



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
AARON KNOCHEL	adk176	Arts and Architecture (AA)	Not Available
CRISTIN MILLETT	clm23	Arts and Architecture (AA)	Not Available

Academic Home: Arts and Architecture (AA)

Type of Proposal: Add Change Drop

Course Designation

(AED 355Q) Show Me Where it Hurts: Healthcare and Creative Inquiry

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Art & Health
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Visual Arts (UPAA_VARTS)

Curricular

Responsibility:

Effective Semester: Upon Approval

Travel Component: YES

Description Of Travel Component: Visiting New York Academy of Science to view archives of rare books. The fieldtrip is provided for students to explore flap anatomy books and visualizations of the body. See <https://nyam.org/library/collections-and-resources/archives/>

Course Outline

A brief outline or overview of the course content:

Show Me Where It Hurts: Healthcare and Creative Inquiry explores research in the arts and social sciences related to healthcare. Coursework will focus equally on narrative and arts-based inquiry. Narrative inquiry is a form of social science research that focuses on storytelling as a form of knowledge that can aid in understanding the social world. Arts-based inquiry is creative practice associated with the visual and performing arts that uses forms of artmaking as a research method. Both forms of creative inquiry will be used by students to reflect and reconstruct the experience. Through the process, the construction of identity and knowledge in healthcare contexts may be revealed, yielding a greater capacity for empathy. Empathy is the ability to relate to the experience of another person and in this course these experiences will be in the context of healthcare as explored from three perspectives: healthcare professionals, caregivers, and self-care.

The course will involve students in equal parts exposure to utilizing critical and analytical methods from both narrative inquiry and arts-based research; synthesizing knowledge across multiple perspectives related to the social dynamics of healthcare environments, and creative thinking exercised through both writing and art making. Across project work students will be asked to explore three central themes: 1) seeing, knowing, and understanding; 2) developing capacity for empathy; and 3) exploring examples in art and health. Interdisciplinary explorations of narrative and arts-based inquiry is intended to increase empathic ways of knowing that may benefit future interactions within healthcare systems either as professionals, caregivers, or patients.

In addition to the themes organized in course content, this course meets honors enrichment requirements by offering unique travel experiences relevant to course content such as visiting the library at the New York Academy of Medicine; aligning access to faculty researchers from the Art & Design Research Incubator (ADRI); and incorporating global perspectives to the project work. See the syllabus for more details.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Exploring Critical and Analytical Methods of Narrative Inquiry [5 weeks]

Readings and discussions will focus on understanding Narrative Inquiry in the social sciences through frameworks of temporality, sociality, and place. Students will also be assigned a publication from the Graphic Medicine series to explore visual narrative inquiry in healthcare contexts. Analysis and reflection on these works will be informed using frameworks that stem from John Dewey's philosophy on experience. Project work will have students exploring the use of digital fabrication technologies (3D scanning and printing) to design prosthetics in everyday and healthcare contexts as well as integrating reflective writing in a project called Extending the Body.

Understanding the Dynamics of Empathy in Art and Healthcare [5 weeks]

Readings and discussions will focus on locating examples in healthcare through a global perspective utilizing the Wellcome Book Prize listings. Activities will involve exploring research from Art & Design Research Incubator (ADRI) possibly including FaceAge by Andrew Belser; Assistive Technologies and Digital Fabrication by Aaron Knochel; Releasing Trauma through Movement by Elisha Clark Halpin; Embodied Mind/Damaged Brain by William Doan and Stiff by Cristin Millett. Analysis and reflection on these works will be informed using frameworks that stem from John Dewey's philosophy on experience and Pierre Bourdieu's concept of habitus. In addition to arts-based research projects, students will review relevant resources provided by professional organizations such as The Institute for Healthcare Improvement (www.ihl.org) for institutional perspectives on care and be exposed to documentary materials that can provide insight as to caregivers and healthcare settings such as the documentary film "Portraits of Professional CAREgivers: Their Passion, Their Pain" (<http://caregiversfilm.com/>). Project work will focus on students synthesizing these multiple perspectives in the dynamics of healthcare including professionals, caregivers, and

self-care through a presentation. Global perspectives will be integrated when appropriate into project work.

