



The Greenane Centre

Promoting Therapeutic Excellence Through Specialised CPD

Diploma in Integrative Adolescent Psychotherapy



STUDENT HANDBOOK

February 2024



Greenane, Tipperary Town, E34 CX13
www.greenane.ie



Dear Student,

I am delighted to welcome you onto our Diploma In Integrative Adolescent Psychotherapy. This Diploma has been developed in response to the ever growing demand for competent and appropriately trained adolescent psychotherapists and incorporates the core competencies for working therapeutically with adolescents as set out in IACP's "**Standards for Working with Under 18's**" document. This programme is IACP CPD approved and recognised carrying 143 IACP CPD points. This programme will be delivered through a blended learning format and is facilitated by a team of highly experienced therapists with expertise in working therapeutically with adolescents.

Please study this handbook before Programme Orientation on: Tuesday 6th February 2024.

Your Programme Handbook includes:

- Learning Outcomes
- Clinical Practice Requirements
- Personal Therapy Recommendation
- Attendance Requirements
- Contact Details
- Student Portal
- WhatsApp Group
- Timetable
- Groups
- Lesson Materials
- Recommended Reading
- Assessments
- Assessment Submission Dates
- Assignment Format
- Assignment Briefs
- Student Feedback Criteria
- Client Hours Log
- Supervision Hours Log
- Supervisors Report
- Zoom Classroom Etiquette
- Accommodation

You may contact me with any concerns or academic queries throughout your training at 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

Participants who complete this Diploma will become proficient in working in an integrative style with adolescents in a manner appropriate to their level of need, ability, and social context.

- Acquire a clear understanding and appreciation of the legal and ethical issues specific to adolescent psychotherapy.
- Develop the tools and necessary skills to conduct a therapeutic need assessment.
- Examine and evaluate theories of adolescent development across all developmental domains.
- Become cognisant and competent in implementing a systemic approach to adolescent psychotherapy facilitating the building of a therapeutic alliance with both adolescent and parents.
- Understand and appreciate the complex nature of trauma and associated defence mechanisms in the adolescent years and the importance of utilising a relational approach in therapy.
- Acquire in-depth knowledge and develop the necessary skills to effectively utilise a range of empirically validated psychotherapy modalities in an integrative manner.
- Gain a sound understanding and proficiency in utilising creative mediums with adolescent clients.

Clinical Practice Requirements

Participants must complete 35 hours of one to one client work with adolescents age range 13 to 24 years. **Participants are responsible for securing clinical placement/hours.** Participants must also complete 7 hours of one to one clinical supervision with an accredited supervisor who has expertise in working therapeutically with adolescent clients. You may commence your clinical hours with adolescents after the Tutorial.

Please ensure you inform your insurance company that you will be engaging in therapeutic work with adolescents aged 13 years to 18 years if you are not already covered on your policy to work with this age group.

Personal Therapy

Self-exploration and reflection with an emphasis on your own adolescent years is a key component of this training. We must first explore, understand and resolve our own adolescent self in order to be able to work in a safe, transparent and ethical manner with adolescent clients.

You have a responsibility to engage in personal therapy and explore any elements of your own unresolved adolescent development trajectory that may be triggered during this training.



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 and ensure that you state the title of the programme you are undertaking.

Contact Details

Liz Quish - Clinical and Training Director - 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

Contact Paul should you have any queries regarding course administration, accounts, and access to your Student Portal.

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

Student Portal

All classes will be recorded, you may review recordings on your student portal in your own time to consolidate your learning. You may 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. Lesson recordings are not available for download to ensure 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 serious breach of confidentiality and will be dealt with accordingly. Access to Student Portal will close on September 30th, 2025.

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 the administrator of this group, please email admin@greenane.ie. We will forward your email address to all participants who can contact you with their phone numbers.



Timetable:

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.

Orientation: Tuesday 6th February 2024
7:30pm – 9:30pm on Zoom
Facilitator: Liz Quish

Adolescent Psychosocial Development

Saturday 10th February 2024,
Sunday 11th February 2024.
10am – 5pm on Zoom
Facilitator: Dr. Alvina Grosu

