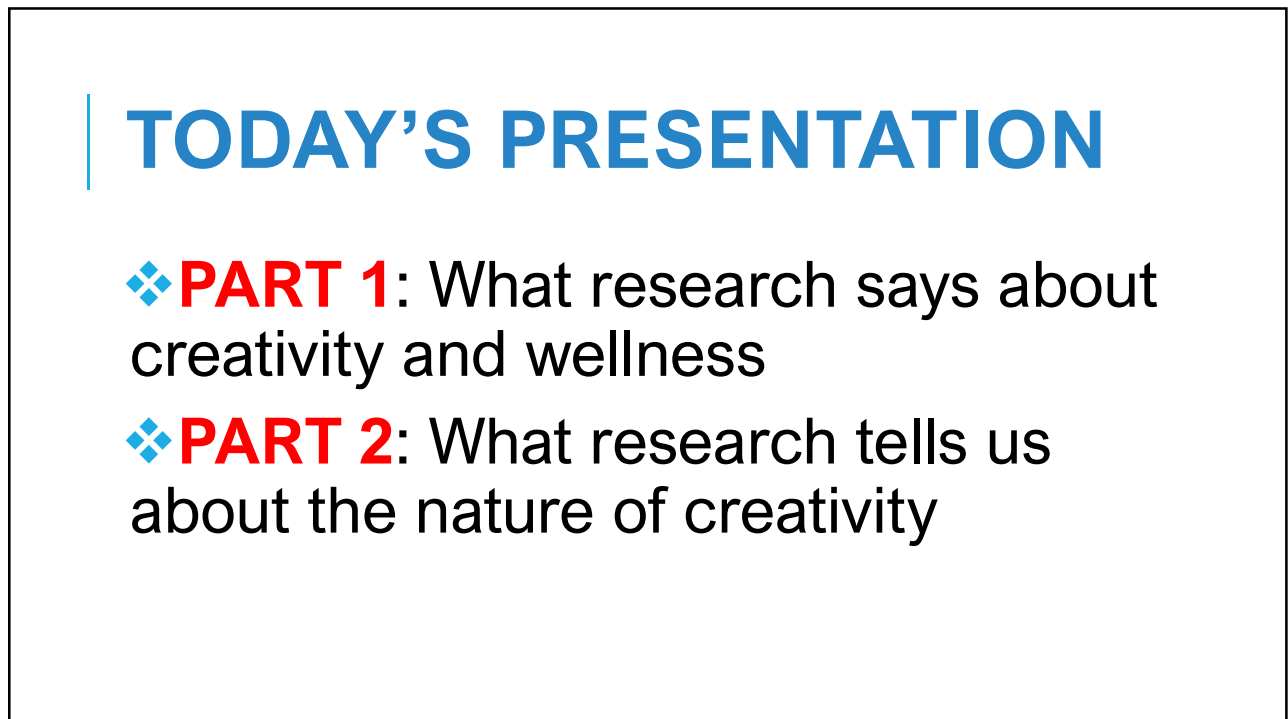




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2

ART DEFINED (WIKIPEDIA 1/29/2019)

- Diverse range of activities
- Create visual, auditory, or performing artworks
- Express imagination, ideas and skill

3

U.S. PUBLIC LAW 89-209 NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES ACT OF 1965

SEC. 3. As used in this Act—

...

(b) The term "the arts" includes, but is not limited to, music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, and the arts related to the presentation, performance, execution, and exhibition of such major art forms.

4

U.S. PUBLIC LAW 89-209 NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES ACT OF 1965

