




The Greenane Centre

Student Handbook

January 2022



**DIPLOMA INTEGRATIVE
ADOLESCENT PSYCHOTHERAPY**



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 counsellors and 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 the programme handbook before your class orientation:
Saturday 29th January from 7pm - 9.30pm**

Your Programme Handbook includes:

- Programme Learning Outcomes
- Clinical Practice Requirements
- Personal Therapy Recommendation
- Contacts
- Fee Structure
- Timetable
- Recommended Reading List
- Book Review Assignment Brief
- Essay Assignment Brief
- Learning Journals Brief
- Assignment Due Dates
- Client Hours Log
- Supervision Hours Log
- Supervisors Report
- Zoom Classroom Guidelines.

All Zoom classes will be recorded, you may watch back recordings on your student portal in your own time to consolidate your learning.

You may contact me with any concerns or queries throughout your training at liz@greenane.ie or by phone on 087 7800500.

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 developmental 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 must also complete 7 hours of one to one clinical supervision with an accredited supervisor **who has expertise in working therapeutically with adolescent clients.**

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 get triggered during this training.



Contacts

Liz Quish Clinical and Training Director

liz@greenane.ie

Please do not hesitate to contact me should you have any queries or concerns.

Please email me if you are unable to present for class.

Paul Quish IT and Accounts

admin@greenane.ie

Please contact Paul should you have any queries regarding accounts and student portal.

Assessments

- Reflective Learning Journals
- 3000 Word Essay
- Book Review
- Supervisors Report

Programme Fee & Payment Schedule

Full Fee: €2,450

- €600 due on application.
- €1,000 due 12th December 2021
- €850 due 7th January 2022.



Timetable:

Class Time 10am – 5pm

| Programme Orientation | Saturday 29th January 7pm – 9.30pm | Zoom |
|---|---|-------------|
| Day 1: Saturday 5 th February | Adolescent Psychosocial Development | Zoom |
| Day 2: Sunday 6 th February | Adolescent Psychosocial Development | Zoom |
| Day 3: Saturday 12 th February | Integration of Psychosocial Theories | Zoom |
| Day 4: Sunday 13 th February | Parenting Theories and Approaches | Zoom |
| Day 5: Saturday 19 th February | Legal and Ethical Issues | Zoom |
| Day 6: Saturday 26 th February | Therapeutic Needs Assessment | Zoom |
| Day 7: Sunday 27 th February | Case Conceptualisation | Zoom |
| Day 8: Saturday 26 th March | Motivational Interviewing | Zoom |
| Day 9: Sunday 27 th March | Motivational Interviewing | Zoom |
| Day 10: Saturday 23 rd April | CBT | Zoom |
| Day 11: Sunday 24 th April | CBT | Zoom |
| Day 12: Saturday 7 th May | Trauma | Zoom |
| Day 13: Sunday 8 th May | Trauma | Zoom |
| Day 14: Friday 20 th May | Trauma | Zoom |
| Day 15: Saturday 21 st May | Trauma | Zoom |
| Day 16: Saturday 11 th June | Suicide and Self Harm | Zoom |
| Day 17: Saturday 18 th June | Mindfulness | Zoom |
| Day 18: Sunday 19 th June | Mindfulness | Zoom |
| Day 19: Saturday 3 rd September | Art Theory Group 1 | Zoom |
| Day 19: Sunday 4 th September | Art Theory Group 2 | Zoom |
| Day 20: Saturday 17 th September | Art Practical Group 1 | Class Based |
| Day 20: Sunday 18 th September | Art Practical Group 2 | Class Based |



| | | |
|---|--|-------------|
| Day 21: Saturday 1 st October | Sand Tray Theory | Zoom |
| Day 22: Saturday 15 th October | Sand Tray Experiential Group 1 | Class Based |
| Day 22: Sunday 16 th October | Sand Tray Experiential Group 2 | Class Based |
| Day 22: Saturday 22 nd October | Sand Tray Experiential Group 3 | Class Based |
| Day 22: Sunday 23 rd October | Sand Tray Experiential Group 4 | Class Based |
| Programme Closing | Friday 4th November 7pm – 9.30pm | Zoom |

Tutorials

Participants are expected to attend 2 tutorials online via Zoom.