Creating and Reflecting through Arts Inquiry [5 weeks]

Honors enrichment activities will include fieldtrip to the Washington DC National Library of Medicine or New York Academy of Science to gather information about flap anatomies as visual explorations of the human body and research for the students' own work in the Flap Anatomy Books Final Project. The final project will involve mixed media sculptural work accompanied by reflective writing. Discussions will develop a student-led art exhibition presenting the thematic progressions of the semester as they relate to three central themes: 1) seeing, knowing, and understanding; 2) developing capacity for empathy; and 3) exploring examples in art and health.

Course Description:

Show Me Where It Hurts: Healthcare and Creative Inquiry is an interdisciplinary exploration of the dynamics of healthcare using both storytelling and artmaking as research methods. Stories of healthcare professionals, caregivers, and self-care will be explored to understand the actions and emotions that constitute empathy as the ability to relate to another person's experiences. By the end of the course, students' deeper understanding for how sharing experiences through the arts can increase empathy in human relationships will augment perspectives on care within healthcare systems either as professionals or patients.

The course investigates methods for developing empathy that employ narrative and arts-based inquiry while also exploring a range of resources unique to Penn State to increase understanding such as the Graphic Medicine Series and the Art and Design Research Incubator (ADRI). Students will develop multiple modes of communication appropriate to the social sciences and the arts to develop effective communication in writing, presenting, and artmaking in thematic projects.

The course pursues three themes throughout the semester:

Theme 1: Seeing, Knowing, and Understanding

" Engaging with forms of narrative, art and performance to understand how artists and social scientists use observation, data, and interpretation to inform their practices

Theme 2: Developing Capacity for Empathy

" Utilizing art studio explorations with materials and techniques combined with reflective writing practices, students engage in creative thinking skills to heighten empathic ways of knowing through the medium of art and narrative.

Theme 3: Analyzing Perspectives in Art and Health

" Analyze case studies focused on art and health to explore healthcare from three perspectives: healthcare professionals, caregivers, and self-care.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: AARON KNOCHEL (adk176)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: CRISTIN MILLETT (clm23)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

1. Students will demonstrate the ability to exchange information and ideas in oral, written, and visual form in ways that allows for informed and persuasive discourse concerning empathy and healthcare
2. Students will demonstrate methods of narrative and arts-based inquiry to critically reflect and analyze issues, ideas, artifacts, and events of the dynamics of healthcare
3. Students will synthesize multiple perspectives in the dynamics of healthcare including professionals, caregivers, and self-care to better understand the role of art and empathy within these contexts
4. Students will demonstrate creative thinking through their capacity to synthesize existing ideas, images, or expertise offered through a range of encounters (Graphic Medicine Series, ADRI research, Wellcome Book Prize listings) via their original artwork.
5. Students will identify linkages between existing knowledge and the new information from their own narrative and arts-based inquiry in a thematic exhibition.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

In the following I offer the summative assessment instruments used in the course and provide the number of the learning objective listed above in parentheses immediately following. I have also grouped the projects under general headings that indicate the

percentage of the final grade.

Artmaking (50%)

Extending the Body Project (learning objectives #1, #2, #3, #4)

Flap Anatomy Books Final Project (learning objectives #1, #3, #4)

Book Review (10%)

Graphic Medicine Series report (learning objectives #1, #2, #3)

Individual presentation (10%)

Dynamics of Empathy in Healthcare Presentation (learning objectives #1, #2, #3)

Group presentation (20%)

Art and Health Thematic Exhibition (learning objectives #1, #3, #4, #5)

Participation (10%)

Prepared for daily in-class activities

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course has no prerequisites. As a new interdomain course that integrates both GS GA domains there is little in the bulletin that relates to the interdisciplinarity of this course. However, our efforts are aligned with curricular initiatives coming from Dr. Michael Flanagan and the College of Medicine (see <http://www.psu.edu/feature/2016/03/03/art-medicine>) and Nancy Locke from Art History (see <https://artsandarchitecture.psu.edu/news/art-history-professor-uses-impressionism-teach-med-students-about-communication>)

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Show Me Where It Hurts: Healthcare and Creative Inquiry will be offered as an inter-domain general education course within integrative studies with focus on GS and GA domains.

