

## Syllabus: Arts-based Methods of Inquiry in Health Research

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### ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### COURSE INFORMATION

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Course Title	Course Code Number	Credit Value
Arts-based Methods of Inquiry in Health Research	INDS 502A	3

**Session:** Summer session term 1

**Schedule:** Wednesdays from 9 am to 4 pm

**Room:** IBLC, Room 461

**Prerequisites/Corequisites:** None

**Registration:** Permission of instructor required.

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### PREREQUISITES

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There are no prerequisites for this course.

### COURSE INSTRUCTORS

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Course Instructors	Contact Details	Office Location	Office Hours
Susan Cox	Susan.cox@ubc.ca	Rm 225 W. Maurice Young Centre for Applied Ethics	By appointment
Gloria Puurveen	Gloria.puurveen@ubc.ca	Rm 232 W. Maurice Young Centre for Applied Ethics	By appointment

### COURSE INSTRUCTORS BIOGRAPHICAL STATEMENT

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**Susan Cox** is Associate Professor and Director of the MSc and PhD Programs in the School of Population and Public Health and the W. Maurice Young Centre for Applied Ethics at the University of British Columbia, Canada. She is an interdisciplinary qualitative health researcher with interests in the relationship between the arts and health, especially the use of arts-based methods in health research and ethical challenges arising, and the experiences of human subjects participating in health research, including the implications for an evidence-based and participant-centred approach to ethical review. She has taught a qualitative methods seminar in ISGP for 15 years and supervises many students in the program. She has published widely on work related to the arts and health and recently initiated (with Gloria Puurveen) a new UBC Community of Practice on the Arts and Health.

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**Gloria Puurveen** is a postdoctoral research fellow at the W. Maurice Young Centre for Applied Ethics at the University of British Columbia. Her research is supported by the Alzheimer Society of Canada and the Michael Smith Foundation for Health Research. Gloria's research centres on the experiences of people living with dementia and she is motivated to develop inclusive research methodologies that accentuate the voices of those who might be excluded from research owing to cognitive impairment or communication difficulties. Gloria has training in both qualitative and arts-based research methods, and has experience teaching qualitative methods at the graduate level. She co-leads the Arts in Health Research Community of Practice with Dr. Susan Cox, and has developed and leads the Centre on Research on Personhood in Dementia's Exchange—a graduate student and early career scholar community of practice. She is a former accredited music therapist, using music to support people living with dementia, older adults living in nursing home settings, and those in palliative care.

### COURSE STRUCTURE

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This course will provide an introduction to the growing range of approaches associated with arts-based inquiry in research related to health and wellbeing. Although it has long been recognized that the arts can play an important role in health and healing through various creative therapies (such as music, art, theatre, or dance therapy), the role of arts-based forms of inquiry in health research, community health promotion, health policy and health professional education has only recently gained wider recognition.

Drawing upon a diverse and rapidly expanding body of scholarly, artistic and practice-oriented literature across many disciplines (i.e., sociology, anthropology, philosophy, education, history, fine arts, theatre, music, communication, population and public health, medicine, occupational health and nursing), this course will critically survey the field of arts-based inquiry identifying key contributions, formative theoretical insights, conceptual and methodological approaches, ethical implications and salient research findings. Throughout the course, emphasis will be placed on understanding and experiencing how arts-based methods of inquiry enable researchers to investigate health and wellbeing across the lifespan.

### SCHEDULE OF TOPICS

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The course will begin by providing students with an overview to the field of arts and health, identifying the origins of and new trajectories that characterize the development of arts-based and other innovative modes of inquiry in research on health and wellbeing. Attention will be given to literary, performative and visual artistic genres. Delving deeply into questions of positionality, the sensory, embodied and experiential as well as more theoretical dimensions of arts-based inquiry, we will situate ourselves as researchers in the immediate context of the research we are doing and/or propose to do. The range and scope of research topics identified by students will then guide selection of specific arts-based methods and sample research projects to study in more depth during the course.

### LEARNING OUTCOMES

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By the end of the course students will have:

- Become familiar with the scope of research and practice using arts-based methods of inquiry in Canada and elsewhere.
- Explored and experimented with literary, performative and visual arts informed methods

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- Identified and understood conceptual, substantive and methodological tensions currently animating the use of arts-based methods
- Considered key ethical issues arising in arts-based approaches to inquiry.

### LEARNING ACTIVITIES

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The course will be co-taught by two instructors and will include guest speakers from a variety of relevant disciplines and artistic genres. We will place a strong emphasis on experiential learning with many hands-on activities that enable shared learning and reflection as well as possible fieldtrips to community or other relevant locations to participate in arts and health research related events

Participants will attend regular seminar sessions and actively engage with the instructor, other participants and guest speakers in all discussions and activities. Seminars will include interactive exploration of a problem or approach to arts-based inquiry, discussion of readings and presentations of student work in progress as well as hands on lab exercises that facilitate building and strengthening necessary skills in arts-based inquiry.

### LEARNING MATERIALS

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A selection of readings drawn from a variety of sources will be compiled by the instructional team and provided to students through Canvas each week. There will be two or three selections each week.

The following book will be a required text and will also made available on 2-hour reserve at the Koerner Library:

- Leavy, P. (Ed.) (2017). *Handbook of Arts-Based Research*. New York, NY: Guildford.

The course schedule, outlines for each lecture, assessment & grading will be delivered through Canvas. You can familiarize yourself with this online platform through a series of self-paced tutorials: [Canvas Basics for Students](#).

### ASSESSMENTS OF LEARNING

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#### 1. Preparation and delivery of class presentation (20%)

Each student will be asked to present and facilitate a discussion on a selected reading or resource in arts-based inquiry (length of presentation/discussion approx. 15 minutes). The presentation can take various formats and need not always involve slides and a summation of the key points of the reading. An important aspect will however be the degree to which it sparks curiosity, links to the questions that animate the class and engages us in provocative, insightful discussion.

#### 2. Term project (50%)

Each student will be encouraged and supported to identify a relevant idea for a term paper or project. There are no predefined criteria for what this should look like. Students may elect to work individually, in pairs, or as a small group. The project may be presented in various formats and involve a performance or installation as well as a written submission. An outline for the project will be due during the 2nd week of class (a synopsis outlining the idea or chosen topic

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and up to five key resources) and students will receive feedback on this to enable them to initiate work on the project early on in the term. Journaling (see below) about the process of creating this project will be required to support reflection and development of ideas. Students will present the work in progress to the class for discussion and feedback during the second half of the course.

### 3. Class participation (30%)

Participants are expected to attend all seminar sessions and actively engage with the instructional team, other participants and guest speakers in discussions and activities. Each seminar will include interactive discussion as well as presentations of readings by students. Emphasis will be placed on active listening and formulating salient questions as well as expressing ideas and opinions.

Creation of a reflective journal: Journaling is an excellent practice to cultivate no matter what type of research you are doing. Within the context of this course, journaling will be a key component of preparation for and reflection on the class each week. Relevant aspects of the course will be suggested as topics for journal entries and we anticipate that students will also wish to journal about the readings, questions that arise, ideas that are sparked and specific things to follow up on. Journaling will be a requisite part of each student's participation in the course.

## UNIVERSITY POLICIES

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### University values and policies:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you, and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.