



## Spring 2022 University Research Scholars Program CURE Course

Course-based Undergraduate Research (CURE) classes are generally 75-85% authentic research, often the faculty mentor's personal research question. Students also learn research skills, ethics, research communication, and collaboration. For additional information, please contact Dr. Anne Donnelly at [adonn@ufl.edu](mailto:adonn@ufl.edu).

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### FACULTY INFORMATION

Instructor: Sara Agnelli  
Email: [saraclassics@ufl.edu](mailto:saraclassics@ufl.edu)  
Meeting Time/Location: R 4:05PM - 4:55PM/FLG0275  
Office Hours: R 3:00PM – 3:50PM/MCCD, G047A

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**Course Title:** How Are the Arts and Humanities Used in Medical Education?

**Brief description of the research that will be the core of this class:** Over the past 30 years, medical education has increasingly embraced the arts and humanities as a teaching modality, from using visual art to teach observation skills to using literature to promote perspective taking. The Association of American Medical Colleges (AAMC) is leading one such effort to put forth an arts and humanities foundation for the education of future physicians and to promote the integration of these disciplines throughout the medical education continuum. To inform this effort, this course seeks to review how the arts and humanities are used at the University of Florida and what opportunities and obstacles remain to support the integration of these disciplines along the medical education continuum.

In this course, students will: (1) learn the role of the arts and humanities in medical education in North America (cf. Howley et al. 2020<sup>1</sup>); (2) explore if and how the arts and humanities are implemented within the medical curriculum at the College of Medicine at the University of Florida; (3) present the distribution of the art forms and humanities subjects or medical/health humanities generally in the medical curriculum records and (4) distinguish the records of required programming from those of elective programming. The overarching goals are (i) to understand where UF stands within this national endeavor, and (ii) to identify what factors support the growth of arts and humanities integration within the UF medical curriculum.

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<sup>1</sup> Howley L, Gaufberg E, King B. The Fundamental Role of the Arts and Humanities in Medical Education. Washington, DC: AAMC; 2020.

## Course Overview

Arts and humanities are essential to the human experience and their benefits to medical education go far beyond joys and pleasures. By integrating arts and humanities throughout medical education, trainees and physicians can learn to be better observers and interpreters; and build empathy, communication, and teamwork skills, and more.

The first two decades of 21st-century medicine have witnessed significant transformation in health care delivery, marked health disparities, civil unrest, unprecedented rates of physician burnout and suicide, and unforeseen public health crises in the forms of the opioid epidemic and the coronavirus pandemic. Physicians must be adaptive life-long learners who can effectively respond to these and future challenges. Physicians must learn to interweave their developing scientific knowledge with emotional intelligence, critical thinking skills, and an understanding of social context. The integration of the arts and humanities into medicine and medical education is essential to educating a physician workforce that can effectively contribute to optimal health care outcomes for patients and communities.

## Student Learning Outcomes:

Through the course, students will:

- Review the historic and current state of arts and humanities integration into medical education, considers curriculum and assessment methods, and provides guidance on the research and change in culture necessary for effective integration.
- Present recommendations for integrating arts and humanities into medical education.
- Present findings from a review of the literature on arts and humanities integration and an emerging theory of practice to support arts and humanities curriculum development.
- Review factors supporting the growth of arts and humanities integration and strategies to overcome barriers.
- Feature examples of programs designed to achieve important learning outcomes, including narrative, improvisation, visual arts, music, theater arts, and the study of history.

## Course Outline

Classes will combine student-centered activities with brief introductions to the day's topic. Accordingly, you will be expected to have read the assigned materials and be prepared to comment and participate in meaningful discussions as well as to contribute to the group activities.