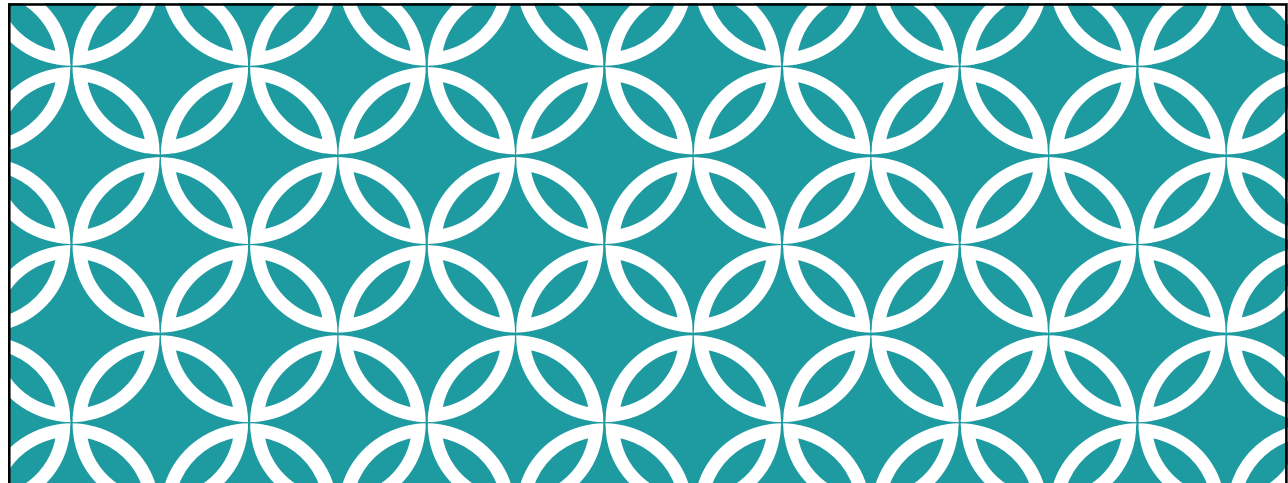
“Sec. 2. The Congress hereby finds and declares— ...

(2) that a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity;

(5) ... appropriate for the Federal Government to help create and sustain not only a climate encouraging freedom of thought, imagination, and inquiry but also the material conditions facilitating the release of this creative talent;

(6) that the world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit;...”

5



PART 1: CONNECTION BETWEEN CREATIVE ACTIVITY AND WELLNESS

6

WHAT RESEARCH SAYS

- ❖ Research caveats from today's presenter: difficult to conduct research on humans, way in which research is conducted varies, results do not provide every detail regarding the treatment, control/comparison group challenges, small number of participants, measuring intangibles, self-reporting, subjectivity, need further research to determine effect sizes
- ❖ Stucky, H.L. & Nobel, J. (2010). The Connection Between Art, Healing, and Public Health: A Review of Current Literature. *American Journal of Public Health* 100(2).

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STUCKY AND NOBEL RESEARCH (2010) IN 4 AREAS

1. Music Engagement
2. Visual Arts
3. Movement-Based Creative Expression
4. Expressive Writing

8

ABOUT MUSIC ENGAGEMENT

- “passive music therapy and the playing of prerecorded music to patients to reduce stress and enhance well-being”
- “music therapy has been shown to decrease anxiety”
- “music therapy program can help to restore emotional balance”
- “strategy for achieving control over pain”

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ABOUT VISUAL ARTS

- “improved clinical outcomes...better vital signs...diminished cortisol related to stress...less medication needed to induce sleep”
- “evidence that use of art and music reduces hospital stays”
- “decreased need of narcotic pain medication...and left the hospital earlier”

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ABOUT VISUAL ARTS

- “psychological well-being by decreasing their negative emotions and enhancing their positive emotions”
- “recognize the role that creative arts play in the healing process...arts in medicine programs are emerging throughout the United States and worldwide”
- “participation in an arts-in-medicine program was related to improved quality-of-life measures...there were encouraging trends in terms of improvements in depression and certain laboratory and hemodialysis parameters.”

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ABOUT VISUAL ARTS

- “initial evidence of the efficacy of art therapy in reducing a broad spectrum of symptoms among cancer inpatients” – significant reduction in global distress score and significant improvements in most domains of an anxiety index
- benefits of creative expression to healing and greater wellness

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ABOUT MOVEMENT-BASED CREATIVE EXPRESSION

- “Movement-based creative expression focuses on **nonverbal...forms of expression as psychotherapeutic or healing tools**”
- “creative movement was shown to support **self-awareness**”
- A dance and movement program **substantially enhanced the quality of life of cancer patients.**

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ABOUT MOVEMENT-BASED CREATIVE EXPRESSION

- In a theater training program for seniors (ages 60-86), seniors showed greater gains in **cognitive and psychological well-being measures (word and listening recall, problem solving, self-esteem).**
- Women (70 or older) who participated in a Tai Chi program exhibited **significant improvements in physical functioning and ambulation.**

