



Program Name	Date Completed
<b>Creative Wellness Minor</b>	<b>6/1/26</b>
Report Completed By	Report Contributors
<b>Karen Yescavage, program coordinator</b>	<b>Jamie Moon, Indigenous Community Wellness instructor</b>
Brief Statement of Program Mission and Goals	
Program mission: Promote wellbeing in students through playful social engagement, culturally meaningful, and creative and arts-based experiential learning activities. Goals: Promote student mental health and wellbeing through improving skills of social connection, emotional awareness and regulation, and cognitive flexibility.	

**Table I Closing the Loop**

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

<b>A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.</b>
Incorporate culturally responsive coursework into the curriculum. As stated from last year’s program assessment, “CW minors will now be exposed to the 4 I’s (levels of) critical analysis of social and cultural influences: Ideology, Institutions, Interpersonal, and Internalization.”
<b>B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?</b>
Spring 2024 idea was proposed; Spring 2025 it was approved through CAP board
<b>C. What were the recommendations for change in the previous cycle?</b>
A recommended change in 2024 was to require a new core offering option that was culturally responsive: Indigenous Community Wellness (formerly labeled Indigenous Holistic Health) to ensure greater exposure to and critical thinking about cultural worldviews (and to help boost course enrollment).
<b>D. How were the recommendations for change acted upon?</b>
In addition to making it a permanent course offering, I hired an artist-educator to teach the course, bringing the course into greater alignment with the Creative Wellness



program where students engaged in significantly more arts-based and culturally informed experiential learning activities.

**E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?**

First, a greater number of students were served as this course had a significant (30%) boost in enrollment, from 10 students in Spring 2025 to 14 students in Spring 2026.

**In terms of impact on student learning, the Indigenous Community Wellness was effective in expanding the curriculum to be more culturally responsive, being sure to cover the 4 I's (ideology, institutions, interpersonal and internalization) levels of analysis.**

Weekly course topics -- many of a psychologically painful nature -- like cultural genocide via Indian boarding schools (institutional level) and generational trauma (interpersonal level) and resultant maladaptive coping strategies like alcohol and substance misuse (i.e., internalized level), were applied and embodied through various creative modalities. Students learned about the power of art as resistance, as storytelling, and as a foundational force in Indigenous ceremonies and rituals (ideological level).

Through repeated class observations, I witnessed students flourishing while engaging in creative activities based upon course readings. The excited, positive energy in the room was a testament to the instructor's ability to create a psychologically safe space for students to express vulnerabilities and offer support to each other in small groups. Additionally, the instructor shared samples of weekly reflection assignments where students made meaningful connections between creative activities and cultural worldviews. Deep self-reflection occurred regarding ancestral trauma and the generational impact of both privilege and oppression. Students began to see interconnected in their lives as well; we are all impacted -- albeit differentially -- by institutional systems.

**SLO: Practice self-care through experiential learning creative wellness activities.**



Loneliness and poor mental health among college students is a significant challenge universities face. This program uses creative activities to promote meaningful connections. An indigenous approach to wellbeing is communal, and nature-based, recognizing humans as but one link in the larger web of life.

Students in this course built a much-needed stronger connection with Nature. Through nature walks and using natural materials in creative activities, the respect for nature they developed transferred to respect for each other and of all beings, human, animal, and plants. I observed this powerfully when I joined the class outside to participate in the Council of All Beings. In this activity, students created their own unique masks personifying a non-human animal (e.g., an ant, a moth, a lion) or an aspect of nature that spoke to them (e.g., the moon, a saguaro) and then shared in a circle from their various perspectives how they experienced the world. This activity helped them to recognize the impact of humans on the planet and most importantly, the interconnectedness of all living things, i.e., an essential aspect of an Indigenous cultural worldview.

According to the research, exposure to nature promotes wellbeing by reducing physiological stress indicators, such as blood pressure and cortisol levels, while restoring mental capacity and reducing symptoms of anxiety and depression through involuntary attention. Engaging in arts-based nature practices enhances these benefits by fostering a deeper psychological connection to nature, which serves as a more significant predictor of happiness and life satisfaction than the mere quantity of time spent outdoors. These creative activities often induce "optimal states" of mind like flow and transcendence, allowing individuals to process complex emotions, improve self-esteem, and experience a profound sense of belonging and harmony with the world.

