



**The Greenane Centre**

# Diploma Trauma Informed Psychotherapy

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STUDENT HANDBOOK

FEBRUARY 2023





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. This Programme has been awarded 78 IACP CPD Points.

**Please study your programme handbook before your Class Orientation on :  
Tuesday 28th February 2023 from 7pm - 9.30pm**

**Your Programme Handbook includes:**

- Programme Learning Outcomes
- Contact Details
- Attendance Requirements
- Student Portal
- Tutorial Dates
- Personal Responsibility Statement
- WhatsApp Group
- Assessments & Submission Dates
- Fee Structure
- Timetable
- Recommended Reading List
- Assignment Briefs
- Assessment Feedback Criteria
- Assignment Submission Dates
- Zoom Classroom Guidelines

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.

- **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.

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

## Attendance

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



## Student Portal

All classes will be recorded. You may watch 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 in order to ensure all participants confidentiality. **Students are not permitted to share their student portal log in or enable access to recordings with third parties, this will be viewed as a breach of confidentiality.** Access to Student Portal will close on Friday 29<sup>th</sup> September.

## 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 Wednesday 14<sup>th</sup> June 7.30 pm to 9 pm

### Group Two:

- Tutorial Thursday 15<sup>th</sup> June 7.30 pm to 9 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.**

## WhatsApp Group

In order to connect and link in with each other outside of classes the setting up of a WhatsApp Group is recommended. This group is for students only. If you would like to be admin of this group please email [liz@greenane.ie](mailto:liz@greenane.ie). I will forward your email address to all participants who will make contact with you with their contact details.



## Assessments

- Reflective Learning Journal 2000 Words
- Essay 2500 Word
- Book Review 1500 Words

**Due for submission through your student portal in word format on Monday 14<sup>th</sup> August.**

**Assignments are graded as successful or resubmission.**

## Programme Fee & Payment Schedule

Full Fee: €1,500

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



## **Timetable:**

**Class Time 10am – 5pm**

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 28<sup>th</sup> February 2023**  
**7pm – 9:30**

**Facilitator: Liz Quish**

**Day 1: Saturday 4<sup>th</sup> March**

**Facilitator: Marian Connell**

### **Trauma Informed Care**

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

**Day 2: Saturday 25<sup>th</sup> March**

**Facilitator: Marian Connell**

### **Trauma Expressed Behaviours**

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

**Day 3: Saturday 15<sup>th</sup> April**

**Facilitator: Patricia Allen Garrett**

**Day 4: Sunday 16<sup>th</sup> April**

### **Trauma and the Body**

- 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



**Day 5: Saturday 22<sup>nd</sup> April**

**Facilitator: Emma Chapman**

## **Polyvagal Theory**

- 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

**Day 6: Saturday 13<sup>th</sup> May**

**Facilitator: Aoife Bairread**

## **Attachment**

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

**Day 7: Saturday 27<sup>th</sup> May**

**Facilitator: Andrew Thomas**

## **Rainbow Mapping**

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

**Day 8: Saturday 10<sup>th</sup> June**

**Facilitator: Patricia Allen Garrett**

**Day 9: Sunday 11<sup>th</sup> June**

## **Trauma Treatment Phases**

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



**Day 10: Saturday 1<sup>st</sup> July**

**Facilitator: Marian Connell**

**Day 11: Sunday 2<sup>nd</sup> July**

## **Creative Interventions**

- Integrating Creative Interventions in Trauma Work
- Framework for Working Safely with Trauma through Creativity
- Introducing Art Based interventions to Clients
- Processing Trauma through Creativity
- Facilitating Post-Traumatic Growth through Creativity

**Day 12: Saturday 29<sup>th</sup> July**

**Facilitator: Patricia Allen Garrett**

## **Vicarious Trauma and Compassion Fatigue**

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

**Course Closing**

**Monday 31<sup>st</sup> 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 Norton & Company.
- 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.
- 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.complextrauma.org/>



## 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%		
<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:

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:

- Introduction: Approx. 250 words
- Define Trauma Informed Care: Approx. 300 words
- Outline the key elements and principals of Trauma Informed Care: Approx. 600 words
- Discuss the importance of being a Trauma Informed Practitioner: Approx. 550 words
- Discuss and reflect upon your sense of self as an emerging Trauma Informed Practitioner: Approx. 600 words
- Conclusion: Approx. 200 words

### 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.

- Include an introduction and conclusion
- Essay word count 2,500 + / - 10%
- References / Quotes 10% of word count: 250 words + - 10%
- Present at least 5 reference sources
- Referencing System: Harvard or APA



## Essay – Student Feedback

	Yes	No
Word count achieved +/- 10%		
5 Reference sources presented		
Bibliography		
<b>Section 1 - Introduction:</b>		
Clear and concise introduction presented		
Comment:		
<b>Section 2 – Main Body 1</b>		
Trauma Informed Care defined with supporting references		
Comment:		
<b>Section 3 – Main Body 2</b>		
Key elements and principals of Trauma Informed Care outlined with supporting references		
Comment		
<b>Section 4 – Main Body 3</b>		
The importance of being a Trauma Informed Practitioner articulated with supporting references		
Comment		
<b>Section 5 – Main Body 4</b>		
Reflection on self as an emerging Trauma Informed Practitioner		
New Awareness Evidenced		
Expansion of Trauma Informed Lens Evident		
<b>Section 6 – Conclusion</b>		
<b>Overall Comment</b>		





## Assignment Brief : Reflective Journal

**Word Count: 2000**

### 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		
Expansion of Trauma Informed Lens Evident		
<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)**



## NOTES