

<b>Module Title:</b>	Creative Skills
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	The learning outcomes detailed above will be achieved through the following teaching methodologies: • Lectures - communication of knowledge and ideas from the lecturer to the student. • Problem Solving Exercises – students will work as part of a team and will work together to resolve problems. • Class Discussion/Debate - Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials. • Role play activities –Active participation in problem solving scenarios. • Peer facilitation- Active engagement in the key components of group facilitation.
<b>Module Aim:</b>	This module is an introduction to group work skills – focusing on particular areas that are designed to giving the students the knowledge, understanding and practical skills necessary to go about setting up and facilitating an effective group and implementing creative and recreational activities. The students will gain an understanding of creative techniques to initiate, maintain, support and facilitate a group in its evolution. They will also will also have an understanding of some conscious and unconscious group dynamics, understand what a group facilitator's role is, understand group boundaries, create and maintain them.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Define the dynamics of the interpersonal interaction of groups and group development. D1.8.D2.16. D5 7.11.
LO2	Understand the role of facilitation and identify best practice methods that promotes team cooperation. D2.16..
LO3	Be able to demonstrate reasoning and problem solving skills. D3.5.
LO4	Analyse approaches to conflict resolution and identify conflict styles. D1.14.19. D2. 11.
LO5	Understand the role of creative and recreational interventions in social care. D5.16.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

### Indicative Content

#### Definition of Groups and Teams.

Characteristics of groups; Functions of groups; Group structure; Group norms; Group goals; A brief history of the field of group dynamics.

#### Models of Group Development

Examples of developmental models: Tuckman and Jensen's model of small group development; Wheelan's integrative model; Reid's life-span model; Member change in group development; Group development in specialised groups; Group development in a community context.

#### Group Roles

Belbin Team Role identification; Role development; Task and maintenance roles; Integration of roles; The impact of gender and ethnicity on group roles; Facilitation of roles. Role play Belbin Team role case scenarios.

#### Group Facilitation

Role of the facilitator/leader; Competencies of the group facilitator/leader; Group facilitation methods; Empowerment of group members; Participatory Group Development. Group needs assessment (including different learning styles) Introduction (ice-breakers) –role of games for group facilitation. Reflection on own role in facilitation and group participation. Proficiency.

#### Creative Problem Solving

Edward de Bono Six Thinking Hats technique: to explore different perspectives towards a complex situation or challenge.

#### Understanding Conflict

Key theories related to conflict and distinguish between functional and dysfunctional conflict. Conflict styles and strategies for dealing with conflict.

#### Defining Creative and Recreational activities in social care.

The purpose and benefits of the creative and recreational interventions in Health and social care settings. Specific arts programmes and benefits for the service users. The role of the arts council.

### Assessment Breakdown

%

Continuous Assessment

100.00%

### Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Case Studies	Examine and describe the dynamics and interaction of group development relevant to a case study. Analyse approaches to conflict relevant to a case study. D1.8.14.19 D2.11 16. D5 7.11.	1,4	30.00	Week 5
Practical/Skills Evaluation	Self assessment questionnaire to review level of confidence as a facilitator and identify priorities for further development and growth. Demonstrate reasoning and problem solving skills. D2.16 D3.5	2,3	30.00	Week 7
Essay	Understand the role of creative and recreational interventions in social care identifying the benefits of engaging in creative and recreational interventions. D5.16.	5	40.00	Sem 1 End

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	2.00
Independent Learning	15 Weeks per Stage	6.73
Total Hours		125.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HHPSC_B	<a href="#">Bachelor of Arts (Honours) in Professional Social Care Practice</a>	2	Mandatory
CW_HHPSC_D	<a href="#">Bachelor of Arts in Professional Social Care Practice</a>	2	Mandatory