A description of any special facilities:

The course does propose to use digital fabrication technologies and will rely on both Stuckeman's DigiFab and the Maker Commons in the Penn State library.

Frequency of Offering and Enrollment:

Course is intended to be offered once a year with an anticipated student enrollment 25-40 students depending on room assignment. If the course is well received then moving to every semester is possible and warranted.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

1. **EFFECTIVE COMMUNICATION.** Students will demonstrate the ability to exchange information and ideas in oral, written, and visual form in ways that allows for informed and persuasive discourse concerning empathy and healthcare. Project work includes written reports of readings from the Graphic Medicine Series, an oral presentation in reflecting on their Wellcome Book Prize selection, and original artwork through projects Extending the Body and Flap Anatomy Books.
 2. **CRITICAL AND ANALYTICAL THINKING.** Students will demonstrate methods of narrative and arts-based inquiry to critically reflect and analyze issues, ideas, artifacts, and events of the dynamics of healthcare both in project work and engaging with cases studies from art and narrative practice. Analysis and reflection on these works will be informed using frameworks that stem from John Dewey's philosophy on experience and Pierre Bourdieu's concept of habitus.
 3. **INTEGRATIVE THINKING.** Students will synthesize multiple perspectives in the dynamics of healthcare including professionals, caregivers, and self-care to better understand the role of art and empathy within these contexts by engaging with a range of examples coming from Graphic Medicine Series, ADRI research, and the Wellcome Book Prize listings. Synthesis will manifest in multiple projects through multiple forms of communication including written, oral, and artwork. Students will also identify linkages between existing knowledge and the new information from their own narrative and arts-based inquiry in a thematic exhibition.
 4. **CREATIVE THINKING.** Students will demonstrate creative thinking through their original artwork via projects Extending the Body and Flap Anatomy Books.
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How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

In the following I offer the Learning Objective(s) of General Education covered in this course followed by the summative assessment instruments used in the course that correspond to that objective:

1. **EFFECTIVE COMMUNICATION:** All projects including written reports of readings from the Graphic Medicine Series, an oral presentation in reflecting on their Wellcome Book Prize selection, and original artwork through projects Extending the Body and Flap Anatomy Books. Effective communication may also be evaluated in the presentation of the Art and Health Thematic Exhibition.
 2. **CRITICAL AND ANALYTICAL THINKING.** The Graphic Medicine Series report and Dynamics of Empathy in Healthcare Presentation will ask students utilize the example (Graphic Medicine book or Wellcome Book) to analyze and critically reflect on multiple perspectives within healthcare. This analysis is framed in understanding both the multiple perspective active within these social dynamics and how empathy is a form of knowledge within these contexts. Analysis and reflection will be informed using frameworks that stem from John Dewey's philosophy on experience and Pierre Bourdieu's concept of habitus.
 3. **INTEGRATIVE THINKING.** Students will synthesize multiple perspectives in the dynamics of healthcare by engaging with a range of examples coming from Graphic Medicine Series, ADRI research, and the Wellcome Book Prize listings. Synthesis will manifest in multiple projects through multiple forms of communication including written, oral, and artwork. Students will also identify linkages between existing knowledge and the new information from their own narrative and arts-based inquiry in the Art and Health Thematic Exhibition.
 4. **CREATIVE THINKING.** Students will demonstrate creative thinking through their original artwork via projects Extending the Body and Flap Anatomy Books.
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General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

- Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
- Demonstrate competence in the creation of works of art and design
- Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
- Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

" Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
Students will explore a range of artworks from the Graphic Medicine Series and the ADRI that will introduce students to methods of inquiry appropriate to visual and performative arts. These methods will be held in comparison to those of narrative inquiry via their exposure to literary sources such as the Wellcome Book Prize reading.

" Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
Students will demonstrate an expanded knowledge of the role of empathy in the context of healthcare via the art examples they will be exposed to and the art that they will make in the projects Extending the Body and Flap Anatomy Books. Their expanded comprehension will be further demonstrated by identifying linkages between existing knowledge and the new information from their own narrative and arts-based inquiry in the Art and Health Thematic Exhibition.