W1	Purpose of the Course	01/06
W2	Introduction and Historical Context	01/13
W3	The Fundamental Role of the Arts and Humanities in Medical Education and Physician Development	01/20
W4	Current Landscape and Research Needs	01/27
W5	Examples of Integrative Approaches	02/03

W6	Examples of Integrative Approaches / Class Project	02/10
W7	Examples of Integrative Approaches / Class Project	02/17
W8	Examples of Integrative Approaches / Class Project	02/24
W9	Examples of Integrative Approaches / Class Project	03/03
W10	<i>Spring Break</i>	03/07
W11	Examples of Integrative Approaches / Class Project	03/17
W12	Examples of Integrative Approaches / Class Project	03/24
W13	Presentations	03/31
W14	Presentations	04/07
W15	Recommendations for Integrative Approaches and Conclusions	04/14

### **Texts and Resources**

No text required. All the sources will be available in E-LEARNING @ UF (Canvas).

### **Course Requirements**

#### **1. Attendance, Class Participation & Homework Preparation (60%)**

Attendance & Class Participation: Attendance *and informed participation at all class meetings is required.*

This means that you show up to class on a regular basis and complete your assignments on time. The entire success of the course is that you *get involved, get interested and get motivated* to the history of a world which in many ways produced our own.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

1. Class begins promptly. A student is counted as being tardy if he/she connects after class has started.
2. A student is counted as being absent if he/she fails to attend the class.
3. The student's final grade will be deducted by 1% from his/her final grade for each unexcused absence after the second unexcused absence of the semester.

Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, makes-ups should be arranged prior to absence. Alternatively, students should contact me on their return to classes.

Homework Preparation: you should complete the reading or viewing by the assigned class period and be ready to discuss it.

## **2. Final Project (40%)**

There are many creative approaches to integrating the arts and humanities into medical education, and your project will describe an example that will convey their possible goals, impacts, complexity, and creativity.

Your project description should be 3-4 typed pages long (double-spaced, one-inch margins). Work on this final project will be divided into 3 parts: selection of the topic (due Feb 25, 25%), preliminary outline & bibliography (Mar 31, 25%), and the essay (due Apr 28 50%). Your work must be submitted on the due date unless you have asked for and received permission to extend the deadline or unless you have a valid excuse. Essays will be graded with regard not only to content and organization, but also to presentation, grammar, spelling, and punctuation. Your research should be documented accurately. Secondary sources, whether textual or internet based, must be acknowledged. Unattributed use of sources will earn you an E for the course. Essays must be emailed to saraclassics@ufl.edu by 11:59pm April 28.

### **Break-down of final grade**

Attendance Class, Participation & Reading Preparation 60%

Final Project 40%

### **Grading Scale**

A. 100-93 (4.0)	C. 76-73 (2.0)
A- 92-90 (3.67)	C- 72-70 (1.67)
B+ 89-87 (3.33)	D+ 69-67 (1.33)
B. 86-83 (3.0)	D. 66-63 (1.0)
B- 82-80 (2.67)	D- 62-60 (0.67)
C+ 79-77 (2.33)	E 59- (0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

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### **Accommodation**

Students with disabilities requesting accommodations must first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter to present to the instructor. Students with disabilities should follow this procedure as early as possible in the semester.

<https://disability.ufl.edu/> (352) 392 8565

### **Evaluate your Instructor**

Students should provide feedback on the quality of instruction in this course by completing online

evaluations at [evaluations.ufl.edu](http://evaluations.ufl.edu). The University will announce specific times at the end of the semester for evaluation. Students may view summary results of these assessments at:

[evaluations.ufl.edu/results](http://evaluations.ufl.edu/results)

### **Honor Code**

Familiarize yourself with the University of Florida Student Honor Code and obey it always. You can find the Student Honor Code online at:

<https://sccr.dso.ufl.edu/process/student-honor-code/>

### **Counseling and Wellness**

Students who face difficulties completing the course or need counseling or urgent help should call the Counseling and Wellness Center. Do not wait until the end of the semester for help.

[counseling.ufl.edu](http://counseling.ufl.edu)

### **Important Dates**

Feb 25	Topic Selection
Mar 31	Preliminary Outline & Bibliography
Apr 28	Final Project (to be emailed to <a href="mailto:saraclassics@ufl.edu">saraclassics@ufl.edu</a> )

### **In-class Recording**

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.