



10800NAT Graduate Certificate in Developmental Trauma



Australian
Childhood
Foundation

2022 Blended delivery
course information booklet

RTO Code: 22094

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Introduction



The changing evidence base about the neuroscience of trauma and attachment disruption continues to inform the practice of a number of professional disciplines who work with vulnerable and at-risk children, young people and families. These approaches include more sophisticated ways to understand the impact of abuse-related trauma on the structure and function of the brain and body of those affected by prolonged exposure to violence, neglect and other forms of highly toxic stress.

The 10800NAT Graduate Certificate in Developmental Trauma was developed in response to an industry need identified by the Australian Childhood Foundation and has been running since 2010. This innovative, practical and relevant post graduate qualification is being offered to welfare, health, education and other professionals interested in enhancing their practice with abused and traumatised children, young people and their families.

The qualification presents participants with the knowledge and skills to respond to the needs of children and young people affected by the cumulative developmental and neurobiological harm caused by abuse and violence. It also provides the basis for participants to learn how to implement creative, consistent and multi-systemic responses to traumatised children, young people and their family or carers.

This course information booklet outlines our newly developed and innovative blended delivery of the qualification. This delivery mode blends online, virtual, classroom sessions alongside self-paced learning that participants can undertake in their own time. This delivery model provides maximum flexibility for participants who are unable to attend the usual 24 days of face to face training. The requirements of the blended delivery model are outlined in more detail in this booklet and we ask you to read the requirements carefully to ensure this delivery model best suits your learning needs. We want to note that each cohort is still capped at 25 to maximise the learning experience.

This is the only Graduate Certificate in Australia to examine and apply the expanding knowledge base about the neurobiology of trauma in working with and supporting children and young people who have experienced abuse, neglect and family violence.



Course participants and pre-requisites

This course has been developed for health, welfare, education and other professionals working in the field, with previous qualifications and significant experience.

It is expected that these participants are:

- Seeking to enhance their current practice
- Creative
- Looking for challenging information to apply in their current role
- Seeking inspiration and validation
- Focused on positive outcomes for children, young people and their families

The course suits individuals working in a range of services including child protection, out of home care, family violence, family support, youth justice, mental health, sexual assault, drug and alcohol, counselling, youth support and education settings. It will also resource the development of individuals with roles providing care in foster and residential care settings.

To undertake this course you will need to provide evidence of the following:

- Being over 18 AND
- Having access to a computer and the internet AND

- Being currently employed in a relevant role AND
- Meeting current working with children requirements of the relevant State or Territory AND
- Having obtained an undergraduate or postgraduate qualification in education, youth work, welfare, social work, psychology, social science or equivalent OR
- Having obtained an Advanced Diploma or Diploma qualification in community services, youth work, nursing or welfare OR
- Having recent significant previous experience (a minimum of 2 years full time or equivalent) working in a community sector organization or relevant equivalent, in a job role involving the self-directed application of knowledge, the exercise of judgement and decision making responsibilities, working with children, young people and/or families.

We also recommend that participants have high level language and literacy skills – sufficient to read and analyse complex texts, prepare sophisticated written practice documents and communicate with multiple stakeholders at different professional levels. You will be asked to complete a language and literacy tool within the application and enrolment process, outlined later in this booklet.

Your questions answered about the course



Has this course been run before?

This innovative course has been developed in response to an identified need from the field regarding implementing the neurobiology and trauma knowledge bases into practice in a range of settings.

Accredited courses need to be reaccredited each 5 years and this qualification was reaccredited in 2019. It is now the 10800NAT Graduate Certificate in Developmental Trauma as it has been revised and updated to incorporate feedback from previous participants and the broader sector about its relevance and practicality.

Will this course challenge me as I bring a good depth of knowledge and experience?

This course builds on the training programs already developed and facilitated by the Australian Childhood Foundation to address the needs of infants, children and adolescents who have experienced abuse or relational based trauma.

It has been developed to facilitate the process of enhanced exploration and application of the knowledge and practice of trauma based work in a range of contexts.

The course provides opportunities to extend your own learning and throughout it makes direct links to the specific work context of each participant.

What does the blended delivery course mean?

