



The Greenane Centre

Specialist Diploma

Developmental Trauma

STUDENT HANDBOOK

Code 23202

THE GREENANE CENTRE, CROSS OF THE TREE, GREENANE, TIPPERARY TOWN

Dear Student,

I am delighted to welcome you onto our IACP CPD Approved and Recognised Specialist Diploma In Developmental Trauma. Our Diploma in Developmental Trauma will focus on neuroscience, interpersonal neurobiological and attachment theory, ensuring a clear theoretical framework underpinned by research and the principals of Trauma and Attachment Informed Care. In addition, this programme will also have a strong focus on reflective practice, through a framework of knowledge attainment, experiential learning, reflection, introspection, internalisation and externalisation and its application to safe and informed professional practice. Through completing this Diploma you will gain a comprehensive understanding and appreciation of Developmental Trauma along with skills and tools to effectively engage in Developmental Trauma Informed Support in a safe and ethical manner.

This programme has been awarded 97.5 IACP CPD Points.

**Please study your programme handbook before your Class Orientation on
Tuesday 7th 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
- Assignment Briefs
- Assessment Feedback Criteria
- Recommended Reading List
- Useful Websites
- Zoom Classroom Guidelines

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

- Develop a sound knowledge of Developmental Trauma and the capacity to apply this knowledge to professional practice through introspection, internalisation and externalisation.
- Develop a deep and comprehensive understanding of child/adolescent development and developmental trauma through developing a heightened trauma and attachment informed lens.
- Understand the neurobiology of the traumatised brain and resulting behaviours.
- Develop the ability to support parents/carers/staff to understand and re-frame challenging behaviour so they can understand and respond to the child's/adolescents needs through the lens of Developmental Trauma.
- Support parents/carers and residential staff in developing, increasing and maintaining a reflective and emotionally regulated stance when supporting children and adolescents with developmental trauma histories
- Educate and coach parents/carers/staff in utilising therapeutic parenting/care techniques with children and adolescents with developmental trauma histories.
- Provide parents/carers and staff with therapeutic support in order to avoid feeling disempowered and lessen the impact of blocked care and compassion fatigue.

Contacts

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

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

Paul Quish, Admin / IT and Accounts
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 and ensure you state the title of the programme you are undertaking.

Student Portal

All classes will be recorded, you may watch back 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 recordings 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 29th 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 1:

- **Tutorial Wednesday 17th May 7.30 pm to 9 pm**

Group 2:

- **Tutorial Thursday 18th May 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. I will forward your email address to all participants who will make contact with you with their contact details.

Assessments

- Reflective Learning Journals 2 1500 Words Each
- Essay 3000 Words
- Book Review 1500 Words

Assignments are graded as successful or resubmission.

Programme Fee

Full Fee: €2,150

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

Timetable:**Class Time 10am – 4pm**

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.

Course Orientation

- **Tuesday 7th February 2023.**

Introduction to Course Philosophy, Principals, and Assessments

7pm – 9:30pm. Zoom

Facilitator: **Liz Quish**

Adverse Childhood Experiences & Developmental Trauma

- **Saturday 11th February 2023**
- **Sunday 12th February 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

Developmental Psychology & Theoretical Integration

- **Saturday 25th February 2023**
- **Sunday 26th February 2023**
- **Saturday 11th March 2023**
- **Sunday 12th March 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

Attachment

- **Saturday 1st April 2023**
- **Sunday 2nd April 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

Parenting Theories and Approaches

- **Saturday 15th April 2023**
- **Sunday 16th April 2023**
- **Saturday 29th April 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

Tutorial

- **Wednesday 17th May 2023 - Group 1**
- **Thursday 18th May 2023 - Group 2**

7pm – 9:30pm. Zoom

Facilitator: **Liz Quish**

Trauma and The Body

- **Saturday 6th May 2023**
- **Sunday 7th May 2023**
- **Monday 8th May 2023**

10am – 4pm. Zoom

Facilitator: **Patricia Allen-Garrett**

Neurosequential & PACE Model – Regulation Strategies & Tools

- **Saturday 10th June 2023**
- **Sunday 11th June 2023**
- **Saturday 17th June 2023**

10am – 4pm. Zoom

Facilitator: **Lucy Robertson Richie**

Compassion Fatigue

- **Saturday 1st July 2023**
- **Sunday 2nd July 2023**

10am – 4pm. Zoom

Facilitator: **Dr. Alvina Grosu**

Programme Closing

- **Thursday 6th July 2023.**

Group Process, Exploration of Knowledge and Implications for Professional Practice.

7pm – 9:30pm. Zoom

Facilitator: **Liz Quish**

Assessments

Written assessments are graded as Successful or Resubmission.

