



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

**Health 113**  
**Creativity and Health**  
**Fall 2015**

**COURSE OUTLINE**

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**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.

*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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## **Instructor Information**

**Instructor:** Mary Harber

**Office Hours:** Will be determined collaboratively

**Location:** WT 223

**Phone:** 250-370-3223

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## **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:

- a) identify elements that can be attributed to the construct of creativity
- b) describe the concept of creativity and its impact on health, learning and professional life.
- c) recognize barriers to creativity and develop a plan of change
- d) apply knowledge of a variety of modalities that support the capacity for personal and professional creativity.
- e) 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** – available in bookstore

**Creativity Journal/Notebook** – to be used in class

Markers, color pencils or any other creative tools you wish to bring!

## Course Content and Schedule

| Week           | TOPIC   | PREPARATION  |
|----------------|---|--|
| 1<br>Sept 10   | Introductions, building community<br>Who are you how do <b>you</b> define creativity? | Co-creating  |
| 2<br>Sept 17   | Challenges in Creativity<br><br>Creativity in Education/Learning                      | Robinson, K. (2001).<br>Chapter1,Chapter 6<br><br>Kelly,T, Kelly,D. (2013)<br><i>FLIP: From Design thinking to creative confidence</i><br><br>Sternberg, R., (1999. The Concept of Creativity: Prospects and Paradigms |
| 3<br>Sept 24   | What gets in the way – personal is professional...                                    | Robinson,K. {2001}. <i>Out of our mind: Learning to Be Creative..</i><br>Chapter 3 /Chapter 4  |
| 4<br>October 1 | Tools/Strategies to 'unblock'   | Tharp,T. (2003). The creative habit: Learn it and use it for life<br><br>2 Rituals of preparation<br>Badonsky,J. (2013)  |
| 5<br>October 8 | Creating 'flow' in professional and person context of creative support/learning       | Robinson,K. (2011)..<br>Chapter 5 Chapter 7,<br><br>Csikszentmihalyi, Mihalyi. {1996). The flow of creativity.   |

|                         |  |  |
|-------------------------|--|--|
| <p>6<br/>October 15</p> | <p>Health, Wellness and Creativity<br/>Context and Connection</p>      | <p>Chapman, S. (2013)<br/>Cohen, G.,D. (2000).<br/>Stuckey, H., Nobel, J.<br/>(2010).</p>  |
| <p>7<br/>October 22</p> | <p>Musical Expression and Health</p> <p><b>PATH Assignment Due</b></p> | <p>Rockwood-Lane (2005)<br/>Creativity and spirituality in<br/>Nursing</p> <p>Vaajoki et al. (2010) Effects<br/>of listening to music on<br/>pain intensity and pain<br/>distress after surgery: an<br/>intervention</p> <p>Sideroff, S. (2013), The use<br/>of- drumming- in- the<br/>development of self-trust<br/>and- healing in- the<br/>therapeutic process</p>  |
| <p>8<br/>October 29</p> | <p>Visual Expression and Health</p>                                    | <p>Bolwerk, A. et al {2014). How<br/>art changes your brain:<br/>differential effects of visual art<br/>production and cognitive art<br/>elevation on functional brain<br/>connectivity</p> <p>Fenner, P. {2012). What<br/>do we see?: Extending<br/>understanding of visual<br/>experience in the art<br/>therapy encounter</p> <p>Rancour, P. {2011). Art<br/>interpretation as a clinical<br/>intervention toward<br/>healing..</p> |

|                           |                                      |   |
|---------------------------|--------------------------------------|---|
| <p>9<br/>November 5</p>   | <p>Dance/Movement and Health</p>     | <p>Acaron, T. (2011). The body and other demons..</p> <p>Federman, D. (2011). Kinesthetic ability and the development of empathy in Dance Movement Therapy.</p>   |
| <p>10<br/>November 12</p> | <p>Expressive Writing and Health</p> | <p>Andersson, M., Conley, C. (2013). Optimizing the perceived benefits and health outcomes of writing about traumatic life events</p> <p>Baggs, C., Mckhann, L., Gesset, C., Johnson, B. (2013). Healing through reflective writing Breast cancer survivors' experience.</p> <p>Christie, C. (2011). A poem is some remembering.</p> <p>Manzoni, G.M. Castelnuoo, G., Molinari, E. (2011) the written-heart</p> |
| <p>11<br/>November 19</p> | <p>Drama and Health</p>              | <p>to be assigned</p>   |
| <p>12<br/>November 26</p> | <p>Additional Creative Tools</p>     | <p>Brown,S. ( 2014). Unlock the-power to think differently The-doodle-revolution</p> <p>Robinson,K. {2011}. Chapter 9</p>   |

|                      |                                       |  |
|----------------------|---------------------------------------|--|
| 13<br>December 3     | Creative Presentations poster session |  |
| 14<br>December<br>10 | Creative Presentations poster session |  |

## **Additional Class Activities**

### **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)

### **Creativity Groups**

In class you will have an opportunity to work in small groups in order to support each other in the development of your own creativity, explore issues and challenge each other to experiment outside the box in linking creativity in health. Participants in these groups will also assist each other in developing their individual PATH plan of creativity.

## **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, has the option to design assessments that meet the learning needs of each diverse group of students. Therefore if there is something different that you would like to propose feel free to discuss!

## **Assignment #1: a) b) Participation Activities (20% of total grade)**

**a) Inspiration Moments (10%) – In small creativity groups**, each student will present something that ‘inspires or inspired’ their creativity and discuss the impact of this on their current view of creativity. Students must take a picture of their inspiration to send to the instructor with a paragraph on how it inspired (through D2L).

### **b) Curiosity Questions (10%)**

Each student will post a curiosity question about creativity during class time. These questions will be used to generate open discussion on health and creativity for the larger class or small groups. Once class is complete, students will submit a paragraph to the instructor through D2L highlighting any new learning from the discussion.

## **Assignment #2 Your PATH to Creativity**

**Due: October 22, 2015**

**Length: 3-5 pages (not including references)**

**Value: 40%**

You will be introduced to several planning tools during the first half of the course that assist individuals in setting goals and creating a plan of action. Once you have this information you will create and submit your own plan on how you will ‘grow’ your creativity and integrate this in terms of assisting yourself and others in maintaining health.

**Part A – 20%** = a visual representation of your path of creativity (this can be poetry, dance, song, poster visual, baking etc. In whatever medium you choose there must be a clear representation of your goals, challenges and activities.

**Part B –20%** -Please write a 3-5 page summary of your plan answering the following questions:

- Was this process helpful? – why or why not?
- What are your first steps towards reaching your goals?
- Would you use this process with others? Why or why not
- How did you feel prior to doing this project and after? – was there a difference ‘seeing’ your plan versus talking about it?
- How did this process link to your in class learning and readings ( please use references to support your thoughts)
- Other learning or understanding ...

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

**Due:** Last two classes (sign up sheet will be provided)

**Length:** 4-6 pages (not including references)

**Value:** Written report 25% Poster 15%

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 will summarize 4 different **scholarly** articles linking the findings to your chosen topic area (from first class). Please ensure that your paper integrates your research findings with the concepts of empathy, learning and innovation.



**Part B:** Poster – you will create a poster that reflects your learning and present this to the class in a poster gallery session.

### **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

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>*