

Creative Interventions (Music)

Section A: Headline Information							
Module title			Creative Interventions (Music)				
Module NFQ level (only if an NFQ level can be demonstrated)			8				
Module number/reference			TBC				
Module Co-ordinator			Morgan Buckley				
Parent programme(s)			BA (Honours) in Applied Social Studies (Professional Social Care)				
Stage of parent programme			Stage 4				
Semester			2				
Module credit units (FET/HET/ECTS)			ECTS				
Module credit number of units			5				
List the teaching and learning modes			Lectures				
Entry requirements (statement of knowledge, skill and competence)			For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.				
Pre-requisite module titles			N/A				
Co-requisite module titles			N/A				
Is this a capstone module? (Yes or No)			No				
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)			Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.				
Maximum number of learners per module			25				
Duration of the module			1 Semester				
Average (over the duration of the module) of the contact hours per week (see * below)			2 hours				
Module-specific physical resources and support required per centre (or instance of the module)			Lecture room, white board, computer and projector.				
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:25						62 (Directed and self-directed)	39 (Essay prep., writing & continuous assessment)	125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				40%			60%	100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module introduces learners to advanced creativity theory and familiarization of a variety of creative intervention strategies. It focuses on the putting this knowledge base into a professional multi-disciplinary context thereby preparing the learner for subsequent entry into leadership roles in the sector. The module builds on current academic scholarship that regards social care work as multi-modal and client-focused, and recognizes creativity as an effective agent in enhancing therapeutic strategies. In this light, creative intervention is presented in the lectures as a core skill complementary to, and effective in conjunction with, standard social care methodologies for all demographics. The tutorials reaffirm the lecture content and facilitate focused learner case studies of ethically informed, evidence-based practice. Reference is made to opportunities for project planning and leadership in the social care sector with specific reference to the arts. The learners are assessed by submission of essay work and examination.</p>
Module Aims and Objectives	<p>The module aims to build on and develop the learner's existing knowledge of the role and importance of creative intervention in social care work to an advanced level.</p> <p>It surveys and integrates the most influential and effective arts therapy theorizations and skills to complement core methodologies, with a focus on music.</p>

	<p>A primary objectives of this module is to situate their knowledge base and skill set within a professional context to provide a comprehensive preparation and competence for the work force or postgraduate level study.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Display an advanced level of knowledge of and critical insight into the potential impact of creative intervention in social care (MIPLOs 2, 3) 2. Contextualise the creative element of social care work within the network of relevant healthcare professionals and their practice in the arts sector (MIPLO 3) 3. Demonstrate creative skills in the implementation of client-focused, ethical social care work built on established practice-based research and theory (MIPLOs 1, 6) 4. Demonstrate competence in leading a creative intervention strategy for an individual or group across the full range of demographics (MIPLOs 2,3)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Teaching and Learning Strategy</p>	<p>Syllabus Content:</p> <p>Recap of Music Therapy, Art Therapy and Dance Therapy and the theories associated with these fields from preceding stages of the programme.</p> <p>Music, emotion and meaning: compositional devices including rhythm, tempo, harmony, mode, texture, melody and dynamic. The cultural context of music as a means of imbuing meaning and significance.</p> <p>Music, movement and dance in social care environment. Introduction to warm-ups, music and movement interventions. Correlation of physical and mental well-being to movement.</p> <p>The construction of expression; expression and communication modalities through music, movement, visual art and recorded work. Benefits thereof in social work for a range of conditions including ADHD, autism, selective mutism etc. Development of relationship with clients and best ethical practice.</p> <p>Language. Lyrics as messaging in therapeutic sessions. Rhythm in speech. Language and rhythmic structures. Melismatic and syllabic writing, assonance, rhyming schemes, syllables and vowel sounds in lyric setting.</p> <p>Music and cognition: creativity in improvisation; logic in musical language. Benefits in cognitive function from creative interventions including conditions such as Alzheimer’s, stammering, aphasia etc.</p>

	<p>Group dynamics, management, logistical planning of creative intervention in the community.</p> <p>Overview of the potential for collaborative multi-disciplinary social work in creativity with allied health care professionals (AHPs) such as art therapists/art psychotherapists; speech and language therapists; physiotherapists and occupational therapists.</p> <p>Introduction to relevant aspects of the arts sector: Arts Council, and other funding bodies, awards for social work related projects and capital funding. Primary criteria typical in sourcing funding. Opportunities in existing social work projects: outreach projects; educational initiatives; opportunities for young artists and participation-focused community arts groups. Project planning: venue rental, instrument access, insurance.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	One lecturer.
Module Summative and Formative Assessment Strategy	<p>Formative assessment comprises an essay submission (2500 words) during the lecture series to ascertain and monitor students' ongoing learning (40%).</p> <p>A written examination (60%) comprises the summative element of the assessment strategy that covers the learner's professional competence, awareness of requisite skill/strategies and theoretical research and knowledge.</p>
Sample Assessment Materials	<p>Sample Essay Question: Discuss recent developments in cognitive research relevant to creative intervention practice with Alzheimer's patients.</p> <p>Sample Examination Question: Discuss how you would strategize the creative care work with a child with severe autism in collaboration with his/her multi-disciplinary team (MDT). In your answer give specific reference to relevant allied healthcare professionals.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Bruscia, K. E. (1991). <i>Case Studies in Music Therapy</i>, UK: Barcelona Publishers.</p> <p>Lyons, D. (2010). <i>Creative Studies for the Caring Professions</i>, Dublin: Gill and Macmillan.</p> <p>Malchiodi, C. (2014). <i>Creative Interventions with Traumatized Children</i>, (2nd Ed), NY: Guilford Press.</p> <p>North, A.C. (2008). <i>The Social and Applied Psychology of Music</i>, UK: OUP</p> <p>Ramey, M. (2011). <i>Group Music Activities for Adults with Intellectual and Developmental Disabilities</i>, UK: Jessica Kingsley Publishers.</p>

	<p><u>Online Information Sources:</u> Irish Association of Creative Arts Therapists IACAT.ie</p> <p>Music Therapy Ireland musictherapyireland.com</p> <p>Voices: a world forum for Music Therapy voices.no</p> <p>British Association for Music Therapy bamt.org</p> <p>American Music Therapy Association musictherapy.org</p> <p>Journal of Music Therapy academic.oup.com/jmt</p> <p>British Journal of Music Therapy Journals.sagepub.com/home/bjmb</p> <p>Arts in Psychotherapy Journal https://www.journals.elsevier.com/the-arts-in-psychotherapy/</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall/tutorial room, Wifi, Projector.</p>