



# The Greenane Centre

## Specialist Diploma

### Developmental Trauma

---

STUDENT HANDBOOK



Code T2304

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 Friday 7th April 2023 from 7:30pm - 9.30pm**

**Your Programme Handbook includes:**

- Programme Learning Outcomes
- Contact Details
- Business Hours
- Attendance Requirements
- Student Portal
- Tutorial Date
- WhatsApp Group
- Personal Responsibilities
- Terms & Conditions
- Timetable
- Assessments & Submission Dates
- Assignment Briefs
- Assessment Feedback Criteria
- Recommended Reading List
- Useful Websites
- Zoom Classroom Guidelines

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

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

**Paul Quish, Admin / IT and Accounts - [admin@greenane.ie](mailto:admin@greenane.ie)**

Please contact Paul should you have any queries regarding accounts, zoom log in or student portal.

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

## Business Hours

Our office hours are from 9am to 5pm, Monday to Friday and for 30 minutes before and after scheduled class time.

## 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 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 4 weeks after programme closing.

## Tutorial

- **Tuesday 10<sup>th</sup> October 2023 7.30pm to 9:30pm**

## 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.

## Personal Responsibilities:

- 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.
- Students must ensure they have a stable internet connection.
- Students must ensure confidentiality during classes, ensuring where they are logging into class is a quiet, confidential space without any interruptions.
- As email is our primary mode of communication with students, students are responsible for checking their emails regularly for correspondence.
- Students must watch the explainer videos sent by Paul prior to programme commencement in order to familiarise themselves with the student portal and the uploading of assignments.
- Students are required to log in and test their Zoom links to classes the day before classes are scheduled in order to ensure a smooth log in at appointed class time.

**Terms and Conditions**  
**Revision 1.2 03/03/2023**

**Please read this document carefully. You will be required to indicate your consent to its conditions on your programme application form.**

### **Course Registration**

The Greenane Centre Ltd. will only accept registrations on completion of our online application form, plus payment of the registration deposit for your chosen programme at [www.greenane.ie](http://www.greenane.ie).

Courses may have different levels of admission requirements. It is the applicant's responsibility to ensure they fulfil the minimum entry requirements for a chosen programme and ensure that the chosen programme is suitable for the applicants' needs and level of ability. Following registration, if The Greenane Centre Ltd. identifies the applicant has not met the minimum requirement for the programme, The Greenane Centre Ltd. has the right to withdraw the student from the course.

### **Student Requirements**

Candidates whose first language is not English should be aware that all lectures are presented in English only, and be satisfied that their level of understanding is sufficient to participate in their chosen programme.

Students are required to have sufficient IT skills, access to appropriate IT facilities and use of a reliable internet connection to participate in their chosen programme. We recommend Microsoft Outlook for email and Google Chrome as your internet browser. We do not support course access via mobile phone. All students are given access to an online Student Portal. The Portal includes Zoom lecture invitations, programme materials, lecture recordings and tutor instructions. Students are required to upload all assessments online through the Student Portal.

Email is the primary communication method of the The Greenane Centre Ltd., and all students are requested to access their individual email accounts on a regular basis to ensure receipt of all communications. The Greenane Centre Ltd. does not take any responsibility for students not regularly accessing email. It is the student's responsibility to ensure they are up to date with programme information, announcements, and updates.

Students with a disability may require additional supports to facilitate their learning. These requests will be fully evaluated by The Greenane Centre Ltd. On application, students are requested to make The Greenane Centre Ltd. aware of any disability, special need or learning support required to allow the Centre to offer as much support as possible.

## Fees and Refund Policy

The Greenane Centre Ltd. makes every effort to provide programmes as described and to avoid altering programme dates, lecturers, venues etc. However, should it be necessary, The Greenane Centre Ltd. reserves the right to make appropriate changes and will notify the student body at the earliest opportunity. All programmes run subject to demand and the formation of a viable class. A full refund will be given to all applicants in the event that the programme does not proceed.

- Applications should be completed and the deposit paid in full for the programme of choice. The deposit is deductible from the programme fees.
- Applicants are entitled to a full refund of the initial deposit if they decide to cancel within 14 days of receipt of their application (as per Distance Selling regulations).
- Programmes Fees are non-refundable. The balance of fees is payable, in FULL and on the stated schedule, before the programme commences.
- Students who are availing of funding or part-payment by a third party should be aware that responsibility for payment of fees and liaison with these bodies' rests solely with the student. Fees must be paid in full before the programme commences, so it is the responsibility of the student to pay any monies towards the programme as appropriate.

