

Center for **ARTS IN MEDICINE**

UNIVERSITY OF FLORIDA / COLLEGE OF THE ARTS

Foundations of Arts in Public Health - INDEPENDENT STUDY

HUM5357, Section GCPH

Fall 2023

Meeting Times and Location: N/A

Credit Hours: 3

Instructor: Dr. Tasha Golden, PhD

Instructor Office Location and Hours: As this is an Independent Study, a meeting can be scheduled upon request.

Instructor Contact Information: tasha.golden@ufl.edu

Course Description

This Independent Study provides students with the opportunity to explore the theoretical foundations that facilitate an understanding of the relationship of creativity and the arts 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, research, and a culminating written analytical project. 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 and analyze current trends in the field of arts in public health, and identify and assess 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.

Required Texts

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All core readings are provided by instructor on Canvas, via link (in the syllabus) or PDF (in Files). A list of "Recommendations for Further Reading," designed to support enhanced/continued learning, is available under "Pages" on the course's Canvas site. As this is an Independent Study, students are encouraged to browse this page at the beginning of the course, so that you know what extra readings are available to you. You are also urged to search for other materials that will support you in your learning process and the development of your culminating assignment.

Additional Materials Needed:

- Desktop computer or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).

Student Expectations

Creativity in Health: Foundations for Arts in Public Health is being offered as an Independent Study, which means there are no class meetings or discussions. Students are responsible for keeping up with their readings, planning their project, and ensuring they are able to complete it with thoroughness and rigor. Students are also expected to connect with the independent study instructor as needed to ensure completion of the study.

Any independent study requires *excellent* personal time-management. The course is three credits and is only eight (8) weeks long, so it is an intensive, fast-paced investment. **Students should expect to apply approximately 16 hours of work per week to this course.** This will include perusing readings and videos and generating your culminating assignment.

Attainment of course objectives will be evaluated through a single culminating project.

Regarding communication with the instructor, Dr. Golden makes every effort to respond to student emails 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 Objectives

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

- I. Critical Engagement with Content
 - 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 apply additional resources or information to successfully complete their study.
- 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: The weekly order and allocation of readings/activities is suggested based on previous versions of this course. It is designed to support your time management; however, you may need to adjust it to align with your own plans for tackling your final project, and with any additional readings you add.

Your only course deadline is for your culminating project: Friday October 13th.

Week	Topic	Readings/Materials
1	Overview of arts in public health	<ul style="list-style-type: none"> - Instructor Intro Video (In Canvas FILES, and in the Module) - “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: This is a long document; give yourself ample time!</i> - "Public Health's Next Step in Advancing Equity..." (Golden & Wendel, 2020)
2	Ethical Frameworks and Foundational Concepts	<ul style="list-style-type: none"> - <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 - <i>Optional: See "Adverse Community Experiences and Resilience: A Framework..."</i> (Davis, Pinderhughes, & Williams, 2016), in <i>Recommendations for Further Reading</i>. - "Culture and Health" (Napier et al., 2014) (PDF) - Fixing U.S. public health will require a health-systems revolution — and for physicians to take a backseat (Reinhart, 2023) Optional: From Absence to Presence: Arts and Culture Help Us Redefine “Health” (Golden, 2022)
3	Introduction to Theories, I	<ul style="list-style-type: none"> - Theory at a Glance (PDF) – <i>NOTE: This is an important text, and should be supplemented by your own additional texts about theories that interest OR confuse you! There are plenty of online sources for info about these theories, and additional readings under Pages (Recommendations for Further Reading).</i>

		<ul style="list-style-type: none"> - Creative Arts as a public health resource (Clift, 2012) (PDF) - Social Ecological Model Intro (Brief Video) - The Public Health Innovation Model (Lister et al., 2017) (PDF) - Begin reading "Arts on Prescription: A Field Guide for US Communities" (PDF available on UFCAM website) <i>(NOTE: Chapter 1 lays out theories/concepts, so read this in depth. The remainder should at least be skimmed, including the appendices! They could be a huge help to your final project. This is a long document, so give yourself plenty of time.)</i> - Additional Reading/Learning as Determined by Student <i>(What do you want to know more about? What theories interest you? Seek out more info: A video, article, book, etc.)</i>
4	Introduction to Functions of the Arts in Public Health	<ul style="list-style-type: none"> - Fancourt & Finn 2019 WHO scoping review - Finish reading "<i>Arts on Prescription: A Field Guide for US Communities</i>" (PDF available on the UF CAM website) - "Arts, Culture, and Community Mental Health" (Hand & Golden, 2017) - NOAH's "Arts, Health, and Well-Being in America" (Lambert et al., 2017); pp 3-5 and pp 37-42 - Browse <i>all spokes</i> of the wheel at "Arts and culture can..." (ArtPlace America, 2020) - Peruse "HAP-E: The Toolkit for Health, Arts, Parks & Equity" (PDF) - Read "Reframing Photovoice: Building on the Method to Develop More Equitable and Responsive Research Practices" (Golden, 2020) (PDF)
5	Introduction to Theories, II	<ul style="list-style-type: none"> - 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
6	Core Competencies in Arts in Public Health	<ul style="list-style-type: none"> - Community Toolbox Chapter 19 Section 1: A Framework for Program Evaluation. <i>Note that other sections may be useful to your final project!</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) - Impact Thinking Framework (Magsamen et al 2023) – <i>Note importance of cross-disciplinary work. Regardless of framework used, an ability to reach across disciplinary and sectoral boundaries is critical!!</i>

7	Stigma, Data, and Health Communications	<ul style="list-style-type: none"> - Stigma as a Fundamental Cause of Population Health Inequities (Hatzenbuehler et al., 2013) (PDF) - Art as data: Innovating Health Research Methods, Part II: Arts-Based Methods Improve Research Data, Trauma-Responsiveness, and Reciprocity (Golden, 2022) (PDF) - <i>Optional:</i> A Dec 2020 lecture in which I described the “Innovating Health Research Methods” study - <i>Optional:</i> “Arts and Health: Four Big Ways to Improve Health through the Arts” (Golden, 2022) – An quick layout this concept, + 3 others (PDF) - 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) <p style="color: #C85130;">- Additional Reading/Learning as Needed by Student</p>
8	Wrapping Up; Final Assignment Due	<ul style="list-style-type: none"> - Addressing Inequity Through Public Health, Community Development, Arts, and Culture (Jackson, 2021) - Decolonizing Global Health (Chaudhuri et al., 2021) - <i>Optional:</i> “Need for robust critique of research on social & health impacts of the arts” (Clift, 2021) <p style="color: #C85130;">- Additional Reading/Learning as Needed by Student</p>

Assignment Evaluation and Grading

This is an independent study. As such, it is assessed based on a single deliverable due on or before the final day of class (Friday, October 13).

The assignment includes a Theoretical Exploration component (40%) and a Program Analysis/Assessment component (60%).

Please view the Assignment PDF, which includes Tips and the Rubric.

Course Grading

Total course points: 100

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

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.

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.

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.”

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.bluera.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

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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.

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>.