

CERTIFICATE/DIPLOMA IN CONTEMPORARY TRAUMA PRACTICE: MIND, BODY AND RELATIONSHIP

Developing Competence in Applying Neuroscience to Therapy

Information sheet

The course can be completed at three levels:

1. Attendance Certificate

- a. 90% attendance minimum
- b. Reflective journal - optional
- c. A 10 minute case presentation to the whole group demonstrating the use of an effective intervention and learning from the course, followed by 10 minutes discussion

2. Certificate Award

- a. Fee £150
- b. 90% attendance minimum
- c. A reflective journal, ungraded, to be handed in at the end of November;
- d. A 10 minute case presentation to the whole group demonstrating the use of an effective intervention and learning from the course, followed by 10 minutes discussion;
- e. A 1000 word review of any book from supplied book list.

3. Diploma Award

- a. Fee £250
- b. 90% attendance minimum
- c. A reflective journal, ungraded, to be handed in at the end of November;
- d. A 10 minute case presentation to the whole group demonstrating the use of an effective intervention and learning from the course, followed by 10 minutes discussion;
- e. A 2500 word literature commentary to be handed in at the end of November.

Certificate/Diploma in Contemporary Trauma Practice –

Module 1: Trauma Fundamentals – 13th and 14th January 2017, *Miriam Taylor*

Aim: This module introduces students to fundamental concepts of neuroscience and their relevance to the experience of trauma, informing their approach to working with trauma.

Learning Outcomes: By the end of this module students will be able to

1. Apply a phased approach to trauma therapy with a focus on the role of stabilisation.
2. Recognise fear and dissociation as principal organisers of experience in trauma, and the need for increasing safety and staying in the here-and-now.
3. Introduce the Window of Tolerance Model to client work, and identify signs of hyperarousal and hypoarousal and select appropriate interventions.
4. Take into account the role of defensive systems and creative adjustments.
5. Consider, identify and work with existing resources.
6. Recognise signs of dissociation in their clients and in themselves and feel more comfortable using the language of parts.

Module 2: Working with Fear and Dissociation – 10th and 11th March 2017; *Miriam Taylor*

Aim: To develop competence and understanding of the clinical application of the Window of Tolerance model, building resources and increasing safety.

Learning outcomes: By the end of the module participants can expect to:

1. Recognise fear and dissociation as principal organisers of experience in trauma, and the need for increasing safety and staying in the here-and-now.
2. Calibrate interventions according to ongoing assessment of arousal
3. Consider, identify and work with existing resources.
4. Recognise signs of dissociation in their clients and in themselves
5. Feel more comfortable using the language of parts.
6. Take a systems perspective on fear and dissociation

Module 3: Deepening Support From Top Down and Bottom Up – Day 1: 19 May 2017, *Sally Denham-Vaughan*; Day 2: 20 May 2017, *Margaret Landale*

Aim: The module looks at both cognitive and somatic features common to trauma clients and shows how to work with them. Development of practitioner self-reflective capacity and body awareness are emphasised.

Learning Outcomes: By the end of this module students will be able to

1. Apply mindfulness and curiosity in expanding awareness and choice.
2. Identify varieties of support and how these affect trauma processes
3. Use psychoeducation in support of reducing the impact of trauma.
4. Reflect on and take into account the role of gratitude, hope, compassion and self-forgiveness especially in relation to defensive systems and creative adjustments.
5. Identify how the body adjusts to trauma and select one or more ways of working with it.
6. Consider the use of an alternative somatic approach to trauma.

Module 4: Trauma and Relationship – 14th and 15th July 2017, *Miriam Taylor*

Aim: To develop understanding of the impact of trauma on the victim's sense of self and their way of being in the world, including with the therapist, and appropriate interventions.

Learning Outcomes: By the end of this module students will be able to

1. Describe the significance of shame and helplessness in trauma, and how to work with them including increasing acceptance and autonomy.
2. Recognise common signs of disorganised attachment, and increase their capacity to work with it.
3. Apply mirror neuron theory to the role of the therapist in facilitating interactive mutual regulation.
4. Reflect on and plan to increase their own resources and support.

Module 5: Working Through the Trauma – Day 1: 15th September 2017, *Margaret Landale*; Day 2: 16th September 2017, *Ed Fellows*

Aim: This module introduces ways of processing trauma including working with therapeutic re-enactments. There will also be an emphasis on skill development.

Learning Outcomes: By the end of this module students will be able to

1. Use one or more ways of helping clients be present to, and process, traumatic material.
2. Time and pace interventions in relation to the Window of Tolerance.
3. Recognise and work with re-enactments in the therapeutic relationship.
4. Apply a range of skills and interventions effectively.

Module 6: The Legacy of Trauma – 3rd and 4th November 2017, *Miriam Taylor*

Aim: This module looks at life after therapy and the enduring effects of complex trauma. Individual presentations and case discussion form a major component of this module.

Learning outcomes: By the end of this module students will be able to

1. Reflect on realistic therapeutic outcomes.
2. Support the integration of therapy and of the client into the wider world.
3. Take into account the concept of earned attachment.