

Module Title:	Creative Skills
Credits:	5
NFQ Level:	6
Module Delivered In	1 programme(s)
Teaching & Learning Strategies:	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.
Module Aim:	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.

Learning Outcomes	
<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.P.1.8, 5.8
LO2	Understand the role of facilitation and identify best practice methods that promotes team cooperation. P.1.8,2.2, 2.13, 2.17, 5.10.
LO3	Be able to demonstrate reasoning and problem solving skills. P.3.8
LO4	Analyse approaches to conflict resolution and identify conflict styles. P.1.15, 2.11, 2.17.
LO5	Understand the role of creative and recreational interventions in social care. P.4.3, 5.16.

Pre-requisite learning
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>
No recommendations listed
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements <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. Proficiency 1.8, 5.8
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. Proficiency 1.8, 5.8
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. Proficiency 1.8, 2.2, 2.13, 2.17, 5.10.
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 1.8, 2.2, 2.13, 2.17, 5.10,.
Creative Problem Solving Edward de Bono Six Thinking Hats technique: to explore different perspectives towards a complex situation or challenge. ... 3.5
Understanding Conflict Key theories related to conflict and distinguish between functional and dysfunctional conflict. Conflict styles and strategies for dealing with conflict. Proficiency 1.15, 2.11, 2.17.
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. Proficiency 4.3, 5.16

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	The Importance of Creative Interventions and their impact on group development. Word Count 1,000 Proficiency 1.8, 4.3, 5.16.	1,4	30.00	Week 9
Case Studies	(In Groups) Outline & describe the Team Role Profiles. Evaluate & justify Strengths & Weakness. How can Situations be resolved? Proficiency 1.8, 1.14, 2.11.	1,5	20.00	Week 5
Written Report	Report on Creative Problem solving workshop. Proficiency 3.5	3	20.00	Week 7
Practical/Skills Evaluation	Reflection & Evaluation on Group Facilitation sessions in class. Proficiency 2.13, 2.2.	2	30.00	Week 14

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

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	1.00
Tutorial	Every Week	1.00
Total Hours		2.00

Workload: Part Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	0.50
Lecture	Every Week	0.50
Total Hours		1.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHSST_D	Bachelor of Arts in Applied Social Studies	1	Mandatory