You will be assigned to either Group 1 or Group 2 post course orientation.

- **Tutorial 1**

Thursday 3rd March 2022 (Group 1)

Friday 4th March 2022 (Group 2)

7pm – 9:30pm – Zoom

- **Tutorial 2**

Thursday 2nd June 2022 (Group 1)

Friday 3rd June 2022 (Group 2)

7pm – 9:30pm – Zoom

Groups

- **Art Theory Zoom**

You will be assigned to either group 1 or 2

- **Art Experiential class-based Tipperary Town**

You will be assigned to either group 1 or 2

- **Sand Tray Experiential class based Tipperary Town**

You will be assigned to either group 1, 2, 3 or 4



Recommended Reading List

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

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

Solution-Focused Therapy with Children and Adolescents: Creative and Play-Based Approaches

Elizabeth R. Taylor: Routledge Publishers

Becoming a Solution Detective: A Strengths-Based Guide to Brief Therapy

John Sharry, Brendan Madden & Melissa Darmody: Routledge 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 would like to review a text for your book review assignment that is not on the recommended reading list please email me the name and author of the text so I can review to ensure its meets the philosophy of the programme.



Assignment:

Book Review

Word Count: 1,500

Due: Friday 6th May

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. Compose your review as you would any essay, with a clear, logical structure.

Guidelines:

Heading

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

Introduction

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

Summary

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

Evaluation

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

Conclusion

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.

Please upload all assignments to your student portal in WORD FORMAT



Assignment:

Essay

Word Count: 3,000

Due: Monday 24th October

Cover Page:

- Essay
- Presented By: Your Name
- Word Count

Assignment Presentation:

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

Integrative Psychotherapy is an inclusive, multidimensional approach that integrates knowledge and skills from different therapy modalities facilitating a more flexible and individualised approach to therapy than more traditional, singular forms of psychotherapy. An integrative approach to psychotherapy enables therapy to be more responsive to diverse client needs, personality styles and developmental stages. Discuss.

Guidelines:

- Define Integrative Psychotherapy.
- Outline the key elements and principals of Integrative Psychotherapy.
- Discuss the strengths of utilising an integrative approach in Psychotherapy with reference to research.
- Discuss the value of utilising an integrative approach specifically with adolescents with reference to research.
- Discuss and reflect upon your sense of self as an emerging integrative adolescent psychotherapy.

Please upload all assignments to your student portal in WORD FORMAT



Assignment:

Reflective Journal

Word Count: 1,250

Cover Page:

- Reflective Journal Number
- Facilitators Name
- Date of Module
- 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 also include your reactions to what you've learnt. It requires you to write in both the first and the third person. Use first person ('I') to provide your own reflections about what you are learning, its personal impact on you, and how you would apply theories, concepts and skills being presented by the facilitator in your practice with adolescents. Use third person (people's names, he/she/they and words like counsellors, an individual etc) when discussing the theories or research of authors you discuss in your journal.

Guidelines:

- What was the most interesting thing about this lecture topic - why was that?
- What material didn't I find interesting – why was that?
- What have I changed my mind about as a result of this topic?
- What is one thing I learned in this topic that I may be able to use in future?
- What am I still unsure about? What would I like to learn more about?
- What are my ideas for action, based on this topic?
- What am I discovering about myself through being on this course?

Please upload all assignments to your student portal in WORD FORMAT



Assignment

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

Assignment Due Dates

- Book Review: Friday 6th May
- Essay: Monday 24th October



Client Hours Log

| Name: | | |
|------------|------|-------------|
| Session No | Date | Client Code |
| 1 | | |
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| 35 | | |



Supervision Hours Log

| | |
|-------------------------|--|
| Supervisor Name: | |
| Supervisee Name: | |

| Session No | Date | Duration | Supervisor Signature |
|------------|------|----------|----------------------|
| 1 | | | |
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| 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

This is a virtual classroom, therefore I would appreciate your cooperation in adhering to the guidelines:

- 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.
- Consider using a headset with an external mic for best hearing and speaking capabilities.
- 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 or pencil 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.



The Greenane Centre



NOTES: