



# The Greenane Centre

# Diploma Trauma Informed Psychotherapy

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STUDENT HANDBOOK

FEBRUARY 2022



Dear Student,

I am delighted to welcome you onto our Diploma In Trauma Informed Psychotherapy/ Practitioner. Our IACP CPD approved and recognised Diploma in Trauma Informed Psychotherapy / Practitioner offers participants practical skills-based training with a strong theoretical foundation based on the latest neurobiological developments in working with trauma safely and effectively. A strong focus will be placed on participant's knowledge and skill development ensuring a more informed confidence in working with trauma. This Diploma is designed to equip counsellors, psychotherapists and mental health professionals with the knowledge and skills to work in an integrative manner and address client trauma in a safe, confident and ethical manner.

**Please study your programme handbook before your Class Orientation on :  
Thursday 17<sup>th</sup> February from 7pm - 9.30pm**

**Your Programme Handbook includes:**

- Programme Learning Outcomes
- Contact Details
- Attendance Requirements
- Tutorial Dates
- Personal Responsibility Statement
- Assessments
- Fee Structure
- Timetable
- Recommended Reading List
- Book Review Assignment Brief
- Essay Assignment Brief
- Learning Journals Brief
- Assignment Submission Dates
- Zoom Classroom Guidelines

**All 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](mailto: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 IACP CPD Diploma will gain a sound understanding of trauma informed psychotherapy and will develop the tools and skills necessary to confidently and effectively work with trauma in safe, ethical and informed manner.

### Key Learning Outcomes:

- Develop a sound understanding of the types, prevalence, neurobiology and impact of trauma.
- Use a trauma-informed lens to reframe challenging emotions and behaviours as adaptive responses to trauma, moving from a what's wrong with you mindset to a what happen to you framework.
- Use Trauma focused theory, research and techniques coherently and safely in therapy facilitating clients post traumatic growth.
- Become proficient in using body-based interventions for tracking, naming, and safely exploring trauma-related somatic activation, creating new competencies and restoring clients somatic sense of self in a safe and trauma informed manner.
- An understanding of the impact of vicarious trauma and compassion fatigue, as well as skills to manage the impact of trauma work on the therapist.

## Contacts

- **Liz Quish - Clinical and Training Director**

[liz@greenane.ie](mailto: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](mailto:admin@greenane.ie)

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

## Attendance

**90% Attendance is required in order to receive Certification.**

If for any reason you are unable to present for class please email [liz@greenane.ie](mailto:liz@greenane.ie)

## Tutorials

Students will be assigned to a tutorial group either group one or two after course orientation. Tutorial groups will enable us to meet in smaller groups to explore your key learning and process.

### Group One:

- Tutorial Thursday 28<sup>th</sup> July 7pm to 9.30 pm

### Group Two:

- Tutorial Friday 29<sup>th</sup> July 7pm to 9.30 pm

## 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.**

## Assessments

- 2 Reflective Learning Journals
- 2500 Word Essay
- Book Review

## Programme Fee & Payment Schedule

Full Fee: €1,500

- €500 Deposit on Registration
- €700 by November 12<sup>th</sup> 2021
- €300 by January 7<sup>th</sup> 2022

**Please note, all payments are non-refundable and non-transferable.**

**Timetable:**

**Class Time 10am – 5pm**

**Course Orientation Thursday 17<sup>th</sup> February  
Facilitator Liz Quish**

**7pm – 9.30pm**

**Day 1: Saturday 19<sup>th</sup> February**

**Facilitator Aoife Bairead**

- Developing a Trauma Informed Lens
- Adverse Childhood Experiences
- Developmental Trauma
- Toxic stress
- Impact of Early Adversity on the Developing Brain
- Creating Trauma Informed and Resilience Building Practices

**Day 2: Friday 11<sup>th</sup> March**

**Facilitator Patricia Allen**

**Day 3: Saturday 12<sup>th</sup> March**

- Overview Trauma Types
- Symptoms Of Trauma
- Triune Model Of Trauma
- Brain and Body Connection
- Introduction to PTSD
- Introduction to Polyvagal Theory

**Day 4: Saturday 2<sup>nd</sup> April**

**Facilitator Emma Chapman**

- Overview of Polyvagal Theory
- The Vagus Nerve and the Autonomic Nervous System
- The Impact of Trauma on the Autonomic System
- Survival States - Physical and Psychological Symptoms
- Self-Regulation, Co-Regulation and Vagal Toning
- Embodied Safety through a Polyvagal Lens

**Day 5: Saturday 7<sup>th</sup> May**

**Facilitator Aoife Bairead**

- Overview of Attachment Theories
- Attachment as a Relational Construct
- Attachment Styles
- Process and Patterns in Relationships
- Pathways to Earned Secure Attachment

**Day 6: Saturday 21<sup>st</sup> May Facilitator Aoife Bairéad**

- Adult Manifestation of Childhood Trauma
- Trauma Symptomatology
- Trauma Expressed Behaviours
- Shame, Fear and Trauma
- Intergenerational Transmission of Trauma

