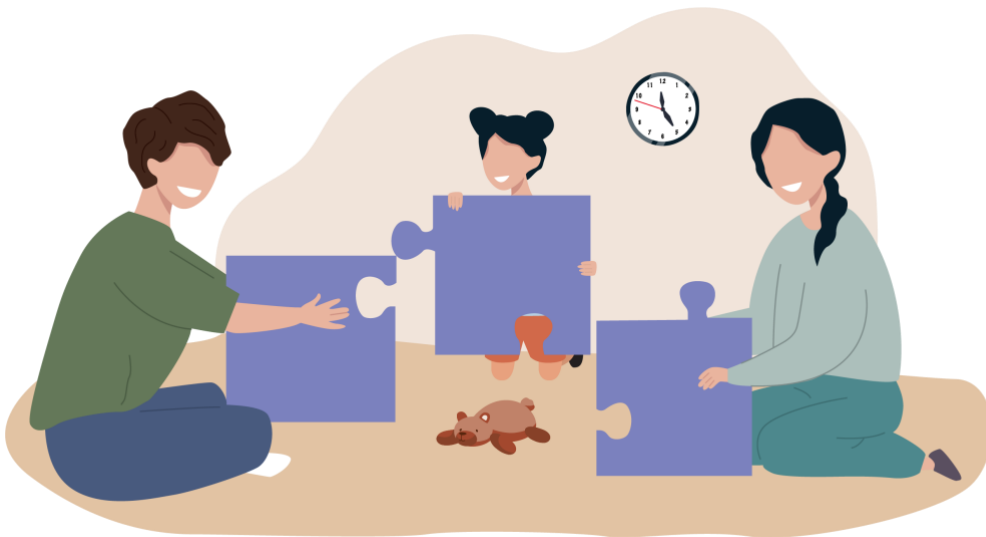




# The Greenane Centre

*Promoting Therapeutic Excellence Through Specialised CPD*

# Specialist Diploma in Developmental Trauma



STUDENT HANDBOOK

December 2023



Greenane, Tipperary Town, E34 CX13  
[www.greenane.ie](http://www.greenane.ie)



Dear Student,

I am delighted to welcome you onto our Specialist Diploma In Developmental Trauma. This innovative, comprehensive, reflective and evidence informed Specialist Diploma in Developmental Trauma is appropriate for a wide range of professionals who wish to develop a specialisation in Developmental Trauma. This Specialist Diploma will have a focus on neuroscience, interpersonal neurobiological and attachment theory ensuring a clear theoretical framework underpinned by research and the principals of Trauma and Attachment Informed Care. It will have a strong focus on reflective practice and mentalisation, through a framework of knowledge attainment, experiential learning, reflection, introspection, internalisation and externalisation and its application to safe and informed professional practice.

**Please study this handbook before Programme Orientation on: Monday 4th December 2023.**

Your Programme Handbook includes:

- Learning Outcomes
- Attendance Requirements
- Contact Details
- Student Portal
- WhatsApp Group
- Personal Responsibility
- Timetable
- Recommended Reading
- Assignments
- Assignment Submission Dates
- Late Assignments
- Assignment Format
- Assignment Briefs
- Student Feedback Criteria
- Zoom Classroom Etiquette

You may contact me with any concerns or academic queries throughout your training at [liz@greenane.ie](mailto:liz@greenane.ie) or by calling the office on 085 8006683.

I hope you will enjoy your training experience with The Greenane Centre.

Kind Regards,



**Programme Director**



## Learning Outcomes

- Develop a sound knowledge of Developmental Trauma and the capacity to apply this knowledge to professional practice through introspection, internalisation and externalisation.
- Develop a deep and comprehensive understanding of child/adolescent development and developmental trauma through developing a heightened trauma and attachment informed lens.
- Understand the neurobiology of the traumatised brain and resulting behaviours.
- Develop the ability to support parents/carers/staff to understand and re-frame challenging behaviour so they can understand and respond to the child's/ adolescent's needs through the lens of Developmental Trauma.
- Support parents/carers and residential staff in developing, increasing and maintaining a reflective and emotionally regulated stance through the process of Mentalisation.
- Educate and coach parents/carers/staff in utilising therapeutic parenting/care techniques with children and adolescents with developmental trauma histories.
- Provide parents/carers and staff with therapeutic support in order to avoid feeling disempowered and lessen the impact of blocked care and compassion fatigue.

