



# Professional Diploma in Therapeutic Life Story Work

Handbook for Australian Course 2024-25



# WELCOME

## A message from Professor Richard Rose

Dear Students,

Welcome to the one-year Professional Diploma in Therapeutic Life Story Work 2024-2025, delivered by Therapeutic Life Story Work International (TLWi), in partnership with Berry Street Victoria, Australia.

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 this programme, and the support you can expect from the programme partners.

As a Professional Diploma student, you are invited to become a member of TLWi and you are encouraged to contribute to the development of this professional body.

I have decided to continue to offer this course both face-to-face in various locations and online to give students the flexibility and variety both these formats can provide. I look forward to meeting you face-to-face, and hope that the online alternative provides an opportunity to participate when travel isn't necessary.

I look forward to taking this TLSW journey together.

All the best in your studies.



Professor Richard Rose  
Programme Director  
Therapeutic Life Story Work International (TLWi)

# ABOUT US

## THERAPEUTIC LIFE STORY WORK INTERNATIONAL



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)

## BERRY STREET



At Berry Street, we believe in people. We believe that children, young people and families should be safe, thriving and hopeful. As one of Australia's largest independent family service organisations, this belief is the heartbeat of our organisation. It defines our purpose, reflects our 140-year history and guides our future. It is a belief that unites our staff, inspires our partners and donors, and enables us to deliver the best possible outcomes for the people we work alongside. We believe that high-quality professional development and a culture of learning is key to building the capacity of practitioners. Through our professional learning activities, we share our practical knowledge and expertise with the broader sector always striving to enhance the outcomes for vulnerable children and families.

[www.berrystreet.org.au](http://www.berrystreet.org.au)

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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 certified 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.

## 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 July 2024 and concluding in May 2025. There is an additional day for the Viva presentation which will be agreed during the course and will be arranged in June after Block 4. This allows for an additional learning day in the last block.

Delivered both online and in person in Australia:  
Online :Jul 26-28 2024, Oct 18-20 2024, Feb 21-23  
2025,  
In person Melbourne: May 23-25 2025

As Blocks 1, 2 & 3 are online we will record all sessions and make them available to students for 30 days from the date of recording. This is helpful for students to review the sessions after each learning block however, it is not to replace attendance unless unavoidable.

## 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 Therapeutic Life Story Work

Duration:

One year, part-time

Credit rating:

Professional Diploma and Certificate of Completion from TLSWi in partnership with Berry Street.

On completion of this course you will be awarded Certified Practitioner, a legally protected title.

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 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 what informed therapeutic decisions.

# Enrolment and programme induction

You must adhere to the Admission Criteria on Berry Street's Therapeutic Life Story Work Professional Diploma course website.

You must meet the Admission Criteria of:

it is the responsibility of the student to secure a child or young person up to the age of 25 to work with during the period of the course and necessary permission to do so

students will need some (direct or indirect) experience of the Child Protection System

it is expected that students will have a minimum qualification and be able to demonstrate proficiency in counselling / therapeutic skills. If it becomes apparent that a student does not have the sufficient knowledge and skills in this area, the Course Director will recommend completing a short course in counselling skills

- you intend using Therapeutic Life Story Work in a professional capacity and not with any personal relationships you have with children and young people in foster, kinship or permanent care
- you attend more than 80% of the 12 teaching days to achieve an attendance pass
- it is expected that you will have read Richard Rose's Life Story Therapy with Traumatized Children and the pre-reading that will be sent upon registration.

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

### Course Fees

Total Course Fee: \$4,400 (incl. GST)

### Payment Details

The total course fee is payable to Berry Street through our online registration and payment system.

Credit Card and Direct Deposit payments will be accepted.

## Student contract

As a student you should:

- Follow the regulations as you agreed at enrolment
- Attend all the classes on your timetable
- 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 TLSWi and Berry Street 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.

## 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 course coordinator or course director, as soon as possible, to help address the matter.

## Key staff and contact details

### PROFESSOR RICHARD ROSE (HE/HIM)

Richard is the Director of Therapeutic Life Story Work international (TLSWi). TLWi provides consultancy and training on Therapeutic Life Story Work and working with 'hard to reach' children and adolescents, and develops academic training programmes in the UK and internationally. TLWi is also a professional body for Therapeutic Life Story Work and engages in research, supervision and professional development of all members.

Richard has worked with traumatised children and families since he was 17 years old and has been shaped by those he has journeyed with over the last 38 years. He qualified in social work in 1989. Since then, he has worked in the UK in local authority child protection and from 1997 with the highly regarded residential therapeutic treatment agency SACCS, including four years as the Clinical Practice Director of the Mary Walsh Institute.

Throughout his career, Richard has worked with children and their families in out of home care and within birth family placements, with the aim of enabling these placements to become healthy and nurturing.

Richard is a regular visitor to Australia where he is Adjunct Associate Professor of Social Work and Social Policy at La Trobe University, Melbourne, and Honorary Associate of Berry Street, Melbourne. He is also Honorary Associate of the Open Adoption Institute, University of Sydney. He is a regular visitor to the USA, where he presents for Portland State University, DHS Oregon and ORPARC (Adoption Services).

Richard is the author of *The Child's Own Story - Life Story Work with Traumatised Children* (2004); *Life Story Therapy with Traumatised Children - A Model for Practice* (2012) and *Innovative Therapeutic Life Story Work* (2017).

In 2020, he founded Therapeutic Life Story Work International (TLWi), the new home of TLSW and a new international professional community that impacts across the world.

[richard@tlswi.com](mailto:richard@tlswi.com)  
[www.tlswi.com](http://www.tlswi.com)

## Key staff and contact details continued

### PRUDENCE (PRUE) BOUMAN (SHE/HER)

Prue is the Course Coordinator and Event Manager at Berry Street. Prue has worked with Richard as Course Coordinator since the first Australian course in 2016.

[pbouman@berrystreet.org.au](mailto:pbouman@berrystreet.org.au) or  
[therapeuticlifestorywork@berrystreet.org.au](mailto:therapeuticlifestorywork@berrystreet.org.au)

### Teaching staff

Richard has a team who provide input for the TLSW Diploma course, some providing teaching on the course and others support to students via assessment and peer support.

### DR JOHN BATES (HE/HIM)

John is Former Associate Professor and Head of the Department of Social Work, Care & Justice at Liverpool Hope University. He has a variety of publications including articles, book chapters and edited books. He has spoken at conferences in the USA, Hong Kong, Latvia, Netherlands, Lapland and the UK.

### ELISE SAUNDERS (SHE/HER)

Elise completed her undergraduate studies in Psychology in 2008 and has since completed diploma and graduate training in therapeutic and trauma related fields. Elise is a qualified TLSW practitioner and practice lead and has worked with over 50 children and young people in her current role. Elise has delivered conference talks and workshops at numerous national and international conferences. She is a contributing author to Richard Rose's Innovative Therapeutic Life Story Work (2017). In conjunction with Richard Rose and Berry Street, Elise has started delivering sections of the TLSW Diploma across Australia. Elise is one of the most experienced Therapeutic Life Story Work practitioners across Australia.

Elise works as a private practitioner and provides mentoring for new practitioners along with supervision for other qualified practitioners across Australia. Elise is passionate about child trauma recovery and works from the ethos of therapeutic care being a community approach and belief that every child deserves a chance to be safe, to make meaning of their past and to be able to achieve their full potential.

In her spare time, Elise is also the Chair of TLSW Australia.

## Teaching staff continued

### TINA MCGHIE (SHE/HER)

Tina is an Aboriginal woman who identifies with the Wiradjuri and Ngunnawal peoples of NSW and ACT with extensive management experience within the employment, welfare and community services sectors. Tina is well known for her leadership and is an experienced manager and board member at local and state levels. Tina specialises in working with both Aboriginal and non-Aboriginal children, young people and adults within the Out-of-Home Care and Family Support fields.

### ROB TUCKER (HE/HIM)

Rob is an Independent Social Work Consultant and Director of RGT Training and Consultancy, an independent agency specialising in sexual abuse, sexual behaviour problems and child trauma. Rob has over 30 years' experience in social work with government and non-government agencies, primarily in the field of child protection, undertaking investigation, assessment, case management, intervention and consultancy work.

# PROGRAMME OPERATION, STUDENT REGISTRATION & ADMISSIONS

## Programme administration

The programme will be administrated by Berry Street:

**Prudence Bouman:**

[therapeuticlifestorywork@berrystreet.org.au](mailto:therapeuticlifestorywork@berrystreet.org.au)

## Attendance requirements

All teaching sessions have compulsory 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 be notified by 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

It is expected that all people who register for the course do so with the intention of completing the entire qualification. If a student wishes to withdraw from the course, a request should be made in writing to Amanda Kevin-Tidis, Head of Learning & Organisational Development, Berry Street and emailed to: [therapeuticlifework@berrystreet.org.au](mailto:therapeuticlifework@berrystreet.org.au).

## Cancellation by us

Should Berry Street cancel a course for any reason, those registered at the time will be entitled to a full refund of registration fees only, and this will incur no administrative charges or penalties.

In the unlikely event that Richard Rose or the other TLSW Professional Diploma team of presenters are unable to present for a scheduled Block, Berry Street will reschedule the days in consultation with students. However, Berry Street will not reimburse students for accommodation and travel expenses incurred as a result of rescheduling.



## TLSWi membership

As a TLSWi student, you will have free access to the Membership pages of the TLSWi website [www.tlswi.com] for 12 months. Membership of TLSWi gives students access to a global community of Therapeutic Life Story Workers.

As a member, students will have access to:

- Latest research and blogs
- A forum for discussion and debate
- Access to local and national TLSWi Hubs
- Downloadable training and support documents
- News space for announcements and training opportunities.

Membership further offers a discounted price for attendance of alumni events, and to contribute to articles and new learning tools.

TLSWi currently has presence in Australia, England, Japan, Republic of Ireland, Portugal, New Zealand, Scotland and the United States, an international community of practitioners that is constantly growing.

### [How to access TLSWi membership](#)

Students will receive joining instructions at the start of the course.

# 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:

- 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:

- 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 your Course Administrator

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

Students who would like some academic support before submitting their written essay or case study can contact Dr Bates to request a 30-minute online tutorial. This needs to be arranged by the student well in advance of the submission date directly with Dr Bates via email: [johnbates5@icloud.com](mailto:johnbates5@icloud.com) or [academicmarker@tswi.com](mailto:academicmarker@tswi.com)

## 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% - <60%** An adequate essay showing reasonable knowledge an 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% - <40%** 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 your Course Coordinator 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. If you wish, you can discuss this feedback in further detail with the Programme Director.

## Results and how notified

The Course Administrator will email the results to you once they are received back from Dr Bates.

## Appealing your mark

If you are unhappy with your mark, please notify the Course Administrator. In the first instance, you will be offered a conversation with the Programme Director and/or Course Examiner where appropriate to discuss this.

Please note that you cannot appeal the mark itself, but that due process wasn't followed in the marking or that there were circumstances the marker failed to take into account (i.e. a Learning Agreement).

# Course information

## Course title:

- Therapeutic Life Story Work

## Locations of delivery:

- Online and In-Person in Melbourne, Australia

## 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.

## Course information continued

### Main topics of study:

- Life story work induction:

Programme Director and Lead Consultant, Professor Richard Rose, will illustrate the life story approach undertaken by Therapeutic Life Story Work international 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 practise 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.



# Course information continued

## Learning outcomes for the module:

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

### Knowledge [K]

1. Demonstrate a detailed body of knowledge regarding the attachment to and the role of the primary carer. [K1]
2. Demonstrate a detailed body of knowledge regarding the techniques, required for Life Story Work, evaluation and the reflective process. [K2]

### Thinking skills [T]

3. Critically evaluate and reflect upon current theory with regard to narrative and life story work, trauma and recovery. [T1]
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. [T2]

### Subject-based practical skills [P]

5. Demonstrate an ability to plan and carry through direct communication tasks with traumatised children. [P1]
6. Demonstrate a critical approach to assessment and action through case study and summary. [P2]
7. Provide evidence of theory and practice relation between culture, ethnicity and international privacy and human rights law. [P3]
8. Demonstrate a clear ability to carry out advanced interviews and advanced recording skills. [P4]
9. Provide evidence of practice, theory and assessment through evidencing SDQ, reflective journals, wallpaper work and supervision notes. [P5]

### Skills for life and work (general skills) [G]

10. Adopt a questioning and critically evaluative approach to knowledge and inquiry. [G1]
11. Demonstrate a clear ability to carry out advanced interviews and advanced recording skills. [G2]
12. Work effectively both autonomously and as a member of a multi-disciplinary team. [G3]

## Course information continued

### 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 (2000 words)

Viva presentation and Wallpaper presentation (30 minutes: 20 minutes of presentation and 10 minutes of peer discussion)

Case study assignment (2500 words)

### Reading and resources for the module:

#### CORE:

- Fahlberg, V (2015) A Child's Journey Through Placement: BAAF/Coram London
- Perry, B. (1995) Principles of Working with Traumatized Children, Houston, Texas: CIVITAS Child Trauma Programs – There is also a YouTube video which pretty much covers the subject... Bruce Perry - Born to Love - <https://youtu.be/M6kDeBaJi0M>
- Perry, B (2017) The Boy who was Raised as a Dog, Basic Books
- Rees, J (2018) Life Story Work with Adopted and Fostered Children, London: Jessica Kingsley Publishers
- 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

## Course information continued

### RECOMMENDED (continued):

- 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.

### WORKING WITH A CHILD OR YOUNG PERSON

To complete TLSW you must work closely with a child or young person (in some instances you may select an adult to work with).

- The young person you work with must be over the age of 5
- The contact time required for the course is 10 - 18 hours
- These meetings should take place between Block 2 and Block 4
- To sit the VIVA at least 8 sessions should be completed. Additional time should be spent with the child/young person /adult as the course is designed to provide an entry point to this work
- You must have signed permission documents from the young person's parent/carer to work with them before you commence any TLSW

## INDICATIVE LEARNING AND TEACHING TIME:

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

**TOTAL HOURS (1 AND 2):= 200 HOURS**

## Assessment details

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

Essay (2000 word)

Viva presentation and Wallpaper presentation (35 minutes total)

Case study assignment (2500 word)

### Essay (2000 words)

**Title:**

Describe the process of a Therapeutic Life Story Work intervention and explain the theoretical principles which underpin this work.

**Date of submission:**

31 January 2024

The essay will be marked under the following areas:

1. Presentation, structure and organisation of the material. How well does the essay 'hang together' as a coherent whole with material well organised and which follows a clear structure. [G1] (10%)
2. Clarity and the importance of process in life story work. Does the work give sufficient evidence of the broad knowledge base of life story work and explain the essential stages of the journey? [K1; K2] (25%)
3. A clear demonstration of wider reading and research drawing on literature beyond the core materials such as the contribution of neuroscience. Does the work offer clear evidence of an understanding and the integration of theory and practice? [T1; G1] (50%)
4. The essay should demonstrate an ability to analyse and critically reflect on the value of life story work and the role of the practitioner. [T2; G1] (15%)

**Please note:**

The essay mark is subject to change following external moderation. You can find the associated learning outcomes on page 26 of this document.

## Viva and Wallpaper presentation (35 minutes)

To be presented in June after Block 4 of the course - date TBC

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 (2500 words)

### Title:

Describe a recent intervention explaining the objectives of the work, how you carried it out and offer an evaluation as to its effectiveness. You should refer to the literature where appropriate.

### Date of submission:

Four weeks after your Viva and Wallpaper presentation.

The case study will be marked under the following areas:

1. Presentation, structure and organisation of the case material. How well does the study 'hang together' as a coherent whole with material well organised and which follows a clear structure. [G1] (10%)
2. Clarity of process and importance of life story work. Does the work give sufficient evidence of practical life story skills which reflects course learning? For example, is there evidence that the work shows careful, thoughtful planning of the whole process? [K1; K2; P1; P2; P4; P5] (40%)
3. A clear reference to concepts, which inform interventions and the overall integration of theory and practice. Does the work demonstrate a detailed knowledge of current issues in relation to life story work such as attachment theory and other reading beyond the core materials? [P3; K1; T1] (30%)
4. Ability to analyse and reflect critically on the intervention including an evaluation of the efficacy of treatment. To what extent does the work adopt a questioning approach? [K2; G3; T2; P5] (20%)

### Please note:

The case study mark is subject to change following external moderation. You can find the associated learning outcomes on page 26 of this document.

## 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.

# Some notes on writing essays (continued)

## Presentation

- Your essay should be typed and double spaced or 1.5 spaced
- Use Arial font size 12
- Leave a 2.5 cm margin on either side of the page
- Write on one side of the page only
- Include page numbers
- Submitted as a Word document
- The essay should be 2000 words (2,500 words for the case study) 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
- Your word count should include the referencing cited within the essay, but does not include the bibliography
- 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 handbook)
- The bibliography should be composed of all your references and source material
- Your essay MUST include your student number and surname in the Header of the document
- Your essay should be saved as a word document with your student number, surname & either essay or case study in title of the Word document

## Please note:

- All students must keep a copy of their essays in case of loss.
- Assessments can be emailed to your Course Administrator.

## Supervision

The course offers peer supervision and group reflective practice opportunities and further information will be shared after Block 2.

However it is also recommended that you seek Supervision through your work place for more generalised supervision.

Peer Supervision will focus on:

Case discussions, practice, policy, theory, and philosophies



# PROGRAMME MANAGEMENT

## Management

The Programme Management is led by Professor Richard Rose, and each year previous alumni will be asked to contribute to the programme, delivery and quality assurance.

Student feedback is valued and respected as it is considered to be a vital ingredient in the appraisal and development of our work. We may seek students' views on the programme through a feedback survey to feed 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 Therapeutic Life Story Work international (TLSWi) 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 further below) 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 TLSWi
- 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

## Extenuating circumstances continued

- 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 the Course Administrator
- Details are submitted by the designated date and time (see below)
- 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.

#### Please 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 the Course Administrator.

## 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), quotations 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.

## Academic misconduct and plagiarism continued

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").

Using AI to write sections of assignments

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.

## Academic misconduct and plagiarism continued

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 [[www.citethemrightonline.com](http://www.citethemrightonline.com)] 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.

## Academic misconduct and plagiarism continued

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.

## 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 your Course Administrator. 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.

## Student complaint procedure continued

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.





# Thank you.

We are looking forward to welcoming you to this course.

[www.tlswi.com](http://www.tlswi.com)

