning skills, and modules and resources from Research and Evaluation will be of use.

**Course Learning Objectives**

- Understand core issues, contemporary trends, and critical debates central to the field of arts in health
- Identify and develop core competencies in arts in health
- Explore professional identity with consideration for ethics and standards of practice
- Develop an understanding of research and evaluation methodologies

**Recommended Texts**

Creswell, J. Research Design. (Students may have already purchased for Research and Evaluation)

American Psychological Association. (2019). Publication manual. Seventh Edition. Washington DC: American Psychological Association.

Kettner, P.M., Moroney, R.M., Martin, L.L. (2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage. (Students may have already purchased for Arts in Medicine in Practice)

*Additional course materials will be available in course modules.*

### **Additional Materials Needed**

Students will need access to a desktop or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).

### **Student Learning Outcomes**

This course is a culmination of graduate training that prepares the student to fulfill the 3rd SLO in the Capstone course at the end of the graduate program.

#### **SLO 3: Leadership (Professional Behavior)**

Students will be able to identify and articulate conceptual and procedural knowledge to develop, administer, and evaluate arts in health programming.

### **Instructional Methods**

This course builds upon efforts in Capstone Proposal and engages in furthering planning, research and writing in preparation for the culminating Capstone project. Through writing, reading course materials, participating in cohort meetings, one-to-one discussion and feedback with the instructor and revising the IRB Submission or Alternate Major Assignment (AMA), the student will successfully complete Advanced Professional Seminar.

### **Student Expectations**

This 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. Your instructor will make every effort to respond to students' email messages within 48 hours Monday – Friday, responses to messages sent during weekends and holidays may take slightly longer.

## Course Schedule

**Assignments:** *Students will complete assignments on an IRB submission or Alternate Major Assignment (AMA) Track. AMA must have approval from Advanced Professional Seminar and Capstone Instructors.*

| Week  | Topic  | Assignments  |  | Due Dates      |
|-------|--|--|--|----------------|
|       |  | IRB Submission                                     | AMA  |                |
| 1     | Introduction to the IRB                          | Upload Capstone Proposal Checklist + Timeline      | Upload Capstone Proposal Checklist + Timeline      | March 9, 2026  |
| 1 - 2 |  | Research Training Zoom Check-In                    | Research Training Zoom Check-In                    | March 16, 2026 |
| 2     | Ethics, Human Nature, and Human Subject Research | IRB Outline Cohort Meeting #1                      | Major Assignment Outline Cohort Meeting #1         | March 16, 2026 |
| 3     | Ethical Practice in Research + Evaluation        | IRB Draft  | Draft of Major Assignment                          | March 23, 2026 |
| 4     | Program Planning                                 | Creative Practice #1 Peer Review Cohort Meeting #2 | Creative Practice #1 Peer Review Cohort Meeting #2 | March 30, 2026 |
| 5     | Program Implementation                           | <b>IRB Submission Due</b>                          | <b>Major Assignment Due</b>                        | April 7, 2026  |
| 6     | Program Implementation                           | Cohort Meeting #3                                  | Cohort Meeting #3                                  | April 13, 2026 |
| 7     | Advocacy + Visibility                            | IRB Revisions Cohort Meeting #4                    | Cohort Meeting #4                                  | April 20, 2026 |
| 8     | Synthesis  | IRB Revisions                                      | Major Assignment Revisions                         | April 20, 2026 |

***\*The above schedule is subject to change. Please confirm latest version in Canvas.***

**Critical Dates:** All assignment deadlines are Monday at 11:59 pm ET **with the exception** of week 5 where I have provided an extra day to submit the major assignment. Please see the course calendar on the Canvas website for all critical dates.

