



**MUSC-145-001**  
**Intro to Performance Awareness**  
**2020F**

## COURSE OUTLINE

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/musc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### 1. Instructor Information

(a)	Instructor:	Alison Haynes
(b)	Office Hours:	By Appointment
(c)	Location:	Online
(d)	Phone Number:	250-886-5912 (text preferred)
(e)	Email:	Alison.haynes@icloud.com
(f)	Website:	Performanceconditioningandrehab.com

### 2. Intended Learning Outcomes

Students are lead through a process of self-discovery unlocking the creative process within the individual. Inspiration for musical creativity is drawn from interdisciplinary sources including visual, literary, and theatre arts, the social sciences, and philosophy. Cultural, sociological, and historical contexts for creativity are highlighted.

Upon completion of this course a student will be able to:

- 1) Demonstrate an understanding of the importance of cultivating healthy habits that support the achievement of high levels of music performance.
- 2) Identify the different dimensions of health and how they interact with and influence various performance realms.
- 3) Construct an appropriate and individualized training plan that both optimizes music performance success and reduces health risks.
- 4) Recognize common physical indicators of various spiritual, emotional, physical and mental performance domains and describe basic risk reduction strategies.
- 5) Demonstrate a basic understanding of different types of injuries and health conditions that, as well as their common causes and consequences, can affect performers.
- 6) Identify resources available within the community for the management of various health concerns related to performance.

### 3. Required Materials

Your instrument(s)

Device that accesses the internet and Zoom or other meeting platform

#### 4. Course Content and Schedule

\*\*Tentative schedule only. Subject to change.

Week	Lecture Topics	Seminar Topics/Activities
1	<b>Introduction</b>  <b>Appropriate and effective practice/learning strategies</b>	- Types of learners quiz
2	<b>Appropriate and effective practice/learning strategies cont'd</b>  <b>SMART Goal Setting</b>	
3	<b>SMART Goal Setting</b>	<b>**Semester Plan Assignment due 10%**</b>
4	<b>Independent Study</b>	<b>(No Lecture)</b>  <b>**SMART Goals assignment due 20%**</b>
5	<b>Physical Health</b> - Warm-up vs Cool-down - Posture and ergonomics - Types of injuries - Hearing health - Voice health	
6	<b>Physical Health</b> - Warm-up vs Cool-down - Posture and ergonomics - Types of injuries - Hearing health - Voice health	
7	<b>Physical Health</b> - Warm-up vs Cool-down - Posture and ergonomics - Types of injuries - Hearing health - Voice health	
8	<b>Performance Anxiety</b>	Don Greene Performance Success Survey
9	<b>Performance Anxiety cont'd</b>	
10	<b>Mental Health</b>	<b>**Student presentations 20%**</b>  <b>**Performance Anxiety Assignment due 20%**</b>
11	<b>Emotional Health</b>	<b>**Student presentations 20%**</b>
12	<b>Spiritual Health</b>	<b>**Student presentations 20%**</b>
13	<b>Pulling it all together and review</b>	
14	<b>Independent Review</b>	<b>(No Lecture)</b> <b>**Health Reflection due 20%**</b>

#### 5. Basis of Student Assessment (Weighting)

Type	Title	Weighting %	Due date
Assignment #1	Semester Plan	10%	Week 3/Sept 22nd
Assignment #2	SMART Goals	20%	Week 4/Sept 29th
Assignment #3	Performance Anxiety Profile Analysis and Plan	15%	Week 10/Nov 10th
Assignment #4	Mental, Emotional, or Spiritual Health Topic Presentation	20%	TBD based on topic choice
Assignment #5	Health Reflection	15%	Week 14/Dec 8th
Mini assignments	3 small assignments	15% (5% each)	TBD based on lecture content
Class Participation	N/A	5%	All weeks

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

**1. Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

**2. Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

**B. Temporary Grades**

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.