

<b>Module Code:</b>	SOC533
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<b>Module Title:</b>	Creative Methods in the Therapeutic Relationship
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASW	<b>JACS3 code:</b>	L520
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Liz Lefroy
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
FdA Therapeutic Child Care	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

## Module Aims

This module has a strengths-based perspective and aims to ensure that students develop an understanding of the potential of creative methods in therapeutic relationships for engagement, communication and wellbeing. Students will gain an understanding of the variety of approaches available to them, beginning with an immersive experience in a practical creative task.

From this base, an inventory of existing and skills will be developed which can be adapted for practice. The theoretical justification for using creative methods will be examined along with the evidence for the potential benefits associated with particular approaches. The relationship between creativity and diversity will be explored.

Students will have the opportunity to develop and demonstrate skills in partnership working, including experience of working alongside, during the initial face-to-face session, people with experience of building therapeutic relationships within health and social care settings. By listening to a variety of narratives of experience, students will develop their ability to practise non-judgement and understand diversity as strength.

## 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 appraise the benefits of using creative approaches in therapeutic relationships.	KS1	KS3
		KS4	KS7
		KS9	
2	Explain with clarity the relationship between creativity, well-being and sustainable practice.	KS1	KS5
		KS6	KS7
3	Demonstrate comprehensive understanding of the diverse needs of individuals within therapeutic relationships and the implications of this for practising creative approaches.	KS3	KS4

4	Utilise critical thinking, reasoning, argument and understanding in the adaptation of creative skills in practice, and have awareness of ways in which they can develop these skills further.	KS1	KS2
		KS6	KS8

**Transferable skills and other attributes**

Fundamental skills in specific creative activities such as collage, creative writing, storytelling. Also self-management and regulation. Flexibility and creativity in problem-solving.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

**Element One**

A creative piece (collage, poem, painting, story, short film, etc) which tells a narrative of experience relating to a therapeutic relationship (e.g. of transformation, trauma, loss, transition, personal growth)

**Element Two**

A reflective commentary on the process of making the piece for Element One and its relationship to therapeutic practices – e.g. counselling relationships, groupwork, etc.

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.	Reflective Practice	100%		3,000 equivalent for the two elements

**Learning and Teaching Strategies:**

Practical workshops at Glyndŵr University, on-line sessions including lectures, live discussion, film, demonstrations, and practical tasks with reflective exercises.

**Work-based learning:** During this module students will be encouraged to carry out the following tasks in the workplace, where possible and appropriate:

- Plan, promote and undertake work with children and young people using creative methods;
- Promote opportunities through creative activities in which the child can have a say in the service they receive;

- Demonstrate empathetic communications and gain feedback from both a colleague and the child.

### **Syllabus outline:**

Practical sessions:

Demonstration of particular creative methods.

On-line sessions:

What is creativity? How is therapeutic practice creative? Inventory of student skills and aspirations. The relationship between creative expression and wellbeing. Methods of creativity – collage, painting, music, creative writing, drama, film. Research evidence for the benefits of using creative methods. Restrictions and limitations – considering diversity and specific needs.

### **Indicative Bibliography:**

#### **Essential reading**

Bolton, G., Howlett, S., Lago, C. Wright, J. (eds) (2004), *Writing Cures: An Introductory handbook of writing in counselling and psychotherapy*. Hove: Brunner-Routledge.  
 Golding, K. (2014), *Using Stories to Build Bridges with Traumatized Children Creative Ideas for Therapy, Life Story Work, Direct Work and Parenting*, London, Jessica Kingsley

#### **Other indicative reading**

Anderson, L. (2006), *Creative Writing: A Workbook with Readings*. Abingdon: Routledge  
 Bolton, G. (2014), *Reflective Practice. 4<sup>th</sup> ed.* London: Sage  
 Doel, M. and Best, L. (2007), *Experiencing Social Work –learning from service users*. London: Sage  
 Else, P. (2014), *Making Sense of Play – Supporting Children in their Play*, Open University Press  
 Gubrium, J.F. & Holstein, J.A. (2009), *Analyzing Narrative Reality*. London: Sage  
 Hague, G., Mullender, A., and Aris, R. (2003), *Is Anyone Listening?: Accountability and Women Survivors of Domestic Violence*. Abingdon, Routledge  
 Hunt, C. and Sampson, F. (2006), *Writing, Self and Reflexivity*. Basingstoke: Palgrave  
 Kaufman, J.C & Baer, J. (2006), *Creativity and Reason in Cognitive Development*, Cambridge, Cambridge University Press  
 Oliver, B. & Pitt, B. (2013), *Engaging Communities and Service Users – Context, Themes and Methods*, Basingstoke: Palgrave Macmillan.  
 Warne, T. and McAndrew, S. (2010), *Creative Approaches to Health and Social Care Education: knowing me, understanding you*. Basingstoke: Palgrave Macmillan

#### **Journals**

*The British Journal of Social Work*

*Social Work Education*

*The Journal of Practice Teaching and Learning*