



The Greenane Centre

Diploma Trauma Informed Psychotherapy

STUDENT HANDBOOK

SEPTEMBER 2022





The Greenane Centre

I am delighted to welcome you onto our Diploma In Trauma Informed Psychotherapy/ Practitioner. This programme is IACP CPD approved and recognised carrying 78 IACP CPD Points. Our 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 the programme handbook before your class orientation on:
Friday 2nd September 2022, 7pm – 9:30pm.**

Your Programme Handbook includes:

- Programme Learning Outcomes
- Personal Responsibility
- Attendance Criteria
- Recordings & PowerPoints Structure
- Contacts
- Fee Structure
- Timetable
- Recommended Reading List
- Useful Websites
- Book Review Assignment Brief
- Essay Assignment Brief
- Learning Journals Brief
- Assignment Submission Dates
- Zoom Classroom Guidelines

You may contact Liz 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



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Learning Outcomes

Participants who complete this IACP CPD Diploma will gain a sound understanding of Trauma Informed Care and will develop the tools and skills necessary to confidently and effectively work with trauma in safe, ethical and informed manner.

- 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.

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.

Attendance

90% attendance is required to achieve certification. Please email liz@greenane.ie if you are unable to attend class

Recordings & PowerPoint Presentations

All classes will be recorded, you may watch back recordings on your student portal in your own time to consolidate your learning. Recording cannot be downloaded. All PowerPoints will be uploaded to your student portal. Student portal will close 4 weeks after programme closing.



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Contacts

Liz Quish, Clinical and Training Director, liz@greenane.ie

Please do not hesitate to contact Liz should you have any queries or concerns throughout your training.

Paul Quish, IT and Accounts, admin@greenane.ie

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

Please ensure you state the name of the programme you are enrolled on when emailing, in order to help us respond to your query in a timely manner.

Assessments

Assessments are graded as successful or resubmission

- Reflective Learning Journal - 2000 words
- Essay - 2500 words
- Book Review - 1500 words

Programme Fee & Payment Schedule

Full Fee: €1,500

- €500 Deposit on Registration
- €700 by June 17th
- €300 by August 12th

Please note: |All payments are non-refundable and non-transferable



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Timetable:

Class Time: 10am – 5pm

Programme Orientation

Facilitator: **Liz Quish**

Friday 2nd September 2022, 7pm – 9:30pm

Trauma Informed Care

Facilitator: **Marian Connell**

Saturday 3rd September 2022.

- Trauma Informed Care, The Paradigm Shift
- Key Tenants of Trauma Informed Care
- Adverse Childhood Experiences
- Creating Trauma Informed and Resilience Building Practices

Trauma and the Body

Facilitator: **Patricia Allen Garrett**

Friday 23rd September 2022,

Saturday 24th September 2022.

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

Polyvagal Theory

Facilitator: **Emma Chapman**

Saturday 8th October 2022.

- Overview of Polyvagal Theory
- The Vagus Nerve and the Autonomic Nervous System
- 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



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Trauma & Attachment

Facilitator: **Aoife Bairead**

Saturday 12th November.

- Overview of Attachment Theories
- Attachment as a Relational Construct
- Attachment Styles
- Process and Patterns in Relationships

Trauma Treatment Theories

Facilitator: **Patricia Allen Garrett**

Sunday 4th December 2022,

Monday 5th December 2022.

- Trauma Treatment Theories
- Trauma Treatment Phases
- Window of Tolerance
- Assessment and Evaluation
- Regulation Exercises
- Integration Phase Exercises

Rainbow Mapping

Facilitator: **Andrew Thomas**

Saturday 14th January 2023.

- Rainbow Mapping Model©
- The Reflective Mind
- Reactive Brain
- Reactive Body
- Trigger Based Therapeutic Cycle
- Hyper Triggering
- Hypo Triggering
- Un- Triggering



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Trauma Symptoms & Behaviours

Facilitator: **Marian Connell**

Saturday 4th February 2023.

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

Vicarious Trauma & Compassionate Fatigue

Facilitator: **Patricia Allen Garrett**

Saturday March 4th

- Vicarious Trauma and Compassionate Fatigue
- Exploring the Therapist Triggers
- Addressing Vicarious Trauma and Compassion Fatigue – Self Care

Trauma & Creativity

Facilitator: **Marian Connell**

Saturday 11th March 2023,

Sunday 12th March 2023.

- Integrating Creative Interventions in Trauma Work
- Framework for Working Safely with Trauma through Creativity
- Processing Trauma through Creativity
- Facilitating Post-Traumatic Growth through Creativity

Tutorials

Participants are required to attend one tutorial online via Zoom. You will be assigned to group 1 or 2.

Tutorial Group 1 Wednesday 23rd November 7pm – 9.30pm

Tutorial Group 2 Thursday 24th November 7pm – 9.30pm

Programme Closing

Thursday 16th March 2023, 7pm - 9:30pm. Facilitator Liz Quish



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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.



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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 Lanius, 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.



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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.



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Useful Websites

- ACEs connection www.acesconnection.com
- Dr. Daniel Siegel 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
- 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
- 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
- Complex Trauma <https://www.complextrauma.org/>



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Assignment: 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. 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

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.



Assignment: Reflective Journal

Word Count: 2,000

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. 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. 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 are my ideas for action, based on this topic?
- What am I discovering about myself through being on this course?



Assignment Due Dates

Please upload all assignments in WORD Format to your student portal.

Book Review	Word Count: 1,500	Due: Friday 27 th January
Learning Journal	Word Count: 2,000	Due: Friday 31 st March
Essay	Word Count: 2,500	Due: Friday 11 th March

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)
- References/ quotes are required for academic essay (minimum 6 referenced sources)
- Each assignment must have a cover page as per briefs
- Assignments to be uploaded to student portal in word format.



Zoom Classroom Etiquette

Log into your class on time and from a distraction-free 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 them a private message in chat box.