## Assignments

### Cohort Meetings (Complete/ Incomplete)

Students will actively engage in discussions for at least one hour with their assigned cohort via Zoom, meeting four times throughout the course. Each session will be guided by discussion prompts provided by the instructor, which can be found in the "Cohort Meetings #1, 2, 3, and 4" section under the "Assignments" tab. During each meeting, participants will designate someone to take "meeting minutes" (notes). These meeting minutes should capture the key points discussed and any relevant details shared by cohort members. Meeting minutes can be taken in Word or any platform that allows for easy upload of the document. *Additionally, one of the discussions will focus on reviewing the Capstone Qualifier presentations of past MA students. This review will be especially valuable as it relates to preparing for the Capstone project in this course.*

| Cohort Meeting Rubric |   | C/IC |
|-----------------------|---|------|
| Content               | Content is relevant to the meeting prompt   |      |
| Communication         | Clear and cohesive written communication<br>Views are clearly articulated with what was discussed in your group |      |
| Critical Analysis     | Evidence of collaborative conversation and critical thinking  |      |
| Follows Guidelines    | Is one page in length (or more) of meeting minutes<br>Meets deadline  |      |

### 2. Creative Practice (40 points)

Students will engage in a creative practice in direct response to the course themes and will document the creative practice. Posts may utilize narrative text, photographs, video, or another approved format.

| Creative Practice Rubric |  | Points: 40 |
|--------------------------|--|------------|
| Content + Creativity     | Creative and novel engagement with creative practice<br>Evidence of current practice             | 10         |
| Communication            | Clear and cohesive communication   | 10         |
| Critical Analysis        | Evidence of rigorous investigation and critical thinking<br>Depth of insight and self-reflection | 10         |
| Follows Guidelines       | 300 – 600 words, or 4 min recording<br>Ties in course/prompt themes<br>Meets deadline            | 10         |

**3. IRB Submission or Alternate Major Assignment\* (\*with instructor approval) (200 points; see breakdown below)**

*Students will complete assignments on an IRB submission or Alternate Major Assignment Track. Alternate Major Assignments must have approval from Advanced Professional Seminar and Capstone Instructors.*

- a. Research Design/Plan + IRB Submission for Capstone Preparation
- b. Evaluation Design/Plan + IRB Submission for Capstone Preparation
- c. Major Grant Proposal toward submission\*
- d. Systematic Approach to Literature Review and/or Case Study toward publication\*
- e. Needs Assessment toward publication\*

\*(Instructor approval required)

The following assignments are graded on a complete/incomplete basis

- IRB Training: 5 points
- Zoom Check-in: 5 points
- Checklist: 10 points
- Outline: 10 points
- IRB Revisions/Final Revisions: 15 points

| <b>IRB/Alternate Major Assignment (AMA) Draft Rubric</b> |   | <b>Points: 50</b> |
|--|---|-------------------|
| Content  | <b>IRB:</b> IRB Smart forms are completed in full; any necessary attachments are included (surveys, informed consent, etc.)<br><b>AMA:</b> Includes working title, thesis statement, literature review, aims/goals, and conclusion and/or any other major criteria as discussed with instructor | 20                |
| Communication  | Clear, cohesive, and effective written communication. Attention to spelling, grammar, APA formatting and writing mechanics.   | 10                |
| Critical Analysis  | Evidence of engagement of appropriate research, methodologies, and critical thinking  | 15                |
| Follows Guidelines                                       | Timely and complete submission  | 5                 |

| <b>Peer Review Rubric</b> |   | <b>Points: 30</b> |
|---------------------------|---|-------------------|
| Content                   | The review is complete, thorough, and substantive.                            | 10                |
| Communication             | Feedback is given on spelling, grammar, APA formatting and writing mechanics. | 10                |

|                    |   |   |
|--------------------|---|---|
| Critical Analysis  | Feedback is given on methodologies, engages critically and offers additional resources when appropriate | 5 |
| Follows Guidelines | Timely and complete submission  | 5 |

