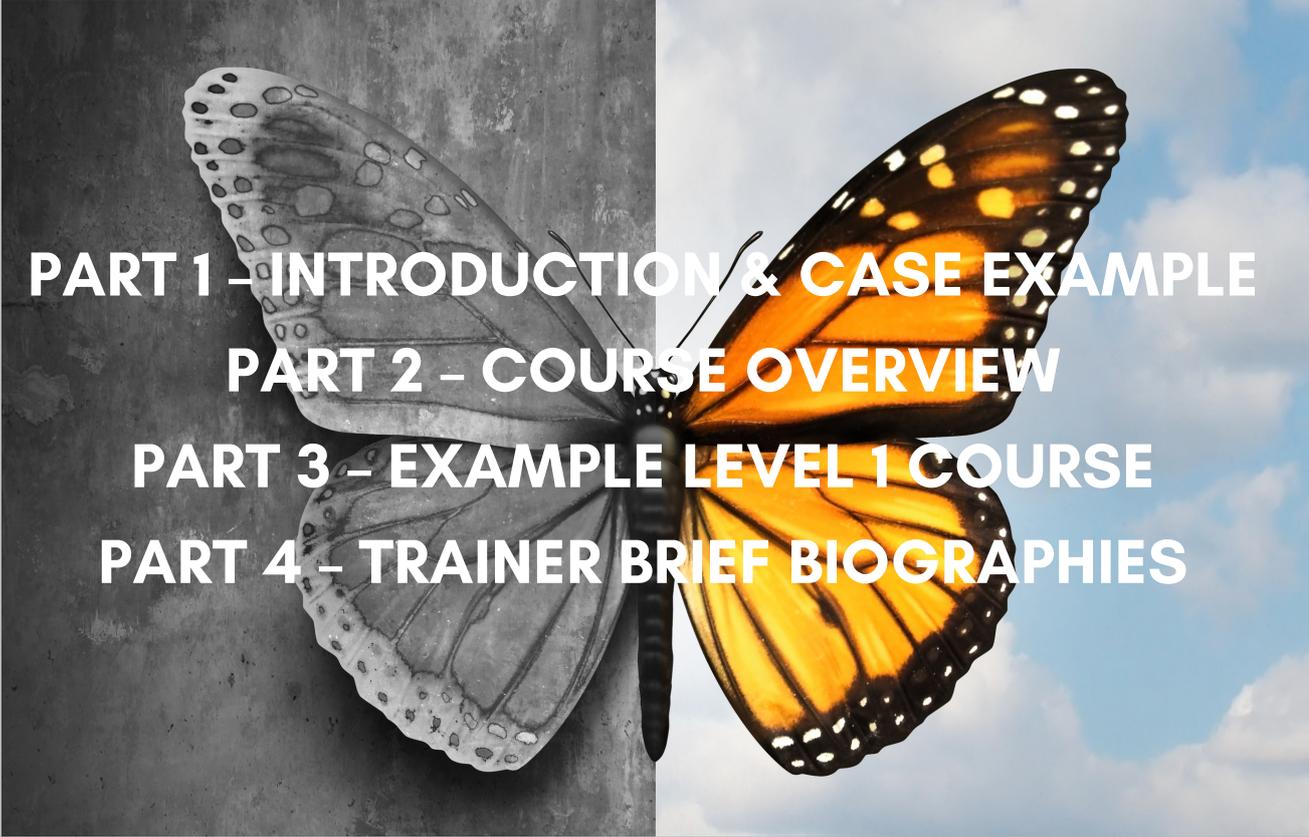


**Psychotherapeutic Training
Courses for Work with Traumatized
Children and Young People**

**A Progressive Training
Framework**



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PART 1 – INTRODUCTION & CASE EXAMPLE

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PART 1 - INTRODUCTION

This is a comprehensive therapeutically orientated training course. It is designed for those who work with children and young people who have suffered trauma and other adversities. The needs of this group are complex and have led to them being placed in 'out of home' and group care settings.

Trauma tears the fabric that safety is made of. When those who are hurt are still living within loving relationships, there is a chance for reparation, leaving a fragile crack or scar behind. When trauma is severe and relational, and when those who are supposed to protect, frighten, abuse or neglect, then reparation is not available.

When this happens, the mind and body attempt to create other solutions to avoid the pain and anxiety associated with the ongoing trauma. These are often seen as behaviours that are deemed pathologies or addictions. These solutions are what practitioners usually experience and see.

Depth, Relational and Process Focused Training

Case Example

A short example might help explain this central point. It also shows how we would formulate and think about it within our model. A young person with a history of severe sexual abuse, now in residential care, presented as highly seductive to her male residential care workers. She became violent when they did not collude and abuse her. Her old dread of being abused has transformed over the years to submissive excitement and a need to control the perpetrator. This is how she tries to gain mastery over abuse.

Contrary to what most people would expect – that not being abused would make this young person feel safe – it actually made her feel extremely anxious and out of control. The psychological solution that kept her dread and pain cut off from her experience has now collapsed. She felt that her carers were putting her at great risk by not being predictable in the way she demanded. Becoming violent was her only way to get them to act by holding her and feeling frightened themselves. It allowed for some new rituals to emerge and make her feel more in control.