## Non-Payment of Fees

- If you fail to pay your fees in FULL before commencing your course, you must be assigned to an agreed Payment Plan. Failure to engage in either option will result in your Student Account being placed on 'Hold'. This means you will be unable to access module materials, programme information, timetable or Zoom lessons and will be unable to submit assignments through the Student Portal.
- If there is ongoing non-communication with The Greenane Centre Ltd. and you are still attending classes, you may be denied access to classes, and any attendance at these classes will not be recorded.
- If you are unable to pay any Tuition Fees and administration charges by the dates provided by The Greenane Centre Ltd., you must contact the Centre as soon as possible at [admin@greenane.ie](mailto:admin@greenane.ie).

## Deferral Policy

The Greenane Centre Ltd. courses are not eligible for deferral.

## GDPR, Data Protection

When you fill out an application form on our website, we add you to The Greenane Centre Ltd database management system and Stripe payment management to enable us to process your application.

**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**

- **Friday 7th April 2023.**

Introduction to Course Philosophy, Principals, and Assessments

7:30pm – 9:30pm. Zoom

Facilitator: **Liz Quish**

**Adverse Childhood Experiences & Developmental Trauma**

- **Saturday 22<sup>nd</sup> April 2023**
- **Sunday 23<sup>rd</sup> April 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

**Developmental Psychology & Theoretical Integration**

- **Saturday 13<sup>th</sup> May 2023**
- **Sunday 28<sup>th</sup> May 2023**
- **Saturday 10<sup>th</sup> June 2023**
- **Sunday 25<sup>th</sup> June 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

**Attachment**

- **Saturday 9<sup>th</sup> September 2023**
- **Sunday 24<sup>th</sup> September 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

**Parenting Theories and Approaches**

- **Saturday 14<sup>th</sup> October 2023**
- **Sunday 15<sup>th</sup> October 2023**
- **Sunday 29<sup>th</sup> October 2023**

10am – 4pm. Zoom

Facilitator: **Dr Alvina Grosu**

**Trauma and The Body**

- **Saturday 4<sup>th</sup> November 2023**
- **Sunday 18<sup>th</sup> November 2023**
- **Saturday 9<sup>th</sup> December 2023**

10am – 4pm. Zoom

Facilitator: **Patricia Allen-Garrett**

### Regulation Strategies & Tools

- **Saturday 13<sup>th</sup> January 2024**
- **Sunday 28<sup>th</sup> January 2024**
- **Saturday 17<sup>th</sup> February 2024**

10am – 4pm. Zoom

Facilitator: **Lucy Robertson Richie**

### Compassion Fatigue

- **Saturday 23<sup>rd</sup> March 2024**
- **Sunday 24<sup>th</sup> March 2024**

10am – 4pm. Zoom

Facilitator: **Dr. Alvina Grosu**

### Programme Closing

- **Friday 5<sup>th</sup> April 2024**

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

7:30pm – 9:30pm. Zoom

Facilitator: **Liz Quish**



## Assessments & Submission Dates

- Reflective Learning Journals (2) - 1500 Words Each
  - Journal 1 – 20<sup>th</sup> October 2023
  - Journal 2 – 19<sup>th</sup> April 2024
- Essay 3000 Words
  - 3<sup>rd</sup> May 2024
- Book Review 1500 Words
  - 26<sup>th</sup> January 2024

Assessments are graded as Successful or Resubmission.

## 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%		
<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: 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%		
6 Reference sources presented		
Bibliography		
<b>Section 1 - Introduction:</b>		
Clear and concise introduction presented.		
Comment:		
<b>Section 2 – Main Body 1</b>		
Developmental Trauma clearly defined & discuss with supporting references.		
Comment:		
<b>Section 3 – Main Body 2</b>		
Disrupted Attachment & Attachment Informed Practices clearly defined & discuss with supporting references.		
Comment		
<b>Section 4 – Main Body 3</b>		
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		
<b>Section 5 Conclusion</b>		
Main themes synthesised in a coherent and concise manner.		
<b>Overall Comment</b>		

**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%		
<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>		

## 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](mailto:Liz@greenane.ie) for approval.**

Please include:

- Text Title
- Author
- Publisher
- Year of Publication

## Useful Websites

- ACE's 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 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](http://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](mailto:admin@greenane.ie)**

### **Please note**

**Students are responsible for ensuring they have a stable internet connection**