Integration of Psychosocial Theories

Saturday 9th March 2024.
10am – 5pm on Zoom.
Facilitator: Dr. Alvina Grosu

Parenting Theories & Approaches

Sunday 10th March 2024.
10am – 5pm on Zoom.
Facilitator: Dr. Alvina Grosu

Therapeutic Needs Assessment

Saturday 13th April 2024.
10am – 5pm on Zoom.
Facilitator: Dr. Alvina Grosu

Case Conceptualisation

Sunday 14th April 2024.
10am – 5pm on Zoom.
Facilitator: Dr. Alvina Grosu

Legal Issues in Adolescent Psychotherapy

Saturday 11th May 2024.
10am – 5pm on Zoom.
Facilitator: Margaret O'Brien

Parental Work

Saturday 15th June 2024 (Group 1),
Saturday 22nd June 2024 (Group 2).
10am – 5pm at **The Greenane Centre, E34 CX13**.
Facilitator: Anna Coonan

Cognitive Behavioural Therapy

Saturday 13th July 2024,
Sunday 14th July 2024.
10am – 5pm on Zoom.
Facilitator: Beverley Cummins



Tutorial Tuesday 30th July 2024 (Group 1),
Wednesday 31st July 2024 (Group 2).
7:30pm – 9:30pm on Zoom
Facilitator: Liz Quish

Motivational Interviewing
Saturday 7th September 2024,
Sunday 8th September 2024.
10am – 5pm on Zoom.
Facilitator: Brian Foley, MI Ireland

Mindfulness Saturday 5th October 2024,
Sunday 6th October 2024.
10am – 5pm on Zoom.
Facilitator: Kati Simpson

Trauma Friday 1st November 2024,
Monday 4th November 2024,
Saturday 16th November 2024,
Sunday 17th November 2024.
10am – 5pm on Zoom.
Facilitator: Patricia Allen Garrett

Suicide & Self Harming Behaviours
Friday 13th December 2024.
10am – 5pm on Zoom.
Facilitator: Liz Quish

Therapeutic Art Theory
Saturday 11th January 2025 (Group 1),
Sunday 12th January 2025 (Group 2).
10am – 5pm on Zoom.
Facilitator: Joanne O'Dwyer

Therapeutic Art Practical
Saturday 25th January 2025 (Group 1),
Sunday 26th January 2025 (Group 2).
10am – 5pm at **The Greenane Centre, E34 CX13**.
Facilitator: Joanne O'Dwyer

Sand Tray Theory Saturday 22nd February 2025.
10am – 5pm on Zoom.
Facilitator: Helen Hawkins

Sand Tray Stories Practical
Friday 21st March 2025 (Group 1),
Friday 28th March 2025 (Group 2).
10am – 5pm at **The Greenane Centre, E34 CX13**
Facilitator: Liz Quish

Closing: Tuesday 8th April 2025.
7:30pm – 9:30pm on Zoom.
Facilitator: Liz Quish



Groups

You will be assigned to either group 1 or 2 for:

- Parental Work @ The Greenane Centre
- Art Theory on Zoom
- Art Experiential @ The Greenane Centre
- Sand Tray Experiential @ The Greenane Centre

Materials

Adolescent Psychosocial Development

- Exercise 1 – Prepare a timeline of significant events during your adolescent years (13-24).
- Exercise 2 – Conceptualise your adolescent years through a metaphor or a symbol.

Therapeutic Needs Assessment

Complete 'Multimodal Life Inventory' in Materials section before class.

Mindfulness

Please have a pillow and blanket available for use for mindfulness exercises.

Therapeutic Art Theory

You will need paper, crayons, colouring pencils, markers, and paint.

Sand Tray Theory

Basin or a small container with sand, small ornaments from around your house, miniatures, any toy figurines, stones etc.



Recommended Reading

What Works with Teens: A Professional's Guide to Engaging Authentically with Adolescents to Achieve Lasting Change

Britt H. Rathbone & Julie B. Baron: New Harbinger Publications .

Working with Adolescents: A Guide for Practitioners, Clinical Practice with Children, Adolescents, and Families

Julie Anne Laser & Nicole Nicotera: Guilford Press Publishers

Raising an Emotionally Intelligent Child

John Gottman & Joan DeClaire: Prentice Hall & IBD Publishers

Unhappy Teenagers A Way for Parents and Teachers to Reach Them

William Glasser: HarperCollins Publishers

Adolescent Psychotherapy: A Radical Relational Approach

Bronagh Starrs: Routledge Publishers

Evidence Based Psychotherapy with Adolescent: A Primer For New Clinicians

Joanna Ellen Bettmann: OUP USA Publishers

Cover Up Understanding Self-Harm

Joan Freeman: Veritas Publications

Overcoming Self Harm and Suicidal Thoughts, A Practical Guide for the Adolescent Years

