HLTC55: METHODS IN ARTS–BASED HEALTH RESEARCH

Winter 2020 | Mondays 3pm - 5pm | MW170
Professor A. Charise
Office phone: 416.208.4786 (you're always welcome to call, *especially* during office hours!)
Office Hours: Mon 5.10pm – 6pm & Thu 3.10pm – 4pm, in Highland Hall #220

Course Description	This course is an introduction to arts-based health research (ABHR), which involves the integration of creative art forms into health and health-related research practices. Students will investigate the conceptual foundations of ABHR and explore representative arts/creative modalities for generating, interpreting and representing health-related research (e.g., narrative, performance, visual arts, digital storytelling, to name a few) with a range of target populations. Through case studies and experiential learning, students will examine issues central to ABHR work including: methodological rigour and quality appraisal, evidence, ethics, epistemological tensions between arts achievement and health knowledge, as well as implementation challenges and policy opportunities for ABHR in Canada and the global context more broadly. Common threads—such as ABHR in elder care, and my own development as an ABHR researcher—will weave together diverse examples of arts-based research with the complex interdisciplinary realities of health and illness.
	In addition to learning about the nuts-and-bolts of university-based health research, we will also consider the differences and overlapping goals of ABHR with more conventional health research methods, including: quantitative, qualitative, mixed methods, as well as participatory, community-engaged/—based, and public health research. Lectures, assignments, and informed group discussion will help you to 1) build practical vocabularies relevant to arts-based health research (ABHR), 2) develop transferable skills in ABHR methods and research design, and 3) reflect critically upon the practice and policy implications of ABHR in the Canadian and global context.
	Success in this course is *highly* contingent upon you engaging fully in class and completing readings/coursework with thoroughness and care. Although you may find the materials challenging at times, they're worth it—I promise. Students are expected to have completed the prerequisites HLTB50 (Introduction to Health Humanities) and HLTB15 (Introduction to Health Research). You are strongly encouraged, whenever possible, to complete "Recommended" readings. **By the end of this course,** students should have the preliminary qualifications to assist with implementing methodologically-sound, basic arts-based research methods in health and health-adjacent settings.

Texts	1) **Required (available at UTSC Bookstore/Library course reserves)**
	• Fancourt, *Arts in Health: Designing and Researching Interventions* (Oxford, 2016)
	• Basting, Towey, and Rose, *The Penelope Project: An Arts-Based Odyssey to Change Elder Care* (Iowa, 2016)
	• Additional materials via Quercus under "Modules" for each week
	2) **Recommended (available at UTSC Bookstore/Library course reserves)**
	• Clift and Camic, *Oxford Textbook of Creative Arts, Health, and Wellbeing: International Perspectives on Practice, Policy, and Research* (Oxford, 2016)
	• *Health Humanities Reader*, eds. Jones, Wear, Friedman (Rutgers, 2014)

Evaluation (see Quercus under "Syllabus" for details)			Due Date:
	Microassignments (1-2% each, up to 5%)	5%	**Ongoing**
	Weekly Quercus Participation	10%	**Ongoing**
	Reflection Portfolio	25%	**Week 04** (5%), **08** (5%); final portfolio due **Week 11** (15%)
	Midterm	20%	**Week 06**
	Team Presentation	25%	**Week 09 or 10**
	ABHR Research Presentation (individual)	15%	**Week 12**

Learning Objectives	**By the end of this course, you should be able to:**
	• **Describe** current theories, modalities, and methods typical to arts-based health research (ABHR);
	• **Define** conceptual foundations of arts-based approaches to health research, with special focus on the application of ABHR in specific target populations (e.g., elder care, mental health and illness, and so on, depending on your individual focus);
	• **Articulate** the background, role, and outcomes of integrating specific arts/creative modalities into health research methods and outcomes, including (but not limited to) narrative, performance, visual arts, and digital storytelling;
	• **Assess** critical issues relating to methodological quality, evidence, research ethics, and implementation challenges in ABHR in Canada and the global context;
	• **Show** enhanced critical capacity in both oral and written forms of expression, and apply that enhanced analytical rigour to the ethical and existential issues at the basis of health research;
	• **Appraise** the value of the humanities as a means of understanding the inter-disciplinary nature of human health—in professional settings, scholarly contexts, and in your own lived experience as a health care consumer and potential patient.

Resources & Policies	**Readings:** All "Required" materials listed beside a specific date **MUST BE READ IN ADVANCE OF the class that meets on that date**. "Recommended"/"Optional" readings are exactly that; these selections will bring additional context and depth to lectures or serve as research resources. My advice is to read them whenever you can.
	Quercus: Check Quercus and your UTSC email account regularly for course documents, announcements, correspondence, discussion boards, and links to online readings. Abridged lecture slides will be posted weekly by Wednesday. Quercus participation prompts will be posted weekly under "Discussion Board."
	Assignment Submission and Late Policies: Unless otherwise indicated, assignments (hard copy) must be submitted in person at the **start** of lecture on the due date. Assignments may be submitted up to one week late with the automatic loss of one point per day, to a maximum of seven points (e.g., 67% to 60%); late papers will not receive written comments. Assignments will not be accepted beyond one week after the due date without evidence of a major disruption to your work (see "Verification of Student Illness or Injury Form" on Q under "Syllabus"). The midterm will take place in-class on the day indicated on the syllabus; barring weather or other formally announced institutional disruptions, midterm attendance is mandatory. There are NO make-up opportunities on any coursework evaluation item.