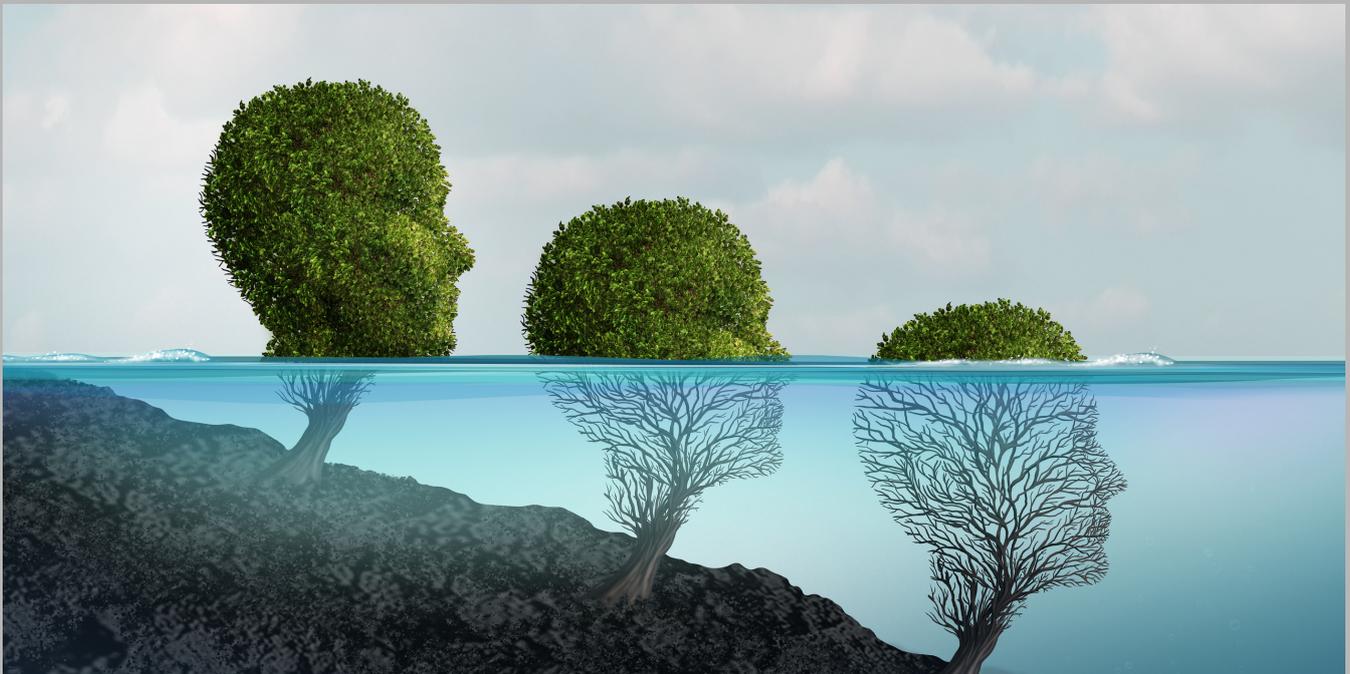
These type of predictable rituals and cycles should be familiar to people interested in applying to this course. Similar dynamics arise whether the young person is male or female, a young child or a teenager. They evoke a variety of responses on all levels; individual, group related, and organizational. Without feeling disturbed by the work there is nothing to attend to therapeutically, contain, understand, and then attempt to repair.

PART 2 - COURSE OVERVIEW

Work with traumatized young people involves three main strands,

- 1) the traumatized individual: their relational history, internal world and attachment
- 2) the professional's life history, experience, training, and specific role
- 3) the group and institutional dynamics.

All levels of this course are structured to provide participants with opportunities to learn and reflect on all aspects of therapeutic work with traumatized children and young people. The core aspect of a regular reflective contained space is embedded throughout the training.



Training Aims

The aim is to offer pathways and a progressive framework for the development of attachment and trauma-informed, and psychodynamic practice within organizations. The course will train participants,

- To be equipped to work as therapeutic practitioners while remaining in their existing professional identity.
- To be able to work self-reflectively, through the quality of the relationships they create with young people and colleagues.
- To be able to understand the dynamics of their organization, the groups and individuals within it, and their role within this structure.

The Course Structure

- Training Workshops
- Reflective Discussion Groups
- Individual Consultations

All can be provided online and/or on-site.

The training is underpinned by theory and evidence-informed research, from the fields of,

- Trauma
- Attachment
- Neuroscience
- Psychodynamic

Among others.

Who Should Apply?

This unique training will appeal to a variety of practitioners and professionals who wish to build on their experience to deepen their practice and reflexivity. The aim is to improve the participant's capacity to work effectively with traumatized children and young people:

- therapeutic care workers
- social workers
- counsellors
- therapists
- managers
- organization leaders and managers (in all roles)

Levels and Duration

This personal and professional development training is tailored to meet the needs of individuals, groups and organizations. When the training takes place in organizations all levels of its hierarchy must be involved. It can be offered at different levels to meet the needs of inexperienced and experienced practitioners. Different durations and levels can be agreed on.