**Day 7: Saturday 11<sup>th</sup> June Facilitator Patricia Allen Garrett**  
**Day 8: Sunday 12<sup>th</sup> June**

- Trauma Treatment Theories
- Trauma Treatment Phases
- Window of Tolerance
- Assessment and Evaluation
- Regulation Exercises
- Recap on The Nervous System
- Integration Phase Exercises

**Day 9: Saturday 18<sup>th</sup> June Facilitator Aoife Bairéad**

- Key Concepts of Mentalisation
- Mentalisation as a Frame of Reference
- Maintaining a Mentalisation Stance
- Promoting and Restoring Mentalisation
- Cognitive Processes in Generating Effective Mentalisation

**Day 10: Saturday 9<sup>th</sup> July Facilitator Jill Carter**  
**Day 11: Sunday 10<sup>th</sup> July**

- Integrating Person Centred, Gestalt, Object Relations, Jungian Trauma Models
- Trauma Informed CBT
- Using Creativity for Complex Rational Trauma

**Day 12: Saturday 16<sup>th</sup> July Facilitator: Liz Quish**

- Conceptualising Compassion Fatigue, Vicarious Trauma, Moral Distress and Burnout
- Indicators of Compassion Fatigue, Vicarious Trauma, Moral Distress and Burnout.
- External Factors Impacting the Effects of Trauma Work
- Individual Factors Impacting the Effects of Trauma Work
- Strategies for Building Empathic Resilience
- Practicing and Nurturing Vicarious Resilience

**Course Closing Thursday 21st July 2022, 7pm- 9:30pm**

**Facilitator: Liz Quish**

## Recommended Reading List

- Blaustein, M. E., & Kinniburgh, K. M. (2018). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency*. Guilford Publications.
- Brendtro, L. K., Mitchell, M. L., & McCall, H. J. (2009). *Deep brain learning: Pathways to potential with challenging youth*. Starr Commonwealth-Circle of Courage.
- Briere, J., & Scott, C. (2012). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Sage Publications.
- Brown, B. (2015). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Penguin.
- Crittenden, P. M. (2013). *Raising parents: Attachment, parenting and child safety*. Routledge.
- Courtois, C. A., & Ford, J. D. (Eds.). (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. Guilford Press.
- Courtois, C.A., & Ford, J. D (2015). *Treatment of Complex Trauma: A sequenced relationship based approach*. Guildford Press.
- Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain (Norton series on interpersonal neurobiology)*. WW Norton & Company.
- Cozolino, L. (2015). *Why Therapy Works: Using Our Minds to Change Our Brains (Norton Series on Interpersonal Neurobiology)*. WW Norton & Company.
- Dana, D. (2018). *The Polyvagal Theory in Therapy: Engaging the rhythm of regulation*. WW Norton & Company.
- Fisher, J. (2017). *Healing the Fragmented Selves of Trauma Survivors: Overcoming internal self-alienation*. Routledge.
- Fonagy, P., Gergely, G., & Jurist, E. L. (Eds.). (2018). *Affect regulation, mentalization and the development of the self*. Routledge.
- Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Hachette UK.
- Hughes, D., & Baylin, J. (2012). *Brain-Based Parenting: The Neuroscience of Caregiving for Healthy Attachment (Norton Series on Interpersonal Neurobiology)*: WW Norton & Company.
- Hughes, D. A., Golding, K. S., & Hudson, J. (2019). *Healing relational trauma with attachment-focused interventions: Dyadic developmental psychotherapy with children and families*. WW Lanian, R. A., Vermetten, E., & Pain, C. (2010). *The impact of early life trauma on health and disease: The hidden epidemic*. Cambridge, UK.
- Levine, P. A. (1997). *Waking the tiger: healing trauma : the innate capacity to transform overwhelming experiences*. Berkeley, Calif, North Atlantic Books.
- Levine, P. A. (2015). *Trauma and memory: Brain and body in a search for the living past: A practical guide for understanding and working with traumatic memory*. North Atlantic Books.
- Masten, A. S. (2001). Ordinary magic: resilience processes in development. *American Psychologist*, 56(3), 227-238.
- Nathanson, D. L. (1994). *Shame and pride: Affect, sex, and the birth of the self*. WW Norton & Company.

- Ogden, P., & Fisher, J. (2015). *Sensorimotor psychotherapy: interventions for trauma and attachment (Norton series on interpersonal neurobiology)*. WW Norton & Company.
- Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook--What traumatized children can teach us about loss, love, and healing*. Hachette UK.
- Porges, S. W. (2011). *The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation (Norton Series on Interpersonal Neurobiology)*: WW Norton & Company.
- Rothschild, B. (2000) *The body remembers: The psychophysiology of trauma and trauma treatment* New York : Norton.
- Sanderson, C. (2013). *Counselling Skills For Working with Trauma: Healing from sexual abuse, sexual violence and domestic abuse*. Jessica Kingsley Publishers.
- Schore, A. N. (2015). *Affect regulation and the origin of the self: The neurobiology of emotional development*: Routledge.
- Schwartz, A. (2020). *A Practical Guide to Complex PTSD: Compassionate strategies to begin healing from childhood*. Rockridge Press.
- Schwartz, A. (2020). *The Post Traumatic Growth Guidebook: Mind body tools to heal trauma, foster resilience and awaken potential*. PSEI Publishing.
- Siegel, D. J. (2015b). *The developing mind: How relationships and the brain interact to shape who we are*: Guilford Publications.
- Siegel, D. J. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind (norton series on interpersonal neurobiology)*. WW Norton & Company.
- Silver, M. (2013). *Attachment in Common Sense and Doodles: A Practical Guide*: Jessica Kingsley Publishers.
- Shemmings, D., & Shemmings, Y. (2011). *Understanding disorganized attachment: Theory and practice for working with children and adults*. Jessica Kingsley Publishers.
- Steele, W., & Malchiodi, C. A. (2012). *Trauma-informed practices with children and adolescents*: Taylor & Francis
- Van Der Kolk, B. (2015). *The Body Keeps the Score*. UK: Penguin Random House.

**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



## Useful Websites

- ACEs connection [www.acesconnection.com](http://www.acesconnection.com)
- Dr. Daniel Siegel [www.drdansiegel.com](http://www.drdansiegel.com)
- Beacon House- <http://beaconhouse.org.uk/developmental-trauma/the-repair-of-early-trauma-a-bottom-up-approach/>
- The National Child Traumatic Stress Network <http://www.nctsn.org/>
- International Society for Traumatic Stress Studies <https://www.istss.org/>
- European Society for Trauma and Dissociation- <http://www.estd.org/home/>
- Association for Training on Trauma and Attachment in Children <https://attach.org/>
- The Child Trauma Academy- <http://childtrauma.org/>
- The National Institute for Trauma and Loss in children <https://www.starr.org/training/tlc>
- SAMSHA [www.samhsa.gov](http://www.samhsa.gov)
- Harvard Center for Developing Children- <http://developingchild.harvard.edu/>
- The International Association for the Study of Attachment <http://www.iasa-dmm.org/>
- Chadwick Center [www.ChadwickCenter.com](http://www.ChadwickCenter.com)
- The Association of Infant Mental Health <http://www.aimh.org.uk/>
- The World Association of Infant Mental Health <https://www.waimh.org/>
- The Trauma-Informed Practices and Expressive Arts Therapy Institute <http://www.trauma-informedpractice.com/>
- Zero to Three <https://www.zerotothree.org/>
- Trauma-informed Oregon <https://traumainformedoregon.org/>
- Trauma-informed care: Perspectives and resources <http://trauma.jbsinternational.com/traumatool/index.html>
- Sanctuary Model Dr Sandy Bloom [www.sanctuaryweb.com](http://www.sanctuaryweb.com)
- Complex Trauma <https://www.complexttrauma.org/>



# The Greenane Centre

## Assignment:

**Book Review**

**Word Count: 1,500**

**Due: Friday 10<sup>th</sup> June**

### 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.



## Assignment:

**Essay**

**Word Count: 2,500**

**Due: Friday 8<sup>th</sup> July**

### 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

### Essay Brief:

***“Trauma-Informed Care understands and considers the pervasive nature of trauma and promotes environments of healing and recovery rather than practices and services that may inadvertently re-traumatize”. Discuss.***

### Guidelines:

- Define Trauma Informed Care.
- Outline the key elements and principals of Trauma Informed Care.
- Discuss the importance of being a Trauma Informed Practitioner.
- Discuss and reflect upon your sense of self as an emerging Trauma Informed Practitioner.

### Please Note:

This is an academic piece of work hence you are required to include a reference and bibliography at the end of your essay which is not part of the word count.

- Essay word count 2,500 + - 10%
- References / Quotes 10% of word count: 250 words + - 10%
- Referencing System: Harvard or APA



## Assignment:

**Reflective Journal**

**2 In Total**

**Word Count: 1250 EACH**

### Cover Page:

- Reflective Journal Number
- 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. 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.

### 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 are I discovering about myself through being on this course?

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.



## **Assignments Due Dates:**

### **Learning Journal 1 Due: Friday 17<sup>th</sup> June**

This Journal will present aspects of your learning from classes 1-6

### **Learning Journal 2 Due: 29<sup>th</sup> July**

This Journal will present aspects of your learning from classes 7-12

Book Review                      Word Count: 1,500                      Due: 10<sup>th</sup> June

Essay                                  Word Count: 2,500                      Due: 8<sup>th</sup> July

**All assignments to be uploaded to your student portal in WORD FORMAT.**



## 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 [liz@greenane.ie](mailto:liz@greenane.ie)**