

MODULE DESCRIPTOR

Module Title

Learning in Practice 1: Creative Action

Reference	SS2058	Version	6
Created	February 2017	SCQF Level	SCQF 8
Approved	November 2014	SCQF Points	15
Amended	February 2017	ECTS Points	7.5

Aims of Module

To provide students with opportunities that will assist their development as reflective thinkers and develop awareness of engagement strategies with service users and strategies for building significance into activities.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Identify strengths and limitations and set goals and devise strategies for the personal growth of themselves and service users.
- 2 Demonstrate awareness of themselves as members of communities with responsibility towards each other and the environment.
- 3 Demonstrate ability as active participants in sustainable and collaborative projects.
- 4 Find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Indicative Module Content

Traditions of relational models of practice. Interpersonal communication. Involving families. Diversity. Professional critical reflection. Communication. Holistic experiences. Well-being. Encouraging healthy behaviour and lifestyle. Safe care. Lifespace and group care. Risk management. Law, social policy and practice. Care Planning. Recording. Evidence based practice. Participation. Inter-disciplinary practice. Codes of practice.

Module Delivery

This module is based on directed and private study supplemented by lectures and tutorials and is associated with a period of direct learning in practice. Introductory lectures are linked to course materials.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	10
Non-Contact Hours	N/A	70
Placement/Work-Based Learning Experience [Notional] Hours	N/A	70
TOTAL	N/A	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		70

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	All learning outcomes will be assessed by an essay.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

This Module is assessed by a single component essay. To pass this module, students must obtain a minimum grade of D.

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None in addition to SCQF8 entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 BUCHER, R. D., 2009. Diversity Consciousness: Opening Our Minds to People, Cultures and Opportunities. Cambridge: Pearson.
- 2 EMOND, R., STECKLEY, L., and ROESCHE-MARSH., 2016. A Guide to Therapeutic Child Care. London: Jessica Kingsley.
- 3 HARGREAVES, J. and PAGE, L., 2013. Reflective Practice (Key Themes in Health and Social Care). Cambridge: Polity Press.
- 4 MALCHIODI, C.A. and CRENSHAW. D.A., 2014. Creative Arts and Play Therapy for Attachment Problems. New York: Guilford Press.
- 5 REDMOND, B., 2006. Reflection in Action: Developing Reflective Practice in Health and Social Services. Farnham: Ashgate Publishing.
- 6 ROLFE, G., JASPER, M. and FRESHWATER, D., 2010. Critical Reflection in Practice: Generating Knowledge for Care. Basingstoke: Palgrave Macmillan.