UNIVERSITY OF SOUTH DAKOTA

Syllabus: ART410/510: Arts in Health
Department of Art, College of Fine Arts

Instructor:	Ariadne (air ee odd knee) Albright	**Email:**	ariadne.albright@usd.edu
Course Number:	ART410/510	**Office Phone:**	605-675-9830 text please
Class Meetings:	Online	**Office:**	Virtual

Course Description

The Introduction to Arts in Health course is designed to introduce students to the diverse, multi-disciplinary field of arts in health. Content includes history of the field, professional best practices and creative strategies to develop and facilitate arts engagement sessions and arts programming within a broad range of healthcare and public health environments.

> **IMPORTANT**: Office hours are by appointment and facilitated via Zoom, with most availability after 5 pm CT and on weekends. Please schedule via email.

Course Summary

- **8 Discussions**
- **6 CHART blogs**
- **6 Quizzes**
- **3 Zoom Check Ins**

- **1 Midterm Annotated Bibliography**
- **1 Final Project**
- **1 Needs Assessment**
  (ART510 graduate students only)

See the **Assessments** section below for additional details.

WEEKLY OVERVIEW

> **IMPORTANT**: Please note that Thursdays and Sundays are your major due dates weekly!

DAY	TASK
Monday	Start of the week; new materials and quizzes made available. Open for independent work and discussions.
Tuesday	Open for independent work and discussions
Wednesday	Open for independent work and discussions
Thursday	**Initial Discussion postings and Making the News blogs due by 11:59 PM CT.**
Friday	Open for independent work and discussions
Saturday	Open for independent work and discussions
Sunday	**All response posts on discussion postings due by 11:59 PM CT.** **CHART blog assignments due by 11:59 PM CT.** **If a quiz is scheduled, it will close at 11:59 PM CT.**

Textbook Information

All materials and selected readings for this course are provided digitally by Instructor.

Instructional Method

This course will be facilitated entirely online via Desire2Learn: [Desire to Learn http://d2l.sdbor.edu/](http://d2l.sdbor.edu/) which you will use to:

- Communicate with your classmates and the instructor
- View lecture notes and video/audio recordings
- View and complete quizzes and exams
- Submit coursework
- Access all required course materials (lecture recordings, lecture slides, required listening)
- Access supplemental materials (webliography of supplemental materials, etc.)
- Access your course progress and grade information

Student Expectations

First and foremost, students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the **Online Student Handbook**. The latter contains important information about the various support services available to online students

In terms of activities, each week there is detailed weekly overview that can be accessed via the "Course Home" page. The instructor will also provide regular updates during the week, so students should log into D2L to check for news **at least three times per week**, if not more frequently.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a three-credit-hour course, students should expect to dedicate **around nine (9) hours per week** to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the **Technology Requirements** towards the end of the syllabus.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

Instructor Expectations

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see

the [Assessments](#) section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the **Online Student Handbook**, The University of South Dakota, and the SDBOR.

Course Objectives

Specific objectives for this course, as well as how they will be assessed, are listed below:

SPECIFIC OBJECTIVES	ASSESSMENT
Describe the scope and history of the field of arts in health.	Quizzes, discussions
Gain an awareness of the variety of ways the arts are being used in healthcare and communities to enhance health and wellbeing.	Making the News blogs, discussions
Identify components for successful arts programming within healthcare settings and in communities.	Quizzes, discussions, Making the News blogs
Recognize the roles of the arts to promote health across developmental life stages and for special populations.	Quizzes, discussions
Indentify social determinants of health, and explore how the arts can address needs within healthcare and public health settings.	Quizzes, discussions, Making the News blogs
Discern the characteristics of safe and relevant art engagements designed for a broad range of participants in healthcare environments and in communities.	Quizzes, discussions
Learn how to identify an arts in health program opportunity, develop a program plan, implement and evaluate the program.	Final project
Develop a personal creative practice.	CHART blogs
Participate in group critiques and supervision sessions.	Discussions
Build academic writing skills needed to communicate the value of arts in health effectively.	Annotated Bibliography

Class Schedule & Coverage of Topics

Please see the "**Class Schedule**" link on the course homepage.

Office Hours

Office hours will be facilitated via Zoom, the university's web-conferencing system, and are available by appointment.

