

University of Florida
College of Public Health & Health Professions Syllabus
IDH3931: Leveraging the Arts to Promote Public Health
Fall 2023 UF Honors Course (3 Credits)
Delivery Format: Campus

Instructor Name: Alexandra Rodriguez, MPH

Office: N/A

Email Address: alexandrarodrig@ufl.edu

Office Hours: Thursdays 4-5pm via Zoom OR Stadium walk & talks Friday 9-10am

Class time: Thursday Period 6-8 (12:50pm-3:50pm)

Classroom: HPNP G103A

Preferred Communication: Direct UFL email with “IDH3931” in the subject line

Email Policy: Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend.

Prerequisites: No prerequisites are required; however, a foundational knowledge of public health would be beneficial.

Course Description

This course provides an overview of the Arts and Health research landscape with an emphasis on Arts in Public Health. As cross-sector collaboration within public health rises in prominence, it is essential that future public health leaders understand how and why the field of art can be leveraged.

Relation to Program Outcomes

A fundamental goal of the Bachelor of Public Health Program is for students to “develop the foundational public health knowledge, skills, and values to be prepared to enter graduate level public health programs or other graduate and professional health care programs.” This course bolsters this goal as it integrates knowledge across sectors and emphasizes the value of collaboration in public health knowledge, skills, and values — essential facets to effectively contribute to the field of public health. Additionally, students are challenged to consider innovative solutions to public health problems. Further, prior enrollment in introductory public health courses, such as those which discuss the Social Ecological Model, would be advantageous for success in this course, but not necessary.

Intended Audience

This course is appropriate for Public Health and Health Science majors that are current juniors or seniors. Outside of the college of Public Health and Health Professions, this course is appropriate for junior or senior level students of the arts, humanities, and other health-related disciplines. In this course, the dynamic, interdisciplinary material offers potential alignment to students' career or academic goals as the knowledge and skills provided in the course are both transdisciplinary and translational. No prerequisites are required, however a foundational knowledge of public health would be beneficial.

Goal Statement

After successful completion of this course, students will be able to effectively communicate the field of Arts and Health to others with their comprehensive understanding of the landscape, application, and research within the discipline. Students will understand how to successfully create and foster partnerships between the public health and art sectors to promote greater public health. Additionally, this course will provide a foundation from which students can conceptualize applied integration of concepts taught in other public health focused coursework.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Course Objectives

The PHC4112 student will be able to:

1. Develop a research grant proposal that effectively mobilizes the definition of arts participation within the context of arts in public health. (Synthesis – Cognitive)

1.1 Evaluate what constitutes as art participation as it pertains to the field of arts in public health. (Evaluation - Cognitive)

1.1.1 Compare seminal arts participation definitions in the context of arts in public health so that they can be clearly distinguished. (Analysis - Cognitive)

1.1.1.1 Explain the literature surrounding arts participation so that the definitions put forth by the National Endowment for the Arts, the UF Center for Arts in Medicine, and definitions abroad can be applied. (Comprehension - Cognitive)

1.1.1.1.1 Identify various seminal definitions for art participation as it pertains to the field of arts in public health. (Knowledge - Cognitive)

1.2 Value the utilization of a definition for arts participation within the context of research while acknowledging that art itself is arguably undefinable and fluid on a broader scope. (Valuing – Affective)

2. Derive novel solutions to public health issues aligned with Healthy People 2030 by utilizing one of the primary intersections of the field of arts and public health – arts engagement as a preventative or healing health behavior, health communication, and art as data. (Synthesis – Cognitive)

2.1 Defend the primary intersections of the field of arts and public health as it pertains to arts engagement as a preventative or healing health behavior, health communication, and art as data. (Evaluation - Cognitive)

2.1.1 Provide examples of each primary intersection of the field of arts and public health so that they can be applied in an efficacious manner. **(Application - Cognitive)**

2.1.1.1 Explain the utility of primary concepts for each primary intersection of the field of arts and public. **(Comprehension - Cognitive)**

