

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 4 – C (2)**

**DATE: March 28-30, 2017**

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**SUBJECT: New Certificates: USD Undergraduate and Graduate Certificate in Arts in Health**

The University of South Dakota (USD) requests authorization to offer an undergraduate and graduate certificate in Arts in Health. The certificates are intended to capitalize on growing national trends in art therapy as part of healthcare delivery. Students will learn basic and advanced healthcare concepts as well as how the fine arts crossover to patient care tools that assist in patient treatment. USD has provided letters of support from area health care providers. The certificates both consist of 12 credit hours and four new courses.

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**DRAFT MOTION 20170328\_4-C(2):** I move to approve USD’s undergraduate and graduate certificate in Arts in Health as described in Attachment I.



**SOUTH DAKOTA BOARD OF REGENTS**  
**ACADEMIC AFFAIRS FORMS**  
**New Certificate**

<b>UNIVERSITY:</b>	<b>University of South Dakota</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Arts in Health</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2017</b>
<b>PROPOSED CIP CODE:</b>	<b>51.2301 Art Therapy</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Art Department</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Fine Arts</b>

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

*James N. Abbott*

2/15/2017

\_\_\_\_\_  
 Institutional Approval Signature

\_\_\_\_\_  
 Date

*President or Chief Academic Officer of the University*

**1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate  Graduate Certificate

**2. What is the nature/purpose of the proposed certificate?**

The University of South Dakota seeks approval to create a certificate in Arts in Health. In this certificate program students will learn about basic and advanced healthcare concepts, and how the fine arts can crossover to help develop patient care tools to assist medical professionals in patient treatment. Students will learn about the principles behind arts in health work, various cultures and how they may perceive fine arts as a healthcare tool, and ethical standards of artistic practices used in this field. Students will also gain hands-on experience regarding appropriate use of fine arts approaches and participate in an internship to apply acquired knowledge to real world healthcare arenas. This certificate will add an additional element to a student's related degree program, and benefit them by broadening their scope of study and potential interdisciplinary work reaching across colleges and schools at USD. Undergraduate students will develop to be practitioners for Arts in Health sites, and graduate students will develop to be coordinators/leaders for Arts in Health sites. The four new classes that are part of this certificate program are unique in the regental system and are needed to educate certificate students about the Arts in Health profession, and the safe and ethical use of fine arts as tools in patient care. Students in this program will be engaged in project-based learning models and contextualization as they approach

healthcare topics in classes, and those modules will be valuable resources once out in the field.

Increasing numbers of clinicians and other professionals from the medical community are working side by side with arts professionals in both healthcare and community settings, and around the world the arts are emerging as an important and integral component of healthcare. In two recent surveys, nearly half of the healthcare institutions in the United States reported having arts in healthcare programming. The majority of these programs are in hospitals, with smaller percentages reported in long term care and hospice/palliative care organizations. The three most common types of arts programming are permanent display of art, performances in public spaces, and bedside activities. Research demonstrates the benefits of the arts in healthcare in hospitals, nursing homes, senior centers, hospices, and other locations within the community. Arts in healthcare programs and creative arts therapies have been applied to a vast array of health issues—from post-traumatic stress disorder to autism, mental health, chronic illnesses, Alzheimer’s and dementia, neurological disorders and brain injuries, premature infants, and physical disabilities—to improve patients’ overall health outcomes, treatment compliance, and quality of life.<sup>1</sup>

**3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>2</sup>**

This certificate will provide interested students with the knowledge and skills to be active participants in Arts in Health work within a healthcare system. Within South Dakota, Avera Hospital in Sioux Falls, Sanford Health in Sioux Falls, Sanford Vermillion Medical Center, and the Sioux Falls Veterans Hospital utilize concepts related to Arts in Health. This certificate program is a next step in connecting with these major hospitals as they continue to move forward in their Arts in Health programs. The certificate program will also help develop connections to the broader national work being done in Arts in Health.