Assessments

Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be weekly participation requirements and assessments to assure

that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.

> **IMPORTANT**: Late work will only be accepted--and/or make-up assessments will only be made available--under conditions such as a documented illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. When possible, students should notify the instructor <mark>prior to missing any assessment</mark>.
>
> All assignments will be graded with feedback, when applicable, within one week of due date.

Graded Assessments: Discussions (10 points each)

On alternating weeks, there will be an associated discussion on topics covered. Students will need to post at least one direct response to the instructor's posting and at least one response to another member's response.

When posting in the discussions, each student must abide by the "Netiquette" section in the **Online Student Handbook**. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor, and then reply substantively to another student's response. A substantive response is more than simply saying, "I agree," or "I disagree;" rather, it will provide arguments to support the student's response.

Participation in the discussions is required and will be worth ten (10) points, awarded according to this rubric:

EXPECTATION	POINTS
Posting a response to instructor's question by Thursday @ 11:59 PM CT	2
Substantiveness of initial posting (250 words + 1 citation of course material + 1 citation outside of course material)	3
Use of APA Style citations	1
Substantiveness of peer posting response	2
Responding to minimum of 2 peer postings by Sunday @ 11:59 PM CT	2
TOTAL	10

As stated in the rubric, your initial response to the instructor's question is due by **Thursday @ 11:59 PM CT**. If you do not post your initial response by this time, you will lose three points.

> **TIP**: You must post a response in the discussion topic before being able to see other postings made by your peers.

Weekly discussions will close on **Sunday @ 11:59 PM CT**, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete.

Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. In general, the instructor will provide summary feedback and individual

feedback and grades in the **Grades** section of the course. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

Graded Assessments: Creativity, Health, Art, & Resilience throughout Time: CHART Blogs (10 points each)

Students will establish a blog using Google Sites to participate in 6 CHART blog postings that give students the opportunity to explore arts in health activities firsthand. CHART stands for Creativity, Health, Art, & Resilience throughout Time. Using the CHART Blog prompt sheet, students will explore many modalities of the arts.

We suggest you set your blog to private settings for the purpose of this course. **However, the instructor will require access and it is your choice if fellow students are invited to view. You'll need to add alyson.maier@usd.edu to the** allowed viewers **of your published Google Site. Please do not add your instructor as en editor of your site.** You will need to be logged in with your school credentials, not your personal gmail address. USD's Google Docs can be accessed with your USD username and password at: **Google Drive http://docs.usd.edu/**.

When blogs are due, you should post the link to the blog in the appropriate discussion board labeled CHART Blog. If you want your classmates to be able to view, please add their emails to the permissions when you publish.

Participation in the blogs is required and will be worth ten (10) points, awarded according to this rubric:

EXPECTATION	POINTS
Posting CHART blog by Sunday @ 11:59 PM CT	2
Substantive response to Creative Practice Prompt (150 words)	3
Appropriate documentation of creative practice	3
Evidence of synthesizing course content	2
TOTAL	10

The instructor will provide summary feedback and individual feedback and grades in the **Grades** section of the course. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

Quizzes (10 points each)

The quizzes will be administered via D2L. Each student will be given two opportunities to take each quiz, and the highest grade will be considered final. Once graded, students will be able to go back into the exam itself to view the feedback, if applicable, as well as any questions answered incorrectly. The quizzes will largely be multiple-choice questions, fill-in-the-blank, true/false and matching questions. Quizzes are timed for 120 minutes.

Graded Assessments: Zoom Check Ins (10 points each)

Every four weeks, you will be required to have a Zoom check in with your instructor to discuss course

materials, ask questions about materials and upcoming assignments. These can be attended individually or as a group with your other classmates. They will be scheduled a week beforehand and will be graded on a pass-fail basis. **You must email ariadne.albright@usd.edu your availability by Friday, 11:59 that your instructor has enough time to send calendar + Zoom invitations with confirmed dates and times.**

Graded Assessments: Midterm Annotated Bibliography (30 points)

Each student will create an Annotated Bibliography with resources centered around a Thesis Topic, chosen in consultation with the instructor during the Week 4 Zoom Check In. Annotated Bibliographies should use APA style, and clearly state the themes of the articles selected and how they relate to their Thesis Topic.