| IRB Submission /Final Alternate Major Assignment (AMA) Rubric |  | Points: 75 |
|---|--|------------|
| Content   | <b>IRB:</b> IRB Smart forms are completed in full; any necessary attachments are included (surveys, informed consent, etc.)<br>All feedback from instructor and peer review incorporated when appropriate.<br><b>IRB Submitted in myIRB</b><br><b>AMA:</b> Includes working title, thesis statement, literature review, aims/goals, and conclusion and/or any other major criteria as discussed with instructor<br>All feedback from instructor and peer review incorporated when appropriate. | 25         |
| Communication   | Clear, cohesive, and effective written communication. Attention to spelling, grammar, APA formatting and writing mechanics.  | 20         |
| Critical Analysis   | Evidence of engagement of appropriate research, methodologies, and critical thinking   | 20         |
| Follows Guidelines  | Timely and complete submission   | 10         |

### Class Participation/Demeanor Policy

All members of the class are expected to follow rules of common courtesy in all course correspondence such as email messages, threaded discussions, and chats. See the course website for “Netiquette” guidelines.

Cohort discussions and creative practice assignments are opportunities for each student to contribute their knowledge and insight to the class. We believe that your lived experience, unique viewpoints, and dialogue are critical components to the course. Students are expected not only to take their contributions seriously, but to take care in responding to fellow students’ posts as critical learning and engagement opportunities.

### Evaluation of Grades

| Assignments                                    | Total Points | Grade Percentage |
|--|--------------|------------------|
| Cohort Meetings: (Graded Complete/ Incomplete) | 160          | 40%              |
| Creative Practice                              | 40           | 10%              |

|  |            |      |
|--|------------|------|
| Zoom Check-in (Graded Complete/Incomplete)                                 | 5          | 50%  |
| IRB Training (Graded Complete/Incomplete)                                  | 5          |      |
| Checklist (Graded Complete/Incomplete)                                     | 10         |      |
| Outline (Graded Complete Incomplete)                                       | 10         |      |
| IRB Draft / Major Assignment Draft   | 50         |      |
| Peer Review  | 30         |      |
| IRB Submission / Final Major Assignment                                    | 75         |      |
| IRB Revisions / Major Assignment Revisions<br>(Graded Complete/Incomplete) | 15         | 100% |
| <b>Total</b>   | <b>410</b> |      |

### Submitting Late Assignments and Making Up Work

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

### Feedback

The instructor has designated grading time based on assignment deadlines. Assignments completed on-time should receive grades and feedback within 7 days of submission. Feedback on late assignments may be subject to delay.

### Grading Policies

Assignment guidelines and grading criteria and rubrics for each assignment can be found within the corresponding assignment on the course website. Grades and comments will be posted on the course website. 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>

### Grading Scale

| Letter Scale | % Equivalency | GPA Equivalency |
|--------------|---------------|-----------------|
| A            | 94 – 100%     | 4.00            |
| A-           | 90 – 93.9%    | 3.67            |
| B+           | 87 – 89.9%    | 3.33            |

|                   |            |      |
|-------------------|------------|------|
| B                 | 84 – 86.9% | 3.00 |
| B-                | 80 – 83.9% | 2.67 |
| C+                | 77 – 79.9% | 2.33 |
| C                 | 74 – 76.9% | 2.00 |
| C- *              | 70 – 73.9% | 1.67 |
| D+                | 67 – 69.9% | 1.33 |
| D                 | 64 – 66.9% | 1.00 |
| D-                | 60 – 63.9% | 0.67 |
| 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.

### **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 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 someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or [visit U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/ information to help you find the care you need, or [visit the Student Health Care Center website](#).

**University Police Department:** 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273 4450.

## 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 <https://career.ufl.edu/> instructor or the Help Desk.*

**Library Support,** Various ways to receive assistance with respect to using the libraries or finding **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to resources. <http://cms.uflib.ufl.edu/ask>.

[Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>

**Teaching Center,** General study skills and tutoring. Broward Hall, 392-2010 or 392-6420. **Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling. <http://teachingcenter.ufl.edu/>

**Writing Studio,** Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). 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-studentconduct-code/>

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).