This delivery model has been developed in response to the identified needs of some participants who want to

complete this qualification but do not have the capacity to attend 24 days of face to face or virtual classroom learning.

This model blends some virtual classroom sessions with self-paced module-based learning using our online learning platform. Participants will also be offered monthly, one hour tutorial sessions to support their learning and connection. They also need to find some time out of class time to connect with a small group of participants to work on a range of tasks.

How will the course be delivered?

The blended delivery course requires attendance at 7 virtual classroom sessions, including one day as the course commences and then 3 x 2 day blocks throughout the duration of the course. These dates are outlined later in this booklet. Participants also complete 22 online modules at their own pace – with milestone dates for completing set modules prior to each learning block. Participants also have the option to attend a monthly 1 hour online session to provide additional support to their learning experience.

There is also an expectation of up to 400 hours of learning outside of formal session times. This could include individual participant support, group assignment tasks, work on course assignments and application of the course content into participants' workplace and role.

The delivery model is one that reinforces participants' skills, acknowledges their expertise and seeks to extend their capacity throughout the course. There are continual opportunities to link theory to practice.

Your questions answered about the course



What is included in my course fees?

The course cost, as outlined later in this booklet, includes:

- 7 days of virtual classroom training,
- Access to 22 online content modules, that includes additional learning materials, interactive activities and knowledge checks
- individual participant support,
- monthly 1 hour online support sessions
- access to an additional online learning module focused on working with problem sexualized behaviours,
- a copy of the required text for the course – Mitchell, J, Tucci, J & Tronick, E (eds) (2020) The handbook of therapeutic care for children – evidence-informed approaches to working with traumatised children and adolescents in foster, kinship and adoptive care, Jessica Kingsley Publishers, London.

Is there a practicum component to the course?

No, there is no expectation of a specific practicum component to this course. Course participants need

to be currently employed in a relevant role and have the opportunity to reflect on current practice. A form to explain this expectation to employers can be distributed in the first session if requested.

What professional recognition does the course have?

This course has been accredited nationally through an accreditation process with ASQA – Australian Skills Quality Authority – and is only facilitated by the Australian Childhood Foundation. The Foundation is a Registered Training Organisation (RTO: 22094). A Graduate Certificate in the Vocational Education and Training (VET) sector is equivalent in depth and complexity to a Graduate Certificate in the Higher Education (HE) sector. The vocational sector focuses all qualifications into specific work-based application.

Is this course affiliated with a university?

As discussed above, this course is not affiliated with a university because it is a vocationally based course, rather than a higher education course. Any credit transfer for this qualification into a university course is the responsibility of the individual participant.

Your questions answered about the course



What employment opportunities will be accessible with this course?

Course participants will receive a certificate or statement of attainment as well as a transcript of their results for all units of competency successfully completed. This nationally recognised qualification will add an additional resource to your professional resume.

How do I find out about my rights and responsibilities as a student/participant with the Australian Childhood Foundation?

Our student handbook, outlining policies and processes associated with accredited training at the Australian Childhood Foundation is available by clicking [here](#). You can also view several of our policies and procedures by clicking [here](#) and scrolling down to our policies and forms section.

If you have any questions about being a student/participant with us please email our team at support@childhood.org.au.

What is RPL and can I access it?

RPL stands for Recognition of Prior Learning and means that your previous learning and practice could contribute to you demonstrating competency in the units of competency that form this qualification. RPL is available for 10800NAT Graduate Certificate in Developmental Trauma and you will be asked about whether you want to apply for RPL during the application and enrolment process.

We will provide you with information for the unit(s) for which you are applying and you will need to provide evidence of your capacity to demonstrate the skills and knowledge within those units. Please note that this means you need to provide practice examples and evidence and not just evidence of professional development sessions you have attended previously. There is a cost involved in the RPL process and this will be outlined in detail in the information you receive.

Course content



The course is structured to include 5 units of competency exploring the application of this knowledge in a range of settings and roles.

DTRKDT001 Pre-requisite unit: Apply knowledge of developmental trauma to create a practice map

The purpose of this unit is to provide the foundational knowledge required for the rest of the course content. The focus of the unit is to develop and enhance the knowledge and skills required to further understand the ways complex developmental trauma affects children and young people's brain development and functioning. It also examines the principles of an integrated response that resources change, including the incorporation of this into a practice map for application in the workplace.

