



**Professional Diploma**  
**Therapeutic Life Story Work**  
2020/2021  
**Handbook**



## WELCOME

Welcome to the one-year Professional Diploma in Therapeutic Life Story Work delivered by Richard Rose (*Child Trauma Intervention Services* and *Therapeutic Life Story Work international*), in partnership with Children in Scotland and St Andrew's Children's Society.

We are pleased you are studying with us and hope your training will be stimulating and rewarding.

This handbook contains academic and practical information relating to the programme, and the support you can expect from the programme partners.

As a student for this Professional Diploma, you are invited to become a member of Therapeutic Life Story Work International (TLSWi) and you are encouraged to contribute to the development of this professional body.

Due to the uncertainty of Covid-19 and the delayed start to this year's course, the decision has now been taken to offer the course both face-to-face and online.

I look forward to meeting you soon and taking this TLSW journey together.

All the best in your studies.



**Richard Rose**

*Programme Director*

Therapeutic Life Story Work international  
Child Trauma Intervention Services

## ABOUT US



### **Child Trauma Intervention Services (CTIS)**

Child Trauma Intervention Services has been created as an organisation to act as a professional association and intervention resource for those professionally involved in the recovery of traumatised children and their families. Based in Shropshire, UK, the organisation also provides training and consultancy to enhance best practice and to share innovative work with all those who become members of the centre. [www.childtraumaintervention.com](http://www.childtraumaintervention.com)



### **Therapeutic Life Story Work international (TLSWi)**

This professional association aims to collate best practice and to share skills and techniques with all those who work with children and young people through the therapeutic use of life story work. Members will be invited to contribute and shape the association and to support its development. [www.tlswi.com](http://www.tlswi.com)



### **Children in Scotland (CiS)**

Giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced and independent voice. We create solutions, provide support and develop positive change across all areas affecting children in Scotland.

We do this by listening, gathering evidence, and applying and sharing our learning, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland. [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk)



### **St Andrew's Children's Society (SACS)**

SACS is a voluntary adoption and Foster Agency, based in Edinburgh and Aberdeen. We recruit and train perspective adoptive and foster parents, and offer ongoing support throughout the child/young person's life.

Our mission statement is as follows: "We seek to meet the needs of some of the most vulnerable children in our society by providing adoptive and foster care placements and supporting families and individuals in these placements." <http://sacsadopt.scot/>

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## INTRODUCTION TO THE PROGRAMME

### Rationale for the programme

The rationale for the Professional Diploma in Therapeutic Life Story Work is to train people who work with the arts therapeutically to understand the creative process and the facilitation of narrative.

The programme is designed to enable students to tap into their own creativity in order to reach a deeper level of connection with themselves and others; to appreciate the potential of the human story and to develop knowledge and understanding of the nature of the inner world and the external presentation so driven by it.

The programme offers:

- ❖ An interactive and evolving journey that will provide a professional diploma certificate in life story work and is recognised by Therapeutic Life Story Work international as a professional standard in a new intervention approach
- ❖ Integrated training in working therapeutically within a trauma-informed environment and utilising multiple therapeutic modalities
- ❖ The opportunity to work on personal development through the therapeutic relationship.

### Overview of the programme

#### Duration

The Professional Diploma in Therapeutic Life Story Work is taught on a part-time basis over one year. The teaching year is divided into twelve presentations grouped together in four blocks of three days with the teaching starting from Autumn 2020 and concluding in Spring 2021.

Block	Edinburgh	London	Birmingham
1	11, 12 & 13 September	14, 15, 16 September	8, 9 & 10 September
2	4, 5 & 6 December	8, 9 & 10 December	30 Nov, 1 & 2 December
3	15, 16 & 17 January 2021	21, 22 & 23 January 2021	18, 19 & 20 January 2021
4	19, 20 & 21 March 2021	25, 26 & 27 March 2021	22, 23 & 24 March 2021

Please note that although the England-based events are running around the same time, they are administered separately. If you wish to attend the England-based events instead, please contact Nicola Ball via [admin@tlswi.com](mailto:admin@tlswi.com).

If you are unable to attend one of the teaching blocks in Scotland, you may be able to attend an England-based teaching block instead. This will depend on the individual circumstances and availability and may result in an additional cost. Please contact Children in Scotland's Events team ([events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)) to find out more.

## Programme structure

The programme contains both theoretical and practical components to ensure an on-going interaction between knowledge and experience, allowing a thorough developmental synthesis throughout the duration of training. If the practical component is missing for some reason, this deeper knowledge and learning does not occur, and the course cannot be completed.

**Title:** Professional Diploma in Life Story Work

**Duration:** 1 year part-time

**Credit rating:** Professional Diploma and Certificate of Completion from Therapeutic Life Story Work international and Children in Scotland

(In addition, we are currently seeking a short course certificate from local universities to underpin the academic credibility of the course.)

During this programme, you will experience the potential of a therapeutic approach to life story work, which focuses on your ability to develop creative and innovative approaches to direct work with children. The programme will also consider the role of fantasy, not as a retreat or form of escapism, but instead as a means of rediscovering productive imagination. You will also focus on how people acquire a difficult relationship with themselves and others with reference to developmental and humanistic concepts.