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ABOUT EXPRESSIVE WRITING

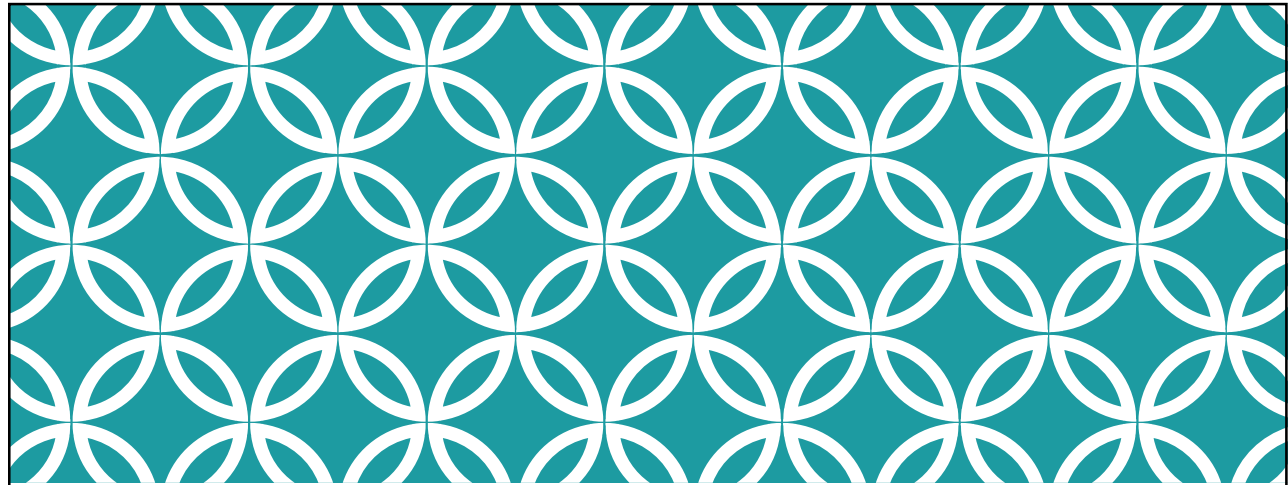
- “...relative to control group participants, individuals who have written about their traumatic experiences exhibit statistically significant improvements in various measures of physical health, reductions in visits to physicians, and better immune system functioning...”
- “...writing about upsetting experiences produces long-term improvements in mood and health”
- Better measures on stress hormones, blood pressure, number of social, academic, and cognitive variables—effects shown to hold across cultures, age groups, and diverse samples

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ABOUT EXPRESSIVE WRITING

- “...can improve control over pain, depressed mood, and pain severity”
- “...use of poetry to help people find their voice and gain access to the wisdom they already have but cannot experience because they cannot find the words in ordinary language”
- Journaling can access the unconscious self. “Journal writing has been linked to creativity, spiritual awareness, and expansion of the self...identify and work through feelings, improve relationships, and learn new things about themselves”

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PART 2: WHAT WE KNOW ABOUT CREATIVITY

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WHAT RESEARCH SAYS ABOUT CREATIVITY

Gomez, J. G. (2007). *What Do We Know About Creativity?* The Journal of Effective Teaching, 7(1), 31-43.

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FACTORS THAT AFFECT CREATIVITY

- Convergent and divergent thinking
 - Convergent—reproduce known concepts and adopt known response to new situations
 - Divergent—involves fluency, flexibility, and originality—production of large numbers of new ideas
 - Creative Ideas—new insights to a situation, ability to change one’s approach to a problem, produce relevant and unusual ideas, see beyond immediate situation, redefine problem

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FACTORS THAT AFFECT CREATIVITY

- Myth: creativity comes naturally and creative works produced with ease
 - Evidence: creative experience comes after considerable effort and time into project
 - Creative act—sudden and short-lived originating from right side of brain, seldom happens soon after “period of intense reflection and search” but “occurs much later, when least expected”
- Teachers can enable them to make interesting and innovative connections by letting students determine the problem and let them reach their own conclusion,

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FACTORS THAT AFFECT CREATIVITY

- Environmental factors
- Access to manipulative tools for the test of ideas (Computer Technology)
- Reflective thinking and evaluation of thoughts (“continuous evaluation limits the generation of ideas”)

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BASIC ATTRIBUTES OF HIGHLY CREATIVE STUDENTS

- Originality (unusual/uncommon/unconventional)
- Persistence (frustration may increase efforts)
- Independence
- Involvement and detachment (“Creative students soon become detached enough to see the problem in its total perspective. By setting work aside temporarily, creative persons give ideas the freedom to develop.”)