Students need to find at least ten and no more than fifteen resources. A Sample Assignment will be uploaded for your reference, and students are encouraged to reach out to the Instructor or the USD Writing Center for more information.

Papers **MUST** be submitted in a format compatible with D2L (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via **D2L Dropbox.** Feedback and grades will be available in the Grades feature of D2Lwithin one (1)week after the due date, unless otherwise stated.

> **IMPORTANT**: At the discretion of the instructor, any exercise turned in past the due date will be docked five (5) points per day that it is past due.

EXPECTATION	POINTS
Clear Thesis Topic , meaningful to course subjects	5
At least 10 but no more than 15 resources are identified	5
Resources are published within last 7 years	5
Resource descriptions are accurate and relevant to Thesis Topic	10
APA Style	5
TOTAL	30

Graded Assessments: Final Project (45 points)

Arts in Health in Your Community is an opportunity for you to envision and create new arts programming for a population you are interested in serving. This provides an opportunity to not only demonstrate what you have learned in class, but how to apply it to a real-life scenario.

Students will develop three unique project ideas for the program to offer its participants, each with a different artistic medium (visual arts, dance/movement, writing, theatre, or music).

The project will submitted as Powerpoint or Google Slides presentation. The presentation **must** include a recorded audio/visual overview of the project, as well as pictures for examples and engaging slides.

Projects **MUST** be submitted in a format compatible with D2L via **D2L Dropbox.** Feedback and grades will be available in the Grades feature of D2L within one (1) week after the due date, unless otherwise stated.

> **IMPORTANT**: At the discretion of the instructor, any exercise turned in past the due date will be docked five (5) points per day that it is past due.

EXPECTATION	POINTS
Identify target population, needs and desired outcomes	5
Identify SMART goals	5
Program title, mission statement, and timeline	5
Identify qualifications of arts in healthcare professionals	5
Identify potential challenges of program	5
Citations of similar programs and research supporting your desired outcomes	5
Evidence that student has used knowledge from course to build three potentially successful projects using three different artistic mediums.	15
TOTAL	45

Graded Assessments: *ART510 ONLY Needs Assessment (50 points)

The Needs Assessment assignment asks you to take a look at your local community or a specific organization to see where there are opportunities for arts in health to make an impact. Each community or organization has its own needs and assets, as well as its own culture and social structure. A needs assessment helps to uncover not only needs and resources, but the underlying culture and social structure that will help you understand how to address the community's needs and utilize its resources.

The paper you turn in should address:
- What are the five most significant health concerns in your community?
- What are the most significant arts or cultural needs of the people in your community?
- What other concerns are significant in your community? What is needed to address those concerns?
- What is unique about your community?
- What are its strengths?
- What services or programs don't exist that should?
- Is there anything that you would like us to know about your community (any questions that should have been asked)?

> **IMPORTANT**: At the discretion of the instructor, any assignment turned in past the due date will be docked five (5) points per day that it is past due.

Papers **MUST** be submitted in a format compatible with D2L (Word: DOC or DOCX; OpenOffice: ODT;

Other: RTF, TXT, PDF, WPS) via **D2L Dropbox.** Feedback and grades will be available in the Grades feature of D2L within one (1) week after the due date, unless otherwise stated.

EXPECTATION	POINTS
Summary of methods and implications of the needs assessment conducted	10
Inclusion of relevant demographics	5
Identifies top 5 health concerns with citations	5
Strengths and opportunities of community identified	5
Evidence of synthesizing course content	5
Clear and cohesive written communication. Follows assignment guidelines. Demonstrates attention to writing mechanics, spelling and grammar.	15
APA formatting	5
TOTAL	50

Participation / Attendance

Participation/attendance is of the utmost importance and will be measured in two ways:

If:

- more than one weekly discussion absence is recorded, or
- more than one weekly, assessment is incomplete

Anyone missing two or more times, or who is not otherwise satisfying the course's expectations, may be withdrawn from the course at the instructor's discretion. Should this be the case, the student will receive a grade of "W" on his/her official transcript and will not receive a refund.

