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|----------------------|--|---------------|---|----------------------|----|
| <b>Module Title:</b> | Creative Methods for Counselling Children & Young People | <b>Level:</b> | 6 | <b>Credit Value:</b> | 30 |
|----------------------|--|---------------|---|----------------------|----|

|                     |        |                              |     |                                       |  |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|
| <b>Module code:</b> | COU612 | <b>Is this a new module?</b> | YES | <b>Code of module being replaced:</b> |  |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|

|                     |      |                    |      |
|---------------------|------|--------------------|------|
| <b>Cost Centre:</b> | GASC | <b>JACS3 code:</b> | B940 |
|---------------------|------|--------------------|------|

|   |     |                          |              |
|---|-----|--------------------------|--------------|
| <b>Trimester(s) in which to be offered:</b> | 1,2 | <b>With effect from:</b> | September 16 |
|---|-----|--------------------------|--------------|

|                |                        |                       |              |
|----------------|------------------------|-----------------------|--------------|
| <b>School:</b> | Social & Life Sciences | <b>Module Leader:</b> | Della Austin |
|----------------|------------------------|-----------------------|--------------|

|                                       |            |
|---------------------------------------|------------|
| Scheduled learning and teaching hours | 60         |
| Directed Learning                     | 20         |
| Guided independent study              | 188        |
| Placement                             | 27         |
| Clinical supervision                  | 5          |
| <b>Module duration (total hours)</b>  | <b>300</b> |

| <b>Programme(s) in which to be offered</b>  | Core | Option                   |
|---|------|--------------------------|
| BSc (Hons) Counselling (Children and Young People)  | ✓    | <input type="checkbox"/> |
| Glyndŵr University Certificate of Continuing Education (Creative Methods for Counselling Children & Young People) | ✓    | <input type="checkbox"/> |

|                       |
|-----------------------|
| <b>Pre-requisites</b> |
| None                  |

Office use only

Initial approval September 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes  No ✓

## Module Aims

- Develop a critical and systematic understanding of the use creative methods when working with children and young people.
- Develop a critical and systematically reflective understanding of the use of counselling skills when working creatively with children and young people.
- Critically and systematically reflect on the ethical and contextual considerations around the use of creative methods when working with children and young people.
- Identify, prepare and implement the appropriate use of creative methods to support the therapeutic relationship with children and young people.

## Intended Learning Outcomes

### Key skills for employability

|      |   |
|------|---|
| KS1  | Written, oral and media communication skills  |
| KS2  | Leadership, team working and networking skills                                      |
| KS3  | Opportunity, creativity and problem solving skills                                  |
| KS4  | Information technology skills and digital literacy                                  |
| KS5  | Information management skills   |
| KS6  | Research skills   |
| KS7  | Intercultural and sustainability skills   |
| KS8  | Career management skills  |
| KS9  | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy  |

| At the end of this module, students will be able to |   | Key Skills |   |
|---|---|------------|---|
| 1   | Demonstrated critical and systematic discussion and evaluation of theories underpinning creative methods when counselling children and young people.                          | 1          | 3 |
|   |   | 4          | 5 |
|   |   | 7          |   |
| 2   | Apply a critical awareness of professional and ethical considerations when using creative methods when working with children and young people.                                | 1          | 2 |
|   |   | 3          | 4 |
|   |   | 5          | 7 |
| 3   | Critically and systematically reflect on the skills and practice of using creative methods when working with an individual child and young person within a workplace setting. | 1          | 2 |
|   |   | 3          | 4 |
|   |   | 5          | 7 |
| 4   | Refer to, and have a critical appreciation of, current research and evidence base for the use of creative methods with children and young people                              | 6          | 8 |
|   |   | 9          |   |

Transferable/key skills and other attributes

Academic Writing skills  
Research Skills  
Advanced communication skills  
Team working  
Working with others  
Supporting people  
Assertiveness Skills  
Listening skills  
Working with confidential material  
Accepting feedback  
Reflective practice  
Working within policies and procedures  
Working with diversity  
Working to agreed deadlines  
Keeping records  
Using ICT