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BASIC ATTRIBUTES OF HIGHLY CREATIVE STUDENTS

- Deferment and immediacy (defer judgment, not always go with first solution and see if there is better one later)
- Incubation (unconscious, “period of purposeful relaxation permits the mind to run free”, “sudden flash of insight” after incubation period)
- Verification – solution is verified

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BASIC ATTRIBUTES OF HIGHLY CREATIVE STUDENTS

- Discovers problems – not just problem solving
- Generates alternatives – look for many alternatives
- Challenges basic assumptions
- Minimizes labels or categories (contributes to rigid thinking)

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STRATEGIES FOR ENHANCING CREATIVE- THINKING SKILLS

- Establish classroom environment that accepts and reinforces new ideas. New ideas can be evaluated for merit.
- Instead of providing students with fact or theory, students can seek out the information themselves.
- Creativity needs self-direction--work on their own, make own mistakes, toy with ideas, and pursue things. Curiosity can motivate them to go in a creative direction.

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STRATEGIES FOR ENHANCING CREATIVE- THINKING SKILLS

- Teachers should recognize that students might appear impertinent or even critical of their teaching methods, but the students may just be having a creative idea pop up. The teacher can allow the students to pursue and test their ideas.

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STRATEGIES FOR ENHANCING CREATIVE- THINKING SKILLS

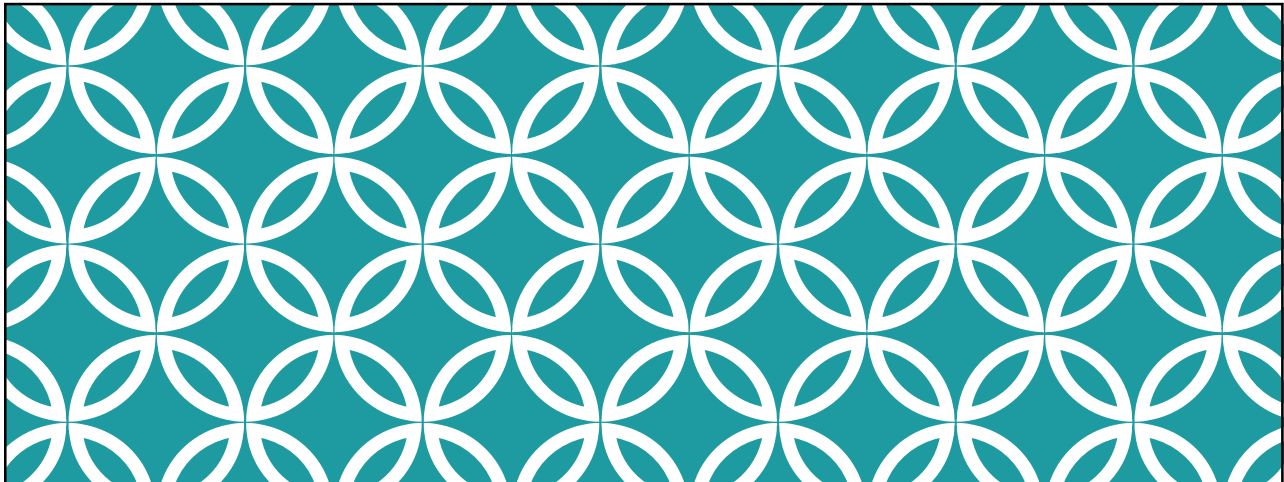
- Creative potential lost when student rushes through projects
 - Make a start.
 - Taking notes.
 - Setting deadlines and quotas.
 - Fixing a time and place (for ideas).

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STRATEGIES FOR ENHANCING CREATIVE- THINKING SKILLS

- With guidance and training, teachers can produce conditions that encourage originality and creative imagination in students.
- These skills are useful in the classroom and in our own personal lives.

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CLOSING REMARKS |

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PRESENTER'S OPINION

- ❖ Regarding the connection between creative expression and wellness, focusing on creative activity has the potential to short circuit your ability to worry. I've found that I personally can't create well when I'm focused on something else.
- ❖ Unmanaged/chronic stress can have a long-term negative impact on your brain and health.

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PARTING THOUGHTS

1. Life is short.
2. Do more of the things that you enjoy.
3. Creative expression can be part of a wellness practice/resolution.
4. “When we are involved in creativity, we feel that we are living more fully than during the rest of life.”—Psychologist Mihaly Csikszentmihalyi