Course Point Total

Given the types of assessments and number of points each is worth, the total number of points in the course is broken down as follows:

ASSESSMENT		SPRING
8 Discussion Board posts @ 10 points each		80
6 CHART Blogs @ 10 points each		60
3 Zoom Check Ins		30
6 Quizzes @ 10 points each		60
1 Midterm Annotated Bibliography @ 30 points		30
Final Project @ 45 points		45
Needs Assessment (510 ONLY) @ 50 points		50
TOTALS:	ART410	305
	ART510	355

Note: the actual number of points in the course may vary slightly from this. The instructor reserves the right to

change the syllabus at their discretion. If such cases, you will be notified immediately.

Grading

Your grade is calculated using straight percentages:

Letter Grade	Percentage	Spring Points (approximate)	
		ART410	ART510
A	90-100%	275 – 305	320 – 355
B	80-89%	244 – 274	284 – 319
C	70-79%	214 – 243	249 – 283
D	60-69%	183 – 215	213 – 248
F	up to 59%	up to 183	up to 213

IMPORTANT: You can check your current grade at any time during the semester by clicking on the **Grades** link. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the "Technology Support and Requirements" section in the **Online Student Handbook** in the "Getting Started" widget on the course homepage.

Aside from the requirements listed in the handbook, this course has three other requirements:

1. All students should have the ability to submit papers in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD's Google Docs can be accessed with your USD username and password at: **Google Drive http://docs.usd.edu/**.

   Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page: **ITS Helpdesk http://www.usd.edu/technology**

2. Your CHART Blogs will use Google Sites. USD's Google Docs can be accessed with your USD username and password at: **Google Drive http://docs.usd.edu/**.

Student Resources

The University of South Dakota provides a number of useful services to students:

- **Online Student Handbook:**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing

information, book purchasing, etc.
- ○ Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
- ○ Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **myUSD Portal (USD Portal - http://my.usd.edu/):**
  The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the "Academics" tab in the portal:
  - ○ WebAdvisor
  - ○ I.D. Weeks Library

- **The USD Writing Center (Writing Center - http://www.usd.edu/academics/writing-center):**
  The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

Academic Integrity

Academic Integrity. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment
b. Allowed to rewrite and resubmit the assignment for credit
c. Assigned a reduced grade for the course
d. Dropped from the course
e. Failed in the course
f.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

Disability Accommodation

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
a.   Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services, The Commons, Room 116 (605) 658-3745
Web Site: usd.edu/ds
Email: disabilityservices@usd.edu

Concern/Complaint Resolution Process

To resolve any concerns, complaints, or questions regarding a course experience, the student should initially attempt addressing issues of concern directly to the instructor. Together the student and the instructor should establish a timetable for resolving the issues of concern. If a student feels the conflict has not been resolved, the student should communicate this concern to the chair of the department offering the course. If questions or concerns remain, or if the instructor is the department chair, the student may contact the dean's office for the college or school in which the course is offered.

Contact information for questions or concerns:

Department Chair: Cory Knedler Cory.Knedler@usd.edu
Dean or Associate Dean: Bruce Kelley Bruce.Kelley@usd.edu

Grade Appeal. Under Board of Regents (Student Appeals for Academic Affairs Policy 2:9) and University policy (Student Academic Appeals), students have the right to appeal such matters as course grades and dismissal from a program. Students wishing to appeal an academic decision must use the appropriate appeal form. The form should be used only if informal discussion with the academic decision-maker does not produce a satisfactory resolution and the student wishes to pursue the matter further. Appeals must be initiated by the student through discussion with the individual responsible for the decision (i.e., the academic decision-maker/instructor) to question the decision and explain the basis for doing so. The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days before the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term. If a student wishes to pursue the appeal following the discussion with the academic decision-maker, they should complete Step 2 of the appeal form and submit within 5 working days of the discussion a signed copy to the mediator designated on the form.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Statement on Recording of Lectures by Students

Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under SDBOR Policy 3:4.

Zoom Usage and Classroom Attendance

Classroom participation and in-person interaction are integral components of the education process for face-to-face and hybrid courses, and the university expects students enrolled in those courses to be physically present for all scheduled in-person class sessions. The use of video delivery technology (Zoom) to supplement classroom instruction is at the discretion of the instructor, but students should not assume that it is universally available. Students should also not assume that participation via Zoom meets attendance requirements. For this course, Zoom access and attendance will be handled as follows: