

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	HLT431
Module Title	Creative Approaches to Wellbeing
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100473
Cost Code	GHAW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Aligned to Dip HE Health and Social Wellbeing BSc Mental Health and Wellbeing BSc Public Health and Wellbeing for QA and assessment purposes	Option

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	17/01/2023
With effect from date	
Date and details of revision	
Version number	1

Module aims

This module aims to introduce students to a range of creative approaches that can be used to promote wellbeing for individuals and groups. It seeks to promote knowledge of how creative methods can be implemented in practice, through a combination of experiential and reflective learning.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe a range of creative methods that can be used to promote wellbeing
2	Discuss how creative approaches to wellbeing can be applied to different population groups
3	Reflect on personal participation in creative methods

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will participate in a series of coursework activities demonstrating their knowledge of creative methods to promote wellbeing, which may include examples of creative outputs and reflective writing.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Coursework	100

Derogations

None

Learning and Teaching Strategies

Students will learn through a range of exciting creative opportunities, comprising experiential learning, reflection, discussion and consolidation.

Students will participate in a number of workshops, each of which will be divided into two parts: active participation in a creative method, followed by group reflection and discussion. The Virtual Learning Environment (VLE) will provide a range of opportunities to consolidate knowledge and understanding through key readings, short videos, and creative activities. Through these workshops students will develop their understanding of creative methods to promote wellbeing, and consider how they might apply these methods in their own practice.

The course is designed to be flexible, so that it can be delivered sequentially over a number of weeks, or over several full days.

All students will have the opportunity to access tutorial support throughout the module.

Indicative Syllabus Outline

Please note, content may change depending on current best practice but is likely to involve:

- Key concepts in wellbeing
- Visual therapeutic art making
- Crafting
- Horticultural therapeutic methods
- Music and singing
- Drama
- Storytelling and read aloud work
- Play

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Arts Council of Wales (no date). *The power of the arts for health and wellbeing*. Available from: <https://arts.wales/our-impact/how-we-reach-wider-audiences/arts-and-health> [Accessed 15th September, 2022.]

Csikszentmihalyi, M. (1996) *Creativity : flow and the psychology of discovery and invention*. 1st ed. New York: Harper Collins Publishers.

Other indicative reading

Axline, V. M. (1969) *Dibs: in search of self: personality development in play therapy*. London: Victor Gollancz.

Hallam, J. & Shaw, L. (2020) *Movies, Music and Memory: Tools for Wellbeing in Later Life*. Bingley: Emerald Publishing Limited.

Malchiodi, C. (2012) *Handbook of Art Therapy*. 2nd ed: Guildford: The Guilford Press.

McFerran, K. & Wigram, T. (2010) *Adolescents, Music and Music Therapy: Methods and Techniques for Clinicians, Educators and Students*. London: Jessica Kingsley Publishers.

Parkinson (2009) *Transforming tales: How stories can change people*. London: Jessica Kingsley Publishers

Thrive (2022) *Social and Therapeutic Horticulture* available from <https://www.thrive.org.uk/how-we-help/what-we-do/social-therapeutic-horticulture> [accessed 15/9/22]

Treisman, K. (2017) *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities*. London: Jessica Kingsley Publishers.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative

Key Attitudes

Commitment
Curiosity
Confidence
Adaptability

Practical Skillsets

Critical Thinking
Emotional Intelligence
Communication