

## Module specification

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

Module code	SOC482
Module title	Therapeutic Story Work
Level	4
Credit value	20
Faculty	Social and Life Sciences
Module Leader	Dr Vivienne Dacre
HECoS Code	100456
Cost Code	GASW

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Stand-alone module aligned to FdA/BA (Hons) Therapeutic Child Care	Optional

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	20 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
<b>Total active learning and teaching hours</b>	20 hrs
Placement / work based learning	0 hrs
Guided independent study	180 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>For office use only</b>	
Initial approval date	28/09/2021
With effect from date	01/11/2021
Date and details of revision	28/04/2022 – change to learning and teaching hours and updated indicative syllabus to reflect this
Version number	2

## Module aims

The aim of this module is to promote understanding about how stories and storytelling can be a fundamental way in which people make sense of their lives. It aims to examine the therapeutic use of stories and storytelling. It therefore seeks to promote practice skills focusing on stories and storytelling activities in therapeutic work with children. The module provides students with an opportunity to learn about practice-relevant techniques in a well-supported teaching and learning environment.

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

1	Demonstrate self-reflection through creative methods such as art, writing, photography.
2	Create a helping story and demonstrate understanding of the use of metaphor.
3	Demonstrate understanding of the diverse needs of individuals within therapeutic relationships and the implications of this for therapeutic story work.

## 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.

- 1: Students will engage in a series of reflective coursework activities demonstrating their skills in therapeutic story work.
- 2: The student will provide a ten minute presentation about a therapeutic story they have created and explain how this might meet a child's therapeutic need.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Coursework	50%
2	2,3	Presentation	50%

## Derogations

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None

## Learning and Teaching Strategies

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The module will be taught using a blended approach. The initial teaching session will take place at the University. All other lectures and associated learning resources are accessed via the module VLE Moodle. Weekly synchronous session will be accessed via Teams and in line with the active learning framework (ALF) there will be a variety of teaching and learning approaches employed each week. Online content will cover theory, creative techniques and therapeutic storytelling skills. This means that as well as online lectures and interactive tasks, each session will be a 'window' onto the much fuller information and learning available through Resource Finder, Community Care Inform and other sources of information. It may include films and TV programmes as well as opportunities for students to follow up and find their own way into the associated literature. Tutorial support related to module learning and assessment is readily available throughout the duration of the module.

## Indicative Syllabus Outline

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- Introduction to therapeutic stories and storytelling – ethics and process
- The elements of a good story.
- Story construction
- Story types and therapeutic story work
- Story content and the use of metaphor
- Multi layered stories and strength based perspectives.
- Telling the story

## Indicative Bibliography:

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

### Essential Reads

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

Treisman, K. (2018), *A therapeutic treasure box for working with children and adolescents with developmental trauma: Creative techniques and activities*. London: Jessica Kingsley Publishers.

### Other indicative reading

Cattanach, A. (2008) *Narrative approaches in play with children*. London: Jessica Kingsley Publishers

Jennings, S. (2017) *Creative story telling: with children at risk*. Second Edition. London: Routledge.

North, J. (2013), *Mindful therapeutic care for children: a guide to reflective practice*. London: Jessica Kingsley Publishers.

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

Smith, SD (2012), *Sand-tray play and story making: a hands on approach to build academic, social and emotional skills in mainstream and special education*. London: Jessica Kingsley Publishers

## **Employability skills – the Glyndŵr Graduate**

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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  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Organisation  
Critical Thinking  
Emotional Intelligence  
Communication