2.1.1.1.1 Describe health communication as it pertains to the state of the field of arts in public health. **(Knowledge - Cognitive)**

2.1.1.1.2 Describe arts engagement as a preventative or healing health behavior as it pertains to the state of the field of arts in public health. **(Knowledge - Cognitive)**

2.1.1.1.3 Describe the use of art as data as it pertains to the state of the field of arts in public health. **(Knowledge - Cognitive)**

3. Formulate an effective cross sector collaboration amongst the art, public health, and community development sectors which positions each sector as an equal partner. **(Synthesis - Cognitive)**

3.1 Examine examples of cross sector collaboration amongst the art, public health, and community development sectors to exemplify proficiency in identifying both effective and poor strategies. **(Analysis - Cognitive)**

3.1.1 Describe funding mechanisms by which cross sector collaboration operates such as braided funding. **(Comprehension - Cognitive)**

3.1.1.1 Describe cross sector collaboration and the key elements which aid in creating a successful partnership while considering the role that diversity, equity, and inclusion play. **(Knowledge - Cognitive)**

3.1.1.2 Identify research laboratories or prominent organizations that are actively researching cross sector collaboration amongst the art, public health, and community development sectors along with their notable work. **(Knowledge - Cognitive)**

3.2 Value the utilization cross sector collaboration amongst the art, public health, and community development sectors. **(Valuing – Affective)**

4. Interpret how the field of arts in public health can be applied to each level of the social ecological model. **(Evaluation - Cognitive)**

4.1 Interpret arts in public health literature and its implications for the field of public health at to each level of the social ecological model. **(Analysis - Cognitive)**

4.1.1 Employ principles of the social ecological model to consider levels which are engaged in examples of arts in public health research studies. **(Application - Cognitive)**

4.1.1.1 Describe national and international policies that relate to arts in public health. **(Knowledge - Cognitive)**

4.1.1.2 Describe epidemiological evidence from the literature that supports arts in public health from a cohort perspective. **(Knowledge - Cognitive)**

4.1.1.3 Describe evidence from the literature that supports the utility of arts in public health as it pertains to addressing mental health. **(Knowledge - Cognitive)**

5. Appraise the equity and efficacy of a partnership between the arts and public health sectors. **(Evaluation - Cognitive)**

5.1 Break down notable examples of equitable and efficacious partnerships in arts and public health from the literature to further understand components of successful partnerships. **(Analysis - Cognitive)**

5.1.1 Change aspects of a proposed arts and public health study to reflect concepts of equitable strategies. **(Application - Cognitive)**

5.1.1.1 Discuss the importance of cultural humility in an equitable and efficacious partnership. **(Comprehension - Cognitive)**

5.1.1.2 Discuss the utility in a community based participatory research approach in an equitable and efficacious partnership. **(Comprehension - Cognitive)**

Instructional Strategies, Sequence, & Technology

Instructional Sequence Rationale

The following instructional sequence begins with a general conceptualization of the field of Arts in Public Health. Early in the instructional sequence, rationale and principles of cross-sector collaboration and the importance of diverse perspectives will be addressed. Additional framing toward the beginning of the sequence will focus on arts engagement at each level of the social ecological model. Toward the middle of the sequence, applied topics such as how Arts in Public Health intersects with epidemiological research, health equity, community based participatory research, mental health, and health communication will be discussed. The sequence will conclude with a broad application to national and international policy along with future directions of the field. Overall, this instructional sequence is necessary as it begins with foundational knowledge of the field and then builds in a manner which allows for students to critically apply the content that they learn to diverse public health concepts.

Instructional Strategies Rationale

The following instructional strategies account for the diverse needs of students as the modalities employed are both varied in mode and setting. As it pertains to in-person strategies, large group discussions, small group activities, paired work, and individual reflections will be utilized to engage students critically in material presented via lecture. Additionally, out-of-class strategies will focus on first exposure to content as presented through text, online video, or condensed lecture. The intention of these out-of-class activities is to have students master lower-level learning objectives before the corresponding class. This not only prepares students for dynamic discussion, but it also allows for students to delve into seminal literature from the field with ample time to digest it.

Objectives	Instructional Strategies	Materials & Technology	Assessments
<p>WEEK 1 8/24 1.1 1.1.1.1.1 1.2 2.1.1.1.1 2.1.1.1.2 2.1.1.1.3</p>	<p>*Read – Syllabus, Arts Participation Definition Paper (Sonke et al. 2023), Chapter on the theoretical background to arts in health (Fancourt, 2017); Arts in Public Health Framework (Sonke & Golden, 2020)</p> <p>*Introductions – In-Class activity to begin forming a community of learning – Introduce personal preferences of art forms and how you intend to practice public health in your career</p> <p>*In-Class Large Group Discussion – Collectively establish expectations for behavior in class</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address the questions: What is art? What is arts participation? (Show examples and discuss) What is Arts and Health? What is Arts and Public Health?</p> <p>Jamboard Activity</p> <p>Feedback will come from the instructor</p>	<p>*Introduction PowerPoint</p>	<p>Pre-assessment reflection</p>
<p>WEEK 2 8/31 2.1.1 3.1.1.1 3.2</p>	<p>*Read - WHO Arts and Health Scoping Review (Fancourt & Finn, 2019); Ten tips for developing interdisciplinary socio-ecological researchers (Kelly et al., 2019)</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address the primary intersections of the field of arts and public health – arts engagement as a preventative or healing health behavior, health communication, and art as data</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address Cross Sector Collaboration</p> <p>*Small Group Activity – Explore Arts in Public Health online repository by UFCAM – Find a project that aligns with your public health interests, consider the collaborative efforts, prep for a class talk back</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Primary Intersections of Arts in Public Health PowerPoint</p> <p>*Golden video on work with incarcerated youth</p> <p>*Recorded lecture on key elements to cross sector collaboration</p>	<p>Short Answer Discussion Assignment #1 Due</p>
<p>WEEK 3 9/7 1.1.1 1.1.1.1 4.1.1</p>	<p>*Read – WE-Making Report (Engh et al., 2021) & Creating Healthy Communities White Paper (Sonke et al., 2019)</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address the relationship between wellbeing, arts engagement, and social cohesion</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address how definitions of art participation inform practice and research</p> <p>*Small Group Activity – Group activity where students will discuss their chosen Healthy People 2030 topic and compare ways in which art can be utilized within each of the proposed topics – present back to class</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Arts engagement at interpersonal & community level of SEM PowerPoint</p> <p>*Recorded lecture on Social Capital and Wellbeing</p>	<p>Short Answer Discussion Assignment #2 Due</p> <p>Research Proposal Part A Due</p>