**Enter Comments on Table I Closing the Loop Below**



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

<b>A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
From the 2025 program assessment, “For next year, I plan to create an exit survey of graduating CW minors to assess another program objective, namely, “become leaders in the community and advocates for wellness” to gather data on how they see themselves applying what they learned both personally and possibly professionally.”
<b>B. Semester and year this SLO was previously reported on before this cycle.</b>
<b>C. Describe the assessment method for this SLO(s).</b>
Given the small number of exit survey responses I received from graduating seniors (4 of 9 completed), I also analyzed their final reflection assignment from the Introduction to Creative Wellness class I taught this spring. I downloaded their narratives and asked Google Notebook LM to assess how well students were meeting the three program objectives: <ol style="list-style-type: none"> <li>1. Collaborate effectively and integrate learning across positive psychology and arts/humanities disciplines</li> <li>2. Comprehend and apply an understanding of positive psychology to promote wellness in the community through creative expression</li> <li>3. Practice self-care through experiential learning creative wellness activities</li> </ol>
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
In CW 100, 14 students were asked at the end of the semester, In reflecting upon all the activities we engaged in this semester, what does Creative Wellness mean to you? The 14 CW 100 students, and the 4 graduating seniors were also asked to rate how much the CW 100 class (for graduating seniors, how much the CW program overall) met the three



learning objectives.

**E. Explain the expected proficiency level and proportion of students who should reach this level.**

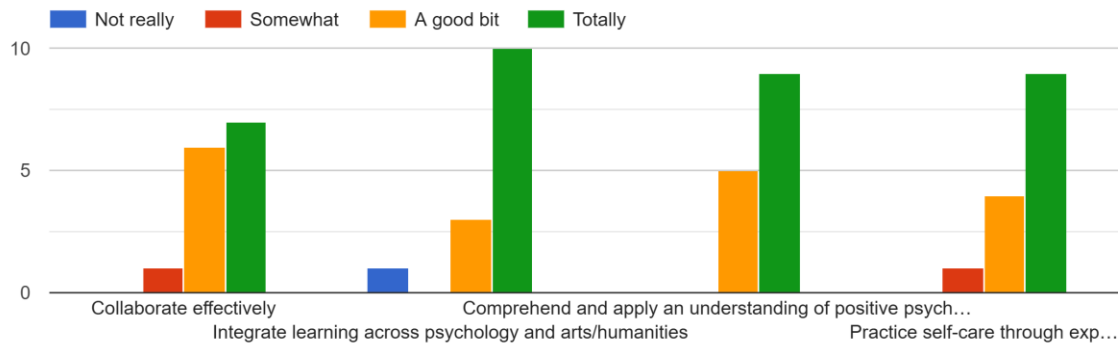
The expected proficiency level is 75% to 80% for CW 100 students and 100% for graduating seniors.

**F. Provide Assessment results and number of students who met defined proficiency level.**

100% of graduating seniors reported the program met its objectives. CW 100 students' reflections were slightly more varied, but still agreed the program was meeting its objectives. See charts below:

**CW 100 students**

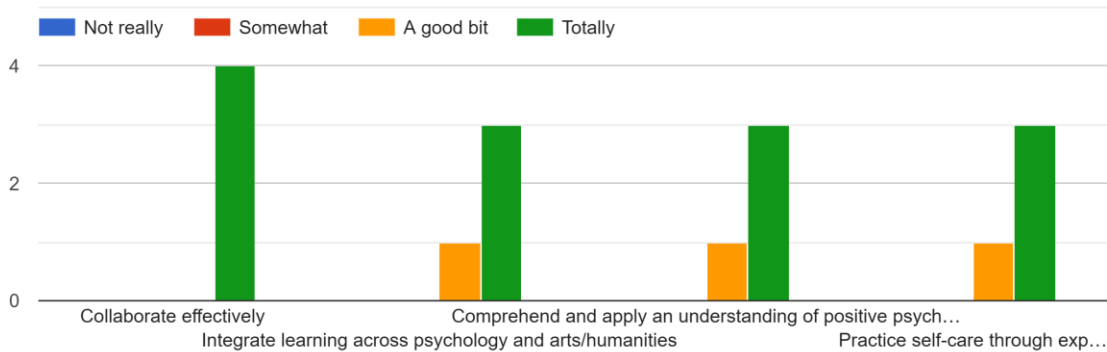
These are goals of the Creative Wellness program. To what extent, if at all, did you approach meeting these goals (learning outcomes) through this course?



**Graduating Seniors**



These are goals of the Creative Wellness program. To what extent, if at all, did you approach meeting these goals (learning outcomes) through the CW courses you've taken?



Additionally, 100% of students demonstrated proficiency in their recognition of the value of experiential activities and the corresponding assigned readings regarding how to promote wellbeing through various creative activities (*NOTE: Bold emphases are mine*).

[CW 100 classs descriptions of Creative Wellness Spg 2026](#)

**G. Describe what the results or trends indicate about student performance.**

[Qualitative Analysis of SLOS Spring 2026](#)

A review of the results of the qualitative analysis provided above supports the conclusion that that the program is meeting its objectives.

**H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.**

While these past couple of years the program has developed in terms of culturally responsive curriculum; we now turn our attention to considering inclusivity in terms of gender. To date, more women have declared CW as a minor than men. This is likely because many of the CW minors are majoring in psychology, a female-dominant field of study. We are interested in expanding our special topics curricula to stimulate interest outside of psychology.

While there are comparable rates of loneliness in both male and female college students, research finds social connection is especially valued by women. Because I had a higher number of male students than usual in the CW 100 class, I wanted to assess the value of social connection as a function of gender because I spend a lot of time promoting this through small group activities.



I calculated averages to the question posed at the end of the semester, "Rate how valuable it was for YOU to be a part of a course that prioritized building a class community and connecting socially with classmates."

I am excited to report the males in this course found value in connecting socially with classmates as well as the instructor and teaching assistant (though not quite as highly rated, but high nonetheless):

N=4 males; average rating of 8.5 out of 10 (10= highly valuable)

N=10 females; average rating of 9.2 out of 10.

These averages are encouraging and suggest it might be worthwhile to recruit more male students into Creative Wellness courses. Academically they have slightly higher dropout rates (28%) than female students (23%) and they are three times less likely to seek mental health assistance than their female counterparts. Because Creative Wellness is proactive, and strengths-based, there is not the same stigma that is associated with going to a counseling center. As we say, while CW may have a therapeutic impact, it is not therapy. And yet, students in the program regularly comment on how good the courses leave them feeling.

This fall 2026 we are offering a special topics course on gaming and wellbeing to appeal to students who enjoy online gaming, board games, and storytelling games like dungeons and dragons, i.e., games that attract a higher percentage of male players. We hope this might boost interest in the Creative Wellness minor in more male students. I will assess this class for its efficacy in promoting SLO: Practice self-care through experiential learning creative wellness activities; and, I will report on the gender ratio in the class and their interest in becoming a CW minor.

In terms of overall program assessment, I will try to get a higher response rate to the exit survey for graduating CW minors. Additionally, I will look to set up interviews with them in the spring semester BEFORE spring break rather than only send out a link to a survey via email near the end of the semester.

**Enter Comments on Table II AY 2026 Assessment Below**

# Understanding of Creative Wellness Rubric

Criteria	Developing	Competent	Proficient
<b>Understanding of Creative Wellness</b>	Provides a limited or incomplete description of Creative Wellness. Focuses primarily on art-making or activities without connecting them to wellbeing.	Describes Creative Wellness as using creative activities to support wellbeing, though explanation may lack depth or detail.	Clearly explains that Creative Wellness uses creative expression as a tool to enhance wellbeing, self-awareness, emotional health, and personal growth.
<b>Creative Expression as a Pathway to Wellbeing</b>	Mentions creativity but does not explain how it supports wellbeing.	Identifies at least one way creative expression can benefit wellbeing (e.g., stress relief, enjoyment, self-expression).	Clearly explains multiple ways creative expression promotes wellbeing, such as emotional expression, stress reduction, mindfulness, resilience, or personal meaning.
<b>Role of Social Connection</b>	Makes little or no reference to social interaction or belonging.	Recognizes that Creative Wellness can involve connecting with others.	Clearly explains how Creative Wellness fosters social connection, belonging, mutual support, empathy, or community-building.

<b>Permission to Play and Experiment</b>	Demonstrates limited understanding of the importance of play, exploration, or experimentation.	Acknowledges that participants are encouraged to try new things and be creative without excessive pressure.	Clearly emphasizes play, curiosity, exploration, and the freedom to experiment as central components of the program. Clearly explains that mistakes are
<b>Attitude Toward Mistakes and Perfection</b>	Suggests success is based on artistic skill, correctness, or producing a high-quality product.	Recognizes that artistic talent is not required, though the explanation may be brief.	welcomed as part of the process and that joy, participation, and self-expression are valued over perfection or artistic ability.

## Scoring Guide

- **Developing (1 point):** Emerging understanding of the concept.
- **Competent (2 points):** Adequate understanding with some key elements present.
- **Proficient (3 points):** Clear, accurate, and comprehensive understanding of Creative Wellness principles.

Total Score: \_\_\_\_ / 15

## Interpretation

- **13–15 points:** Proficient understanding of Creative Wellness
- **9–12 points:** Competent understanding of Creative Wellness
- **5–8 points:** Developing understanding of Creative Wellness

# **Creative Wellness:**

## **A Qualitative Analysis of Programmatic Student Learning Outcomes**

*This report was generated with the assistance of Google Notebook LM. Sources included student feedback from reflection assignments in Creative Wellness 100 and from graduating seniors minoring in CW, class of 2026:*

- *Creative Wellness 100 Class; Spring 2026 (N=14)*
- *Graduating CW minor seniors of 2026 (N=4)*

Before analyzing the 3 SLOs of the program, it is important to note that the Creative Wellness program meets a pressing student and institutional need.

The evolution of student mental health support requires a strategic departure from the traditional medical model, which predominantly focuses on pathology and the remediation of psychological deficits. The Creative Wellness (CW) program shifts this focus toward "flourishing"—a proactive state of well-being grounded in the Positive Psychology framework known as PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment).

By emphasizing the factors that make life worth living, this program encourages students to view psychology not as a reactive means to "fix what is wrong," but as a proactive discipline dedicated to boosting mental health through meaningful social connection and compassionate self-care. This program offers an experiential, creative expressive curriculum to build long-term psychological resilience, promoting mental wellbeing, as academic success.

*"I loved how special this program was, and I was really excited about being able to focus on psychology through a positive viewpoint... helping people to proactively improve their mental health and learn more about habits that can boost flourishing."*

### **Student Learning Outcome 1: Collaborate effectively and integrate learning across positive psychology and arts/humanities disciplines**

This outcome ensures students recognize that "creativity isn't just about making art; it's also about thinking, healing, and understanding yourself on a deeper level" (Spring 2026 Student). By linking psychology to specific career paths, students see the functional utility of the humanities. One student aspiring to be a school counselor noted,

"I want to be able to understand children... this class highlights how creativity can connect to mental health and self-expression" (Spring 2026 Student). When asked something they savor about the Creative Wellness program, this graduating senior wrote:

*"It is not a rigid minor and there is a lot of room to explore. When I thought of creativity, I always imagined that it referred to artistic expression, but it is so much more inclusive. It allowed room for non-traditional approaches that I hadn't really thought of."*

### **The "Toolbox" Framework: Proactive Mental Health Modalities**

A central tenet of the Creative Wellness program is the development and use of a "metaphorical toolbox." Rather than relying on a single intervention, students are equipped with diverse coping methods that allow them to navigate life's complexities with versatility. This diverse framework ensures that students can select the most appropriate modality for their current emotional state, fostering a sense of agency over their own wellness.