" Demonstrate competence in the creation of works of art and design

Students will demonstrate competence in the creation of works of art and design by engaging in the projects Extending the Body and Flap Anatomy Books.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral

sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

" Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Students will explore narrative and arts-based inquiry in its relation to qualitative and post-positivist methods of research. Engaging with forms of narrative, art and performance will allow students to better understand how artists and social scientists use observation, data, and interpretation to inform their practices.

" Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Students will consult a range of literary and artwork examples invested in understanding the dynamics of healthcare from multiple perspectives including professionals, caregivers, and self-care. Analysis and reflection on these works will be informed using frameworks that stem from John Dewey's philosophy on experience and Pierre Bourdieu's habitus. Examining these multiple perspectives, in addition to their own project work, will be invested in better understand the role empathy plays in the context of healthcare and its institutions.

" Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

By engaging with examples and their own process of employing narrative and arts-based methods of qualitative inquiry students will better recognize the social and cultural dynamics of work within healthcare fields and the role of empathy within those fields.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course will involve students in equal parts exposure to utilizing critical and analytical methods from both narrative inquiry and arts-based research; synthesizing knowledge across multiple perspectives related to the social dynamics of healthcare environments, and creative thinking exercised through both writing and art making. Across project work students will be asked to explore three central themes: 1) seeing, knowing, and understanding; 2) developing capacity for empathy; and 3) exploring examples in art and health. Exploration of narrative and arts-based inquiry is intended to increase empathic ways of knowing and develop a deeper understanding for the complexity of healthcare as a social system of human care.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Students will spend an equal amount of time developing an understanding and engaging in methods of narrative and arts-based inquiry focused on the context of healthcare. This equality is realized not by bifurcating the course, but rather integrating at every level both art and social science perspectives on healthcare and post positivist methods of qualitative inquiry.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Aaron Knochel has a PhD in Art Education with training and expertise in both the visual arts and qualitative research appropriate to that degree. Cristin Millett is a full Professor in the visual arts whose work has an explicit focus on feminist theories and women's health.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The Integrative Learning Value Rubric, created by the Association of American Colleges and Universities (AAC&U), will guide assessment principles related to connecting relevant experience to course content, making connections across disciplines, transferring and synthesis of new knowledge, integrating communication of new knowledge through various forms and implementation of reflective self-assessment opportunities.

Generally, formative assessment will be conducted via small group and individual consultation that will take place in class and in guided discussion threads over the course of the semester. Formative assessments will be both self-guided and provided via peer consultation to help students understand their own growth. Summative assessments will be focused on project work where higher levels of integrative linkages are required in order to realize the outcomes. Project work is multimodal in oral, written, and visual forms that will have an increased capacity for students to engage and communicate increased capacity in integrating knowledge and work appropriate to social science and the arts.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

A ED 355

Show Me Where It Hurts: Healthcare and Creative Inquiry



Plague sufferers, Toggenberg Bible, 15th century

Instructors:

Aaron Knochel, Assistant Professor of Art Education ([bio](#))

adk176@psu.edu, 814.863.7309

109 Arts Cottage, HOURS: 1-3pm, M; by appointment

Cristin Millett, Professor of Art ([bio](#))

clm23@psu.edu, 814.865.6182

105 Visual Arts Building, HOURS: 10-11am, M/W; by appointment

Time: TBA
Location: TBA
Credits: 3
Interdomain GE: GA/GS

Course description

Show Me Where It Hurts: Healthcare and Creative Inquiry is an interdisciplinary exploration of the dynamics of healthcare using both storytelling and artmaking as research methods. Stories of healthcare professionals, caregivers, and self-care will be explored to understand the actions and emotions that constitute empathy as the ability to relate to another person's experiences. By the end of the course, students' deeper understanding for how sharing experiences through the arts can increase empathy in human relationships to augment perspectives on care within healthcare systems either as professionals or patients.