## Attendance Requirements

90% Attendance is required to achieve Certification.

If for any reason you are unable to present for class, please email [admin@greenane.ie](mailto:admin@greenane.ie) and ensure that you state the title of the programme you are undertaking.

## Contact Details

**Liz Quish** - Clinical and Training Director - [liz@greenane.ie](mailto:liz@greenane.ie)

Do not hesitate to contact me should you have any academic queries or concerns.

**Paul Quish** – Administration, IT & Accounts - [admin@greenane.ie](mailto:admin@greenane.ie)

Contact Paul should you have any queries regarding administration, accounts, and your Portal.

**Please ensure you state the title of the programme you are undertaking when emailing.**



## **Student Portal**

All classes will be recorded, you may watch back recordings on your student portal in your own time to consolidate your learning. You can download all PowerPoint presentations and notes from your student portal, please note all learning materials are for your own use only and may not be redistributed to third parties. Class recording are not available for downloading to ensure all participants confidentiality. Students are not permitted to share their student portal login or share access to recordings with third parties. This will be viewed as a breach of confidentiality. Access to Student Portal will close on September 30<sup>th</sup>, 2024.

## **WhatsApp Group**

To connect and link-in with each other outside of class, the setting up of a WhatsApp Group is recommended. This group will be for students only. If you would like to be admin of this group, please email [admin@greenane.ie](mailto:admin@greenane.ie). We will forward your email address to all participants who will contact you with their phone number.

## **Personal Responsibility**

Each student has a personal and ethical responsibility to ensure their self-care. Students are advised to seek personal therapy and or supervision if triggered personally or professionally by any element of the course content.



## **Timetable:**

**Class Time 10am – 4pm**

The Greenane Centre makes every effort to avoid altering course timetable. However, should any changes be necessary, you will be notified at the earliest opportunity.

**This programme is delivered online via Zoom.**

### **ORIENTATION**

Monday 4th December 2023

7:30pm – 9:30pm

Facilitator: **Liz Quish**

### **ADVERSE CHILDHOOD EXPERIENCES & DEVELOPMENTAL TRAUMA**

Saturday 9th December 2023,

Sunday 10th December 2023 .

Facilitator: **Dr. Alvina Grosu**

### **DEVELOPMENTAL PSYCHOLOGY & THEORETICAL INTEGRATION**

Saturday 20<sup>th</sup> January 2024,

Sunday 21<sup>st</sup> January 2024,

Saturday 3<sup>rd</sup> February 2024,

Sunday 4<sup>th</sup> February 2024.

Facilitator: **Dr. Alvina Grosu**

### **ATTACHMENT**

Saturday 2<sup>nd</sup> March 2024,

Sunday 3<sup>rd</sup> March 2024.

Facilitator: **Dr. Alvina Grosu**

### **PARENTING THEORIES & APPROACHES**

Saturday 6<sup>th</sup> April 2024,

Sunday 7<sup>th</sup> April 2024,

Sunday 21<sup>st</sup> April 2024.

Facilitator: **Dr. Alvina Grosu**



## **TUTORIAL**

Wednesday 17<sup>th</sup> April 2024 (Group 1),  
Thursday 18<sup>th</sup> April 2024 (Group 2).

Participants will be assigned to either Group 1 or Group 2 after Orientation.

Facilitator: **Liz Quish**

## **TRAUMA & THE BODY**

Saturday 4<sup>th</sup> May 2024,  
Sunday 5<sup>th</sup> May 2024,  
Sunday 19<sup>th</sup> May 2024.

Facilitator: **Patricia Allen-Garrett**

## **NEUROSEQUENTIAL & PACE MODEL**

Friday 21st June 2024,  
Saturday 22nd June 2024,  
Friday 28th June 2024.

Facilitator: **Marian Connell**

## **COMPASSION FATIGUE**

Saturday 6<sup>th</sup> July 2024,  
Sunday 7<sup>th</sup> July 2024.

Facilitator: **Dr. Alvina Grosu**

## **PROGRAMME CLOSING**

Wednesday 10<sup>th</sup> July 2024.

7:30pm – 9:30pm

Facilitator: **Liz Quish**



## **Recommended Reading**

**The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind**

Dr Tina Payne Bryson & Dr. Daniel Siegel

**The A-Z of Therapeutic Parenting: Strategies and Solutions**

Sarah Naish

**Therapeutic Parenting in a Nutshell: Positives and Pitfalls**

Sarah Naish

**No-Drama Discipline: The Bestselling Parenting Guide to Nurturing your Child's Developing Mind**

Daniel J. Siegel MD & Tina Payne Bryson

**Child Trauma Handbook: A Guide for Helping Trauma-Exposed Children and Adolescents**

Ricky Greenwald

**The Hero's Mask: Helping Children with Traumatic Stress: A Resource for Educators, Counsellors, Therapists, Parents and Caregivers**

Richard Kagan

**Working with Relational and Developmental Trauma in Children and Adolescents**

Karen Treisman

**Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-regulation, and Competency**

Blaustein, M. E., & Kinniburgh, K. M.

**Raising Parents: Attachment, Representation and Treatment**

Patricia McKinsey Crittenden

**The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation**

Debs Dana.

**Healing the Fragmented Selves of Trauma Survivors: Overcoming Internal Self-Alienation**

Fisher, J.

**Affect Regulation, Mentalization and the Development of the Self**

Fonagy, P., Gergely, G., & Jurist, E. L.

**Waking the Tiger: Healing Trauma, The Innate Capacity to Transform Overwhelming Experiences**

Peter Levine

**The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment**

Babette Rothschild.

**Trauma-informed Practices with Children and Adolescents**

Steele, W., & Malchiodi, C. A.



**The Body Keeps the Score**

Van Der Kolk, B.

**A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities**

Dr. Karen Treisman

**Building the Bonds of Attachment: Awakening Love in Deeply Traumatized Children:**

Daniel A. Hughes

**The Boy Who Was Raised as a Dog (3rd Edition), And Other Stories from a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us About Loss, Love, and Healing**

Bruce D. Perry & Maia Szalavitz

**Raising a Secure Child: How Circle of Security Parenting Can Help you Nurture Your Child's Attachment, Emotional Resilience and Freedom to Explore**

Kent Hoffman, Glen Cooper & Bert Powell

**What Happened to You: Conversations on Trauma, Resilience and Healing**

Bruce Perry and Oprah Winfrey

**Trauma Through a Child's Eyes. Awakening the Ordinary Miracle of Healing – Infancy through Adolescence**

Peter A. Levine & Maggie Kline

If you wish to do your book review on a text that is not outlined on the recommended reading list, please email your request to [liz@greenane.ie](mailto:liz@greenane.ie) for approval.

Please include:

- Text Title
- Author
- Publisher
- Year of Publication





## Assignments

Written assessments are graded as Successful or Resubmission.

- Reflective Learning Journal - 2500 Words
- Book Review - 1500 Words

## Assignment Submission Dates

Submitted through your student portal in word format.

- Book Review – 28<sup>th</sup> February 2024
- Reflective Journal – 30<sup>th</sup> September 2024

## Late Assignments

**Late assignments will be submitted for assessment with the next class group. This could mean a delay of up to 12 months in receiving certification.**

## Assignment Format

- Reference APA or Harvard
- Word counts + / - 10% of overall word count
- References/ quotes are included in word count
- References/ quotes are not required for book review (individual choice)
- References/ quotes are not required for journals (individual choice)
- Each assignment must have a cover page as per briefs



**Assignment Brief:**

**Book Review**

**Word Count: 1,500**

**Due Date - 28<sup>th</sup> February 2024**

**Cover Page:**

- Book Review
- Book Title and Author
- Presented By: Your Name
- Word Count

**Assignment Presentation:**

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A well-structured book review contains a heading, an introduction, a summary of the main points or chapters, a critical analysis, an evaluation, and a conclusion. A critical book review is a thoughtful discussion of a text's contents, strengths, and limitations.

