

Engaging Learners in Arts in Health Education in Traditional and Online Teaching Environments

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Education in Arts in Health Globally

- 20+ graduate programs (MA, PhD, certificate)
- 6+ undergraduate certificates and minors
- 10+ universities offering or developing coursework
- 20+ universities participating in the a2ru Arts in Health work group

Differentiating Education, Training, Certification, and Credentials

- Academic Credentials – diplomas and academic degrees awarded [accredited] universities (i.e. BA, BFA, BS, MA, MPH, PhD)
- Academic Certificates – typically 12-15 credits of focused coursework, very similar to a minor
- Professional Certification - a non-governmental entity grants a time-limited recognition and use of a credential after verifying that an individual has met predetermined and standardized criteria
- Training – Programs offered to build and improve skills in a particular area; may be offered by educational entities or other business entities

Graduate Degree Programs at Accredited Universities

INSTITUTION	DEGREE(S)	PROGRAM	LOCATION
Birmingham City University	Master of Arts (MA)	Arts, Health & Wellbeing	Birmingham, England, UK
Canterbury Christ Church University	Doctor of Philosophy (PhD)	Psychology, Health & Arts	Canterbury, England, UK
Durham University	Doctor of Philosophy (PhD)	Arts & Health	Durham, England, UK
Sheffield Hallam University	Master of Arts (MA)	Arts in Healthcare	Sheffield, England, UK
Ulster University	Doctor of Philosophy (PhD)	Arts & Health	Belfast, Northern Ireland, UK
University of Brighton	Master of Arts (MA)	Inclusive Arts Practice	Brighton, England, UK
University of Central Lancashire	Master of Arts (MA); Doctor of Philosophy (PhD)	Arts-Health	Preston, England, UK
University of Florida	Master of Arts (MA)	Arts in Medicine	Gainesville, Florida, USA
University of Glamorgan	Master of Arts (MA)	Arts, Health & Wellbeing	Trefforest, Wales, UK
University of Liverpool	Doctor of Philosophy (PhD)	Arts & Health	Liverpool, England, UK
University of Oregon	Master of Arts (MA)	Arts Administration; Arts in Healthcare Management	Eugene, Oregon, USA
University of South Wales	Master of Arts (MA)	Arts Practice	Pontypridd, Wales, UK

Graduate Certificate (or equivalent) at Accredited Universities

INSTITUTION	CERTIFICATE	PROGRAM	LOCATION
Five Branches University, California Graduate School of Traditional Chinese Medicine	Graduate Certificate	Expressive Arts in Mind- Body Medicine	Santa Cruz, California, USA
Lesley University (Institute for Arts and Health)	Advanced Professional Certificate	Arts and Health	Cambridge, Massachusetts, USA
Montclair State University	Graduate Certificate	Arts and Health	Montclair, New Jersey, USA
National University of Ireland Maynooth	Postgraduate Certificate	Arts in Healthcare Settings	Maynooth, Ireland
Staffordshire University	Graduate Certificate	Developing Arts for Health	Stoke-on-Trent, England, UK
University of Florida	Graduate Certificate	Arts in Medicine	Gainesville, Florida, USA
University of Florida	Graduate Certificate	Arts in Public Health	Gainesville, Florida, USA
University of Melbourne	Graduate Certificate	Arts and Community Engagement/Arts & Health	
University of Sydney	Unit of Study	Arts in Health	Sydney, New South Wales, Australia

Undergraduate Certificate & Minor Programs at Accredited Universities

INSTITUTION	MINOR/CERTIFICATE	PROGRAM	LOCATION
Brandman University	Undergraduate Certificate	Arts for Healing	Irvine, California, USA
Columbia College	Undergraduate Minor	Arts in Healthcare	New York City, New York, USA
The New School for Public Engagement	Undergraduate Certificate	Creative Arts and Health	New York City, New York, USA
University of Florida	Undergraduate Certificate	Arts in Medicine	Gainesville, Florida, USA
University of Florida	Undergraduate Certificate	Dance in Medicine	Gainesville, Florida, USA
University of Florida	Undergraduate Certificate	Music in Medicine	Gainesville, Florida, USA

**Coursework at Accredited Universities
(courses, but no degree/major/minor)**

INSTITUTION	LOCATION
Baylor University	Waco, Texas, USA
Brenau University	Gainesville, Georgia, USA
Georgetown University	Washington D.C., USA
San Francisco State University	San Francisco, California, USA
University of Minnesota	Minneapolis, Minnesota, USA
University of New Mexico	Albuquerque, New Mexico, USA
University of South Florida	Tampa, Florida, USA
University of Washington	Seattle, Washington, USA

Undergraduate Certificates at University of Florida

- Certificate in Arts in Medicine
- Certificate in Dance in Medicine
- Certificate in Music in Medicine
- In development: Certificate in Theatre for Health

Certificate in Music in Medicine

- **Required Courses**
- 12 Credit Hours
- HUM 2592: Introduction to Arts in Medicine in a Global Context, 3 credits
- IDH 3931: Music and Health, 3 credits
- MUN 1000/3000: Music ensemble, 3 credits
- HUM 3940L: Arts in Healthcare Practicum 1, 2 credits
- HUM 4594: Music in Medicine Capstone, 1 credit

Certificate in Dance in Medicine

Required Courses

- Introduction to the Arts in Medicine in a Global Context (3 credits)
- Intermediate or Advanced level dance technique (min. 2 credits)
- Dance Composition 1 (2 credits)
- Dance Composition 2 or Improvisation (2 credits)
- Dance in Medicine (2 credits)
- Dance Clinical Practice, (3 credits)
- Clinical Practice Capstone

Undergrad Course Spotlight: Introduction to Arts in Medicine

- Taught in the fall and spring, with 35-40 students
- Part of the International Scholars program
- Teaches literature review and journal club skills
- Group project component
- Arts facilitation component

UF Center for Arts in Medicine

- MA, Arts in Medicine: 35 credits
- Graduate Certificates
 - Arts in Medicine, 12 credits
 - Arts in Public Health, 12 credits

MA in Arts in Medicine

Requirements: Admission to the MA in Arts in Medicine program requires a bachelor's degree in an arts, health, or related field of study, and completion a qualifying prerequisite. Requirements of the degree include completion of 35 credits of the following coursework with a 3.0 or higher GPA.

Note: All courses are 8 weeks except for the Arts in Medicine Graduate Practicum and the Arts in Medicine Capstone, which are both 16 weeks.

Core Curriculum (15 credit hours):

HUM5357: Creativity and Health: Foundations of the Arts in Medicine (3 credits)



HUM5595: Arts in Medicine in Practice (3 credits)



HUM6353: Arts in Medicine Professional Seminar (3 credits)



HUM6354: Arts in Medicine Advanced Professional Seminar (3 credits)



HUM6597: Research and Evaluation (3 credits)



Practicum (8 credit hours):

HUM6942: Arts in Medicine Graduate Practicum (3 credits)



HUM6358: Arts in Medicine Capstone Proposal (1 credit)



HUM6596: Arts in Medicine Capstone (4 credits)



Electives (12 credit hours):

<u>HUM6365: Collaboration Across Disciplines: The Arts Therapies (3 credits)</u>	▼
<u>HUM6375: The Arts and Human Development (3 credits)</u>	▼
<u>HUM6308: Arts and Compassion (3 credits)</u>	▼
<u>MVV6651: Vocal Pedagogy (3 credits)</u>	▼
<u>HUM6355: Arts and Medicine Summer Intensive (3 credits)</u>	▼
<u>HUM6350: Art of Self Care (3 credits)</u>	▼
<u>HUM6352: Art and Design in the Environment of Care (3 credits)</u>	▼
<u>THE6933: Arts in Public Health Professional Seminar (3 credits)</u>	▼
<u>THE6948: Arts in Public Health Practicum (3 credits)</u>	▼
<u>PHC6104: Evidence-Based Management of Public Health Programs (3 credits)</u>	▼

Online Teaching Strategies in the Literature

Student and Instructor Characteristics

- Professionals & practitioners
- Learners
- Wide range of experience from fresh out of undergraduate education in fine arts to health professions to having substantive professional work experience in a range from arts to health professions
- Need to balance work/career, teaching/education and family life

Online Teaching Strategies

- Let the students do (most of) the work
- Interactivity is the heart and soul of effective asynchronous learning (*beyond discussion).
- Strive for presence
 - Social presence: Participants help establish the online community – “real people” – affective, interactive & cohesive
 - Cognitive presence: factual, conceptual and theoretical information – clear, accurate & comprehensive
 - Teaching presence: facilitation & direction of cognitive and social processes in a personally meaningful and educationally sound manner

Online Teaching Strategies

The strength in online course effectiveness was in **communication and collaboration, shared feelings of membership** in the online learning community, and the **authenticity of assignments** and course activities.

