

Arts in Healthcare Management

AAD 4/510, Winter Quarter 2016

Wednesdays, 2:00 – 4:50 p.m., Lawrence Hall 249

Program in Arts and Administration (AAD)
School of Architecture and Allied Arts
University of Oregon

Instructor: Patricia Dewey Lambert, Ph.D.

Office hours (Lawrence Hall 251C) are Mondays 1:30 to 3:30 p.m. and by appointment.

Please email (pdewey@uoregon.edu) or call 541-346-2050.

Course Description

This course focuses on developing leadership and management skills for arts programs affiliated with hospitals, nursing homes, senior centers, and hospice facilities. A combined undergraduate and graduate seminar, this course will address how arts in healthcare contribute to quality of life, patient healing and wellness, and community health and well-being. Class sessions develop critical thinking and address theoretical, aesthetic, and practical issues in managing therapeutic arts programs in healthcare settings. Course participants will develop foundational knowledge, competencies, and skills to pursue a professional career path in arts in healthcare management.

This course consists of open-discussion lectures (standard lecture format but with students encouraged to interrupt and ask questions), class discussions of the assigned readings, and other in-class learning activities. Strategic analysis of several case studies will allow students to apply theory to practice in the class sessions. There will be several guest speakers throughout the term. Special attention will be focused on developing students' critical thinking and analytical capacities. Students will be expected to complete all reading assignments prior to each class session and to actively participate in class discussions. Written assignments and class presentations should be prepared with attention to descriptive/factual content as well as to analytical clarity and careful presentation. This course is taught primarily at the graduate student level, but several assignments and grading expectations have been modified to accommodate undergraduate students.

Learning Objectives

In this course, you will:

- Be introduced to the professional field of arts in healthcare management;
- Develop understanding of how arts programs play an important role in enhancing patient-centered care, improving the patient/caregiver healthcare experience, and “humanizing” the healthcare environment;
- Gain a very basic understanding of the United States health care system;
- Develop an understanding of the types of arts in healthcare programs and initiatives prevalent in the United States;
- Explore strategies and practices in professional arts in healthcare program management;
- Learn how to engage quantitative and qualitative evaluation methods in managing arts in healthcare programs;
- Synthesize and apply theory to practice through a case study field trip to Sacred Heart Medical Center RiverBend in Eugene/Springfield;
- Build your own knowledge and expertise in a relevant research area in the Arts in Health field.

Instructor

Patricia Dewey Lambert, associate professor and director of the UO Arts and Administration Program and director of the UO Center for Community Arts and Cultural Policy, has academic degrees and professional experience in the United States and Europe in classical music, international business, arts management, and cultural policy. She is responsible for coordinating graduate studies in performing arts management and arts in healthcare management. Her main research interest areas are in arts administration education, international cultural policy, cultural planning and development, and arts in healthcare management. She serves as principal investigator for a regional research team, the UO Arts in Healthcare Research Consortium and has recently published *Managing Arts Programs in Healthcare* (Routledge, 2015).

Requirements

The final grade will be determined by successful completion of class requirements as indicated below. Further details/guidelines for all requirements will be provided in class and will be made available on blackboard. All papers are to be submitted double-spaced and in 12-point font. No late papers will be accepted. I follow AAD's strict Incomplete ("I" grade) policy; see me for details.

- 1) Wit Response Paper (due January 20) 10%
Students will prepare a 3-page paper in response to their viewing of *Wit*, in accordance with assignment guidelines.
- 2) Midterm Case Study Paper (due Feb. 10) 25%
Using materials provided in class and on Blackboard, as well as independent web-based research, students will individually prepare a 5-page case study of the University of Michigan Health System's *Gifts of Art* program. Please see detailed assignment guidelines.
- 3) Field Trip Analysis Paper (due March 9) 10%
Students will individually prepare a written analysis of the field trip for this course (a 3-page paper) in accordance with assignment guidelines.
- 4) Final Research Paper (due March 14) 40%
With the instructor's advice and approval, students will select a relevant research topic of interest to them (due January 27). The final 15-page paper (due March 14) must draw on research published in journal articles and books, as well as reports available online and/or organizational documents. The paper is worth 40% of the total class grade.
- 5) Class Participation 15%
Attendance in all class sessions and field trips (10%), demonstrated preparation of required readings, and active and meaningful engagement in all class discussions (5%).