The College of Fine Arts seeks to join with many others around the country and with colleagues at USD to bring forward the Arts in Health program. Nationally, Arts in Health as a field of study and work has been active since the founding of the Society of Healthcare Arts Administrators (SoHAA) in 1990.<sup>3</sup> Karen Pence, wife of Vice President-Elect Mike Pence, is an advocate for the use of the fine arts in health care.<sup>4</sup> In 2016 the National Conference of Mayors passed a resolution titled *Funding Arts and Healing Therapy Across the Military Continuum*.<sup>5</sup>

The benefit to our students in offering this certificate program will be found as they settle into a community after graduation. As a person with fine arts abilities, they will create

<sup>1</sup> State of the Field Report: Arts in Healthcare / 2009; a post-symposium and update report from a conference held in 2003 hosted by the National Endowment for the Arts and the Society for the Arts in Healthcare.

[http://www.americansforthearts.org/sites/default/files/pdf/get\\_involved/advocacy/research/2014/arts\\_in\\_healthcare.pdf](http://www.americansforthearts.org/sites/default/files/pdf/get_involved/advocacy/research/2014/arts_in_healthcare.pdf)

<sup>2</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>3</sup> <https://www1074.sslldomain.com/thesah/template/index.cfm>

<sup>4</sup> <http://abcnews.go.com/Politics/indiana-lady-karen-pence-champion-healing-power-arts/story?id=41152258>

<sup>5</sup> [http://www.usmayors.org/resolutions/84th\\_Conference/displayresolution.asp?resid=a0F61000003rirNEAQ](http://www.usmayors.org/resolutions/84th_Conference/displayresolution.asp?resid=a0F61000003rirNEAQ)

music, visual art, and/or be a part of theatre within that community. Having this certificate and experience that flows with the certificate will also allow them to be an active member of the community in its outreach to a broad range of people to engage them in the fine arts in healthcare. Not all people will become fine arts professionals. This certificate program allows all interested students to broaden their employment opportunities within arts fields and to use their passion for the fine arts to assist in the healthcare area. The College of Fine Arts graduates many visual, dramatic, and musical artists that may find their calling by using their fine arts talents in patient care. Additional student and faculty benefits to be found are in the potential neurological research that may emanate from USD by offering this program.<sup>6</sup>

The [Bureau of Labor Statistics](#) (BLS) does not collect data on art therapists. Instead, BLS estimates include this occupation among “[therapists, all other](#),” of which 11,770 were employed in May 2014 with a median annual wage of \$55,900.<sup>7</sup> The federal government does not track arts therapy, music therapy, or theatre/drama therapy separately from the general therapy areas.<sup>8</sup> The [American Art Therapy Association](#) has about 5,000 members in the United States, and its 2013 survey found that most of these art therapists have an annual salary of between \$30,000 and \$80,000.<sup>9</sup>

**4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

Majors in the College of Fine Arts (Art, Music, and Theatre), School of Health Sciences (Nursing, Addiction Studies, Social Work), School of Education (Counseling and Psychology), and College of Arts and Science (Psychology) are the potential student areas that would have interest in this certificate. With regards to the Health Sciences programs, this certificate will be stackable for students in that school, and will be beneficial to those students interested in interdisciplinary approaches to healthcare.

**5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>10</sup>**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AIH	421/521	Arts in Health	3	Yes
AIH	432/532	Populations, Multiculturalism, and Ethics	3	Yes
AIH	443/543	Materials Use and Safety	3	Yes
AIH	454/554	Internship	3	Yes
Subtotal			12	

<sup>6</sup><https://www.arts.gov/accessibility/accessibility-resources/leadership-initiatives/arts-healthcare/arts-endowment-issues-3>

<sup>7</sup><http://www.bls.gov/careeroutlook/2015/youre-a-what/art-therapist.htm>

<sup>8</sup><http://www.bls.gov/oes/current/oes291129.htm#nat>

<sup>9</sup><http://www.bls.gov/careeroutlook/2015/youre-a-what/art-therapist.htm>

<sup>10</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

While these are all new courses, 2 of these courses have been offered on-campus as an experimental/ topic courses. There is interest from existing students to gain this expertise. The rigor, sophistication and expectation in the graduate section of the course will differ from the undergraduate section. A graduate course will have a greater proportion of analysis, synthesis, and evaluation.

