

## Creativity, Innovation and Play in Social Care

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

<b>Pre-Requisite Module, if any. Module # and Title</b>		Creative Studies: The Arts and Social Care	
<b>Co-Requisite Module, if any. Module # and Title</b>			
<b>Maximum number of learners per instance of the module</b>		60	
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>			
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>		<b>Staff - Learner Ratio X:Y</b>
Lecturer	A minimum Level 9 qualification in Social Studies/Creative Therapies. Staff delivering material on this module should have experience of facilitating collaborative creative work in professional, educational or community/social care settings.		1: 60
Workshop Facilitator			1:20

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

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO - On completion of this module a learner will be able to:</b>	<b>Related MIPLO #</b>
1. Display knowledge of and critical insight into the potential impact of creative interventions in social care.	5
2. Design, lead and present a creative intervention.	4, 5
3. Show a clear understanding of approaches to social innovation and design thinking.	4

### 7.3 Indicative Module Content, Organisation and Structure

This module will support social care learners to understand the relevance and importance of creative thinking, how to work collaboratively for innovative solutions that benefit everyone. Using problem solving tools and techniques, learners will begin to understand the process for initiating and using creative techniques within project structures for triggering creative thinking. Learners will build on and develop their existing knowledge of the role and importance of creative interventions in social care work.

The learner will have an experiential and theoretical understanding of creative arts interventions, from a play and sensory based perspective. It will also support the students to develop a social entrepreneurial mind-set, essential in the 21<sup>st</sup> century. This module will prepare students for placement in Stage 3, equipped with techniques and confidence to work creatively with service users.

Lectures will include the following topics:

- Reflections on experiences of creativity, innovation and play whilst on placement in Semester 1
- An introduction to Social Innovation
- Design Thinking and the Social Entrepreneurial mind-set
- Social Innovation in Ireland today
- Recap of creative approaches and theories from preceding stages of the programme
- The Expressive Arts
- Sensory Play and Embodiment
- The Therapeutic Powers of Play
- Therapeutic Storytelling
- Music and Movement

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

n/a

### 7.5 Specific module resources required (if applicable)

Creative Space/Room, Creative materials

### 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. The workshops are experiential allowing students to gain personal experience of the creative process and reflect on same.

Learning and assessment strategies include the implementation of authentic assessments such as group activities, case studies and choice of 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 MIMLOs in line with universal design for learning and inclusive curricula.

### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1	Early assessment – reflection on placement – audio-visual (in-class)	20%
3	Written Assessment (in-class)	40% (Must Pass Assessment)
2	Choice of Creative Intervention	40%

### 7.8 Sample Assessment Materials

#### Reflection on Placement – 20% - Week 3

Following two weeks of classes on design thinking and identifying social problems & solutions, the students will be paired up and they will record each other talking about a social problem that they witnessed on placement, and they will identify a solution to this problem. Early assessment is in line with UDL principles

**Audio-Visual Marking Rubric**

- Subject Knowledge – 20%
- Organisation/Structure - 20%
- Presentation delivery – 20%
- Creativity – 20%
- Teamwork – 20%

#### **Written Assessment – 40% - Week 8**

Following experiential learning and lectures, the learners will complete an in-class written assessment.

##### **Written Assessment Marking Rubric**

- Subject Knowledge – 40%
- Organisation/Structure - 20%
- Creativity – 20%
- Standard of references – 20%

#### **Choice of Creative Intervention - 40% – Week 12**

1. Write a therapeutic story for children, and present it in an audio, audio-visual or written format.
2. Design a creative intervention and deliver it through an audio-visual format.

##### **Creative Intervention Marking Rubric**

- Subject Knowledge – 40%
- Intended therapeutic outcomes clear - 20%
- Structure and timing – 20%
- Creativity – 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:**

Fox, A. and Macpherson, H. (2015) *Inclusive arts practice and research: a critical manifesto*. New York: Routledge.

Gauntlett, D. (2018) *Making is Connecting: The social power of creativity, from craft and knitting to digital everything*, (2nd edition). UK: Polity press.

Goss, L. & Mac GiollaRi, 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.

Kelly, R. (2020) *Collaborative Creativity: Educating for Creative Development, Innovation and Entrepreneurship*. Edmonton: Brush Education Inc

Lyons, D. (2010). *Creative studies for the caring professions*, (1<sup>st</sup> edition). Dublin: Gill & Macmillan.

Malchiodi, C. A. (2020). *Trauma and Expressive Arts Therapy: Brain, Body, and Imagination in the Healing Process*. New York: The Guildford Press

Schaefer, C. and Drewes, A. (2013) *The Therapeutic Powers of Play*. (2<sup>nd</sup> edition).. London: Wiley.

Wexler, A. Sabbaghi, V. (2019) *Bridging Communities through Socially Engaged Art*. UK: Routledge

### **Indicative Other Resources:**

Gage, C. (2017). *Embedding creativity and innovation in social care*. *Care management matters* [online], 5 (pp.38-41). <https://www.caremanagementmatters.co.uk/feature/embedding-creativity-and-innovation-in-social-care/>

Lefevre, M. (2018) *Communicating with Children and Young People through Play, Activities and the Creative Arts*, in M. Lefevre *Communicating and Engaging with Children and Young People: Making a Difference*. UK: Policy Press.

### **Web Resources**

iacat.ie

IAPTPT | Irish Association for Play Therapy and Psychotherapy

[Our Programme - Creative Ireland Programme](#)

Rethink-Position-Paper.pdf (rethinkireland.ie)

Annual-Report-2022-Social-Entrepreneurs-Ireland.pdf (socialentrepreneurs.ie)