Specific tools and their reported benefits include:

- **Gratitude:** Used to foster appreciation and intentionally identify positive aspects of the lived experience.
- **Drawing and Art:** Functions as a specific mechanism to "shut off the inner critic," allowing for a flow state where perfection is irrelevant.
- **Music and Nature/Natural Environments:** Serves as a baseline for self-regulation and finding connection within the world.
- **Tapping into "Awe":** A distinct psychological state of sensory wonder that expands perspective and promotes mental health.
- **Play and "Messing Around":** Allows for self-expression and making mistakes without consequences. This graduating senior said they savor...

*"The fact that there really is no right or wrong way to do something and accepting how to mess up with joy."*

- **Mindfulness Photography:** Encourages deep reflection and presence through a creative lens.

## **21<sup>st</sup> Century Skills of Creative Problem-Solving & Adaptability**

The true value of this toolbox lies in its cultivation of "adaptability." Students reported that by viewing setbacks—such as failing a class, losing a pet, or experiencing a fractured friendship—from a "different angle," they were better equipped to bounce back. This consistent adaptability teaches that while external events cannot always be controlled, one can always find a new way to solve issues. These individual tools are most effective, however, when applied within a supportive, social environment.

## **The Social Outlet: Community, Connection, and Technology Reprieve**

In an era defined by digital saturation, the Creative Wellness program serves as a vital "social outlet." It acts as a metaphorical "holding environment," providing the psychological safety required for individuals to grow within a welcoming community. By prioritizing human connection over digital consumption, the program facilitates a necessary reprieve from isolation often exacerbated by technology.

Student feedback identifies three primary categories of social benefit:

1. **Connection to Others:** Shifting from "scrolling on a phone" to actively noticing the beauty in the environment and the people within it.
2. **Breaking Comfort Zones:** Developing the courage to verbalize feelings and step out of familiar patterns, leading to deeper emotional intelligence. A core activity for this includes engaging in Playback Theater, a form of Improvisation, where students learn to think on their feet, face fears of uncertainty and social anxiety, by actively listening to each other's stories in order to "play them back" creatively and empathetically in small groups, using improvised sounds and movements.
3. **Collaborative Teamwork:** Projects like large-scale murals demonstrate the power of combining ideas and efforts to produce outcomes that transcend individual capability. Further, these community murals engaged place and gave students a deep sense of pride and satisfaction in their collaborative contribution.

## **Program Motto of "Permission to Play": Process Over Product**

A critical component of stress reduction within the program is the psychological liberation found in prioritizing the "creative process" over the "final product." In traditional academic settings, the pressure for perfection often paralyzes the individual. Creative

Wellness counters this by granting "permission to play," e.g., utilizing various creative activities to challenge and quiet the "inner critic" which frequently prevents authentic expression.

Students reported that "acting like a kid" allowed them to make mistakes without consequence, transforming creativity into a form of "intentional action" used to shift emotional states. By removing the requirement to be "talented," the program allows students to focus on how the process affects their mind, body, and relationships. This relief from perfectionism translates directly into measurable stress reduction and a much-needed academic reprieve.

The focus on "process over product" allows students to utilize the classroom as a "saving grace" during times of peak academic stress. Testimonials highlight the value of stepping out of comfort zones: "I think it's more about the process rather than the final product" (Spring 2026 Student).

## **Student Learning Outcome 2: Comprehend and apply an understanding of positive psychology to promote wellness in the community through creative expression**

The program transitions students from a deficit mindset to one of proactive flourishing. Students describe this as "helping people to proactively improve their mental health" (Spring 2026 Student) and "trying to find PERMA" (Spring 2026 Student) to build trust and shared humanity within the group.

To learn more about the efficacy of the Mural Project, see our recent publication:

Beddes, Lindsay A., Karen M. Yescavage, and Krista D. Bridgmon (in press). Community Mural-Making: A Creative Experiential Learning Activity to Promote Well-Being in College Students. *Journal of Contemplative and Holistic Education*.

## **Professional Integration and Future Application**

Beyond personal benefit, the Creative Wellness program demonstrates significant professional scalability. Students are identifying how these principles will integrate into future careers, specifically as a more effective alternative to "rigid Freudian psychotherapy" structures.