## 6. Student Outcome and Demonstration of Individual Achievement.<sup>11</sup>

**A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

- i. Demonstrate proficiency in understanding Arts In Health Practitioner's scope of practice within the creative therapies fields
- ii. Demonstrate critical thinking skills regarding multiple perspectives and approaches to creative engagement sessions.
- iii. Demonstrate knowledge of appropriate ethical boundaries and practices
- iv. Understand terminology applied to creative therapies and arts in health practices
- v. Demonstrate flexibility in thinking and processes in arts in health practice.
- vi. Demonstrate the ability to communicate effectively as a practitioner, colleague, and presenter.
- vii. Produce a professional level of writing in relation to communication of ideas and grant proposals.

**B. Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

See Appendix A.

## 7. On-line and Off-campus Delivery.<sup>12</sup>

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire certificate through distance technology (e.g., as an on-line program)?**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
<b>Off-campus</b>	No		

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
<b>Distance Delivery</b>	No		

<sup>11</sup> Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

<sup>12</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?**

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
<b>Distance Delivery</b>	No		
<b>Delivery Method (if applicable)</b>			

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

<b>Appendix A</b>				
Individual Student Outcome	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
Demonstrate proficiency in understanding Arts In Health Practitioner's scope of practice within the creative therapies fields	AIH 421/521	AIH 432/532	AIH 443/554	AIH 454/554
Demonstrate critical thinking skills regarding multiple perspectives and approaches to creative engagement sessions.	AIH 421/521	AIH 432/532	AIH 443/554	AIH 454/554
Demonstrate knowledge of appropriate ethical boundaries and practices	AIH 432/532	AIH 443/554	AIH 454/554	
Understand terminology applied to creative therapies and arts in health practices	AIH 421/521	AIH 432/532	AIH 443/554	
Demonstrate flexibility in thinking and processes in arts in health practice.	AIH 421/521	AIH 432/532	AIH 443/554	AIH 454/554
Demonstrate the ability to communicate effectively as a practitioner, colleague, and presenter.	AIH 421/521	AIH 432/532	AIH 443/554	AIH 454/554
Produce a professional level of writing in relation to communication of ideas and grant proposals.	AIH 432/532	AIH 454/554		
<i>Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.</i>				

**Sanford Vermillion  
Medical Center**  
101 S. Cass Street  
Vermillion, SD 57069  
(605) 224-2611

**Sanford Clinic Vermillion  
USD Student Health**  
101 S. Cass Street  
Vermillion, SD 57069  
(605) 224-2611

**Home Care &  
Hospice Services**  
101 S. Cass Street  
Vermillion, SD 57069  
(605) 224-2611

**SANFORD**  
HEALTH

**Care Center**  
101 S. Cass Street  
Vermillion, SD 57069  
(605) 224-2611

**Dakota Gardens**  
101 S. Cass Street  
Vermillion, SD 57069  
(605) 224-2611

Toll Free: 1-866-624-2611  
sanfordvermillion.org

June 25, 2013

Dr. Larry Schou, Dean  
College of Fine Arts  
University of South Dakota  
414 E. Clark Street  
Vermillion, SD 57069

Dear Larry,

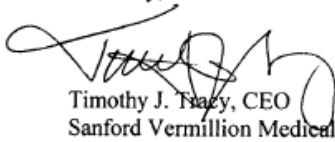
I am writing to express my support in your efforts to develop an expressive arts therapy graduate program at USD. A few months ago I hired a graduate of your Art Department, Ariadne Albright, to help us start a small arts therapy program. With assistance from expressive arts therapist Jessie Parks from Sioux Falls Sanford Cancer Treatment Center, Ariadne has developed an exciting program in working with our dementia patients. Nurses have commented on how the program is helping patients.