Liz Quish: Hammersmith Health Books Publisher

The Suicidal Mind

Edwin S. Shneidman: Oxford University Press Publishers

The Polyvagal Theory on Therapy: Engaging the Rhythm of Regulation

Deb Dana: W. W. Norton & Company Publishers

A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma

Dr. Karen Treisman: Jessica Kingsley Publishers

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

Janet Fisher: Routledge Publishers



Trauma-informed Practices with Children and Adolescents

William Steele, & Cathy Malchiodi: Routledge Publishers

Cognitive Behavioural Therapy for Adolescents and Young Adults

Lawrence Howells: Routledge Publishers

Motivational Interviewing with Adolescents and Young Adults

Sylvia Naar King & Mariann Suarez: Guilford Press Publishers

Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance

Patricia C. Broderick: New Harbinger Publications.

The Mindfulness Matters Program for Children and Adolescents: Strategies, Activities, and Techniques for Therapists and Teachers

Randy J. Semple & Christopher Wilard: Guilford Press Publishers

SandPlay Therapy: A Step by Step Manual For Psychotherapists of Diverse Orientations

Barnara Labovitz Boik & E. Anna Goodwin: Norton & Company Publishers

Sandtray Therapy: Everything You Need To Know To Start Using Sandtray Therapy With Your Clients Today

Michael Elliot Schlein: CreateSpace Independent Publishing

Contemporary Art Therapy with Adolescents

Shirley Riley: Jessica Kingsley Publishers

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 for approval.

Please include:

- Text Title
- Author
- Publisher
- Year of Publication



Assessments

Written assessments are graded as Successful or Resubmission.

- 2 Reflective Learning Journals 1500 words each
- Book Review 1500 Words
- Supervisors Report
- Clinical Hours Log
- Supervision Hours Log

Assessments Submission Dates

Submitted through your student portal in word format.

- Reflective Journal 1 – 30th June 2024
- Reflective Journal 2 – 30th April 2025
- Book Review – 30th April 2025
- Supervisors Report – when 35 hours clinical work completed
- Clinical Hours – when 35 hours clinical work completed
- Supervision Hours – when 35 hours clinical work completed

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

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%		
Section 1 - Heading:		
Authors name		
Place of publication		
Publisher name		
Publication date		
Number of pages		
Section 2 - Introduction:		
Clear, concise, and well-defined introduction presented		
Comment:		
Section 3 - Summary		
Clear and coherent summary of the main themes, principles or concepts presented		
Comment		
Section 4 - Evaluation		
A critical review of the text and the ideas presented		
Comment		
Section 5 - Conclusion		
Well defined closing comment		
Recommended		
Star Rating		
Overall Comment:		



Assignment Brief - Reflective Journals

Word Count: 1500

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%		
Section 1 - Introduction:		
Clear and concise introduction presented		
Comment:		
Section 2 – Main Body 1		
Most interesting element outlined and discussed		
Comment:		
Section 3 – Main Body 2		
Main learning points identified		
Comment:		
Section 4 – Main Body 3		
Discussion on application of new learning to clinical work		
Comment:		
Section 5 – Main Body 4		
Action Points Outlined		
Self-Discovery		
Professional Implications		
Overall Comment		



Client Hours Log

Name:		
Session No	Date	Client Code
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
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33		
34		
35		



Supervision Hours Log

Supervisor Name:	
Supervisee Name:	

Session No	Date	Duration	Supervisor Signature
1			
2			
3			
4			
5			
6			
7			



Supervisors Report

Supervisee Name:	
Accrediting Body:	
Membership No:	
Supervisors Name:	
Address:	
Phone:	
Accrediting Body:	
Membership No:	
How long have you been supervising this supervisee?	
What elements of the Supervisee's skills and competencies reflect their ability to work therapeutically with adolescents?	



Do you have any concerns regarding this Supervisee's competencies to work therapeutically with adolescents?

I confirm that this Supervisee has attended 7 one-to-one supervision session with me

Signature:

Date:



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 and indicate the programme you are undertaking.



Accommodation Nearby

- Students have stayed in [Ballyglass Country House](#) which is 15 minutes away. They have all reported very positively about their stays.
- Some have also stayed in [Aherlow House Hotel](#). That's a little further away maybe 20 minutes. Very positive reviews too.
- Others have stayed in [Ballykisteen Hotel](#). No good reviews!
- [The Junction Gastropub](#) is now offering B&B accommodation. About 15 minutes away in Limerick Junction. Food is exceptional but not expensive. Accommodation is a good standard but no common sitting room to relax in – just the bar/restaurant.