The course investigates methods for developing empathy that employ narrative and arts-based inquiry while also exploring a range of resources unique to Penn State to increase understanding such as the Graphic Medicine Series and the Art and Design Research Incubator (ADRI). Students will develop multiple modes of communication appropriate to the social sciences and the arts to develop effective communication in writing, presenting, and artmaking in thematic projects.

The course pursues three themes throughout the semester:

Theme 1: Seeing, Knowing, and Understanding

- Engaging with forms of narrative, art and performance to understand how artists and social scientists use observation, data, and interpretation to inform their practices

Theme 2: Developing Capacity for Empathy

- Utilizing art studio explorations with materials and techniques combined with reflective writing practices, students engage in creative thinking skills to heighten empathic ways of knowing through the medium of art and narrative.

Theme 3: Analyzing Perspectives in Art and Health

- Analyze examples focused on art and health to explore healthcare from three perspectives: healthcare professionals, caregivers, and self-care.

Honors Enrichment

The course includes a number of enriching educational experiences complimented by lively class discussions to create a dynamic learning environment. We will take a field trip to New York City to study examples of "flap anatomies," anatomical illustrations with hinged, layered sheets that can be moved to reveal the interior of the body. The class will visit the library at the New York Academy of Medicine, which houses one of the largest collections of medical history, including significant examples of flap anatomies and anatomical fugitive sheets. If funding is available, we may also include field trips to Philadelphia to the library of the College of Physicians and Surgeons/the Mutter Museum, the Dittrick Medical History Center in Cleveland, and/or the National Library of Medicine in Bethesda.

If available, students will attend live performances of "Drifting" and/or "My Anxiety," solo performances written and performed by Professor William Doan, in which his graphic medicine drawings are featured in large projections behind him as he performs his monologue. "Drifting" examines the complexities of end of life decisions faced by his family after his sister suffered a traumatic brain injury and eventual death. "My Anxiety" focuses on his lifelong struggles with anxiety and depression. If live performances are not staged during the semester, we will invite Professor Doan to the class to share his work and video recordings of his performances.

If available, students will attend live screenings/video installations of "FaceAge," Andy Belser's project exploring perceptions of aging, where young adults and aging adults consider life issues while studying each other's faces. If live screenings are not scheduled during the semester, we will invite Professor Belser to the class to share his work. Professor Belser is developing potential projects in China, Argentina, and indigenous/First Nations people in Canada. If those projects come to fruition, they could introduce a global perspective to the class.

We will work with the Penn State Library and incorporate the new collection of the Blausen Medical Scientific and Medical Animations. Further, through our affiliation with the Penn State Press, we may invite authors in their Graphic Medicine Series to engage in conversations focused on the intersection of art and health.

Course Learning Objectives

1. Students will demonstrate the ability to exchange information and ideas in oral, written, and visual form in ways that allows for informed and persuasive discourse concerning empathy and healthcare
2. Students will demonstrate methods of narrative and arts-based inquiry to critically reflect and analyze issues, ideas, artifacts, and events of the dynamics of healthcare
3. Students will synthesize multiple perspectives in the dynamics of healthcare including professionals, caregivers, and self-care to better understand the role of art and empathy within these contexts
4. Students will demonstrate creative thinking through their capacity to synthesize existing ideas, images, or expertise offered through a range of encounters (Graphic Medicine Series, ADRI research, Wellcome Book Prize listings) via their original artwork.
5. Students will identify linkages between existing knowledge and the new information from their own narrative and arts-based inquiry in a thematic exhibition.

Description of Assignments (and credits)

Artmaking (50%)

Extending the Body Project - 25% (learning objectives #1, #2, #3, #4)

The body is the central instrument in creative inquiry both in how you account for its involvement in the world (narrative) and for the ways that it expresses itself through materials (art). In this assignment we will explore the prosthetic as a both a metaphor and an artifact.

You will design and fabricate a prosthetic as an extension of the body that enacts a certain potential. This potential may be practical i.e. to grasp, to balance, to support, etc. The potential may also be more conceptual in nature i.e. to see, to express, to relate, etc.