We are excited to know that the USD College of Fine Arts is seeing a need in the health care area and trying to address that need with a new program that has a lot of potential to benefit our local community and beyond. You and I have discussed the concepts of the expressive arts therapy program, and you know our facilities. I am supportive of this new program and would welcome USD collaboration. My understanding is that Ariadne met with the two consultants you had visit campus to discuss potential goals and outcomes.

I look forward to working with you if you find the funding for this program. As our arts therapy program grows, we will need interns to assist Ariadne. Sanford Vermillion could be a good internship pilot program for your expressive arts therapy graduates.

Please keep in contact with me as you move this program forward.

Sincerely,



Timothy J. Nazy, CEO  
Sanford Vermillion Medical Center Hospital



Sanford Vermillion  
Medical Center

Sanford Clinic Vermillion  
USD Student Health

Home Care &  
Hospice Services

**SANFORD**

Care Center

Dakota Gardens

Toll Free: 1-800-624-2611  
sanfordvermillion.org

May 31, 2013

Gayle Matzke, Director of Nursing  
Sanford Care Center Vermillion  
20 S Plum Street, Vermillion, SD 57069

Dr. Larry Schou  
Dean of the College of Fine Arts  
University of South Dakota

Dear Dr. Schou,

As Director of Nursing for Sanford Care Center Vermillion I oversee all nursing and support staff at the Care Center. This includes RNs, LPNs, CNAs, Activities, Restorative Care, and other support staff affiliated with the residents care. I am writing the letter of support for the Sanford Arts Program (SAV) coordinated by Ari Albright, MFA. SAV is designed to support client wellness through the arts and art engagement.

One area of emphasis had been the residents of Special Care Unit who are afflicted with varying forms of dementia. SAV brings art engagement -*Art with Ari*- to the residents 3 to 4 times a week. The notable changes in residents since the program was implemented are an increase in attentiveness, an obvious enjoyment in participating in the program and a decrease in problematic behaviors. Specific notable behaviors with residents include the following:

D - before SAV, she was showing deep signs of depression; crying; agitation; wanting to go home, etc. Since SAV began, her mood has improved immensely - her daughter has noted the improvement as well. Most impressive was Dorothy showing her daughter her artwork displayed on the walls of the Special Care Unit with pride and joy.

D -Before SAV, he struggled with psychiatric issues (aggressive behaviors with other males specifically); he had many noted behaviors relating to resistance to care as well; since *Art with Ari* - there are no reports of physical behaviors, with his clothes laid out - he dresses himself, resistance continues but no refusals. He is even more social even with the language barrier as he is a native Spanish speaker and knows very little English. BIG improvement!

Our Mission:  
Dedicated to the work of  
health and healing

B - Prior to SAV, he was notably quiet, sleeping a lot and non social - since the program began - he is more outgoing, his demeanor has improved with a delightful mood.

D - Before SAV began, he was agitated - no activity/participation. Since SAV - participation has started and he has a calmer demeanor.

P - Since SAV, a social increase has been noticed; he doesn't sleep like prior.

L - He gets excited when Ari comes. He participates in a wide range of arts engagement including singing, puzzles, sand work, clay and drawing.

S - She comes from the Care Center when she is agitated - when she joins the Special Care Unit art table, the rest of her day becomes relaxing and calm.

R - Dakota gardens tenant and artist, this 90 + year old attends *Art with Ari* sessions regularly and assists with SCU residents at their tasks.

Families have commented on the program and how great they think it is and their loved ones are participating in a variety of activities, using more materials than just painting with a paint brush, in order to build deeper connections among staff and residents while improving the quality of life we provide at Sanford Health.

Now with the first SAV internship program starting this month, we look forward to supporting student training and shadowing with Ms. Albright and bringing in SAV's services to our facility as well as community outreach opportunities. It is clear that using the arts in working with residents at our facilities has enhanced client well-being, and contributed greatly to improving the quality of life for these residents.

Sincerely,

*Gayle Matzke, Director of Nursing*

Gayle Matzke, Director of Nursing