Swaggerty, 2017

Persistence in an online environment may be more challenging in research methods than other public administration classes.

Participation may be less intimidating and both quality + quantity of interactions may be increased.

Ni, 2013

Arts in Medicine

Graduate Course Characteristics

Program Characteristics

- Accelerated eight week course terms
 - Fall A/B
 - Spring A/B
 - Summer A/B
- Each week constitutes one module within the course
- Course expectation is that students check in frequently, and best practice is a daily check in.
- Modules begin on Tuesdays with major assignments due on Mondays at 11:59 pm EST

Course Characteristics

Fall 2016

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Outcomes

GatorRater

Conferences

Syllabus

Modules

Quizzes

Settings

Graduate Course Characteristics

- Home Page
- Announcements
- Assignments: balance of skills and knowledge
 - Discussion Board
 - Creative Practice
 - Major Assignments
- Grades

Student Resources

Need Help? Get Help Now!

If you have trouble with anything in this course, do not wait to get assistance. Here the steps to take if you need help during this course. This guide will assist you to identify the best resource to get the help you need in a timely and effective manner.

- Check the [Course Syllabus](#) for course-related questions.
- Check the [Course Questions on the Discussion Board](#) for your question.
- Questions of a private or personal nature should be e-mailed to the course instructor within e-Learning.
- Questions related to a technical issue with the course website or uploading an assignment, contact the [Help Desk](#).
- If you need learning accommodations, contact the [Disability Resources Center](#)
- If you need writing support, please contact the [UF Writing Studio](#)
- In all cases, please allow 24 hours for a response. Questions posted over the weekend may not receive a response until Monday.

Student Stories

<http://artsinmedicine.arts.ufl.edu/student-stories/#barbara-story>



“...tenderness,
intelligence,
and vitality.”



“The structure of the coursework is completely online, but the program itself is **personal**. Because the degree is offered virtually, it allowed me to **work alongside many different artists from all over the country**. I worried that since the program was online I would miss the face-to-face connections with my classmates and teachers. However, the program is designed to **foster close connections with peers, and my classmates became friends and fellow artists.**”

“I have found that the online **flexible** program’s curriculum is designed for students with **different backgrounds and levels of experience**. The curriculum, combined with the interaction from the **excellent instructors** and other students with varied levels of experience, **prepared me for a professional practice in arts in medicine.**”



Lessons Learned

(in many instances, the hard way!)

- 1) What is the biggest surprise about teaching Arts in Medicine online?
- 2) What is the most challenging aspects of teaching AIM online?
- 3) Advice or tips for faculty who are new to teaching online?

Surprises

Level of integration and engagement

Quality of care and length of time and quality of communication between students

Positive 1:1 rapport and group interactions

Challenges

- Online learning can be challenging or not preferred
 - Navigating the online platform (i.e. Blackboard, Canvas, Sakai, etc).
- Written communication can take longer than verbal communication
- Accommodate new and individualized learning styles
- Replicate kinesthetic learning and hands-on experiences such as service learning
- Less engaged with the instructor or cohort and more engaged in their own local resources

Useful Tips

- Schedule a personal phone call--even just 2x during a semester can make a difference for some students.
- Keep discussion boards lively and encourage students to share ideas.
- Ask students to work in small groups and report back to the class as a whole. They get to know each other better that way.
- Use video when possible and make your instructions clear, concise, and grammatically correct! (Remember all your instructions are written--unless you use an audio clip) and so mistakes are more obvious than when you are standing in front of a classroom delivering instructions orally.
- Add variety to types of instruction, engagement, assessment and online community building
- Provide rubrics so expectations are clear.
- Assume that every student wants to do their best.
- When you see a student floundering, **reach out early** and try to determine what's going on and how you might help.
- More writing equal better writing.

Questions?

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