In addition to fabricating the artifact, you will be writing a story to tell the function of the prosthetic. Your writing may be descriptive, poetic, fictional, etc., but the writing must convey both the potential of the prosthetic and convey the process and realization of your development of it. Your writing must reflect the development of your prosthetic by not only describing the final result, but also telling the story of its development: choices that were made along the way, influences and decisions that were garnered from course materials, and description of how the artifact was tested. We will study the work of Dr. Joe Julian, who worked closely with Cambodian refugees to help victims of landmine injuries design and build their own prosthetics.

The Narrative Body Project – 25% (learning objectives #1, #3, #4)

Continuing our exploration of the body as a central instrument for creative inquiry, you will develop a narrative exploring issues of health and the human body. Your story will be communicated in the style and format of graphic medicine, combining carefully edited and condensed text with visual imagery. The visual description of your narrative will be translated onto subsequent layers or flaps, in the style of flap anatomies. Flap anatomies or fugitive sheets became a popular method for explaining human anatomy by European anatomists starting in the 16th century, but examples were published up into the 1900s. The class will research historical flap anatomies and take field trips to study these examples in person. The flaps are akin to pages of a book, where the narrative unfolds through time and interaction. Similarly, the act of lifting each layer serves as a metaphor for dissection: as we peruse the narrative, we peel away parts of human body.

Book Review (10%)

Graphic Medicine Series report (learning objectives #1, #2, #3)

You will develop a book review (about 1500 words) of one selection of the Graphic Medicine Series written for an intended audience using the framework of healthcare professionals, caregivers, and self-care. A number of examples from the Graphic Medicine Series are written by non U.S. authors, including Paula Knight and Ian Williams, M.D., both who draw from their experiences with healthcare and the U.K. National Health Service, offering a global perspective. The review should provide an analysis of the graphic novel intended for one of these constituencies as the target audience.

Individual presentation (10%)

Dynamics of Empathy in Healthcare Presentation (learning objectives #1, #2, #3)

You will develop a presentation that synthesizes multiple perspectives in the dynamics of healthcare including professionals, caregivers, and self-care through a presentation by developing a comparative analysis of two creative research projects. Projects may come from examples covered in either of the first two components of the course: Exploring Critical and Analytical Methods of Narrative Inquiry and Understanding the Dynamics of Empathy in Art and Healthcare

Group presentation (20%)

Art and Health Thematic Exhibition (learning objectives #1, #3, #4, #5)

A thematic exhibition will be held at a public location at the end of the semester. Small groups will be assembled to arrange promotional materials, curatorial descriptions, and installation of the artworks developed over the course of the semester. The exhibition should explore themes of the course including: creative inquiry, healthcare from three perspectives: healthcare professionals, caregivers, and self-care; and empathy as both an emotion and action relating to another's experience of care.

Participation (10%)

Participation includes arriving on time at the designated location, completion of assigned readings before the start of class, engaged listening, and active involvement in the discussion or activity at hand. In addition, you (and possibly a partner) will be responsible for leading the class in discussion.

Course Sequence

Exploring Critical and Analytical Methods of Narrative Inquiry [1-5 weeks]

In this section of the course readings and discussions will focus on understanding narrative inquiry in the social sciences through frameworks of temporality, sociality, and place. Students will also be assigned a publication from the Graphic Medicine series to explore visual narrative inquiry in healthcare contexts. Analysis and reflection on these works will be informed using frameworks that stem from John Dewey's philosophy on experience. Project work will have students exploring the use of digital fabrication technologies (3D scanning and printing) to design prosthetics in everyday and healthcare contexts as well as integrating reflective writing in a project called Extending the Body.

Understanding the Dynamics of Empathy in Art and Healthcare [6-10 weeks]

In this section of the course readings and discussions will focus on locating examples in healthcare utilizing the Wellcome Book Prize listings. The Wellcome Book Prize is part of the Wellcome Trust, founded in 1936 by Sir Henry Wellcome (UK). Winners of the Wellcome Book Prize include authors from around the world to offer a global perspective, but the thematic content examines medicine, health, and/or illness. Activities will involve exploring research from Art & Design Research Incubator (ADRI) possibly including *FaceAge* by Andrew Belser; *Assistive Technologies and Digital Fabrication* by Aaron Knochel; *Releasing Trauma through Movement* by Elisha Clark Halpin; *Embodied Mind/Damaged Brain* by William Doan and *Stiff* by Cristin Millett. When scheduling permits, attending live screenings of *FaceAge*, *Drifting*, and *My Anxiety* will be required. Analysis and reflection on these works will be informed using frameworks that stem