**Derogations**

None

**Assessment:**

1. An essay that demonstrates a breadth of knowledge of creative methods and how these can be enhance the counselling relationship when working with children and young people.
2. Case study presentation of work with client in workplace setting with documented appropriate informed consent

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1                 | 1,4                         | Essay              | 70            |                    | 2500                                      |
| 2                 | 2,3                         | Presentation       | 30            |                    | 20 minutes / 2000 words                   |

**Learning and Teaching Strategies:**

Community meeting / Home groups  
Experiential learning activities  
Individual, pairs, small and large group activities  
Lectures / seminars and workshops  
Independent reading and reflection  
Optional personal journal  
Personal therapy/support activities as appropriate  
Personal clinical supervision  
Tutorials

**Use of ICT:**

A Module Handbook and Virtual Learning environment (VLE)

The module will draw on published books, journals and web resources in the field.

**Syllabus outline:**

- Introduction to knowledge and understanding of creative methods.
- Exploration of the literature which supports the use of creative methods when working with children and young people.
- Consideration of the professional, ethical, legislative and contextual issues of working with children and young people.
- Introduction to the development of counselling skills which support the implementation of creative methods.
- Exploration of how and why creative methods can support the counselling relationship.
- Consideration of the establishment of a safe counselling environment for the use of creative methods.

**Bibliography:****Essential reading**

Axline, V.M., (1969), *Play Therapy*. New York: Ballantine Books

Case, C. & Dalley, T. (2007), *Art Therapy with Children: From Infancy to Adolescence*. Hove: Routledge.

Jennings, S. (1998), *Introduction to Dramatherapy*, London: Jessica Kingsley Publishers.

Sunderland, M. (2000), *Using Story Telling as a Therapeutic Tool with Children*. Oxon: Winslow Press.

*Electronic resources are made available via the VLE for each module. These include links to video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.*

**Other indicative reading**

Axline, V. (1984) *Dibs in search of Self: The moving story of an emotionally lost child who found his way back*. Buckinghamshire: Penguin Books.

Brown, D (2012) *Person-Centred Expressive Arts Therapies*. In Sanders, P. (Ed). *The Tribes of the Person-Centred Nation* (2nd ed). Ross-on-Wye: PCCS.

Cattanach, A. (1994). *Where the Sky Meets The Underworld*. Jessica Kingsley Publishers.

Geldard and Geldard (2008), *Counselling Skills with Children*. London: Sage.

Malchiodo, C. & Crenshaw, D. (2014) *Creative Arts and Play Therapy for Attachment Problems* NY: Guilford Press.

Malchiodi, C. (2008). Creative Interventions with Traumatized Children. New York: The Guilford Press.

McCarthy, D. (2008) Speaking about the Unspeakable. Non-Verbal Methods and Experiences in Therapy with Children. London: Jessica Kingsley Publishers.

Rogers, N. (1993). The Creative Connection: Expressive arts as healing. Palo Alto, CA: Science and Behaviour Books.

Oaklander, V. (2006). Hidden Treasure: A Map to the Child's Inner Self.

Woolf, A (2016). Better Play. Worth Publishing Ltd.

The module handbook will offer further suggested reading

### **Relevant Journals**

British Journal of Guidance and Counselling Childhood.  
Counselling and Psychotherapy Research (BACP).  
Children and Young People Journal (BACP).

### **Websites**

<http://www.student.counselling.co.uk/links-source.html>

[www.bacp.co.uk](http://www.bacp.co.uk)

<http://www.rcpch.ac.uk/minded>

<http://counsellingminded.com/>

<http://www.bapt.info/>

BACP Ethical Framework available to download: [www.bacp.co.uk/ethical\\_framework/](http://www.bacp.co.uk/ethical_framework/)