For example,

- 3 months - introductory
- 6 months - intermediate
- 1 year and over – full

Certification

A Certificate of Participation is awarded at each training level. These can be used for Continued Professional Development purposes. A Professional Certificate of Completion is awarded to those who choose to complete a summative assessment essay.

PART 3 - EXAMPLE - LEVEL ONE TRAINING

This is an introduction to approaching and understanding the work with traumatized children and young people through the lens of relationships and systems. It introduces relational thinking and practice to participants in a 12-week multidimensional course.

On successful completion participants will,

1. Have detailed knowledge and understanding of attachment and trauma, and their multi-layered impact.
2. Be able to recognize trauma in complex cases.
3. Know how to use interactions and interventions as part of trauma-informed care and work.
4. Be able to think relationally to increase relational repair and improve outcomes within their work settings.

A basic 12-week structure for training a group of 6-8 participants

2 One-hour Individual Consultations (additional available)

3 One-hour Reflective Discussion Groups

8 One-and-a-half-hour training sessions

Individual Consultations

These will focus on mapping the links between the individual's role with their clients, the organizational goals and dynamics, and the trauma and psychological issues present in the work. Areas of impact on the participant will be explored with links made to their life history. To develop their psychodynamic understanding, participants will have a chance to present and explore the dynamics of their role, work, and organization context.

The 2 introductory sessions can be supplemented with more by creating an individual developmental plan.

Reflective Discussion Groups

These integrate aspects of seminars, tutorials, and consultations. They are spaces that promote a discussion of the training content, reading, reflections, insights and clarify understanding.

Through the group sessions, all participants are provided with a way to understand the intricacies of their relationships with their clients and their colleagues, in their work environment and the training. Participants will develop a psychodynamic understanding of human relations, especially the capacity to contain strong feelings and to be less reactive.

Participants will become more able to reflect on their and others' experiences. The reflective process will provide insights, which enable a greater understanding of their clients. This will highlight blind spots, make feedback available and promote reflexive practice.

Training Workshops

These will combine elements of teaching, discussion and working together. Guided reading will be provided.

Course Content:

1. Foundations of Trauma-Informed Practice
2. Emotional Development and Relationships
3. Attachment and Relational developmental trauma
4. Trauma and Infancy
5. Trauma, Disability, Autism and Developmental Disorders
6. Adolescent Development and Psychological Risk/
Psychopathology
7. Trauma, Organizational Dynamics and Organizational Defenses
8. Post-traumatic Growth and Recovery - Relational Models and
Therapeutic Work

Cost - £500 per person

Email - psychotherapeutictraining@gmail.com

PART 4 - TRAINER BRIEF BIOGRAPHIES



Ariel Nathanson (MA, MPsych) is a Consultant Child, Adolescent and Adult Psychotherapist. He is a member of the Association of Child Psychotherapists (ACP), the Bowlby Centre and the UK Council for Psychotherapy (UKCP). Ariel has been working for the National Health Service in the UK for more than 20 years. Mostly at the Portman Clinic in London where he specialises in the assessment and treatment of children, adolescents and young adults who display perverse, delinquent and violent behaviours. He has a private practice where he clinically works with adolescents and adults, and as an organisational consultant to therapeutic communities for highly disturbed children adolescents. Ariel is a clinical supervisor and consultant to other clinicians and front-line workers who engage violent young people in gangs and prisons.



Gayle Doyle is a Child, Adolescent and Adult Psychotherapist, Play Therapist and Clinical Supervisor. She has been working with vulnerable children and families in community, clinical and residential settings since the 1990s when she began as a Therapeutic Family Worker. Gayle has extensive experience in the areas of attachment, developmental and relational trauma, addiction, domestic violence, loss, abuse, and adversity.

Gayle is also the Programme Leader and Lecturer of a Master's Degree in Child and Adolescent Integrative Psychotherapy. She also lectures on Family Dynamics in Clinical Practice. Gayle has a specialist interest in psychodynamics, family dynamics, organisational practice, sensory integration, strengths-based practice, narrative therapy, and creative psychotherapy. Gayle works as a Consultant Psychotherapist in the field of therapeutic care and trauma-informed work with children, adults, families, and organisations. Gayle has provided services in Ireland and Romania.



Patrick Tomlinson has worked in services for traumatized children since 1985. Working in the field of trauma and attachment informed services he began as a therapeutic residential care worker. He has held roles as team leader; senior manager; Director; CEO; consultant and mentor. In 2008 he set up Patrick Tomlinson Associates (PTA) – to offer professional and organization development services.

PTA provides developmental mentoring; consultancy; staff selection and development assessment; and therapeutic model development. These services have been provided in Australia, Japan, UK, Ireland, Romania, and Portugal, among others. Therapeutic models that Patrick has worked on have gained widespread recognition. He is the author of numerous papers and books.