from John Dewey's philosophy on experience and Pierre Bourdieu's concept of habitus. In addition to arts-based research projects, students will review relevant resources provided by professional organizations such as The Institute for Healthcare Improvement (www.ihl.org) for institutional perspectives on care and be exposed to documentary materials that can provide insight as to caregivers and healthcare settings such as the documentary film "Portraits of Professional CAREgivers: Their Passion, Their Pain" (<http://caregiversfilm.com/>). Project work will focus on students synthesizing these multiple perspectives in the dynamics of healthcare including professionals, caregivers, and self-care through a presentation.

Creating and Reflecting through Arts Inquiry [11-15 weeks]

Activities will include a field trip to New York City to study examples of "flap anatomies," anatomical illustrations with hinged, layered sheets that can be moved to reveal the interior of the body. The class will visit the library at the New York Academy of Medicine, which houses one of the largest collections of medical history, including significant examples of flap anatomies and anatomical fugitive sheets. The goal of the field trip is to gather information about flap anatomies as visual explorations of the human body and research for the students' own work in the Narrative Body Final Project. Flap anatomies or fugitive sheets became a popular method for explaining human anatomy by European anatomists starting in the 16th century, but examples were published up into the 1900s. If funding is available, we may also include field trips to Philadelphia to the library of the College of Physicians and Surgeons/the Mutter Museum, the Dittrick Medical History Center in Cleveland, and/or the National Library of Medicine in Bethesda. The final project will involve mixed media artwork accompanied by reflective writing. Discussions will develop a student-led art exhibition presenting the thematic progressions of the semester as they relate to three central themes: 1) seeing, knowing, and understanding; 2) developing capacity for empathy; and 3) exploring examples in art and health.

Supply and Equipment

Course readings and assignments will be provided using the Canvas content management website (<https://psu.instructure.com/>)

Course projects and activities will use material inquiry to explore concepts and certain materials may be needed as necessary. Access to a computer and Internet resources will be a constant need. Materials and equipment may be acquired in consultation with the instructor.

Grading policy

Student final grades will be based upon the quality of work, the intensity of participation inside and outside class, and professionalism (promptness, social interaction, and teamwork). Students who fulfill all required assignments thoroughly and thoughtfully, contribute positively to the general climate of the class, and are open and receptive to ideas and suggestions, are capable of earning a "B" in this course. Students who consistently exceed expectations and display exceptional effort and involvement will earn an "A."

A work reflects a very high level of conceptual understanding of course content. Work at this level is free of grammatical, punctuation, and mechanical errors and reads like a scholarly paper eligible for publication consideration in a journal or book. Writing is free of casual vocabulary and jargon and reflects serious scholarly integrity. The content of the work suggests a curiosity

and engagement with the content indicative of a student interested in advancing the field and the construction of new knowledge. Arguments are supported with references to literature in the field and meet or exceed the assignment requirements.

B work reflects a high level of conceptual understanding of course content. Work at this level has few grammatical, punctuation, and mechanical errors and reads like a scholarly paper eligible for publication consideration in a journal or book pending minor revisions. Writing is free of casual vocabulary and jargon and reflects scholarly integrity. The content of the work suggests an interest with the content and possible desire to know more about the topics under discussion. Most arguments are supported with references to literature in the field and meet assignment requirements.

C work reflects a satisfactory level of conceptual understanding of course content. Work at this level may have several grammatical, punctuation, and mechanical errors and read like a paper submitted for publication consideration in a journal or book that requires major revisions. Writing may contain casual vocabulary and jargon and reflect minimal scholarly integrity. The content of the work suggests little curiosity and engagement with the content. Most arguments are supported with minimal references to literature in the field and meet assignment requirements.

