



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Community, Family & Child Studies**

**Health 113**  
**Creativity and Health**  
**Winter 2015**

## **COURSE OUTLINE**

---

### **Course Description**

In this introductory course, the connection between physical, emotional and social health and creativity are explored. Students will explore academic research which provides the foundation to examine how music, visual arts, movement based creative expression and expressive writing strengthen therapeutic insights and skills.

This course will be of interest to those who have a desire to learn about the creative process and the ways in which those processes can be used to shift from detached concern to empathetic engagement. Students will learn how to open the space for patients or clients to enhance their personal and professional health and wellness.

⌘ *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.*

---

### **Instructor Information**

<b>Instructor:</b>	<b>Lynda McLeod</b>	<b>Office Hours:</b>	<b>Will determined collaboratively</b>
<b>Location:</b>	<b>Paul 227</b>		
<b>Phone:</b>	<b>250-370-3978</b>		
<b>Email:</b>	<b>mcleod@camosun.bc.ca</b>		

### **1. Intended Learning Outcomes**

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

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

- identify elements that can be attributed to the construct of creativity
- describe the concept of creativity and its impact on health, learning and professional life.
- recognize barriers to creativity and develop a plan of change
- apply knowledge of a variety of modalities that support the capacity for personal and professional creativity.
- integrate knowledge of the concepts of creativity and contemporary modalities into a personal action plan that fosters a culture of creativity.

## 2. Required Materials

### Textbook and/or readings

Robinson, K. (2011). *Out of our of minds Learning to be creative*. West Sussex: Capstone.

### Health 113 Course Package

The chapters or selected pages from the following textbooks will be used in the course package:

Chapman, S. (2013). Increase your brain's creativity, energy and focus Make yoiur brain smarter. New York: Free press A division of Simon and Schuster, Inc.

Csikszentmihalyi, Mihalyi. (1996). *Creativity Flow and the psychology of discovery and invention*. New York: Harper Collins.

Kelly, T, Kelly, D. (2013). *Creative confidence Unleashing the creative potential within us all*. New York:Crown Business imprint of the Crown Publishing Group.

Maurer, R. (2004). *One small step can change your life*. New York: Workman Publishing Company Inc..

McLean, C. (2014). *Creative Arts in Human Medicine*. Canada: Brush Education Inc..

Sternberg, R. (1999). *Handbook of Creativity*. Cambridge, New York,Melbourne, Madrid, Cape town, Singapore, Sao Paulo, Delhi, Dubai, Tokyo, Mexico City:Cambridge University Press.

Tharp, T. (2003). *The creative habit Learn it and use if for life*. New York: Simon and Shuster.

**Supplemental resources** In addition, learners are expected to research the literature and internet for relevant publications, and share provocative issues with the class.

## 3. Course Content & Schedule

**Process:** Contemplative educational approach, coaching and graphic facilitation will be used to launch the following concepts:

1. Designing an environment where creativity flourishes
2. Creativity
3. Blocks
4. Tools
5. Flow
6. Research: How creativity impacts health
7. Music
8. Visual arts
9. Movement based creative express
10. Creative writing
11. Creative Leadership
12. Cultivating a Culture of innovation

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

#### 4. Assessment of learning

The assessments below are an example of one-way learners will demonstrate evidence of meeting the learning outcomes for this course. According to adult learning and Camosun College student centered learning (SCL) principles each instructor in collaboration with their students have the option to design assessments that meet the learning needs of each diverse group of students.

The following Draft assignment will be ratified in the first week of class.

##### **Assignment #1: Contemplative practice Worksheets (in class activity only)**

The contemplative practice worksheets will help students become aware of their experience, their values and beliefs and reactions to the material covered in the course. The worksheets are an in-class learning activity intended to provide space for students to contemplate their learning (before and after class ) finding more of themselves in the course material deepening their understanding of health in today's world (Barbezat, Bush, 2014).

##### **Assignment #2 Creative project**

Part A: learning summary of the creative process and a plan on how you will use it for the creative process (use contemplative sheets to fuel your write up

Part B: Last class presentation of project and summative reflective write up post weekend.

##### **Assignment #3 Research report** (will start in class and contemplative sheets will help collect the information for paper)

The purpose of the research report is to explore the effects creative engagement; visual arts therapy, movement-based creative expression, and expressive writing has on health regarding improving health status during stress and/or when imbalance is present (i.e) anxiety, stress, mood disorders and chronic illness.

**Part A:** The research write up summarizing 4 different scholarly articles linking the findings too visual arts therapy, movement-based therapy, creative expression, and expressive writing.

**Part B:** Reflective piece will include one or two page reflection on each of the presentations integrating your research findings and the concepts of empathy, learning and innovation.

#### 5. Creating a learning environment

Using Camosun College principles of student-centered learning, students will co-create group agreements that will foster a safe learning environment. This will include the following: respect, inclusiveness, trust, honesty, diverse learning styles, attendance, late assignments, communication methods, and office hours.

#### 5. Grading System

☒

Standard Grading System (GPA)

☐

Competency Based Grading System

## **GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

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

## **6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

### **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### **STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*