Grading Scale:

A= 94 -100	A- = 90-93	
B+ = 87-89	B = 84-86	B- = 80-83
C+ = 77-79	C = 74-76	C- = 70-73
D+ = 67-69	D = 64-66	D- = 60-63
F = 59 and below.		

For P/NP students: Please note that graduate students must achieve 80%
And undergraduates must achieve 70% to receive a "P" for this course.

Technical Support for Students

For technology support with software, network or hardware issues students can contact the *Technology Service Desk in 151 McKenzie Hall*: <https://it.uoregon.edu/is-tech-desk>

For technical assistance using Canvas, students can find self-help resources at the following web address.

<http://blogs.uoregon.edu/canvas/support/>

Students may contact the UO Libraries Computer Help Desk for in-person assistance related to using Canvas.

Canvas Support – UO Libraries Computer Help Desk

- Phone: (541) 346-1807
 - Location: Knight Library, 1st floor – just past the Reference Desk – [map]
 - Hours: Please see the Computer Help Desk page
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Students needing access to computer hardware and software can visit one of the UO campus computer labs: <https://it.uoregon.edu/labs-map>

Policies

Attendance

Attendance in each full class session and field trips is required, and counts towards the “class participation” grade.

Course Conduct

Materials in this course may be controversial and involve contentious discussion. A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes:

- The dignity and essential worth of all participants is respected
- The privacy, property, and freedom of all participants will be respected
- Bigotry, discrimination, violence, and intimidation will not be tolerated
- Personal and academic integrity is expected

Academic Honesty – Avoiding Plagiarism

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to

clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct – plagiarism – is available at www.libweb.uoregon.edu/guides/plagiarism/students. For a more thorough description of the University's policies, and the expectations placed on both students and faculty, go to this page: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

Disability Services

All students are entitled to an accessible and positive learning environment. If you identify as a student with a disability and need any assistance, please let me know. You may also want to contact the UO Accessible Education Center: 164 Oregon Hall, 541-346-1155 (TTY: 541-346-1083), uoaec@uoregon.edu

School of Architecture and Allied Arts Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Grading Policy

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A grading rubric will be disseminated to the class. Please remember that it is easy to keep track of your grades, assignments, and other important information on the *blackboard* site set up for this class.

Course Materials

Required Reference Books *(please order online)*

Askin, E., & Moore, N. (2014). *The health care handbook: A clear and concise guide to the United States health care system*, 2nd edition. St. Louis, MO: Washington University Press.

Lambert, P. D. (Ed.). (2016). *Managing arts programs in healthcare*. New York: Routledge.

Abbreviations for locating your other required readings:

(Canvas) = *The reading is provided in PDF on the Canvas site prepared for this course. Links to URLs for online resources will also be provided.*

Other Recommended (Optional) Reference Books for this Course

Dewey, J. (1934). *Art as experience*. New York: Perigee Books.

Dissanayake, E. (2002). *What is art for?* Seattle: University of Washington Press.

Gardner, H. (1994). *The arts and human development*. New York: Basic Books.

Malchiodi, C. A. (Ed.). (2005). *Expressive therapies*. New York: The Guilford Press.

Sadler, B. L., & Ridenour, A. (2009). *Transforming the healthcare experience through the arts*. San Diego: Aesthetics, Inc.

Winkelman, M. ((2009). *Culture and health: Applying medical anthropology*. San Francisco: Jossey-Bass.

Course Schedule of Topics, Field Trips, Guest Speakers, Required Readings, and Assignments

PART 1: INTRODUCTION TO HOW THE ARTS IMPROVE HEATHCARE

Class 1: Introduction to Arts in Healthcare Management January 6

Assignment Week 1: Read the introductory readings and familiarize yourself with resources available to you online.

This Week's Learning Objective:

You will be introduced to the professional field of arts in healthcare management.

Introduction to the Course

Students' and Instructor's Introductions

Overview of the Course Structure and Content

Discussion of Course Assignments and Requirements

Introduction to Arts in Healthcare Management

Required Readings (if possible, please read before the first class session)

Managing Arts Programs in Healthcare: Read Chapter 1 and Chapter 3

(Canvas) Joint Commission State of the Field Report (2009)

(Canvas) Sonke, J., Rollins, J., Brandman, R., & Graham-Pole, J. (2009). The state of the arts in healthcare in the United States. *Arts & Health, 1*(2). 107-135.