<p>WEEK 4 9/14 3.1.1.2 4.1.1.3</p>	<p>*Read – NeuroArts Blueprint from Johns Hopkins Arts + Mind Lab (Aspen Institute, 2021)</p> <p>*In-Class Large Group Discussion – Instructor led discussion to address the major takeaways from the NeuroArts Blueprint and WHO’s Arts and Health division. Discuss both of institutional priorities and funding on the impact on the field of Arts and Health</p> <p>*Small Group Activity – As a group, choose from one of the presented institutions and prepare to report back to the class on the research impact they have made in the last 5 years</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Institutions leading in research + academics for the field of APH PowerPoint</p> <p>*Recorded lecture on NeuroArts Blueprint + its application</p>	<p>Short Answer Discussion Assignment #3 Due</p>
<p>WEEK 5 9/21 3.1 4.1.1.2 4.1</p>	<p>*Read – EpiArts Lab publications (Bone et al., 2021; Bone et al., 2022); Creative arts as a public health resource (Clift et al., 2012); APH Core Outcome Set (Not yet published – see Canvas for updates)</p> <p>*In-Class Large Group Discussion – Discuss barriers to collecting epidemiological evidence for the field as well as relevant solutions</p> <p>*In-Class Large Group Discussion – Discuss types of data that would be most beneficial to collect and why. Then consider the most feasible mechanisms for employing these strategies in the US.</p> <p>*Small Group Activity – Assess facets of cross sector collaboration in a presented APH epidemiological study</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Why the field of APH needs more epidemiological evidence PowerPoint</p> <p>*Recorded lecture on arts engagement epidemiological research out of UCL + UFCAM</p>	<p>Short Answer Discussion Assignment #4 Due</p>
<p>WEEK 6 9/28 1 5.1.1.1 5.1.1 5.1 5</p>	<p>*Read – Perspectives on Racism (Burch et al., 2021); The Arts and Health Equity (Golden, 2022)</p> <p>*Small Group Activity – Suggest changes to aspects of a proposed arts and public health study to reflect concepts of equitable strategies.</p> <p>*In-Class Large Group Discussion – Discuss barriers to arts engagement and its impact on equitable engagement</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Cultural Humility PowerPoint</p> <p>*Recorded lecture on examples of opportunities for health equity in APH</p>	<p>Short Answer Discussion Assignment #5 Due</p> <p>Op-Ed Paper Due (Aligned w/chosen Healthy People 2030 topic)</p>
<p>WEEK 7 10/5 5.1.1.2 5</p>	<p>*Read – The Challenges of Collaboration for Academic and Community Partners in a Research Partnership (Ross et al., 2010); Community Capacity Building and Sustainability: Outcomes of Community-Based Participatory Research (Hacker et al., 2012)</p> <p>*In-Class Large Group Discussion – Discuss strengths and challenges of CBPR as well as its interdisciplinarity</p> <p>*In-Class Large Group Discussion – Discuss ways in which the arts can be utilized to promote further equity in CBPR</p>	<p>*Equitable examples of CBPR in APH – discuss One Nation/One Project PowerPoint</p> <p>*Recorded lecture on CBPR +</p>	<p>Short Answer Discussion Assignment #6 Due</p>

	<p>*Small Group Activity – Choose a ONOP city and understand how they are explicitly using CBPR principles. Critique what they could do to better align. Recommend future strategies for their initiative in particular relative to their degree of funding.</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>strengths-based approaches</p>	
<p>WEEK 8 10/12 2.1 4.1.1.3 4.1.1 4.1 4</p>	<p>*Read – Arts Engagement as a Health Behavior (Rodriguez et al., 2023); Systematic Review of Arts-Based Interventions to Address Suicide Prevention and Survivorship (Sonke et al. 2021)</p> <p>*In-Class Large Group Discussion – Discuss utility of arts engagement at each level of SEM; talk about how certain art forms or practices lend themselves to certain levels</p> <p>*Small Group Activity – Choose a specific population and identify literature that supports the use of arts engagement for their mental health – present 3-min slide back to class</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Facets of mental health bolstered by the arts as seen in the literature PowerPoint</p> <p>*Watch a film from the UnLonely Film Festival</p>	<p>Short Answer Discussion Assignment #7 Due</p> <p>Research Proposal Part B Due</p>
<p>WEEK 9 10/19 2.1 2.1.1.1.1 2.1.1.1</p>	<p>*Read – Health Communication and the Arts in the US (Sonke et al., 2020); CDC field Guides for arts and vaccine confidence (CDC, 2021); Explore Culture Runners Website; The Arts and Health Communication in Uganda (Sonke et al., 2017)</p> <p>*In-Class Large Group Discussion – Discuss importance of trust building and mechanisms by which art can connect with people</p> <p>*In-Class Large Group Discussion – Discuss observed dynamics of arts and health communication globally</p> <p>*Individual Activity – Use your Healthy People 2030 topic and find an article, case study, or report that utilizes arts and health communication</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Health communication and its historical relationship with the arts PowerPoint</p> <p>*Watch video of Healing Arts New York Event: the MET x WHO x Johns Hopkins</p>	<p>Short Answer Discussion Assignment #8 Due</p>
<p>WEEK 10 10/26 2 2.1 2.1.1.1.1 2.1.1.1 3.1</p>	<p>*Read – Murals as Health Communication (Not yet published – see Canvas for updates); 352 Walls Website</p> <p>*In-Class Large Group Discussion – Discuss Our Town projects and implications projects have on health even when not an explicit goal</p> <p>*In-Class Large Group Discussion – Discuss cross sector collaboration for arts and health communication – what is already being done and how to propel the field</p> <p>Feedback will come from the instructor</p>	<p>*Work COVID Silly, Gators PowerPoint</p> <p>*Our Town Program Introduction PowerPoint</p> <p>*Watch video on Signs of Solidarity Project between CDC + LivingWallsATL</p>	<p>Short Answer Discussion Assignment #9 Due</p> <p>Research Proposal Part C Due</p>

<p>WEEK 11 11/2 4.1 4.1.1.1</p>	<p>*Read – What is social prescribing (The King’s Fund, 2020), Social prescribing review article (Chatterjee et al., 2018); MCC Culture Rx Report (Golden et al., 2022); WHO Social Prescribing Toolkit (WHO, 2022)</p> <p>*In-Class Large Group Discussion – Discuss feasible mechanisms for social prescribing in US</p> <p>*Small Group Activity – Each group will be assigned a role within the social prescribing schema. Each group will identify benefits and challenges from the perspective of their assigned stakeholder</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Social Prescribing foundations PowerPoint</p> <p>*Video on social prescribing in UK</p> <p>*Video on social prescribing progress in US</p>	<p>Short Answer Discussion Assignment #10 Due</p>
<p>WEEK 12 11/9 1.1 1.2 2.1.1.1.3</p>	<p>*Read – Perspective article on Photovoice (Golden, 2020); Poem Publication from HPP journal: Poetry for the Public’s Health</p> <p>*In-Class Large Group Discussion – Discuss utility of certain arts forms relative to various public health topics</p> <p>*Individual Activity – collaborative poetry writing session around a presented research question</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Art as data PowerPoint</p> <p>*Video on Dr. David Fakunle’s storytelling work</p>	<p>Short Answer Discussion Assignment #11 Due</p> <p>Final Research Proposal Due</p>
<p>WEEK 13 11/16 3.1.1 3.2 5.1.1.1</p>	<p>*Read – Building a Culture of Health (RWJF, 2022)</p> <p>*Small Group Activity – As a group, choose from one of the presented institutions and identify their mechanisms of funding and present back</p> <p>*In-Class – think, pair, share – consider strategies for finding a grant on a presented research topic</p> <p>Feedback will come from the instructor and peer interaction</p>	<p>*Braided Funding + Funding Resources PowerPoint</p> <p>*Take online grant course</p>	<p>Short Answer Discussion Assignment #12 Due</p> <p>5-min Pre-recorded Research Proposal Presentation Due</p>
<p>WEEK 14</p>	<p><i>//BREAK WEEK//</i></p>		
<p>WEEK 15 12/30 2.1 3</p>	<p>*Read – Review the Core Outcome set for APH (Not yet published – see Canvas for updates)</p> <p>*In-Class Large Group Discussion – Discuss how skills and knowledge from this course can be applied to student’s personal and professional goals</p> <p>* In-Class Large Group Discussion – Discuss importance of reflection on intention – consider mission moments + team building</p> <p>* In-Class Large Group Discussion – Networking across sectors</p> <p>Feedback will come from the instructor</p>	<p>*Future directions of the field PowerPoint</p>	

References:

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Course Materials and Technology

Internet access will be required for this course to reach the UF Canvas page. During class, students are welcome to take notes using technology and may even rent iPads from the UF Library system if they would consider that advantageous for their learning. Additionally, no textbook is required for this course.

