

The background is a collage of various colorful circles and shapes in shades of blue, green, black, and red. Some shapes are solid, while others are layered or have intricate patterns. The overall aesthetic is modern and artistic.

ARTHEWE

Multiform Pedagogy in Arts, Health and Wellbeing

**Health and Well-being Promotion
through Creative Methods**

Syllabus



	Health and Well-being Promotion through Creative Methods
Level of studies	Postgraduate
ECTS	2
Study period	[To be completed by the HEI using it]
Duration	One semester
Method	Face-to-face or blended learning
Objectives	<ul style="list-style-type: none"> ○ learn creative strategies for health and wellbeing promotion for different target groups in the population ○ learn how these strategies can be implemented within different health and wellbeing promotion interventions at individual and community level
Students' evaluation	Active participation in the course and final assignment. Grading system is based on pass or fail.

Background

According to W.H.O, Health Promotion is the process of enabling people to increase control over, and to improve their health (WHO, 1998). Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love.

Creativity is described as a vital part of making creative things and define it as the innate ability to think and act with real sources, to be inventive and imaginative and to find new and real solutions for the needs, the issues and expression forms (Hansen et al., 2020). Creative methods are seen as a vehicle for someone's self-expression (Müllersdorf & Ivarsson, 2016) whereas they make a significant difference on people's health and wellbeing (Cameron et al., 2013). Some methods of creativity are: Photography, Ceramics, Dance, Games, Sculpture, Drawing and Music (University of the Arts, 2021).

Interventions including creativity approaches allow participants to feel pride, reflect, have sense of belonging, improve own skills, self-esteem, satisfaction and rest (Müllersdorf & Ivarsson, 2016; Pollanen, 2013; Bellamy, 2018). There are several benefits gained by creative based interventions that have been supported in the literature. For example, improved physical and mental well-being, (Clift, 2012), social integration (Tymoszuk et al., 2021), improved coping abilities, better body understanding (Jensen & Bonde, 2018; Gillam, 2018), increased in positive feelings, relief, relaxation, concentration, motivation and increased energy (Hansen et al., 2020; Murphy et al., 2020), changes on beliefs and behavior, increased self-esteem and confidence, drug abuse reduction, increased interpersonal development skills and self-empowerment were also documented (Bungay & Burrows, 2013; Mbizvo, 2006).





Learning outcomes

At the completion of the course, students will:

- know the concepts of health and well-being promotion and how they may be defined in different contexts
- be aware of the participatory approach and co-production in health and well-being promotion
- develop their critical thinking and creativity
- know several creative methods that can be used in health and well-being promotion interventions
- be able to use creative methods and integrate them in health and well-being promotion interventions
- be able to work effectively in teams
- improve their communication skills and their English language skills

Content

- Revision of the concept of health promotion and the methodology of planning, implementing and evaluating health and well-being promotion interventions
- Participatory and co-production approaches in health and well-being promotion
- Creative methods in health and well-being (e.g. (digital) storytelling, visual arts, drama/theatre, dance)
- Creative methods in the evaluation of the health and well-being promotion interventions
- Examples of good practice among different population target groups
- International case studies

Learning resources and activities

The following are suggested as learning resources and activities of this course according to each HEI and students' group needs:

- Online asynchronous learning platform - eLearning material for self-study
- Lectures
- Group work
- Creative workshops (developing a poem, an art work, etc.)
- Students' presentations





Course evaluation

Different approaches can be used for the evaluation of this course, such as:

- Online questionnaire - feedback (listening to music while filling in the questionnaire)
- Evaluation café
- Drawings

Students' evaluation and grading system

Students will be evaluated through their active participation in the course and a final assignment which will be presented orally in classroom (or virtual classroom) at the end of the course. Grading system is based on pass or fail. This course leads to 2 ECTS.

Relevant literature

- Alexander, S.A., Frohlich, K.L., & Fusco, C. (2014). Playing for health? Revisiting health promotion to examine the emerging public health position on children's play. *Health Promotion International*, 29(1), 155-164.
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- Cameron, M., Crane, N., Ings, R., & Taylor, K. (2013). Promoting well-being through creativity: how arts and public health can learn from each other. *Royal Society of Public Health*, 133(1), 52-59.
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- Gillam, T. (2018). Enhancing public mental health and wellbeing through creative arts participation. *Journal of public mental health*, 17(4), 148-156. <https://doi.org/10.1108/JPMH-09-2018-0065>
- Hansel, B., Erlandsson, L., & Leufstadius, C. (2020). A concept analysis of creative activities as intervention in occupational therapy. *Scandinavian Journal of Occupational Therapy*, 28(1), 63-77. <https://doi.org/10.1177/1757913918772602>
- Jaganath, D., Mulenga, C., Hoffman, R.M., Hamilton, J., & Boneh, G. (2014). This is My Story: participatory performance for HIV and AIDS education at the University of Malawi. *Health Education Research*, 29(4), 554–565. <https://doi.org/10.1093/her/cyt074>
- Jensen, A., & Bonde, L.O. (2018). The use of arts interventions for mental health and wellbeing in health settings. *Perspectives in Public Health*, 138(4), 209-214. <https://doi.org/10.1177/1757913918772602>
- Kok, D.J., Bisschops, I., Knoop, L., Tulu, L., Kujawa-Roeleveld, K., Masresha, N., & Houtkamp, J. (2020). Game over or play again? Deploying games for promoting water recycling and hygienic practices at schools in Ethiopia. *Environmental Science & Policy*, 111, 83-90. <https://doi.org/10.1177/1757913918772602>
- Mansfield, L., Daykin, N., & Kay, T. (2020) Leisure and wellbeing. *Leisure Studies*, 39(1), 1-10. <https://doi.org/10.1080/02614367.2020.1713195>
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- Todd, C., Camic, P.M., Lockyer, B., Thomson, L.J.M., & Chatterjee H.J. (2017). Museum-based programs for socially isolated older adults: Understanding what works. *Health & Place*, 48, 47–55. <https://doi.org/10.1016/j.healthplace.2017.08.005>





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Relevant peer reviewed journals

Arts & Health

Journal of Applied Arts & Health

Canadian Review of Art Education

Leisure Studies

Creativity Research Journal

Nordic Journal of Arts, Culture and Health

International Journal of Art Therapy

Journal of Arts and Communities

Health Education Journal

Health Education Research

Health Promotion International

Health Promotion Journal of Australia

Health Promotion Practice

Journal of the Royal Society for the Promotion of Health