The programme consists of twelve seminars within one module.

- ❖ The syllabus content consists of three main areas of study:
  - i. The role of the therapeutic life story worker and the therapeutic life story module
  - ii. Integrative, psychoanalytic, neuro-scientific and contextual perspectives
  - iii. The programme is progressively structured to allow increased awareness of the complexity of relationships between theory and practice.

## Programme aims

- ❖ Explore different theoretical perspectives on human development, sense of self, relationship to others and the world and concepts of change
- ❖ Explore different models and concepts of psychopathology and psychological

health and wellbeing

- ❖ Develop key skills in working with the arts therapeutically
- ❖ Ensure that the skills and competencies developed by students during the programme may be generalised to wider contexts
- ❖ Provide a structure to the intervention which allows for creative individualism and surety of engagement.

## Programme learning outcomes

### *Knowledge*

- ❖ Demonstrate the core competencies for effective delivery of the therapeutic life story programme and self-supervision techniques in the practice of the use of the arts in a therapeutic context
- ❖ Evidence of substantial working knowledge of psychoanalytic, integrative, neuro-scientific, attachment and contextual perspectives on the human condition
- ❖ Apply the above working knowledge to direct intervention with children and their families affected by trauma through understanding trauma-informed practice.

### *Thinking skills*

- ❖ Take an investigative attitude to academic critical inquiry, self-appraisal and evaluation of clinical outcomes
- ❖ Explore ways in which developmental and cultural influences from personal and social history influence the fulfilment of human potential
- ❖ Compare and contrast different theoretical perspectives and apply them to artistic, creative and psychological processes.

### *Subject-based practical skills*

- ❖ Show imaginative and innovative expertise in a variety of creative and expressive media and receptiveness to the unconscious through the language of image, symbol and metaphor
- ❖ Practise key facilitation skills within the context of the therapeutic relationship
- ❖ Offer full access to different intervention strategies in order to give each client the opportunity to work through whichever medium is appropriate for them or a range of creative forms for different presenting issues.



## *Skills for life and work (general skills)*

- ❖ Adopt a questioning and critically evaluative approach to knowledge and inquiry
- ❖ Work effectively both autonomously and as a member of a multi-disciplinary team
- ❖ Communicate about the decisions which informed therapeutic decisions.

## **Enrolment and programme induction**

You can only enrol onto this course through Children in Scotland<sup>1</sup>.

Your place on the programme will only be confirmed once Children in Scotland has received:

- ❖ **Part 1:** Registration form, including a short bio/CV, a professional reference and copy of your most recent PVG / Disclosure Form (not older than 3 years)
- ❖ **Part 2:** Course pre-work (will be shared after receiving your initial registration form and needs to be completed at least 30 days prior to the start of the first block)
- ❖ **Full payment** of programme fees (see **Payment information** below)

The Programme Director will provide an overview of the training on the first day of Block One. This will include an outline of the programme modules and the timetable and information about our collaborative partnership. Teaching sessions will introduce study skills and highlight the academic standards that will be expected of you. This student handbook provides details of your training, and you are required to familiarise yourself thoroughly with the contents captured within.

## **Payment information**

The full programme fee for the Professional Diploma course in Therapeutic Life Story Work in Scotland is: £1,850.00 (no VAT charge).

Once we've received Part 1 of your application (see above), an invoice for the full fee will be issued to you. You will be asked to pay a deposit of 25% of the total course fees (= £462.50) within 14 days of submitting your application. If the deposit is not paid within 14 days and contact has not been made with Children in Scotland's Events team ([events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)), the student will be withdrawn from the course.

The remaining enrolment fee must be paid at least 30 days prior to the start of the first block.

If you apply to attend the programme within 30 days of the start of the first block, full payment will be required immediately.

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<sup>1</sup> <https://childreninscotland.org.uk/tlsw-diploma/>

The student will not be able to start the programme, if there is any outstanding debt payable to Children in Scotland. No award can be achieved following the successful completion of a course if the fees for that course have not been paid in full.

Should your application be unsuccessful, you will receive a full refund. Further information regarding refunds and our cancellation policy can be found further below.

### **Student contract**

As a student you should:

- ❖ Follow the regulations as you agreed at enrolment
- ❖ Attend all the classes on your timetable and sign register in each session
- ❖ Adhere to deadlines
- ❖ Provide documentation when requested
- ❖ Behave in a respectful and professional way towards others.

The course partners will:

- ❖ Monitor its standards and procedures to provide a quality service
- ❖ Ensure that every student is treated with equity and fairness
- ❖ Answer queries and provide timely, accurate and clear information.

### **General conduct**

Conduct that involves the following will not be tolerated under any circumstances:

- ❖ Use of swearing
- ❖ Shouting
- ❖ Any intimidating and/or abusive behaviour under any circumstances to any students or members of CTIS, CiS and SACS will not be tolerated
- ❖ An invasion of people's body space.

Any of the above would result in disciplinary action, and could possibly lead to an interruption or termination of studies.

Children in Scotland is a value-driven organisation. You can find our organisational values online via [www.childreninScotland.org.uk/about-us](http://www.childreninScotland.org.uk/about-us). We expect that all students and facilitators conduct themselves in accordance with these values at all times.

## Support while you study

Hopefully, the support of your own therapy, your peers, friends and relatives will provide appropriate resources for each student to negotiate the emotional demands of the course. If, however, you find yourself becoming overwhelmed, or circumstances in your personal life are adversely affecting your learning process, then do contact your personal tutor, or course director, as soon as possible, to help address the matter.

## Key staff and contact details

### Child Trauma Intervention Services

Richard Rose  
*Programme Director*

6 Park Plaza  
Battlefield Enterprise Centre  
Shrewsbury, SY1 3AF  
England, United Kingdom

T: +44 7578 675 575  
E: [richard@tswi.com](mailto:richard@tswi.com)

### Children in Scotland

Svenja Schulz  
*Learning & Events Officer*

Level 1, Rosebery House  
9 Haymarket Terrace  
Edinburgh, EH12 5EZ  
Scotland, United Kingdom

T: +44 131 313 8831  
E: [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)

### St Andrew's Children's Society (for venue enquiries only!)

Rita Grant, *Adoption Support Manager*

7 John's Place, Edinburgh, EH6 7EL, Scotland, United Kingdom

T: +44 131 454 3370  
E: [rgrant@standrews-children.org.uk](mailto:rgrant@standrews-children.org.uk)

## PROGRAMME OPERATION, STUDENT REGISTRATION & ADMISSIONS

### Programme administration

The programme will be administered by Children in Scotland and the contact person is Svenja Schulz, Learning & Events Officer, [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk).

Children in Scotland will assist you with your registration for the course, including collection of details, issuance of student number, collection of course fees and distribution of registration confirmations. They will also co-ordinate the course venue, the attendance sheet and sharing of contacts, extra materials from the course teachers and the graduation.

### Attendance requirements

All teaching sessions have compulsory attendance. All students must sign the register for every day of attendance.

There is an 80% attendance requirement for students, and you will not qualify if you do not meet this minimum attendance requirement. If you have not completed the necessary number of days, you will receive a letter from the Programme Administrator at the end of the course. Students with extenuating circumstances may be exempt from attending but will need to make up the teaching sessions at a later date.

### Cancellation policy

#### Cancellation by you

We must receive your cancellation notice in writing by email. Cancellation takes effect on the date Children in Scotland received your written cancellation instruction. If you make a cancellation, then you must pay Children in Scotland a charge to compensate Children in Scotland for the expense and losses which they will incur as a result of your cancellation. The cancellation charges will be calculated in accordance with the table below and payable to Children in Scotland within 14 days.

<b>Time before scheduled service provision:</b>	<b>% of fee payable:</b>
Earlier than 42 days (seven weeks)	25% (deposit)
42-35 days (six weeks)	50%
35-28 days (five weeks)	75%
Less than 28 days (four weeks)	100%

In the event of a cancellation during, but before completion of the programme, we will retain one hundred per cent (100%) of the cost.

If a train/bus or other delay for any reason prevents you from joining the programme, or a specific Day/Block of the programme, you will be considered a no-show, and we cannot provide a full or partial refund or credit toward a future diploma course, but you may join the same training Block at the two other locations (London or Birmingham) if

circumstances and availability allow it. In this case, you will have to inform Children in Scotland immediately.

Please find further information under 'Attendance requirements' (above).

### **Cancellation by us**

Whilst every effort is made to avoid changes to our programme, Children in Scotland reserves the right to withdraw or cancel the programme. If we are forced to postpone an individual teaching block (i.e. due to trainer illness), we will identify an alternative date of training.

If for any reason Children in Scotland cancels the programme, all course fees will be returned in full.

We cannot, however, reimburse the cost of any pre-booked travel arrangements and suggest that you might like to consider travel insurance to cover any significant costs incurred.

## TEACHING, LEARNING AND ASSESSMENT

### Learning approaches

This programme has been designed to suit a range of learning styles. You are encouraged to be able to work within a range of approaches from creative, experiential, reflective and academic. This will encourage you to become actively involved in your learning and to work with other students. There will be some reading material that you will need to engage with before lectures and you will also need to engage in your own independent study.

### Teaching and learning

Knowledge is developed through:

- ❖ Lectures and PowerPoint presentations
- ❖ Knowledge-based activities with feedback
- ❖ Discussion of case material.

Thinking skills are developed through:

- ❖ Reflective activities with feedback
- ❖ Group process
- ❖ Self-supervision techniques in the practice and use of the arts in therapy.

Practical skills are developed through:

- ❖ Role play and clinical simulation exercises
- ❖ Research skills-based activities with feedback
- ❖ Arts workshop sessions.

Skills for life and work (general skills) are developed through:

- ❖ Managing independent learning and research
- ❖ Planning activities with feedback
- ❖ Self-awareness as part of personal psychotherapy sessions.

### Assessment

Evaluation of all learning outcomes is via a combination of formative and summative assessment. There are two essays and a presentation, which involve critical analysis of theory and insights into how working creatively within the therapeutic life story model can

facilitate psychological change, health and wellbeing. Students' therapeutic skills are evaluated during the whole course and informed by presentation of practice evidence.

Knowledge will be assessed by:

- ❖ Essays
- ❖ Presentations

Thinking skills are assessed by:

- ❖ Personal learning journal
- ❖ Seminars / Group discussion

Practical skills are assessed by:

- ❖ Life story workshops
- ❖ Facilitation skills
- ❖ Wallpaper and case studies

Skills for life and work (general skills) are assessed by:

- ❖ Group process / interpersonal work
- ❖ Supervision.

### **Course examiner**

The course examiner is **Dr John Bates**. Dr Bates is a retired Head of Social Work from Liverpool Hope University. He has a vast range of experience in academic teaching and programme development. Dr Bates is an external marker for three academic institutions in the UK and is regarded as an expert in the field of social work and social policy. As a supporter of the TLSWi programme, Dr Bates has advised and supported its development.

Dr Bates currently lives in France but regularly commutes to the UK; he is an external marker for all the TLSWi students in the UK, Australia and the USA.

### **Assessment information**

- ❖ You are required to submit your written work by midnight on the day of the deadline to [Children in Scotland's Events team](#)
- ❖ Dr John Bates, the designated marker for all assignments, marks all written assessments
- ❖ If a serious breach of ethics comes to light in any assessment, the student will automatically fail the assessment, regardless of the marking criteria outlined on the

marking sheet

- ❖ If written work is not submitted by the deadline, or does not fulfil the learning outcomes, you will receive a 'first fail'. It can be resubmitted by an agreed deadline and the new mark will be capped at 40%. If an assessment is failed a second time, you will be required to resubmit via a re-take package (fees will apply)
- ❖ All sources must be referenced in the Harvard Referencing style (see further information below)
- ❖ Students with disabilities and/or particular learning needs are asked to complete a Learning Agreement with the Programme Director to ensure they are able to fully engage with all assessments within the programme.

### Diploma marking classification

Dr Bates works from the following classification guidelines:

70% - 100%	Distinction
60% - 69%	Merit
40% - 59%	Pass
0% - 39%	Not passed/Fail

Assessment criteria in the style of grade descriptors:

80% - 100%	An outstanding essay showing extensive knowledge and understanding and an exceptional ability to analyse, synthesise, and evaluate. Evidence of extensive reading and study beyond the course content and independent thought. Writing is fluent, clear, and grammatical. An answer that is relevant to the title, comprehensive, accurate, and presented in a very well-structured and organised manner.
70% - <80%	An excellent essay showing extensive knowledge and understanding and good analysis, synthesis, and evaluation. Evidence of substantial reading and study beyond the course content and independent thought. Writing is fluent, clear, and grammatical. An answer that is relevant to the title, comprehensive, accurate, and presented in a well-structured and organized manner.
60% - <70%	A good essay showing wide knowledge and understanding and some analysis, synthesis, and evaluation. Reference made to relevant course material with evidence of some reading and study beyond the course content and some independent thought. Writing is clear and has few grammatical errors. An answer that is relevant to the title though less than completely comprehensive, mostly accurate and well presented.
40% - <59%	An adequate essay showing reasonable knowledge and understanding derived from the course content but with little or no evidence of reading and study beyond the course content and little or no independent thought. Little or no analysis, synthesis, and evaluation. Writing is less than clear and has some grammatical errors. An answer that is mostly relevant to the title and reasonably accurate but not very comprehensive and with some errors and shortcomings of presentation, structure and organisation.
30% - <39%	A poor essay with extensive errors and omissions, badly written and ungrammatical. A little relevant material but poorly presented with little evidence



	of understanding.
20% - <30%	A very poor essay lacking in understanding and with serious errors and omissions but with evidence of some knowledge vaguely relevant to the question.
0% - <20%	Little or no evidence of any relevant knowledge and understanding. Any relevant knowledge marred by serious errors.

### **Extensions and extenuating circumstances**

If you cannot make a deadline for an item of assessment you must put your request in writing via email to Children in Scotland ([events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)) prior to the deadline and include the reason for the delay in essay submission or reasons why the presentation needs to be delayed. Please note that you are expected to manage your workload appropriately in order to meet the academic deadlines. Extensions will not be granted due to excessive work pressure.

### **Re-assessments**

In the event of failing an assessment component you have the right to be re-assessed (fees may apply), i.e. write the essay again. Assessments will be capped at a bare pass rate of 40% for Professional Diploma modules. This will apply to all assessments other than for those with valid extenuating circumstances in relation to first assessments.

If you fail an assessment twice, you will then be given a re-take package and you will need to pay to attend specific days. You can only re-take the module once and then be assessed again at the end of this. If you fail on the 4th attempt, it will not be possible for you to continue your training.

### **Feedback procedures**

Assessment feedback is given alongside your result in the form of written feedback. You will also have the opportunity to discuss this feedback in further detail with the Programme Director.

### **Results and how notified**

Your results will be emailed to you once they are received back from Dr Bates.

## Course information

**Course title:** Therapeutic Life Story Work

**Locations of delivery:** Birmingham, Edinburgh and London

### **Main aim(s) of the module:**

Life story work induction:

- ❖ The aim of the induction is to consider life story work and its value as an intervention in work with traumatised children. The students will be introduced to the process of information gathering and learn how to work with a child to support them to develop their own narrative in the form of a life story book.

Communication with traumatised children:

- ❖ During this element of the course, we aim to develop the students' understanding of the theoretical base for the interventions within the life story process, emphasizing the quality of engagement with and listening to the child's narrative. The reflective journal will be introduced as the practical and evidenced-based tasks that will enable students to consider the complexities of communication and the concept of trauma-based challenges.

Life story work assessment and action:

- ❖ Using case studies from European countries, students will learn the methods of assessment for concluding suitable life story approaches, with due regard to legislation and cultural need. Students will be required to evidence the aims and objectives of their work along with their assessment and planning sheets, session plans and movement charts. Students present their casework, following which there will be a critical evaluation and group supervision, evaluation and completion.

Life story work advanced practice:

- ❖ Using case study material from European countries, students will have the opportunity to critically evaluate advanced interview skills and to take part in a number of practical exercises to improve their competency. Students will consider current thinking in narrative and life story publications, including studies from recent PhD dissertations as well as more seasoned contributions from Europe, Canada, Israel and Australia. Students will be asked to present their wallpaper work for critical thinking within the group.

### **Main topics of study:**

Life story work induction:

- ❖ Programme Director and Lead Consultant Richard Rose will illustrate the life story approach undertaken by CTIS (Child Trauma Intervention Services) and from his work with SACCs (specialists in residential therapeutic treatments for children who occupy the very apex of the Specialist Services sector having suffered severe early life traumas including neglect; sexual, physical and mental abuse). Students will have the opportunity to consider and reflect on the skills of planning, performing and critically evaluating the intervention techniques required for this approach. Attachment and psychodynamic approaches to the process alongside cognitive behaviour therapy will also be critically examined.

Communication with traumatised children:

- ❖ Students will attend lectures to illustrate the differing techniques, communication skills and practical exercises for working with traumatised children. Emphasis will be given to theories of leading commentators, to afford the student the opportunity to compare

and contrast theory and practice with reference to their client's presenting challenges. Students will prepare written reports, SDQs, reflective journals and portfolio presentations.

Life story work assessment and action:

- ❖ With an emphasis on debate and task reflection, evaluation and critical analysis will be sought from the group during student presentations of their casework. Students will also spend time considering and reflecting on assessment skills and session planning.

Life story work advanced practice:

- ❖ Students will practice advanced interview skills followed by group-themed debate and reflection. During the training, students will both offer and receive constructive criticism on their current 'wallpaper work'. The course leader will provide key elements to ensure that the focus and tasks remain clear and attainable. The student will have the opportunity to consider and reflect on the skills of interview, recording, individual and group assessment.

### **Learning outcomes for the module:**

At the end of this module, students will be able to:

#### **Knowledge**

1. Demonstrate a detailed body of knowledge regarding the attachment to and the role of the primary carer.
2. Demonstrate a detailed body of knowledge regarding the techniques, required for Life Story Work, evaluation and the reflective process.

#### **Thinking skills**

3. Critically evaluate and reflect upon current theory with regard to narrative and life story work, trauma and recovery.
4. Develop critical evaluation skills in order to self-reflect and evaluate other's practice using current theory with regard to narrative and life story work.

#### **Subject-based practical skills**

5. Demonstrate an ability to plan and carry through direct communication tasks with traumatised children.
6. Demonstrate a critical approach to assessment and action through case study and summary.
7. Provide evidence of theory and practice relation between culture, ethnicity and international privacy and human rights law.
8. Demonstrate a clear ability to carry out advanced interviews and advanced recording skills.
9. Provide evidence of practice, theory and assessment through evidencing SDQ, reflective journals, wallpaper work and supervision notes.

#### **Skills for life and work (general skills)**

10. Adopt a questioning and critically evaluative approach to knowledge and inquiry.
11. Demonstrate a clear ability to carry out advanced interviews and advanced recording skills.
12. Work effectively both autonomously and as a member of a multi-disciplinary team.

**Teaching, learning methods and strategies used to enable the achievement of learning outcomes:**

Lectures and video presentations, knowledge-based activities and feedback, discussion of case material, reflective activities, self-supervision, role-play and clinical simulation exercises, workshop sessions.

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

- ❖ Essay (1500 word)
- ❖ Viva presentation and Wall Paper presentation (30 minutes)
- ❖ Case study assignment (2000 word)

**Reading and resources for the module:**

**CORE:**

- ❖ Fahlberg, V (2017) *A Child's Journey Through Placement*: BAAF/Coram London
- ❖ Perry, B. (1995) *Principles of Working with Traumatised Children*, Houston, Texas: CIVITAS Child Trauma Programs
- ❖ Rose, R (2012) *Life Story Therapy with Traumatized Children: A Model for Practice*, London: Jessica Kingsley Publishers
- ❖ Rose, R (2017) *Innovative Therapeutic Life Story Work*: Jessica Kingsley Publishers
- ❖ Ryan, T and Walker, R. (2007) *Life Story Work: A Practical Guide to Helping Children Understand their Past*, London: BAAF.

**RECOMMENDED:**

- ❖ Goldfinger, K and Pomerantz, A (2009) *Psychological Assessment and Report Writing*, London: Sage Publications Ltd.
- ❖ Goldman, J, Stein, C. L., and Guerry, S. (1993) *Psychological Methods of Clinical Assessment*, New York: Pergamon
- ❖ Howe, D. (1998) Relationship-based thinking and practice in social work, *Journal of Social Work Practice*, (16),2 45-56
- ❖ Rose, R and Philpott, T. (2005) *The Child's Own Story: Life Story Work with Traumatized Children*, London: Jessica Kingsley Publishers
- ❖ Ruxton, S. (2000) *Separated Children Seeking Asylum in Europe: A Programme for Action*. Save the Children: UNHCR
- ❖ Thomas, N.P. (2009) *Listening to children and young people*, *The Child Placement Handbook*, British Association for Adoption and Fostering.

<b>Indicative learning and teaching time:</b>	<b>Activity:</b>
1. Student/tutor interaction:	Lectures, case material presentation and analysis, group work, seminars, tutorials, practical facilitations, work based learning. = 100 hours
2. Student learning time:	Seminar reading, research skills and preparation for essays, background reading, personal learning journal, preparation for group work activities, case material portfolio, facilitation notes, summaries, online group discussion and supervision.  Pre-reading and assessment preparation work = 40 reading hours Post-module reading

	= 30 reading hours Online group discussion, supervised practice and supervision = 30 hours  Total = 100 hours
<b>Total hours (1 and 2):</b>	<b>= 200 hours</b>

## Assessment details

During this course you will be required to complete the following assessments:

- ❖ Essay (1500 word)
- ❖ Viva presentation and Wallpaper presentation (30 minutes)
- ❖ Case study assignment (2000 word)

### Essay (1500 words)

**Title:** How does the therapeutic life story work approach support traumatised children and their families?

**Date of submission:** Tuesday, 1 September 2020

### Viva and Wallpaper presentation (30 minutes)

To be presented during Block 4 of the course.

A 20-minute presentation on the work with the child/young person and the adults and systems engaged by utilising the progress detailed on the wallpaper work – this presentation will be in groups and is subject to assessment. There is also allowance for 10 minutes following the presentation for questions from the group and assessors.

### Case study (2000 words)

**Title:** Case study: Critical evaluation of therapeutic life story work – a comprehensive assessment of direct work with a child/young person

**Date of submission:** Two weeks after the last training day

## Personal journals

No submission.

The personal journal is a reflective understanding of the work undertaken and takes the form of a diary. The journal needs to contain two reflective accounts per week (once engaged in a piece of therapeutic life story work with a child/young person). The content of this is not formally assessed but is used as a supervision and tutorial contribution and should support the case study.

Students must make use of them throughout the course, as a support and record of their creative development, reflections and thinking. Students are encouraged to bring them to the presentation days and be prepared to share them, or aspects of them, within the student's home groups at the end of the course.

## Some notes on writing essays

Students need to demonstrate that they have understood and applied what they have learnt on the course. Original and creative ideas of their own are also highly valued.

Students need to ensure that they have answered the essay title set and have not written material that is irrelevant.

### Structure

- ❖ Your essay needs a beginning, middle and end
- ❖ Introductions: this can be brief, and should introduce the reader to the territory of your essay, the argument(s) you will be making and the conclusion(s) you come to
- ❖ Each subsequent point you make should have a new paragraph
- ❖ Arguments both for and against (e.g. directive versus non-directive approaches) need to be backed up by literature wherever possible. You need to substantiate your claims with the use of specific examples from your own experience as a client, from your workshop experience, or from your clinical work as a therapist/facilitator
- ❖ All concepts, terms and theoretical ideas need to be referenced
- ❖ Your conclusion should sum up and draw together the various strands of thought you have explored.

### Presentation

- ❖ Your essay should be typed and double spaced or 1.5 spaced
- ❖ Use Arial font size 12

- ❖ Leave a one-inch margin on either side of the page
- ❖ Write on one side of the page only
- ❖ Include page numbers
- ❖ Supplied as a word document
- ❖ The essay should be 1,500 words (10% over or under is accepted). Failure to do so will result in a 5% deduction in your marks
- ❖ You must include the word count on your essay. Failure to do so will result in a 5% deduction (this word count should include the referencing)
- ❖ You may include images within the text. These should be clearly annotated. (i.e. Fig 1, etc.) and referenced if necessary
- ❖ Referencing must follow the Harvard referencing system. Please ensure you understand and apply this throughout your essay and in the bibliography. You can find more on Harvard referencing at the end of this booklet
- ❖ The bibliography should be composed of all your references and source material
- ❖ Your essay MUST include your student number only, not your name.

**Please note:**

All students must keep a copy of their essays in case of loss. Assessments can be emailed to Children in Scotland's Events team via [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk).

## PROGRAMME MANAGEMENT

### Management

The Programme Management is led by Richard Rose, and each year previous alumni will be asked to contribute to the programme, delivery and quality assurance. A list of this year's programme will be made available at the beginning of the course.

Student feedback is valued and respected as it is considered to be a vital ingredient in the appraisal and development of our work. Students' views on the programme are collected through feedback sheets and these are summarised and fed back to the Programme Management.

Students are encouraged to approach the Programme Director or other members of the Programme Management should they have any feedback on the programme delivery and support systems. Students are encouraged to resolve any issues informally wherever possible.

### Complaints

If you feel that CTIS or any of the programme partners have not delivered the standard of service which it would be reasonable to expect, students may be entitled to lodge a complaint. The Complaints Procedure (see page 30) should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:

- ❖ Appeals against the decisions of CTIS
- ❖ Complaints about the behaviour of other students.

### Extenuating circumstances

It is intended that students should invoke extenuating circumstances procedures infrequently and only for circumstances which are serious in nature.

In considering claims for extenuation, wherever possible, the identity of the student will not be made available to the decision maker. The decision maker will be a member of the Programme Management – excluding the Programme Director.



## What are extenuating circumstances?

Extenuating Circumstances are circumstances which:

- ❖ Impair the performance of a student in assessment or re-assessment
- ❖ Prevent a student from attending for assessment or reassessment
- ❖ Prevent a student from submitting assessed or reassessed work by the scheduled date.

Such circumstances would normally be:

- ❖ Unforeseeable – in that the student could have no prior knowledge of the event concerned
- ❖ Unpreventable – in that the student could do nothing reasonably in their power to prevent such an event
- ❖ Expected to have a serious impact.

Students are expected to make reasonable plans to consider commonly occurring circumstances, even those which, on occasion, may have been unforeseeable and unpreventable.

Examples of circumstances, which might normally constitute grounds for extenuation include:

- ❖ Serious personal illnesses which are not permanent medical conditions (which are governed by other procedures), i.e. an illness requiring hospitalisation
- ❖ The death of a close relative immediately prior to the date of assessment.

Examples of circumstances, which would not normally constitute grounds for extenuation include:

- ❖ Minor illnesses – even if covered by medical certification
- ❖ Computer failure of equipment or storage media
- ❖ Transport problems
- ❖ Moving house
- ❖ Holidays
- ❖ Inadequate planning, organisation or time management
- ❖ Misreading of assessment timetables

- ❖ Family, work, social, financial or other general problems.

### Procedures for the submission of claims for extenuating circumstances

For an extenuation claim to be considered, it is the student's responsibility to ensure that for each component affected:

- ❖ They submit details of the circumstances in writing to Children in Scotland's Events team via [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)
- ❖ Details are submitted by the designated date and time
- ❖ Details are submitted with accompanying documents and evidence.

The designated date and time for submission of claims for extenuation are:

- ❖ **For assessment by examination (i.e. presentations):** one calendar week after the scheduled date and time for sitting the examination.
- ❖ **For assessment by submission of assessed work:** no later than 5pm one calendar week after the scheduled date and time for the submission of the assessed work.

### Late submission of claims for extenuating circumstances

Normally, late submission of a claim for extenuating circumstances is not accepted.

However, it is recognised that there may be cases where a student is unable to submit a claim for extenuation within the time period (e.g. emergency in-patient hospital treatment occurring during the period). In this case, submission of the claim at the earliest opportunity, should be made. This must be accompanied by evidence as to why the claim is being submitted late.

**Note:** Late submission through unwillingness earlier to disclose the grounds for claiming extenuation will not be regarded as sufficient grounds for late submission.

### Electronic submission

Provision will be made for the submission of email including evidence to be sent electronically to Children in Scotland via [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk).

## ACADEMIC MISCONDUCT AND PLAGIARISM

For the purposes of this course, academic misconduct is defined as any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging a candidate for assessment or disadvantaging (deliberately or unconsciously) another or others. Examples of such misconduct are given below: the list is not exhaustive and the use of any form of unfair or dishonest practice in assessment not itemised below can be considered potential misconduct.

### Plagiarism

Work that students submit for assessment will inevitably build upon ideas that they have read about or have learnt about in lectures. That is perfectly acceptable, provided that sources are appropriately acknowledged. It should be noted, however, that the wholesale reproduction of the ideas and words of others, however well referenced, is likely to lead to failure at assessment.

The submission of work that borrows ideas, words, diagrams, or anything else from another source (or sources), without appropriate acknowledgement, constitutes plagiarism. Plagiarism is not limited to unattributed cutting-and-pasting; it includes the reproduction, without acknowledgement, of someone else's work, taken from a published (or unpublished) article, a book, a website, a friend's (or anybody else's) assignment, or any other source.

When an assignment or report uses information from other sources, the student must carefully acknowledge exactly what, where and how s/he has used them. If someone else's words are used, they must be within quotation marks and a reference must follow the quotation.

Where a concept or argument in another source is paraphrased (rather than directly quoted), quotation marks should not be used, but it will still be necessary to acknowledge the source. Remember, however, that the making of simple changes to the wording of a source, while retaining the broad structure, organisation, content and/or phraseology of the source, is unacceptable academic practice and will probably be regarded as plagiarism. The submission of material (written, visual or oral), originally produced by another person or persons or oneself, without due acknowledgement, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an) other(s) or oneself, without acknowledgement or reference, and the submission of work produced in collaboration for an assignment based on the assessment of individual work (Such misconduct is typically described as plagiarism and collusion).

(Note: To avoid potential misunderstanding, any phrase that is not the student's own or is submitted by the student for a different assessment should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of

significant elements of (an)other(s) work or of one's own work submitted for a different assessment, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment).

Being party to any arrangement whereby the work of one candidate is represented as that of another.

The submission of work that is not one's own (e.g. work that has been purchased, or otherwise obtained from a "cheat site").

Offering an inducement to staff and/or other persons connected with assessment.

## **Collusion**

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Clearly, students are encouraged to discuss assignments with their peers, but each student must always ensure that, where an individual assignment is specified, the report/essay submitted is entirely the student's own. Students should, therefore, never lend work (in hard or electronic copy) to friends. If that work is subsequently plagiarised by a "friend", an act of friendship might lead to a charge of collusion.

## **When to reference**

Our regulations do not distinguish between deliberate and accidental plagiarism, but you will not be accused of plagiarism, provided that you properly reference everything in your work that was said, written, drawn, or otherwise created by somebody else.

You need to provide a reference:

- ❖ When you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium
- ❖ When you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation
- ❖ When you copy the exact words or a unique phrase from somewhere
- ❖ When you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

- ❖ When you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject
- ❖ When you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.)

As a test of this, material is probably common knowledge if:

- ❖ You find the same information undocumented in other sources
- ❖ It is information you expect your readers to be familiar with
- ❖ The information could be easily found in general reference sources.

### **How to reference**

The Programme Management has agreed on a single version of the Harvard referencing system (the School of Psychology uses the American Psychological Association (APA) referencing style) and this (along with APA) can be found in Cite Them Right:

Pears, R. and Shields, G (2008) Cite Them Right. Newcastle: Pear Tree Press

Cite Them Right is available online<sup>2</sup> and hard copies can be found in libraries and bookshops.

### **Plagiarisms or unacceptable academic practice**

If work that you submit for assessment includes substantial and significant elements of other sources and all of those sources are appropriately acknowledged, you will not have plagiarised, but you will be culpable of unacceptable academic practice, because there will be too little of your “own voice” to allow your knowledge to be assessed.

Work that you submit for assessment must:

- ❖ Use your own words
- ❖ Provide a critical commentary on existing literature
- ❖ Aim for novelty and originality
- ❖ Demonstrate your understanding of the subject area by paraphrasing.

Work that does not meet those criteria will fail.

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<sup>2</sup> [www.citethemrightonline.com](http://www.citethemrightonline.com)

## STUDENT COMPLAINT PROCEDURE

The views of students are sought by a variety of means; however, students should be provided with the opportunity to express concerns about all aspects of its operation through making a complaint.

### What does the procedure cover?

The regulations are intended to cater for situations where a student has a serious complaint concerning:

- ❖ The conduct of a member of staff towards the student
- ❖ The delivery of a programme upon which the student is enrolled, which cannot be resolved by informal processes

Please note that no complaints can be made that relate to a matter of academic judgment.

### If you have a complaint

The first thing to do is to write an email (limit of 500 words) to the attention of the Programme Management. Your email should be sent to Children in Scotland's Events team ([events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk)). The Programme Management will help you with how to proceed and who to see. Usually this means initially following informal complaint procedures.

See below:

### Informal procedure

Most concerns can be resolved quickly and informally through discussion between the parties involved. If a misunderstanding with a member of staff or a fellow student arises then, if possible, you should try to resolve the matter directly with the person(s) concerned.

If your complaint is of a general nature concerning, for example, resources or facilities, it may be appropriate to refer the matter to the Programme Director for him to raise it at the meeting with the Programme Management.

If the informal complaints procedure does not resolve the problem, you should continue in accordance with the formal complaints procedure. Please be aware however that unless exceptional circumstances regarding possible gross misconduct or grave disquiet about the wellbeing of someone, complaints can't move from informal to formal until the informal meeting/s with relevant parties have taken place. In other words, the informal complaints procedure should be exhausted prior to instigating the formal procedure unless the particular circumstances are sufficiently serious to proceed directly

to the formal complaints procedure.

Any complaint must be raised within 21 days of the subject matter of the complaint taking place, or 21 days of the date upon which you became aware of the subject matter of the complaint.

### **Investigation**

If the complaint raises real concerns, legal or possibly disciplinary action, you would be informed that the complaint is being investigated.

The Committee may require you to attend a meeting to discuss your complaint. If so, you will be entitled to bring a friend to support you. However, you yourself will be required to answer the Committee's questions directly.

After initial consideration, if the complaint is deemed trivial, unsupported or vexatious it will be rejected immediately.

### **Decision**

Once the Committee has completed its investigations and any meetings have taken place, you will be informed in writing of its decision without unreasonable delay.

### **Final decision**

The final decision will be confirmed to you in writing.

Please note, in making a complaint, you are strongly advised to avoid using inflammatory language and take a more temperate approach in order to avert any legal implications such as may occur under the law of defamation.