D work reflects less than satisfactory conceptual understanding of course content. Work at this level will have several grammatical, punctuation, and mechanical errors and read like a paper that should not be submitted for publication consideration in a journal or book or one that would be rejected by the editor and/or reviewers. Writing will contain casual vocabulary and jargon and reflect minimal or no scholarly integrity. The content of the work suggests little or no curiosity and engagement with the content. Arguments are not supported or are supported with opinions or minimal references to literature in the field and may meet assignment requirements.

F work reflects unsatisfactory conceptual understanding of course content. Work at this level will have numerous grammatical and mechanical errors and show no indications of being eligible for submission for publication consideration. Writing will contain casual vocabulary and jargon and reflect no scholarly integrity. The content of the work suggests no curiosity and engagement with the content. Arguments are not supported or are based on opinions rather than course content and literature in the field and do not meet assignment requirements.

100-95 A, 94-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-63 D, below 62 F. This scale is used for individual assignments and for final grades.

Late assignments will not be accepted for credit. Partial credit is better than no credit.

Each student is responsible for turning in her or his work on time and for keeping up with assignments. All class assignments must be submitted electronically to CANVAS unless otherwise noted. Be sure to submit your work on time. Become familiar with CANVAS and the process for submitting work well before the due date.

All assignments submitted to CANVAS must include: student's name, title of assignment, date, and e-mail address. Students must avoid plagiarism and always cite work, images, and text obtained from the Internet, journals, books or other sources by following APA citation style.

Unless otherwise noted, all written assignments should take the form of manuscripts in APA style and should be double-spaced and 12 pt. font. Students should either purchase a style manual or consult an on-line style manual. Students can refer to an APA style manual reputable online source (such as [Purdue OWL](#))

Attendance policy

A fundamental concept of art education theory and practice is the belief that knowledge and understanding are constructed through active engagement and reflection. In this light, regular attendance and active class participation is required, as is careful reading, preparation, and rigorous completion of assignments. Students are expected to take an active part in their own learning, which means they must come to class prepared to discuss the topic, be prepared with relevant materials for the day's activities, and if possible bring their laptop to each class session.

Class attendance is mandatory. If a student knows she or he will be absent, they must notify the professor in advance regarding the reason for the absence. Documented cases of illness concerning the student's own health or that of an immediate family member (life-threatening situations only) are acceptable excuses for missed classes. Other, acceptable reasons include legal obligations, religious holidays, and participation in university-sponsored out of town sports competitions, and educational conferences and activities as required by particular program of studies.

Each student has one excused absence. However, when a student is absent, she or he is responsible for all material assigned and covered in class. Moreover, it is the student's responsibility to find out what was missed. Excessive absences or habitual tardiness will result in a reduction of a student's final grade (e.g. 3 tardies =1 absence). Students with three or more absences from class can earn no higher than a "B" for the semester.

Course Etiquette

Students should be respectful of the professor and other students during discussions. Students should also be prepared to experience conflict should it arise during class discussions. Remember we are a diverse group with diverse ideas and opinions. Students are expected to be accepting and respectful of others. Cellphones and pagers must be turned on "silent" or "vibrate" during class sessions; students may be asked to leave the class session if the professor decides a student is a disruption. Food and beverages may be consumed during class but students must clean up after themselves.

Safety Information

Students studying in the School of Visual Arts may find themselves working in the shop or in their studios or classrooms using a variety of power and hand held equipment, which may cause injury. Students should use the shop only after having received an orientation in the use of such equipment and when supervised by faculty or shop personnel. Should any injuries occur, in the shop, studios, or classrooms in the School of Visual Arts please report them to Matt Olson, Shop Supervisor, Room 108-A Visual Arts Building, Phone: 814-865-3962, email: mjo5165@psu.edu.

Academic Integrity Statement

University Policies and Rules Guidelines states that academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Academic dishonesty includes but is not limited to acts such as cheating on exams or assignments; plagiarizing the words or ideas of another; fabricating information or citations; facilitating acts of academic dishonesty by others; claiming authorship of work done by another person; submitting work completed in previous classes; and/or submitting the same work to multiple classes in which a student is enrolled simultaneously.

Accessibility Statement

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus:

<http://equity.psu.edu/ods/dcl>. For further information, please visit the Office for Disability Services Web site: <http://equity.psu.edu/ods>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.