And please review these resources online:

University of Florida, Center for Arts in Medicine
<http://arts.ufl.edu/academics/center-for-arts-in-medicine/programs/>

Americans for the Arts, Arts in Health resources
<http://www.americansforthearts.org/by-topic/arts-and-healing>

<http://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/americans-for-the-arts-publications/arts-and-health-alliance-publications>

Class 2: The Arts and Patient-Centered Care

January 13

Assignment Weeks 2 and 3: Read assigned readings and explore potential final research paper topics

This Week's Learning Objective:

You will understand how arts programs play a role in patient-centered care and improving the patient healthcare experience.

Required Readings (please read before the class session)

(Canvas) Gerteis, M., Edgman-Levitan, S., Daley, J., & Delbanco, T. L. (Eds.). (1993). Introduction: Medicine and health from the patient's perspective. In *Through the patient's eyes: Understanding and promoting patient-centered care* (pp. 1-15). New York: Jossey-Bass.

(Canvas) Charmel, P. A. (2009). Building the business case for patient-centered care. In S. B. Frampton & P. Charmel (Eds.), *Putting patients first: Best practices in patient-centered care* (pp. 191-210). San Francisco: Jossey-Bass.

(Canvas) Clancy, C. M., Corrigan, J. M., & McNeill, D. N. (2009). Patient-centered care as public policy: The role of government, payers, and the general public. In S. B. Frampton & P. Charmel (Eds.), *Putting patients first: Best practices in patient-centered care* (pp. 191-210). San Francisco: Jossey-Bass.

(Canvas) Graham-Pole, J. (2007). Applications of art to health. In J. Sonke-Henderson, R. Brandman, I. A. Serlin, & J. Graham-Pole (Eds.), *Whole Person Healthcare: The Arts & Health*, Volume 3, (pp. 1-21). Westport, CT: Praeger.

Class 3: The Arts' Role in Humanizing Health Care

January 20

Assignment Weeks 2 and 3: Read assigned readings and explore potential final research paper topics

This Week's Learning Objective:

You will gain a basic understanding of the United States Health Care System, and better understand how the arts can help to "humanize" the healthcare experience.

DUE: Response Paper to *Wit* (see assignment guidelines)

Required Readings (please read before the class session)

The Health Care Handbook (your required reference book)

(Canvas) Sultz, H. A., & Young, K. M. (2011). Overview of health care: A population perspective. In *Health Care USA: Understanding its organization and delivery*, 7th edition (pp. 1-31). Sudbury, MA: Jones & Bartlett Learning.

(Canvas) DiCowden, M. A., Newman, R., & Johnston, B. (2007). Dollars and sense: Making it happen (part I). In M. A. DiCowden (Ed.), *Whole Person Healthcare: Humanizing Healthcare*, Volume 1, (pp. 261-281). Westport, CT: Praeger.

For your *Wit* response paper, please read in advance:

(Canvas) Coulehan, J., & Clary, P. (2005). Healing the healer: Poetry in palliative care. *Journal of Palliative Medicine*, 8 (2), 382-389.

(Canvas) Lorenz, K. A., Steckart, M. J., & Rosenfeld, K. E. (2004). End-of-life education using the dramatic arts: The *Wit* educational initiative. *Academic Medicine*, 79(5), 481-486.

PART 2: MANAGING ARTS IN HEALTHCARE PROGRAMS AND INITIATIVES

Class 4: Understanding the Types of Arts in Healthcare Programs

January 27

Assignment Week 4: Begin to explore professional practice in arts in healthcare management

This Week's Learning Objective:

You will begin to develop an understanding of the types of arts in healthcare programs and initiatives prevalent in the United States.

Guest Speaker: Cindy Perlis, Director, UCSF Art for Recovery Program (confirmed)

DUE: Your final research paper proposal (see assignment guidelines)

Required Readings (please read before the class session)

Managing Arts Programs in Healthcare, Chapter 2

(Canvas) From Sadler, B. L., & Ridenour, A. (2009). *Transforming the healthcare experience through the arts*. San Diego: Aesthetics, Inc.

Chapter 1: "Healthcare Leadership and Healing Arts Programs"

Chapter 2: "The Healing Intersection between the Arts and Healthcare"

Chapter 10: "A Roadmap to Create Effective and Sustainable Arts Programs"

And five selected "exemplary arts projects":

Bedside Harp

Art While You Wait

Arts at the Bedside

Danceworks Intergenerational Multi-Arts Project: "Soul Shoes"

Health Through Art

Class 5: Managing Environmental AIH Initiatives**February 3****Assignment Week 5:** Work on midterm case study assignment (see assignment guidelines)*This Week's Learning Objective:**You will develop an understanding of the professional management of initiatives to integrate architecture, design, and the use of evidence-based visual arts to improve the healthcare environment.***Required Readings** (please read before the class session)*Managing Arts Programs in Healthcare, Part 2 (Chapters 4-7)*

(Canvas) Schweitzer, M., Gilpin, L., & Frampton, S. (2004). Healing spaces: Elements of environmental design that make an impact on health. *The Journal of Alternative and Complementary Medicine, 10*(1), S-71-S-83.

(Canvas) Charmel, R. S. (2009). Effects of viewing art on health outcomes. In S. B. Frampton & P. Charmel (Eds.), *Putting patients first: Best practices in patient-centered care* (pp. 129-149). San Francisco: Jossey-Bass.

Class 6: Managing Participatory AIH Programs**February 10****Assignment Week 6:** Work on your term paper (see assignment guidelines)*This Week's Learning Objective:**You will develop an understanding of the professional management of participatory arts experiences in healthcare settings to improve the patient, family, and staff experience.***DUE: Midterm Case Study Analysis: University of Michigan Healthcare System's Gifts of Art Program** (see assignment guidelines)**Required Readings** (please read before the class session)*Managing Arts Programs in Healthcare, Part 3 (Chapters 8-10)*

Class 7: Managing AIH Programs for Special Populations**February 17****Assignment Week 7:** Work on your term paper (see assignment guidelines)*This Week's Learning Objective:**You will develop an understanding of the professional management of arts programs designed for specific populations: veterans' care, pediatric care, geriatric care, palliative care, and cancer care.***Required Readings** (please read before the class session)*Managing Arts Programs in Healthcare, Part 4 (Chapters 11-15)*

Class 8: Managing AIH Programs for Caregivers**February 24****Assignment Week 8:** Work on your term paper (see assignment guidelines)**Guest Speaker for VTS Instructional Demonstration at JSMA: Lisa Abia-Smith, AAD Instructor and Director of Education at the UO Jordan Schnitzer Museum of Art (at 4:00 pm)**

This Week's Learning Objective:

You will develop an understanding of the professional management of arts programs designed to care for the caregiver – whether professional medical staff, paraprofessional caregiver, or family caregiver. You will also be introduced to ways in which arts programs can be integrated into the training of physicians and nursing staff.

Required Readings (please read before the class session)

Managing Arts Programs in Healthcare, Part 5 (Chapters 16-18)

PART 3: LOCAL CASE STUDIES

Class 9: Field Trip: Sacred Heart Medical Center Riverbend March 2

Host: Ann Gordon / Micki Varner, Center for Mission (field trip and details to be confirmed)

When the field trip is confirmed, details will be provided on a separate document.

Assignment Week 9: Work on your response paper to the SHMC RiverBend field trip and on your term paper (see assignment guidelines)

This Week's Learning Objective:

You will apply theory to practice in learning about strategic planning and management of community-based arts in healthcare design and programming in a mid-sized city. A particular focus will be on music programs, Music-Thanatology, and palliative care.

Readings and organizational handouts will be provided on site.

Class 10: AIH Program Strategic Planning and Evaluation March 9

Case Study: Samaritan Health Services in Corvallis, Oregon

Guest Speakers: Jana Kay Slater, Ph.D., and Terri Thomas, representing the Arts in Health programs and initiatives of Samaritan Health Services in Corvallis. (confirmed)

Note: INSTRUCTOR OUT OF TOWN – PAMC in San Antonio

Assignment Week 10: Work on your term paper (see assignment guidelines)

DUE: Response paper to SHMC RiverBend Field Trip (see assignment guidelines)

Please submit this paper to Patricia by dropping it off for her at the main administration desk across from her office.

This Week's Learning Objective:

You will apply theory to practice in learning about strategic planning and management of community-based arts in healthcare programming in a rural environment. A particular focus will be on community arts programming and engagement. You will develop an understanding of quantitative and qualitative evaluation methods that can be used in managing arts in healthcare programs within the high-stakes evaluation framework of America's health care institutions.

Readings and organizational handouts will be provided in class.

Exam Week:

Final Term Papers are DUE Monday, March 14, 2016 by 4:00 p.m.

Please submit the hard copy of your paper to Patricia either directly to her in her office, or you can leave your paper for her at the main administration desk across from her office.

Please also submit a copy to Patricia via email as a PDF attachment (to be shared, with your consent, with the other students in the class).