Office Hours & Email Policy

Office hours are dedicated to you, my students: <u>please make use of them</u> to discuss your progress in this course and other thoughts related to your university studies. ***Given the large number of students that I teach every semester, I ask that you do <u>not</u> email me with course-related questions*** (except under extraordinary circumstances); ***<u>however, you are very, very welcome to call or visit me</u> during office hours***. If you must email for whatever reason, please 1) reconsider, 2) consult the syllabus and then, if absolutely necessary, 3) **contact your TA prior to contacting me**. Remember that emails are a formal genre of writing and self-presentation—be polite and professional at all times. Course-related emails will generally be replied to within 72 hours, weekends and holidays excepted.

Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm outlines the behaviours that constitute academic dishonesty and processes for addressing academic offences. ***Even if you think you know what academic dishonesty means, be proactive and read "*How not to Plagiarize*" on Quercus under "Syllabus."***

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described here: http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm

AccessAbility Services

Students with diverse learning styles and requirements are welcome in this course. If you have a disability or health consideration that may require accommodation, please approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. UTSC AccessAbility Services staff: AA142, 416.287.7560, ability@utsc.utoronto.ca.

Schedule	Required Reading *AH: Arts in Health; Q: Quercus; TPP: Penelope Project*	Optional	Important Dates
Week 1 Lecture: Jan.6	**Introduction: What is Arts–Based Health Research?** • **Q:** Fraser and al-Sayah ("Arts-based methods in health research: A systematic review," 2011) • **Q:** Fancourt and Finn ("Arts, Health, and Wellbeing: Scoping Review"; WHO 2019)	*Q: Tuhiwai Smith, "Decolonizing Methodologies"* *Q: Boivin, "Searching for Answers …"* *Q: Crawford, "Dene and Western medicine meet in image-based storytelling"*	**Note: no office hours this week**

Week 2 Lecture: Jan.13	**Background, Context, and Case Studies for Arts-based Health Research (ABHR)** • **AH: <u>Part 1</u>** ("The Context for Arts in Health Interventions") **and <u>Part 4</u>** ("Fact File of Arts in Health Research and Practice") • **TPP: pp. 1-10 and <u>Part 1</u>**	*Q: Various ABHR "state of the field" publications/reports from different national contexts* *Q: Clift et al, "The arts and global health inequities"*	
Week 3 Lecture: Jan.20	**Designing and Delivering ABHR Programs** • **AH: <u>Chapters</u>** 5, 8, 9, 10 • **Q:** Charise et al, *"White Coats Meet Grey Power…"* • **TPP**: <u>Part 2</u>	*Q: Charise et al, "More to Life…"*	
Week 4 Lecture: Jan.27	**Researching and Developing ABHR Processes** • **AH: <u>Chapters</u>** 6, 7, 11, 12 • **Q:** Two sample Institutional Research Ethics Board Proposals (Anderson et al, Charise et al) • **TPP: <u>Part 3</u>**	*Q: Adamson et al, "Narrative Training as a Method…"* *Q: Charise et al, "Beyond Empathy…" (excerpt)*	**Check-in #1: Reflection Portfolio** (upload to Q)
Week 5 Lecture: Feb.3	**Research Ethics and the Ethics of (ABHR) Research** • **Q:** Cox and Boydell, "Ethical Issues in Arts-Based Health Research" • **Q:** Gubrium et al, "A Situated Practice of Ethics for Participatory Visual and Digital Methods in Public Health Research and Practice: A Focus on Digital Storytelling" • **Q:** Rice et al, "Project Re•Vision: disability at the edges of representation" (**NB: please <u>also</u> watch digital stories linked to in article) • **TPP: <u>Part 4</u>**	*Q: "The Resemblage Project"*	
Week 6 Lecture: Feb.10	**In-class Midterm**		*Note:* Teams finalized by Prof. C via Q

Feb.17	**No Class – Reading Week**

Week 7 Lecture: Feb 24	**Guest Lecture by Isabel Fryszberg OT** (Reg., Ont). Occupational Therapist, documentary film-maker, and founder of Creative Works Studio at St Michael's Hospital	*Q: What's Art Got to Do With It?* *(documentary film by Isabel Fryszberg)*	
Week 8 Lecture: Mar.2	**ABHR Evaluation and Policy Considerations** • **Q:** Lafreniere and Cox, "Toward a framework for the assessment of arts-based works" • **Q:** Weblink, "Creative & Credible" (UK) • **Q:** Bungay and Clift, "Arts on Prescription: a review of practice in UK" • **Q:** Boydell, "The Art of Social Prescription" • **Q:** Alliance for Healthy Communities, "Social Prescribing in Ontario," 2019 • **TPP:** <u>Part 5</u>	*Q: Charise, "Site, Sector, Scope…"* *Q: Hodgins and Boydell, "Interrogating Ourselves…"* *Q: Boydell et al, "ABHR and academic legitimacy"*	**Check-in #2: Reflection Portfolio** (upload to Q)
Week 9 Lecture: Mar.9	**TEAM PRESENTATIONS** (topics TBD)		
Week 10 Lecture: Mar.16	**TEAM PRESENTATIONS** (topics TBD)		
Week 11 Lecture: Mar.23	**In-class Film Screening and Discussion:** *Finding Penelope*	*TPP: Appendices 1-8* *Q: Rossiter et al, "Staging data: Theatre as a tool for analysis and knowledge transfer in health research"*	**Due: Reflection Portfolio** (in-class)
Week 12 Lecture: Mar.30	**Conclusion: Research Poster & Digital Storytelling Presentations**		*(NB: Possible location change; stay tuned)*