Identified career paths and applications include:

- **Elementary School Counseling:** Using play and creative expression to help children understand and communicate their emotions at a developmental level.
- **Human-Centric Therapy:** Moving away from rigid clinical structures toward a more flexible healing process based on "experiencing humanity."
- **Geriatric and Dementia Care:** Utilizing eye-opening creative projects to connect with older generations and support individuals with dementia.

Ultimately, students intend to use these tools to open the minds of future generations and provide holistic support. The Creative Wellness program stands as a transformative educational model that not only promotes student wellbeing but equips them to foster wellness in their future professional communities.

### **Student Learning Outcome 3: Practice self-care through experiential learning creative wellness activities**

The physical and social architecture of the Creative Wellness classroom is a critical pedagogical intervention. To ensure success, administrators must operationalize a "Refuge" model that serves as a sanctuary from the competitive, high-stakes nature of modern academia.

#### **Critical Success Factors for Implementation:**

- **The Non-Judgmental Space:** The classroom must be managed as a "welcoming spot"—a safe environment where students are empowered to be their "authentic selves." This allows for a necessary "disconnection from the online technology world" and a reconnection with immediate sensory experience. Three of the four of the 2026 graduating Creative Wellness minors indicated our success in this area when they were asked, "Was there anything in particular that helped you to "show up" and truly be yourself in the Creative Wellness classes? Responses included:
  - *YES! the professors they were incredibly kind, warming and felt very safe.*
  - *The instructors of every creative wellness class I have taken truly facilitate a safe place to be myself and allow myself permission to create and explore.*
  - *The professors, being so open and accepting of all kinds of people and welcoming of painful conversations, created a safe space for all.*
- **The Process-Over-Product Mandate:** Instructors must explicitly dismantle the "inner critic." The curriculum deemphasizes creative abilities while challenging

pervasive and relentless needs for perfectionism, thus encouraging creative risk-taking and leaning into making “mistakes.” These students’ comments exemplify this:

*“... sometimes you need to mess around and act like a kid to really express yourself, and sometimes you think you might not need it but after you'll realize how much better you feel after letting yourself be selfish and make mistakes, without having any consequences.”*

*“It is not about being talented or producing something that looks impressive or perfect. It is about the process itself and what that process does for your mind, your body, and your relationships. I think it's more about the process rather than the final product.”*

- **Social Connectivity:** The classroom functions as a "social outlet" that builds trust and shared humanity. This social connectivity is a primary driver of retention and student satisfaction. As this incredibly introverted graduating senior acknowledged,
  - *“... out of the three years I've spent here, they were the first time I came out of my shell socially and made friends/connected with others.”*
  - *“...[CW] was a huge social outlet for me, and probably the biggest outlet I've had in a very long time. Creativity and artistic expression was just a huge bonus to all of that.”*

**In reflecting upon all readings and the activities we engaged in this semester, what does Creative Wellness mean to you? Do NOT use AI to generate this answer! I want to know what YOU think!!! (NOTE: Bold emphases are mine).**

1. I have really enjoyed everything I have learned and experienced through the creative wellness program, and it has helped me to learn a lot more about growing well being and flourishing. In fact, one of the factors that helped me to choose CSUP was the creative wellness program. I loved how special this program was, and I was really excited about being able to focus on psychology through an positive viewpoint. I feel like a lot some tend to think of psychology as a field that mostly studies the things that are wrong with people. I think that creative wellness is important to show that a really important part of psychology is helping people to proactively improve their mental health and learn more about habits that can boost flourishing. I am also really excited to use what I learned in my minor in my career. As a school counselor I want to help teach people to prioritize well being through activities and information like what we learned in this class. So for me, creative wellness is not only a way to think more proactively about mental health, but it allows people to learn about and use a variety of tools to boost well being. Things like gratitude, art, music, and play are all tools that people can use to build their well being, and add them to a metaphorical toolbox of useful coping methods.
2. I think creative wellness means to give myself permission to play and also to realize that in life, things will get messy and challenging, and that it's okay, as long as **I don't give up**. Sometimes, life will throw many challenges at us, whether it be failing a class, losing a pet, losing a friendship, or even losing ourselves, and it can be incredibly hard to bounce back from those setbacks. Although it can be, looking at these challenges and obstacles in a different view and finding a new way to solve those issues is what it means to have Creative Wellness. That **consistent adaptability** and to view things in a different angle is how one can approach their life and realize that not everything needs to be under control or that everything will move smoothly, just try to have fun and do your best to make these situations positive for yourself and others.
3. First of all creative wellness is a place to **be yourself**, no matter the situation, it's extremely welcoming. It was like a pot the helped us grow into the individuals we are today. Creative wellness means expressing yourself how ever you want, not letting people opinions bother you. Have fun every way you want, don't wait to try something, enjoy every moment, be grateful for things, taking care of yourself physically and emotionally, and most importantly try to find PERMA, and a good work-life balance.

4. Creative Wellness means getting in touch with **what makes you, you**. It could be nature, music, art, or anything else. The baseline is that you can only be truly happy through finding yourself and finding connection within the things that you enjoy. It is vital to spend your energy in life on finding those things and connecting with them as much as possible.
5. To me, I think creative wellness means using creativity in its many different forms as a tool for **understanding yourself, connecting with others, and taking care of your overall well-being**. It is not about being talented or producing something that looks impressive or perfect. It is about the process itself and what that process does for your mind, your body, and your relationships. I think it's more about the process rather than the final product.
6. Overall, I think Creative Wellness means the **connection between yourself and your emotions and feelings**. For me personally I had to step out of my comfort zones to talk about how I feel and it really brought me to my senses on my own emotions. Creative Wellness could be different to everyone and I think that's what makes it interesting to me. Others will probably answer this much differently from me and that's what makes it beautiful. It's up to YOU and what you want to take from it.
7. Creative Wellness to me means taking the time to disconnect from the online technology world and **connecting to the people and things around you**. Take the time to notice the beauty of things around you, and not just scrolling on my phone. Do things you never thought you would do and step out of your comfort zone sometimes. Learning more about yourself. Finding and looking at the things in your life to be grateful for. There are multiple ways to be creative in life, and doing something small can promote wellness and decrease stress. Being creative is NOT perfect; it is being free, being yourself, connecting to others, relaxing, and calming, which all connect to being well for yourself.
8. Creative wellness means using different outlets to support well-being. We tried many activities and read many articles each sharing wisdom on how to improve the quality of life or promote positive emotions. So, this class meant to me an outlet to **get creative and get out of my comfort zone**. As well as engage with others and build connections. A lot of the ideas introduced were ideas I never heard of but still was interested in them and I could see their benefit when applied to reality.
9. It means to me that sometimes you need to mess around and act like a kid to **really express yourself**, and sometimes you think you might not need it but after you'll realize

how much better you feel after letting yourself be selfish and make mistakes, without having any consequences.

10. To me, creative wellness means to use the arts and the natural environment as a way to keep one's mind healthy whether by themselves or as a combination. Tapping into the **feeling of awe** and allowing yourself to create experiences for yourself through playing makes life all the more fun.
11. To me, creative wellness means using creativity as a way to express yourself, reflect on your emotions, and support your overall well-being. This class has really shown me that creativity isn't just about making art; it's also about **thinking, healing, and understanding yourself on a deeper level**. As someone who wants to become an elementary school counselor, this is really important to me because I want to be able to understand children, their emotions, and how they express themselves. This class highlights how creativity can connect to mental health and self-expression, which I know will help me in my future career when working with kids and supporting their emotional well-being.
12. Creative Wellness to me is taking a abnormal thing and using it to help your well-being in some aspect. For example, drawing helps me **shut my inner critic off** actually. It put me in a space that I feel like I don't care what happens.
13. Creative wellness, to me, means **finding balance** and learning how to maintain it. Too much of anything is not good, but a little bit of everything is almost perfect. Having an open mindset allows us to consider all aspects of our world, which in turn makes us more open to conversing with a stranger or being there to listen to someone without needing to level the playing field by adding something to the conversation just to feel important, too. Creative wellness is using what we already have to heal ourselves and others.
14. Creative wellness is a way to **connect to others, improve your mental emotional and physical wellbeing**, reduce stress, and promote everyday creativity.