

Creative Studies: The Arts and Social Care

Section A: Headline Information	
Module title	Creative Studies: The Arts and Social Care
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Gerry Morgan
Parent programme(s)	BA Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, and experiential workshops. Reflective Journal facilitated on Moodle.
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	None
Co-requisite module titles	Creative Studies: Exploring Creativity
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. 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.
Maximum number of learners per module	120 (split into smaller groups for learning purposes, no more than 20 per group).
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Creative Room, Access to e-portfolio facilities; library resources.
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)	Rehearsal and Project Planning (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					
12	1: 40	12	1: 20			21	40	40		125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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 and/or 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 such settings.
Module Aims and Objectives	This module will address the principles of creative work (drama, music, visual art or movement) for the caring professional, and end with the learners designing and implementing a creative session with a specific population in mind. Thus it will give experiential, theoretical and practical knowledge of the field.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the theoretical principles behind creative initiatives with clients and groups in a social care setting. (MIPLO 3) 2. Plan and facilitate creative group work. (MIPLO 3) 3. Clearly understand creative/expressive therapies and the difference between therapeutic work and creative activities. (MIPLO 2)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<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>
Module Content, Organisation and Structure	<p>The first three topics introduce the knowledge which can help understand the experience gained during the workshops. Delivered through lectures and presentations by field-based professionals. These topics address PLO's 1 and 3.</p> <ul style="list-style-type: none"> • The group contract and planning • Introducing the arts therapies • The creative process with marginalised groups and in Social care settings <p>The last two topics are intended to give the opportunity to develop the practical skills involved in creative group facilitation. These will be delivered by mentored small group work and recorded in learners' e-portfolios. These topics are directed towards PLO 3.</p> <ul style="list-style-type: none"> • The role of the creative facilitator – planning and leading a group • Engaging in practice – learners planning and implementing sessions in class
Module Teaching and Learning Strategy	<p>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 at the end of the year and build facilitation skills and confidence with the methods.</p>
Work-Based Learning and Practice-Placement	<p>Not applicable.</p>
E-Learning	<p>The learners will be required to keep reflective e-portfolios which deal with their learning (both experiential and theoretical)</p>
Specifications for Module Staffing Requirements	<p>Staff delivering material on this module should have experience of facilitating collaborative creative work in professional, educational or community/social care settings. The larger group should be sub divided for teaching purposes and these smaller classes should be no larger than 20.</p> <p>This gives a ratio of 1 staff to 20 learners.</p>
Module Summative and Formative Assessment Strategy	<p>Learners will maintain a journal reflecting on their experiential process and present an extended 1000-word summary of it. They will be asked to submit journal entries for feedback during the year (MIPLO's 1 and 2) Formative and Summative 20%</p> <p>Learners will present a plan for a creative session developed in group work to the course tutor for feedback. (LO 4) Formative. 20%</p> <p>Learners will plan and implement a creative session in groups for fellow learners (LO's 2 and 4) 60%.</p>

<p>Sample Assessment Materials</p>	<p>Journal Summary (1000 words) Write a summary of your learning experience, using the journal that you kept this semester. In the summary include the following: What were the main discoveries for you regarding creativity/imagination? What type of activities worked best for you? What were the biggest challenges for you in this type of work? What do you consider your strengths in this area?</p> <p>Session Planning Prepare a plan for a 30 minute creative session. Include in the plan who the target group for the session is; what the aim of the session is; warm-up activities; main activity; ending activities and a way of participants feeding back to you about the session.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Benson, J. F. (2001). <i>Working More Creatively With Groups</i>. London: Routledge.</p> <p>Boal, A. (2002). <i>Games for Actors and Non-actors</i>, (2nd edition). New York: Routledge.</p> <p>Lyons, D. (Ed.) (2010). <i>Creative Studies for the Caring Professions</i>. Dublin: Gill and MacMillan.</p> <p>Other Reading: Boal, A. (2013). <i>The Rainbow of Desire: The Boal Method of Theatre and Therapy</i>. New York: Routledge.</p> <p>Brooke, S. L. (Ed) (2006). <i>Creative arts therapies manual: A guide to the history, theoretical approaches, assessment, and work with special populations of art, play, dance, music, drama, and poetry therapies</i>. USA: Charles C Thomas Publisher.</p> <p>Cohen-Cruz, J. and Schutzman, M. (Eds) (2002). <i>Playing Boal</i>. New York: Routledge.</p> <p>Gussin Paley, V. (2004), <i>A Child's Work: The Importance of Fantasy Play</i>. Chicago: University of Chicago Press.</p> <p>Oaklander, V. (1988). <i>Windows on Our Children</i>. USA: Gestalt Journal Press.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall, Tutorial space, IT</p>