Content includes:

- normative brain and body development
- defining trauma and the concepts of relationally based developmental trauma
- the overall possible impacts of trauma on infants, children and adolescents
- the neurobiology of culture
- examining the possible impacts of working with traumatised children and young people

- constructing a developmental trauma informed practice map to summarise key messages as they are contextualised to current work

DTRTRF002 Create a developmental trauma responsive framework for professional practice

The purpose of this unit is to pull together core elements of trauma informed practice into a framework that participants can use in their own work and their own organisation. The focus of the unit is to commence development of a trauma responsive framework that is underpinned by the developmental trauma informed practice map.

Content includes:

- critically examining practice using the developmental trauma informed practice map
- considering children's rights, child participation and feedback, models of change and risk assessment in current practice
- articulate recovery goals
- exploring an ethical decision making process in work with traumatised children and young people
- constructing a trauma responsive framework contextualised to current practice

DTRDTA003 Develop an assessment process and intervention plan to address developmental trauma needs

The purpose of this unit is to identify processes to be able to assess the needs of traumatised children and young people and tailor effective responses through analysing the information gathered and constructing a goals-focused plan of intervention. The focus of the unit is on building the capacity to provide environments and strategies that identify, and subsequently address, the unmet needs of those who have experienced developmental trauma.

Content includes:

- exploring assessment processes and practices that focus on the impacts of developmental trauma
- comparing current processes with other models of trauma focused assessment
- understanding and mapping each child or young person's relational network
- conducting a developmental trauma needs assessment – processes, practices and strategies
- analysing information gathered
- building an intervention plan that engages and includes the child or young person and those in their world

DTRRBP004 Establish, implement and review relationship based practices

The purpose of this unit is to support professionals to build adaptability and flexibility for children and young people who have experienced developmental trauma, through the use of relationship based practices. The focus of the unit is on promoting post-traumatic growth and change through enhanced use of relationship based practices and processes that are unique to each child or young person and contextualised to the participant's role and workplace.

Content includes:

- researching strategies and activities that are based on relationship based practices
- using creativity to enhance practice
- considering models of healing including cultural models of healing
- supporting collaborative practices that engage all the key people in the child or young person's relational network
- evaluating plans, resources, constraints and conflicts to best meet the child or young person's unmet needs
- review processes for intervention plans

DTRCPE005 Create professional environments to support developmental trauma responsive practice

The purpose of this unit is to consider professional contexts that support the implementation of developmental trauma responsive practice within an organisation. The focus of this unit is on identifying how best to resource professionals to achieve reparative and healing outcomes for the children and young people they work with as well as looking after themselves at an organisational level.

Content includes:

- developing a professional learning plan – individually and organisationally
- understanding models of trauma informed supervision and reflective practice
- exploring strategies for preventing, managing and repairing the adverse impacts of working with traumatised children and young people
- managing privacy and confidentiality
- developing a resource to support practice

Course timetable



The 10800NAT Graduate Certificate in Developmental Trauma blended delivery program requires attendance at 7 facilitated online workshop sessions. Please note: You will enrol in your selected intake and only attend the workshop sessions associated with that intake. There is no capacity to swap sessions between intakes because the participant group remains the same throughout the duration of the course.

Please note that intake groups are capped at a maximum of 25 participants to enhance the learning experience and maintain connection within each participant group.

Course Session No.	Blended March	Blended April	Blended June	Blended August
1	Tuesday 01/03/2022	Wednesday 06/04/2022	Thursday 16/06/2022	Wednesday 10/08/2022
2	Tuesday 24/05/2022	Wednesday 06/07/2022	Thursday 15/09/2022	Wednesday 09/11/2022
3	Wednesday 25/05/2022	Thursday 07/07/2022	Friday 16/09/2022	Thursday 10/11/2022
4	Tuesday 23/08/2022	Wednesday 05/10/2022	Thursday 08/12/2022	Wednesday 15/02/2023
5	Wednesday 24/08/2022	Thursday 06/10/2022	Friday 09/12/2022	Thursday 16/02/2023
6	Tuesday 22/11/2022	Wednesday 01/02/2023	Thursday 09/03/2023	Wednesday 10/05/2023
7	Wednesday 23/11/2022	Thursday 02/02/2023	Friday 10/03/2023	Thursday 11/05/2023

Online session times

Live online sessions will run at the following times, depending on your location. We will continue to advise you of these session times through the duration of the course.

Location	During daylight savings	During non-daylight savings
ACT, NSW, Tas, Vic	10.00am – 4.00pm	10.00am – 4.00pm
Qld	10.00am – 4.00pm	9.00am – 3.00pm
SA	9.30am – 3.30pm	9.30am – 3.30pm
NT	9.30am – 3.30pm	8.30am – 2.30pm
WA	8.00am – 2.00pm	7.00am – 1.00pm
International	As relevant to your local time zone	

Monthly online support sessions

The times for these 1 hour sessions will be negotiated with each participant group during the introductory session.

Fee schedule & payment options



The standard cost of the 10800NAT Graduate Certificate in Developmental Trauma is \$5,900. We are charging the early bird fee of \$5,300 for all participants enrolling in the blended delivery course. Payment will be accepted in full upon confirmation of enrolment or in part using an instalment payment plan. All fees are GST free.

The course cost includes:

- 7 days of training,
- Access to 22 online content modules, that includes additional learning materials, interactive activities and knowledge checks
- individual participant support,

- monthly 1 hour online support sessions
- access to an additional online learning module focused on working with problem sexualized behaviours,
- a copy of the required text for the course – Mitchell, J, Tucci, J & Tronick, E (eds) (2020) The handbook of therapeutic care for children – evidence-informed approaches to working with traumatised children and adolescents in foster, kinship and adoptive care, Jessica Kingsley Publishers, London.

For all courses, there is a non-refundable administration fee of \$250.

Fee Schedule

Course fee - \$5,300

Enrolment is accepted with full payment or if paying by instalments the first instalment of **\$1500** is due upon completion of enrolment.

March and April intake- 2nd instalment of **\$1900** due 3rd June 2022, 3rd instalment of **\$1900** due 30th September 2022.

June and August intake- 2nd instalment of **\$1900** due 30th September 2022, 3rd instalment of **\$1900** due 4th February 2023.

Assessment requirements

Most assignments will be linked to the workplace and current practice of course participants. This course will require a time commitment outside of the scheduled training days to complete a range of assessment tasks.

Assignments will include theoretical reviews, short answer papers, evaluative tasks, role plays, longer written tasks, reflective plans and presentations which put the course content into practice. There will also be a number of documents to be developed.

As this is a vocationally based course, assessments are made utilising a competency based framework. Course participants are required to demonstrate competence in the units of competency as outlined previously. Individual assignments are marked as 'Satisfactory' or 'Not satisfactory' with the final mark for each unit being 'Competent' and 'Not competent'.

Course cancellation and refunds

A full refund of fees will occur if ACF cancels or postpones a course. Other than course fees, Australian Childhood Foundation (ACF) is not liable for any costs incurred by the participant in the event of a cancellation or postponement. Participants can use their fees to transfer into a future course.

A two week cooling off period also applies from the time of course commencement to ensure that the participant is certain that they selected the right course that meets their academic needs and career goals. A full refund, less

the non-refundable deposit of \$250.00 will be issued. Participants are required to complete and lodge the ACF Change of Enrolment Form in the event of this decision being made.

After the cooling off period, a refund post enrolment will only be considered on a case by case basis upon receipt of a written request (ie. through completion of the ACF Change of Enrolment Form) and only up to the midcourse point.

Further information

For further information about the 10800NAT Graduate Certificate in Developmental Trauma please contact the team at support@childhood.org.au or **1300 381 581**.

This information booklet, and the Australian Childhood Foundation student handbook, are available by clicking [here](#).

Application and enrolment process



***Step 2:** Once you begin the application process, you will be asked a series of information questions about yourself and your role. At this stage, you will also need to complete our language, literacy and numeracy checklist. You will also be asked if you would like to be considered for eligibility for RPL (Recognition of Prior Learning).

