

HS 4092F -Creative Healing: Art, Health, and Transformative Human Experiences

Instructor: Dr. Treena Orchard

Class: Tuesdays 9.30 am – 12.30 pm

Room: TBA

Office Hours: By appointment, Rm 216 HS Bldg.

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Teaching Assistant: TBA

Course Description

This is an advanced undergraduate course in health sciences that explores how art, health, and the politics of daily life intersect in qualitative research and other therapeutic contexts to produce transformative human experiences. It provides an in-depth overview of key *theoretical* and *methodological* approaches employed in arts-based health research and allied fields, including medical humanities, (dis)ability studies, cultural studies, and Indigenous ways of knowing. The course also examines how arts-based projects are *applied* in different research and artistic settings, including creative writing, dance, theatre, and film. Attentive to the intersecting issues of race, gender, age, space, and the production of artistic and health knowledge by various practitioners, it offers an engaging pedagogical experience with many ‘real-world’ outcomes. Students are encouraged to exercise their creativity, self-reflexivity, and scholarly desires in this rigorous, rewarding course.

Class Schedule and Format

The basic format for each class will be as follows: an overview of class objectives, interactive lecture by myself, a break, group work, and class discussion. Although I am going to lecture and lead the discussions of the assigned readings and some additional contextual information, students are *strongly* encouraged to share their perspectives on the respective themes as much as possible.

Evaluation

Attendance	3%
Therapeutic Playlist- Due Oct. 8	27%
Photo Series- Due Nov. 12	30%
Final Project- Due Dec. 3	40%

Details

Class Attendance (3%)

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation/attendance grades in their evaluation schemes. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of **3 weeks** of unexcused absences per term will be considered persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result

in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Therapeutic Playlist (27%)

Students will compile a playlist of 15 songs that generate a therapeutic outcome, whether it be feelings of happiness, energy, or contemplation. Your list can focus on one or several outcomes. Each song must be fully referenced (title, artist(s), release date, album if applicable, recording label) and described in one paragraph that consists of 6-7 double-spaced sentences. Each paragraph must answer these questions:

- (1) Is this a new song or an old favourite?
- (2) How did you locate or learn about the song?
- (3) When do you listen to the song?
- (4) Where do you listen to the song?
- (5) How did you decide where to put this song in the playlist? and
- (6) What therapeutic effects does this song generate for you?

Estimated duration of assignment- 8 hours.

Rubric- Reference (1 point); Questions 1-5 (1 point each); Question 6 (2 points). Each song paragraph is marked out of 8 points.

Photo Series (30%)

Students will create a photo-driven assignment about the overlap of art and health, defined broadly, in their everyday lives. The images of art and health can be combined or they can be grouped into discrete themes under the headings of 'art' and 'health.' The organization is entirely up to you, but there must be twenty images in total. The options are endless, including self-portrait, animals, fashion, domestic spaces, music, wellness, social supports, emotional struggles, resilience, art galleries, nature, food, and so forth. It's okay to take pictures of other people if you ask their permission beforehand. The purpose of this assignment is to encourage critical reflect on everyday experiences and environments as rich spaces of both art and health. This re-envisioning exercise will also afford students the opportunity to apply some of the theories, approaches and arts-based genres discussed in class. No additional research or references are required and each photo will be discussed one paragraph of 6-7 double-spaced sentences. When describing the photos answer the following questions:

- (1) Where and when was the photo taken?
- (2) Why did you take this image?
- (3) How does this picture evoke or represent health and/or art?
- (4) If you had to give a title to this image, what would it be?

The assignment will be organized in the following sections and headings:

Introduction – To the assignment and the themes to be featured (1 page)

The Photos- Organize them in a way that corresponds with the themes/content and describe each in 1 paragraph (10-15 double-spaced pages)

Conclusion- Re-introduce the themes and discuss how the assignment has shaped how you think about health and art(s) in your everyday lives (1 page).

Estimated duration of assignment- 30 hours or 3-4 full working days

Rubric- Introduction (2 points); Twenty photos (1 point per paragraph= 20 total points); Conclusion (2 points). The assignment is marked out of 24 points.

Final Project (40%)

Students will each design a project that includes a written research and artistic component about a health-related topic of their choosing. The research portion discusses the guiding theory, methodological approach, and relevant literature that informs the topic/issue/genre at hand (20%). This part of the assignment will be 8-9 double-spaced pages. The artistic component will compliment and overlap with the ideas featured in the written portion and is worth the same as the written portion (20%). This part of the assignment may be more or fewer pages than the written part, depending on the artistry/approach/issue selected (i.e., songs, video clip with description, drawings, poetry, concept maps). A central principle of this course is the validation of arts-based knowledge alongside more traditional, namely textual, ways of recognizing ‘data’ or experiences that are worth counting. I encourage students to include qualitative, ethnographic research as well as more creative sources of information to enrich their projects.

Although the organization of this project is fluid, please use these basic headings for consistency: Introduction (1.5 pages), Theory (1 page), Methods (1 page), Literature (3 pages), ARTISIC HEADINGS/CONTENT, (Conclusion (1.5 pages), and References (10-15). The assignment will be between 15-20 double-spaced pages in length and students should meet with me well in advance of the due date to ensure they are on the right track with their project. **The Introduction and Conclusion must include a discussion of how this topic fits within the course objectives and foci, and how it has shaped students’ understandings of art, health, and different approaches to therapeutic/transformational human experiences.**

Estimated duration of assignment- 40 hours or 5 full working days

Rubric- Introduction (2 points), Written (10 points), Artistic (10 points); Conclusion (2 points). The assignment is marked out of 22 points.

Grading scheme:

I use the format provided below for grading, which is the university-wide scale that has been approved by the Western University Senate. It should also be noted that **I DO NOT ROUND UP MARKS.**

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between a B to A- average. If the average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy. Although course averages in years 1 through 4 grades vary, this is the normative breakdown of average grades/year:

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

Policies:

Prerequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Late assignments

This class is evaluated through written assignments which must not be missed unless there is a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will I consider a new due date for an assignment. Late assignments are docked 3% per day and anything beyond 5 days late will not be accepted.

Electronic devices

During Lectures: Although you are welcome to use a computer during lecture, please use it for scholastic purposes only and refrain from engaging in activities that may distract other students. From time to time, I may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any material posted to the course website. If personal devices are being used for non-class purposes, students may be asked to stop this behaviour or leave class.**

Student Code of Conduct

The Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. See http://studentexperience.uwo.ca/student_experience/studentconduct.html.

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 -hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);

- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

Support Services

There are various support services around campus, and these include but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsmen Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state. There are ALWAYS solutions to our situation and although it often feels like it, the world will NEVER fall apart if we don't make or delay certain decisions. **Acknowledging and working through our stresses is essential to making sure they don't dominate our lives in ways that are damaging or isolating. Myself and the other professors in our school are here for you***

If you are in emotional or mental distress please see Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a list of options about how to obtain help. Western has developed an interactive mental health learning module: https://uwo.ca/health/mental_wellbeing/education/module.html. It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals, perhaps marked as 'favourites' in your phone contacts, is another strategy.

Communicating with me

I'm a peasant when it comes to tech.-related things and I am not available for comment at all times. I work hard and protect my 'me' time. Let's keep our communications to Monday- Friday during the daytime (i.e., 8 am- 5pm). This is not to restrict your access to me, I'm just letting you know what my preferred boundaries are. These timings also extend to our TA.

NAVIGATING OUR SITE ON OWL

RESOURCES- ALL ARTICLES AND SOME SUPPLEMENTARY FILES OF INTEREST

LECTURE SLIDES- ALL SLIDES POSTED IN WORD

ANNOUNCEMENTS- I MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

REQUIRED Materials:

Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. PDF On OWL **AND** A Reading Package, Available in UWO Bookstore.

Some Suggested Sources for Assignments:

Arts & Health

Arts Medica

Medical Humanities

The International Journal of the Creative Arts in Interdisciplinary Practice

Visual Anthropology

The Journal of Alternative and Complimentary Medicine

COURSE ORGANIZATION AND READINGS

September 10, 2019- INTRODUCTION

Viewing of a film (TBA)

I- GUIDING IDEAS: ARTS-BASED RESEARCH & THEORY

September 17, 2019- Arts-Based Approaches to Research

(1) Boydell, K. Gladstone, M., Volpe, T., Allemang, B., & Stasiulis, E. (2012). The Production and Dissemination of Knowledge: A Scoping Review of Arts-Based Health Research, *FORUM: QUALITATIVE SOCIAL RESEARCH*,13(1), Art. 32.

(2) Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. Read Chapter 1: pp.1-22.

September 24, 2019- Theoretical Approaches

(1) hooks, bell (1995). *Art on my Mind: Visual Politics*, New York: The New Press, pp. xi-21.

(2) Lengelle, R., Jardine, C., & Bonnar, C. (2018). Writing the Self for Reconciliation and Global Citizenship: The Inner Dialogue and Creative Voices for Cultural Healing, In *The Dialogical Self Theory in Education*, F. Meijers & H. Hermans, Eds. New York: Springer Press: pp. 81 - 96

II- DOING THE WORK: METHODS

October 1, 2019- Body Mapping

(1) Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. Read Chapters 3 & 4.

Creating mini body-maps in class.

October 8, 2019- Indigenous Knowledge

(1) Bartlett, C., Marshall, M. & Marshall, A. (2012). Two-Eyed Seeing and Other Lessons Learned Within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing, *Journal of Environmental Sciences & Studies*, 2(4): 331-340.

(2) Hovey, R., Delormier, T., McComber, A., Levesque, L. & Martin, D. (2017). Enhancing Indigenous Health Promotion Research Through Two-Eyed Seeing: A Hermeneutic Relational Process, *Qualitative Health Research*, 27(9): 1278-1287.

(3) *WRFN Mental Health and Wellness Program Application*, 14-page document on OWL.

THERAPEUTIC PLAYLISTS DUE

October 15, 2019- Children

(1) Stewart-Tufescu, A., Huynh, E., Chase, R., & Mignone, J. (2018). The Life Story Board: A Task-Oriented Research Tool to Explore Children's Perspectives of Well-Being, *Child Indicators Research*, DOI: <https://doi.org/10.1007/s12187-018-9533-8>.

(2) Hamama, L. & Alshech, M. (2018): Children with epilepsy: assessing state anxiety through drawings and a self-report questionnaire, *Arts & Health*, DOI:10.1080/17533015.2018.1534250

Viewing the film *Monsieur Lazhar* (2011).

III- MAKING IT REAL: APPLICATION

October 22, 2019- Writing: Letters, Poetry, and Other Words of Survival

(1) Penny, E. & Malpass, A. (2019): Dear Breath: using story structure to understand the value of letter writing for those living with breathlessness – a qualitative study, *Arts & Health*, DOI: 10.1080/17533015.2018.1555178.

(2) Dawn, A. (2013). *How Poetry Saved My Life: A Hustler's Memoir*, Vancouver: Arsenal Pulp Press. Read and make notes on 6 poems from the Selections Posted on OWL.

In-class writing of a letter about art, health, and healing to yourselves.

October 29, 2019- Dance: (Dis)ability and Social Justice

(1) DiPasquale, S. & Kelberman, C. (2018): An integrative dance class to improve physical function of people with developmental and intellectual disabilities: a feasibility study, *Arts & Health*, DOI: 10.1080/17533015.2018.1537295.

(2) Visit the FREE BODY PROJECT website and Read and make notes on 3 blogs from the 'Stories from the Field' section- <http://freebodyproject.org/stories>.

November 12, 2019- Theatre: Synergy, Solidarity, and Self-Discovery on the Stage

(1) Boal, A. (2006). *The Aesthetics of the Oppressed*, Milton Park: Routledge, pp. 1-29.

(2) Ehrenreich, M. (2017-). Medicine the Musical (<http://medicinethemusical.com/>). Review and make notes on 1 online story, 1 video clip, and 1 segment from the Musical's Website.

PHOTO SERIES DUE

November 19, 2019- When the Stars Align: Tracing Chiron's Journey in the film *Moonlight*

(1) Kannan, M., Hall, R., & Hughey, M. (2017). Watching *Moonlight* in the Twilight of Obama, *Humanity & Society*, 41(3): 287-298.

(2) Randolph, R., Jr. (2016). Film Review- *Moonlight*, Barry Jenkins, *Queer Studies in Media & Popular Culture*, 2(3): 383-387.

(3) Noonan, L. (2017), *Moonlight*, *Journal of Pastoral Care & Counseling*, 71(2): 136–137.

(4) Hamid, R. (2017). *Moonlight*, *Cinéaste*, 42, (2): 44-45

(5) Nunn, J. (2016). Jenkins, McCraney on their powerful film, 'Moonlight', *Windy City Times*, Chicago, IL: 02 Nov: 28.

Viewing the film *Moonlight*.

November 26, 2019- Personal Geographies: Emotions, Identities, and the Intimate Contours of Life

(1) Kearney, A. (2009). Homeland Emotion: An Emotional Geography of Heritage and Homeland, *International Journal of Heritage Studies*, 15(2–3): 209–222.

(2) Johnston, L. (2018). Intersectional feminist and queer geographies: a view from 'down-under', *Gender, Place & Culture*, 25(4): 554-564.

Viewing film clips from *On Body and Soul* (2017) and in-class documentation of personal geographies.

DECEMBER 3, 2019- FINAL CLASS & PROJECTS DUE

Viewing of film (TBA)