



#### **CAMOSUN COLLEGE**

# School of Health and Human Services (HHS) Department: Community, Family & Child Studies Health UT

# HLTH 113 Creativity and Health Winter 2021

#### **COURSE OUTLINE**

The course description is available on the web: http://camosun.ca/learn/calendar/current/web/hlth.html#hlth113

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: http://camosun.ca/covid19/faq/covid-faqs-students.html However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

 $\Omega$  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.

#### 1. Instructor Information

(a) Instructor Asha Rao

(b) Office hours

(c) Location TBA

(d) Phone TBA Alternative: Click or tap here to enter text.

(e) E-mail raoa@camosun.bc.ca

(f) Website http://camosun.ca/learn/calendar/current/web/hlth.html

## 2. Course Description & Intended Learning Outcomes

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.

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

a) identify elements that can be attributed to the construct of creativity

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- 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.

# 3. Required Materials

#### Health 113 Readings:

- All readings will be posted on D2L for each week. These readings are accessible to read by the online reader on D2L.
- Please check D2L prior to each class as some links and readings may be in addition to the ones listed in the course syllabus.

#### Supplies needed for each class:

- Creativity Journal/Notebook -at least two different types of pens- black ink, pencils
- Optional: small watercolours case, charcoal, art pens, pencil crayons, markers....

#### 4. Course Content and Schedule

Week	TOPIC	PREPARATION- Readings, media, etc
1	Introductions and building community Who are you and how do <b>you</b> define creativity? What do health and wellness mean in the context of creativity?	Co-creating the learning environment Activities Choose research topic CP-2marks
2	The Art of Wellness- Health, Wellness and Creativity Context and Connection Cultural Awareness	<ol> <li>The Creative Arts Therapies Making Health Care Whole article (Goodwill S.W., 2010)</li> <li>Connecting More with the Arts (Kovalesky, A, 2017)</li> <li>Promoting Well being through Creativity (Cameron et al. n.d.)</li> </ol> FD/A 2marks
3	Challenges in Creativity Creativity in Education/Learning Outdoor Therapeutics-Inspired by nature	<ol> <li>Awareness project decide</li> <li>Innovate to inspire your Creativity (Chapman 2., 2013)</li> <li>Dementia and Landscapes- Cultural Attitudes towards Nature (Domeceli, 2016)</li> <li>Nature based solutions for improving Mental Health and wellbeing (Vujcic et all, 2017)</li> </ol>
4	Role of Empathy in practice What are Expressive Arts?	Section 1 (McLean, S. 2014)  1. Intro to Expressive arts (Malchiodi, C. 2005)  FD/A- 2 marks Groups for final project
5	Visual Expression- Visual Arts and Health	Guest Speaker

		Art interpretation as a clinical intervention toward healing Connection Between art and Healing
		(Rancour, P. 2011)
		Research Paper Due Sept 2 or Oct 4 CP/A 3marks
		Guests from Weavers and Spinners Guild
6	Visual Expression – Crafting Health	<ol> <li>Fibre Crafts Make a Comeback (Niemer, E. 2014)</li> <li>Quilts and Health (McDowell M. et al2017)</li> </ol>
		FD/A 2marks
-	Creative blocks and Strategies to 'unblock'	<ol> <li>The Flow of Creativity (Csikszentmihalyi, M. 1997)</li> <li>I begin each day (Tharp, T. 2003)</li> </ol>
7	Creating 'flow' in professional and person context of creative support/learning	FD/A 2marks
		Guest Speaker
8	Musical Expression	<ol> <li>See Website links on D2L</li> <li>Music as Medicine (Bayliss, R. 2016)</li> </ol>
		CP/A 3marks
		See links on D2L
9	Indoor Healing Spaces	A 2-marks
		Creativity Awareness Project Due and Present due Oct 30
		Poetry's Special Healing and Inspirational     Role (Chabi G.G. 2011)
10	Written Expression and Health	The Role and Personal Magic of Stories
		FD/A 2marks
		<ol> <li>Drama Dance and Play (Grundy,L 2016)</li> <li>Clowning in Health Care (Dionigli, A,</li> </ol>
11	Drama Performance and Play	Canestrari C. 2016)
		CP/A 3marks
		Guest
12	Dance/Movement- Health in Motion	Kinesthetic ability and the Development of empathy in Dance Movement Therapy (Federman D.J. 2011)
		Proposals Due Nov. 20 or Nov 22 CP/A 3marks
	Open Topic	TBD
13	May include: Trauma informed practice Other creative tools Cultural awareness Other ideas?	A -2marks
14	Proposal Presentation Group Final Closing- Group Creation	Proposal Presentations- Dec 4

## 5. Basis of Student Assessment (Weighting)

Contemplative practice/Facilitated Discussions/Activities	30%
Research Paper – individual	20%
Creativity Awareness Project- individual or group	15%
Proposal and Presentation -group	35%
TOTAL	100%

#### Written Assignments

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, font meeting APA 7th edition guidelines, with a title page and a reference list. Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

# 6. Grading System

X	Standard Grading System (GPA)
	Competency Based Grading System

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

Review the School of Health and Human Services Student Handbook.

# 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: <a href="http://camosun.ca/about/mental-health/emergency.html">http://camosun.ca/about/mental-health/emergency.html</a> or <a href="http://camosun.ca/services/sexual-violence/get-support.html#urgent">http://camosun.ca/services/sexual-violence/get-support.html#urgent</a>

#### **College Services**

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <a href="http://camosun.ca/services/">http://camosun.ca/services/</a>

## **College Policies**

Policies are available on the College website at http://camosun.ca/about/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.

Education and academic policies include, but are not limited to, <u>Academic Progress</u>, <u>Admission</u>, <u>Course Withdrawals</u>, <u>Student Appeals</u>, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

#### **Student Conduct Policy**

There is a <u>Student Conduct Policy</u>. 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 website.

#### A. GRADING SYSTEMS

http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2

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	Α		8
80-84	A-		7
77-79	B+		6
73-76	В		5
70-72	B-		4
65-69	C+		3
60-64	С		2
50-59	D		1
0-49	F		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	
СОМ	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 <a href="http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4">http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4</a> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	Incomplete: 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.