**Guidelines:**

**Heading: Not part of Word Count**

Book title, author's name, place of publication, publisher name, publication date and the number of pages.

**Introduction: 225 Words Approx.**

In the introduction, introduce the book conveying what the book is about.

**Summary 450 Words Approx.**

In this section of the review, provide an outline of the main themes, principles or concepts presented in the text.

**Evaluation 700 Words Approx.**

Offer a critical review of the text and the ideas presented in it. What stood out for you? How will this text inform your practice? Give your initial appraisal of the work, include your key observation on the text mentioning strength and weaknesses.

**Conclusion 125 Words Approx.**

Would you recommend this book? Indicate whether you feel the book is worthwhile. Is the book outstanding? Will it make a lasting contribution to its field, or is it less satisfactory? Give a star rating out of 5 – 5 being excellent.



## Book Review – Student Feedback

	Yes	No
Word Count Achieved +/- 10%		
<b>Section 1 - Heading:</b>		
Authors name		
Place of publication		
Publisher name		
Publication date		
Number of pages		
<b>Section 2 - Introduction:</b>		
Clear, concise, and well-defined introduction presented		
Comment:		
<b>Section 3 - Summary</b>		
Clear and coherent summary of the main themes, principles or concepts presented		
Comment		
<b>Section 4 - Evaluation</b>		
A critical review of the text and the ideas presented		
Comment		
<b>Section 5 - Conclusion</b>		
Well defined closing comment		
<b>Recommended</b>		
<b>Star Rating</b>		
<b>Overall Comment:</b>		



## **Assignment Brief:      Reflective Journal      Word Count: 2500**

**Due Date - 30<sup>th</sup> September 2024**

### **Cover Page:**

- Reflective Journal
- Presented By: Your Name
- Word Count

### **Assignment Presentation:**

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A reflective journal is not simply a summary of the course material; it should include your reactions to what you've learnt, its personal impact on you, and how you will apply the theories, concepts and skills presented in your practice.

### **Guidelines:**

- Present an introduction outlining the main reflection points presented in your journal.
- What was the most interesting for you? Why was that?
- What was your main learning?
- How will you apply this learning in your clinical work?
- What are your ideas for action, based on your new learning and awareness?
- What did you discover about yourself as a result of completing this programme?

You are not required to use references in this piece of work, however if you feel references will enhance your journal you are free to add quotes and reference points.



## Reflective Journal – Student Feedback

	Yes	No
Word count achieved +/- 10%		
<b>Section 1 - Introduction:</b>		
Clear and concise introduction presented		
Comment:		
<b>Section 2 – Main Body 1</b>		
Most interesting element outlined and discussed		
Comment:		
<b>Section 3 – Main Body 2</b>		
Main learning points identified		
Comment:		
<b>Section 4 – Main Body 3</b>		
Discussion on application of new learning to clinical work		
Comment:		
<b>Section 5 – Main Body 4</b>		
Action Points Outlined		
Self-Discovery		
Professional Implications		
<b>Overall Comment</b>		



## **Zoom Classroom Etiquette**

- Log into your class **on time** and from a **distraction-free, quiet, and confidential space**.
- Return from breaks at the designated time.
- Please keep your audio on mute until you want to speak. This will help to limit background noise.
- If you would like to use the chat box, remember that it is public to all group participants, however you may send private chat.
- Keep paper and a pen handy to take notes.
- Make sure your video is on so the facilitator and your peers can see you.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Remember to sign out or “leave the meeting” when the class is finished.
- If you need a drink or snack, please go off camera and continue to participate with just audio.
- **If you need to leave class for any reason, please let your facilitator know by sending a private message on Zoom Chat.**

**If you are unable to attend class, please email [admin@greenane.ie](mailto:admin@greenane.ie) and indicate the programme you are undertaking.**