- 2 Reflective Learning Journals 1500 words each
- 3000 Word Essay
- Book Review 1500 Words

Assessments Submission Dates

Submitted through your student portal in Microsoft Word format

- Reflective Journal 1 Friday 5th May 2023
- Reflective Journal 2 Friday 14th July 2023
- Essay Friday 28th July 2023
- Book Review Friday 4th August 2023

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

Assignment Brief:**Book Review****Word Count: 1,500****Cover Page:**

- Book Review
- Book Title and Author
- Presented By: Your Own 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:**Essay****Word Count: 3,000****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:

“Developmental Trauma and Attachment Informed Care attunes to understanding and appreciating what happened to you, rather than viewing trauma expressed behaviours through the tainted lens of what’s wrong with you”. Discuss.

Guidelines:

- Introduction: Outline what will be presented in your Essay. **Approx. 250 Words**
- Define & Discuss Developmental Trauma. **Approx. 800 Words**
- Define & Discuss Disrupted Attachment & Attachment Informed Practices. **Approx. 800 Words**
- Discuss the expansion of your Developmental Trauma and Disrupted Attachment Informed Lens, highlighting your key awareness and the implications of same both personally and professionally. **Approx. 800 Words**
- Conclusion: Synthesise the main themes presented in your essay into a coherent and concise manner. **Approx. 350 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 3,000 +/- 10%
- References / Quotes 10% of word count: 300 words +/- 10%
- Present at least 6 reference sources
- Referencing System: Harvard or APA

Essay – Student Feedback

	Yes	No
Word count achieved +/- 10%		
Word count achieved +/- 10%		
6 Reference sources presented		
6 Reference sources presented		
Bibliography		
Bibliography		
Section 1 - Introduction:		
Clear and concise introduction presented.		
Comment:		
Section 2 – Main Body 1		
Developmental Trauma clearly defined & discuss with supporting references.		
Comment:		
Section 3 – Main Body 2		
Disrupted Attachment & Attachment Informed Practices clearly defined & discuss with supporting references.		
Comment		
Section 4 – Main Body 3		
Clear and informed discussion on the expansion of Developmental Trauma and Disrupted Attachment Informed Lens. Key awareness' highlighted and the implications of same both personally and professionally.		
Comment		
Section 5 Conclusion		
Main themes synthesised in a coherent and concise manner.		
Overall Comment		

Assignment Brief : Reflective Journals (2) Word Count: 1,500**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		
Expansion of Trauma Informed Lens Evident		
Overall Comment		

Recommended Reading List

The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind by Dr Tina Payne Bryson & Dr. Daniel Siegel

The A-Z of Therapeutic Parenting: Strategies and Solutions by Sarah Naish

Therapeutic Parenting in a Nutshell: Positives and Pitfalls by Sarah Naish

No-Drama Discipline: The Bestselling Parenting Guide to Nurturing your Child's Developing Mind by Daniel J. Siegel MD & Tina Payne Bryson

Child Trauma Handbook: A Guide for Helping Trauma-Exposed Children and Adolescents by Ricky Greenwald

The Hero's Mask: Helping Children with Traumatic Stress : A Resource for Educators Counsellor's, Therapists, Parents and Caregivers By Richard Kagan

Working with Relational and Developmental Trauma in Children and Adolescents by Karen Treisman

Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-regulation, and Competency by Blaustein, M. E., & Kinniburgh, K. M.

Raising Parents: Attachment, Representation and Treatment by Patricia McKinsey Crittenden

The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation by Debs Dana.

Healing the Fragmented Selves of Trauma Survivors: Overcoming Internal Self-Alienation by Fisher, J.

Affect Regulation, Mentalization and the Development of the Self by Fonagy, P., Gergely, G., & Jurist, E. L.

Waking the Tiger: Healing Trauma , the Innate Capacity to Transform Overwhelming Experiences by Peter Levine

The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment by Babette Rothschild.

Trauma-informed Practices with Children and Adolescents by Steele, W., & Malchiodi, C. A.

The Body Keeps the Score by Van Der Kolk, B.

A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities by Dr. Karen Treisman

Building the Bonds of Attachment: Awakening Love in Deeply Traumatized Children:
by Daniel A. Hughes

The Boy Who Was Raised as a Dog, 3rd Edition: And Other Stories from a Child
Psychiatrist's Notebook: What Traumatized Children Can Teach Us About Loss, Love, and
Healing by Bruce D. Perry & Maia Szalavitz

Raising a Secure Child: How Circle of Security Parenting Can Help you Nurture Your
Childs Attachment, Emotional Resilience and Freedom to Explore by Kent Hoffman, Glen
Cooper & Bert Powell

What Happened to You: Conversations on Trauma, Resilience and Healing by Bruce
Perry and Oprah Winfrey

Trauma Through a Child's Eyes. Awakening the Ordinary Miracle of Healing – Infancy
through Adolescence By Peter A. Levine & Maggie Kline

**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

Useful Websites

- ACE's 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 Centre for Developing Children- <http://developingchild.harvard.edu/>
- The International Association for the Study of Attachment <http://www.iasa-dmm.org/>
- The Trauma-Informed Practices and Expressive Arts Therapy Institute <http://www.trauma-informedpractice.com/>
- 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.complexttrauma.org/>

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

Please note:

Students have a responsibility to ensure they have a stable internet connection