![Wrexham Glyndŵr University logo]

MODULE SPECIFICATION PROFORMA

Module Title:	The Creative Practitioner – Completing the Circle 3	**Level**:	6	**Credit Value**:	20

Module code:	SWK604	**Is this a new module?**	YES	**Code of module being replaced**:	SOC619

Cost Centre:	GASW	**JACS3 code**:	L500

Trimester(s) in which to be offered:	1	**With effect from:**	September 19

School:	Social & Life Sciences	**Module Leader:**	Liz Lefroy

Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core
BA (Hons) Social Work: Qualified Status	✓
BA (Hons) Social Welfare (exit/alternative award)	✓
Standalone module aligned to BA (Hons) Social Work: Qualified Status for QA and assessment purposes	✓
Glyndŵr University Certificate of Continuing Education (for Outside In students)	✓

Pre-requisites
None

Office use only

Initial approval April 17

APSC approval of modification April 19   Version 2

Have any derogations received Academic Board approval?	Yes ✓ No ☐

Module Aims
Learning alongside individuals who use services and their carers, students will explore the concept of social work as art, and the role of creativity within social work practice. A key purpose here is to enable students to develop their understanding of their own and others' creativity which has been shown to be closely linked to an ability to problem-solve and approach practice flexibly. In addition, the module will explore with people who use services and their carers the use and validity of arts-based therapies within social work and related services.
This module has been developed in collaboration with people who use services who are concerned, as are employers, that students develop strategies for sustainable social work practice and in particular evaluate methods of self-care; establishing and maintaining professional boundaries and theories and skills of effective disengagement from work with individuals, groups and communities. The arts as a means for social activism, political and cultural change, and for self-expression and regulation will be explored.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse the role of creativity within social work practice	KS1	KS3
		KS7	KS9
2	Critically evaluate the use of a variety of creative approaches to engagement, empowerment, partnership, wellbeing, coproduction, sustainable practice and social action	KS1	KS3
		KS8	KS9
3	Establish and evaluate a variety of means of building resilience and sustainable practice through maintaining professional boundaries, self-care and self-regulation	KS1	KS3
		KS8	
4	Critically analyse the therapeutic, political and transformative role of arts-based approaches in social work, social activism and self-regulation	KS3	KS6
		KS7	KS8
Transferable/key skills and other attributes			
- flexibility - management of self - creative problem-solving			

Derogations

Two attempts only at each assessment.

All assessments must be passed.

Please note that derogations do not apply to students studying this module as a standalone module.

Assessment:

Assessment 1 – Coursework 100% consisting of a series of pieces developed in workshops with associated short reflective commentaries. For each piece there will be a different aspect of learning emphasised – creativity and social work practice, self-care and resilience, observation of the usefulness of flexible approaches (such as collage, life story work) in engaging with others, for example.

Assessment 2 – Attendance – students are normally required to achieve a minimum of 85% attendance to pass the module

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count or equivalent if appropriate
1	1,2,3,4	Coursework	100%	N/A	3000 word equivalent
3	3	Attendance	Pass / Fail	N/A	N/A

Learning and Teaching Strategies:

Workshops, practicals, lectures, field trips, group discussion, seminars, tutorials, visiting arts/crafts practitioners, peer learning,

Syllabus outline:

- Social work as art
- Art as social and political activism
- Creativity and social work methods;
- Creativity and wellbeing;
- Creative problem-solving; e.g. approaches to reablement
- Creativity and social work values;
- Arts-based therapies;
- Theories of self-care and resilience e.g. Compassion Focused Therapy;
- Uncertainty, not-knowing and risk-taking;
- Boundaries and empathy;
- Collaborative working;
- Working with fragmentary and subversive narratives;
- Workshops (e.g. film-making, music, painting, mask-making, poetry)
- Giving and receiving feedback;
- Endings.

Bibliography:

Essential reading

Berger, J. (1972) *Ways of Seeing,* London: Penguin.

Chamberlayne, P. and Smith M. (eds) (2008) *Art, Creativity and Imagination in Social Work Practice,* Abingdon: Routledge.

England, H. (1986) *Social Work as Art: Making sense for good practice.* London: Allen & Unwin.

Oliver, B. and Pitt, B. (2013) *Engaging Communities and Service Users – Context, Themes and Methods.* Basingstoke: Palgrave Macmillan.

Other indicative reading

Abbott, H.P. (2008), *The Cambridge Introduction to Narrative* (2nd edn). Cambridge: Cambridge University Press.
Anderson, L. (2006), *Creative Writing: A Workbook with Readings.* Abingdon: Routledge.
Beresford, P. (2010), *A Straight Talking Introduction to Being a Mental Health Service User.* Ross-on-Wye: PCCS Books.
Bolton, G., Howlett, S., Lago, C. & Wright, J. (eds) (2004), *Writing Cures: An introductory handbook of writing in counselling and psychotherapy.* Hove: Brunner-Routledge.
Bolton, G. (2014) *Reflective Practice* (4th edn). London: Sage.
Care Council for Wales (2005), *Standards on Involving Service Users and Carers in the degree in social work in Wales*. Cardiff: CCW.
Care Council for Wales (2007), *Service User and Carer Participation Strategy*. Cardiff: CCW.
D'Arnico, D. (2016) *101 Mindful Arts-Based Activities to Get Children and Adolescents Talking: Working with Severe Trauma, Abuse and Neglect Using Found and Everyday Ojects.* London: Jessica Kingsley.

Doel, M. & Best, L. (2007), *Experiencing social work – learning from service users.* London: Sage.

Friere, P. (1996) *From* "Pedagogy of the Oppressed" in *Social Work, A Reader,* ed. Cree, V. (2011) London: Routledge.

Goffman, E. (1968) *Stigma: Notes on the Management of Spoiled Identity*, Harmondsworth: Penguin.

Gubrium, J.F. & Holstein, J.A. (2009), *Analyzing Narrative Reality*. London: Sage.
Hunt, C. and Sampson, F. (2006), *Writing: Self and Reflexivity*. Basingstoke: Palgrave.
Ferguson, I. (2007) *Reclaiming Social Work.* London, Sage

Hamer, M. (2006) *The barefoot helper – Mindfulness and Creativity in Social Work and the helping professions*. Lyme Regis: Russell House

Kirdendall, A. & Krishen, A.S. (2015) "Encouraging creativity in the social work classroom: Insights from a qualitative exploration." *Social Work Education*, 2015, Vol.34 (3), p.341-35

Martin, J. & Gosling, J. (2012) *Making Partnerships with Service Users and Advocacy Groups Work How to Grow Genuine and Respectful Relationships in Health and Social Care,* London: Jessica Kingsley.

Martin, E. M. & Pyles, L. (2013). "Social work in the engaged university" *Journal of Social Work Education*, 49, 635–645.

McLaughlin, H. (2009) *Service User Research in Health and Social Care*, London: Sage.

McPhail, M. (2007) *Service User and Carer Involvement – Beyond Good Intentions*,

Edinburgh: Dunedin Academic Press.

Okitikpi, T. & Aymer, C. (2008) *The Art of Social Work Practice.* Lyme Regis: Russell House.
Tighe, C. (2005) Writing and Responsibility. Abingdon: Routledge.

Warne, T. and McAndrew, S. (2010) *Creative Approaches to Health and Social Care Education: knowing me, understanding you.* Basingstoke: Palgrave Macmillan.

Weinstein, J. (2009) *Mental Health, Service User Involvement and Recovery,* London, Jessica Kingsley.

Journals and Professional Publications

British Journal of Social Work

Social Work

Child and Family Social Work

Community Care

British Journal of Learning Disability

Mental Health Practice

Journal of Social Work Education

See Also:

The Moth – storytelling website http://themoth.org/about
Digital Stories, for example at storyworksglam.co.uk