

Creative Studies: Arts and Social Care

7.1 Module Overview								
Module Number		Module Title	Creative Studies: Arts and Social Care					
Stage of Principal Programme	1	Semester	2	Duration. (Weeks F/T)	12	ECTS	5	
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2					
Analysis of required hours of learning effort								
Teaching and Learning Modalities				✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours								
In person face-to-face				✓	24			
Synchronous								
Indirect/Non-Contact Hours								
Asynchronous								
Work Based								
Other:				✓	101			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 								
Total					125			

Pre-Requisite Module, if any. Module # and Title	Creative Studies: Exploring Creativity	
Co-Requisite Module, if any. Module # and Title	N/A	
Maximum number of learners per instance of the module	60	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	Module lecturers and workshop facilitators must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Staff delivering material on this module should have experience of facilitating collaborative creative work in professional, educational or community/social care settings. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60
Workshop Facilitator		1:20

Assessment Techniques – percentage contribution			
Continuous Assessment	100%	Proctored Exam – in person	Practical Skills Based
Project		Proctored Exam - online	Work Based
Capstone (Y/N)?	N	If Yes, describe	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO - On completion of this module a learner will be able to:	Related MIPLO #

1. Demonstrate understanding of the theoretical principles behind creative initiatives with service users and groups in a social care setting.	3, 5
2. Plan and facilitate creative group work.	3, 5
3. Clearly understand creative/expressive therapies and the difference between therapeutic work and creative activities.	2

7.3 Indicative Module Content, Organisation and Structure

Building on the experiential and theoretical understanding gained in Creative Studies: Exploring Creativity this module addresses the specifics of using the creative arts (drama, music, writing, movement, puppetry, music, visual art) in social care settings and with marginalised groups and communities. It addresses the skills and knowledge required for the learner to begin to apply creative work in social care settings.

Topics that will be included are:

- Group contracts and groupwork planning
- The role of the creative facilitator – planning and leading a group
- Facilitation Skills
- Engaging in practice – learners planning and implementing sessions in class
- Introducing the Arts in different social care settings
- Creative processes with marginalised groups
- Arts and Health
- Social Prescribing

This module is very practical and hands on, and prepares the students for their Year 2 placement, supporting them in the development of a creative toolkit that they will utilise on placement.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The module will be a mixture of lectures, workshop and small group work. The lectures will include time for discussion of themes and clarification of “muddiest points”. The workshops are experiential allowing students to gain personal experience of the creative process and reflect on same. The small group work is intended to build towards the group work project in Semester 2 and build facilitation skills and confidence with the methods.

Learning strategies include the implementation of authentic assessments, as part of lesson planning and delivery which provide opportunities for collaborative working. This will support students in demonstrating achievement of the module’s MIMLO’s in line with universal design for learning and inclusive curricula.

This module contains ‘Must-pass’ assessments. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a ‘must pass’ assessment.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 3	Reflective Essay	20% (Must Pass Assessment)
2	Group work plan and delivery	80%

7.8 Sample Assessment Materials

Reflective Essay –

Write an 800-word personal reflection on how the Arts can be used to achieve therapeutic outcomes in Social Care using your weekly reflective writing content, and your experience of the design, development and implementation of a creative group session in Semester 2 (20%)

Reflective Essay Marking Rubric

- Reflective writing spectrum – 40%
- Analysis and making connections - 20%
- Appropriate use of model – 20%
- Authenticity, honesty and self-awareness – 20%

Group Work

Planning phase: Present a concise plan for a creative session developed in group work, using template provided. This will be developed with the other persons in your small group, and every member will upload an identical copy of the plan for marking. It will include details of who the target group is, aim of session, warm up activities, main activity and end activity.

Group Work plan Marking Rubric

- Evidence of Teamwork – 20%
- Subject Knowledge – 40%
- Clarity re intended therapeutic outcomes - 20%
- Plan layout – 20%

Delivery phase: As a small group you will deliver a 20–30-minute creative session, with your peers being the participants, building on the experiences and learning that you had in Exploring Creativity in Semester 1, along with the learning and experiences in Semester 2. These creative sessions will take place over several weeks, during weekly workshops.

Group work delivery Marking Rubric

- Evidence of Teamwork – 20%
- Subject Knowledge – 20%
- Intended therapeutic outcomes clear - 20%
- Structure and timing – 20%
- Session delivery/facilitation – 20%

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Benson, J. F. (2001). *Working More Creatively With Groups*. London: Routledge
Goss, L and Mac Giolla RI, D (2023) 'Creative approaches to developing the professional competencies for social care practice', in Lalor, K., Share, P., and Brown, T. (2023). *Social care work: An introduction for students in Ireland*. Dublin: Gill Education.
Lyons, D. (2010). *Creative Studies for the Caring Professions*. Dublin: Gill & MacMillan.

Indicative Other Resources:

DCU Credne Podcast - Talking Creativity | Podcast on Spotify
A-Toolkit-for-Arts-and-Creativity-in-Care-Settings.pdf (creativeireland.gov.ie)
Age_and_Opportunity_Charter_A3.pdf (ageandopportunity.ie)
Creative Activity in the Ageing Population: Findings from Wave 6 of The Irish Longitudinal Study on Ageing
Bealtaine Festival - Age & Opportunity (ageandopportunity.ie)
Arts + Health (artsandhealth.ie)
Yes, But Do You Care? - IMMA
About | All Ireland Social Prescribing Network
Effective Use of Previous Funding AAI Unit.pdf (cope-foundation.ie)