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Evaluation of the Instruction

Several modalities will be employed to assess the efficacy of instruction. First, student perspective will be sourced at the first third and second third of the semester via a Qualtrics survey which will assess student perceptions of course material, in-class dynamics, instructional delivery, and any general, pertinent feedback. The data from these surveys will be analyzed within a week after data collection, and the data will be discussed as aggregated findings in a class discussion. The feedback received via survey and discussion will be utilized to further improve the course in real time. Further, an additional source of insight will come from a focus group of students within the course led by a faculty member other than the course instructor. In this setting, students will be able to reflect on the class in its entirety and come to a consensus on ways in which the course can improve. This additional feedback will be relayed back to the course instructor so that larger amendments to the course may be addressed prior to the next semester that the course is taught. Finally, an evaluation process will also be curated by the university in the last three weeks via online survey.

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Academic Requirements and Grading

Assignments

Short Answer Discussion Assignments

Each week students should navigate on the course's Canvas page to the weekly Short Answer Discussion Assignment where they will find the prompt(s) for the week. The purpose of this weekly assignment is to assess comprehension of the pre-readings and videos. Additionally, it posits students in a place to contribute effectively to class group discussion. Each submission will be up to **two pages double spaced, in Arial 12-point font**. Additionally, students should follow **APA guidelines** and include a reference section if necessary. This assignment will be submitted via Canvas and will be subject to the plagiarism checker Turnitin. This assignment will be submitted through Canvas and 20 points will be possible over the course of the semester.

Op-Ed Assignment

This assignment will align with each student's chosen Healthy People 2030 topic area. The purpose of this assignment is to have students practice publicly disseminating information regarding arts and public health in a feasible manner. In the Op-Ed assignment, students will be expected to utilize evidence from the academic literature to support how an arts and public health approach is suitable to address an issue within their chosen Healthy People 2030 topic area. Students will need to choose a tangible news outlet to draft an Op-Ed to. As part of the assignment, students will also be submitting the guidelines set forth by the new outlet as well as directly adhering to them within their assignment. Each submission should have **at least five references from academic journals**. In addition to following the guidelines set forth by the chosen news outlet, the Op-Ed submission should be submitted to Canvas **double spaced, in Arial 12-point font** with a reference page included. This assignment will be submitted through Canvas and 30 points will be possible.

Grant Proposal

The Grant Proposal assignment will be submitted in several segments as detailed below. Across all components, the material should be **pages double spaced, in Times New Roman 12-point font**. Additionally, students should follow **APA guidelines** and **include a reference section**. A summary of each component is listed below, but Canvas will have the inclusive descriptions as well as the relevant rubric for each submission. Additionally, students should consider ways in which diversity, equity, and inclusion play a role in each segmented submission.

Part A: The first submission will detail identification of the student's chosen Healthy People 2030 topic, level of Social Ecological Model addressed, artistic modality utilized, and relevant literature supporting the cohesion of the student's choice. This assignment will be submitted through Canvas and 20 points will be possible.

Part B: The second submission will be built on Part A as it will include domains & indicators, elevator pitch, use of funds, statement of need, target audience. This assignment will be submitted through Canvas and 20 points will be possible.

Part C: Part C will include project goals, project activities, timeline, project outcomes, and an evaluation plan. This assignment will be submitted through Canvas and 20 points will be possible.

Final Submission: The final submission will include Part A-C as well as staff qualifications, sustainability, and communications/social media. This assignment will be submitted through Canvas and 20 points will be possible.

5-min Pre-recorded Grant Proposal Presentation: The proposal presentation should present all of the components of the final submission as if it were being presented to potential funders. This assignment is to be recorded over Zoom in a manner which includes a presenter screen. The presentation is not to exceed the 5-minute mark or points will be deducted. This assignment will be submitted through Canvas and 30 points will be possible.

Class participation

Class participation will be accounted for each class session. Key indicators of successful class participation include responding to discussion questions, asking questions, engaging with peers, building on the ideas of others, and respectful behavior. If a student is unable to attend a class session, it is their responsibility to email the course instructor for a make-up assignment.

Extra-Credit

If 90% of the class completes the course evaluation, then each student will receive **5 extra points toward the final submission of their Research Proposal Assignment.**

Grading

Requirement	Due date	Points or % of final grade
Short Answer Discussion Assignments	Weekly before class	20%
Op-Ed Assignment	Week 6	15%
Grant Proposal - Part A	Week 3	10%
Grant Proposal - Part B	Week 8	10%
Grant Proposal - Part C	Week 10	10%
Grant Proposal – Final Submission	Week 12	10%
Grant Proposal – 5-minute presentation	Week 14	15%
In-Class Participation	Weekly	10%

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C-grades.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Please note, a minimum grade of B is required to earn Academic points towards your Honors Completion Requirements (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit.

Policy Related to Make-up Work

Unexcused late submissions will receive 10% deduction of points for the relevant assignment per day late. Further, unexcused late work may only be submitted within one-week of the assigned deadlines. Any late assignments should still be submitted through the Canvas portal for the assignment.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Communication is essential. If you have a legitimate excuse for needing an extension on an assignment, please reach out to me as soon as possible. Additionally, you may also submit a request for an excused absences through the Dean of Students Office if you would like (<https://care.dso.ufl.edu/instructor-notifications/>).

Policy Related to Required Class Attendance

Class attendance is a part of the Professionalism component of this course. Class participation expectations are that you contribute your opinion or stance at least once to each class discussion period. Additionally, regarding electronics, while laptops are acceptable during class, phones are considered unacceptable unless there are extenuating circumstances which are communicated to the professor.

It is expected that you will notify the instructor in advance when you know you will need to miss, be late to class (10-minutes or more), or leave early from class (5-minutes or more). Illness, family emergencies, and other extenuating circumstances are all potential reasons for missing or being late to class, as long as you follow-up with me in a timely, professional manner via email or during office hours. Students may have one unexcused absence without penalty.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations, Roles, & Opportunities for Input

Expectations Regarding Course Behavior

As a class, we will establish guiding principles for acceptable behavior during our first class session. Topics which will be decided upon as a group include class policy regarding respect, equity, and kindness, as well as forms of technology such as laptops, phones, and recording devices. Additionally, class participation is essential to allowing for reciprocal learning to occur as intended in this course. Expectations for participation can be found in the “class participation” section of the syllabus.

Communication Guidelines

As mentioned at the start of the syllabus, preferred contact is via direct email. Please be aware that any form of communication should remain both respectful and professional.

Please refer to the UF Netiquette Guidelines for more clarity on what is deemed appropriate or inappropriate. https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, please consider getting vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Additionally, please continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or

third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

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/>.

Diversity Statement

Diversity, equity, and inclusion are vitally important to not only this course, but also to me as an instructor. Assessments are intentionally varied to offer several mediums of learning approaches to account for diversity in preferred learning or assessment approaches. Additionally, required readings are intentionally authored by experts in the field with diverse backgrounds and experiences. As it pertains to group activities within class, as a strategic approach to forming diverse groups, we will continuously rotate any groups for group assignments. The discussions and assignments will also require students to consider diverse perspectives and consider impacts of intersectionality on access to arts engagement.

To remain respectful to individual religions or backgrounds, this course is designed to avoid notable holidays. Further, if you celebrate a holiday which is not accounted for within the schedule, please reach out to me via email so that I may make accommodations and continue to develop the course to better serve its students. Finally, if you are personally dealing with any severe life burdens such as difficulties with mental health, food security, or grief (to name a few) please feel free to reach out to me as a resource!

Support Services

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Academic Resources

- **E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code webpage for more information.
- **On-Line Students Complaints:** View the Distance Learning Student Complaint Process.
- **Honors Program:** 201 Walker Hall, 352-392-1519
 - Quick questions for an Honors advisor? Email advisor@honors.ufl.edu
 - Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **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](#).

Please do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu