

# 10800NAT Graduate Certificate in Developmental Trauma



# Contents

Introduction	3
Course participants and pre-requisites	4
Your questions answered about the course	5
Course content	8
Course timetable	10
Fees schedule & payment options	12
Assessment requirements	13
Course cancellation and refunds	13
Further information	13
Application and enrolment process	14

# Introduction



The changing evidence base about the neuroscience of trauma and attachment disruption continues to inform the practice of professionals 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 students 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 of 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 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. It provides maximum flexibility for participants who are balancing their work, personal life and study requirements. The requirements of the blended delivery model are outlined in more detail in this booklet. Each cohort is 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 is recommend 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
- Working directly with children and young people.

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 with at least 12 months recent work experience in a relevant field and role

OR

- Having obtained an Advanced Diploma or Diploma qualification in community services, youth work, nursing or welfare with at least 12 months recent work experience in a relevant field and role

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.

Participants must 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. Depending on your qualifications and experience, you may also be asked to complete a further language, literacy and numeracy test.

# Your questions answered about the course



## What activities and time commitments will be expected?

The total hours for the course are 650. This includes all of the following:

- Formal learning activities (both self-paced and facilitator-led)
- Assessment preparation and development
- Reading and research
- Work-based activities to support learning
- Reflective practice
- Participating in peer groups and communities of practice outside the formal learning activities

Students in the course will be able to plan and manage their time around the formal learning activities.

## What does the blended delivery course mean?

This delivery model has been developed in response to feedback from students who need more flexible options for their studies to complete this qualification with more flexibility to manage their time and work loads.

This model blends virtual classroom sessions with self-paced module-based learning using our online learning platform. Students will also be offered 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 students to work on a range of tasks.

## How will the course be delivered?

The blended delivery course requires attendance at 11 Virtual Classroom sessions - including a one day induction. The dates are outlined later in this booklet. Students also complete online modules at their own pace – with milestone dates for completing set modules prior to each learning block.

There is also an expectation of up to 550 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 students' workplace and role. The total time commitment for this course is 650 hours.

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

## 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.



# Your questions answered about the course



## What is included in my course fees?

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

- 11 days of interactive virtual classroom training
- Access to online content modules, that includes additional learning materials, interactive activities and knowledge checks
- Ongoing student support
- Tutorial sessions for additional learning and assessment support
- Access to an additional online learning module focused on working with problem sexualized behaviours
- A digital 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?

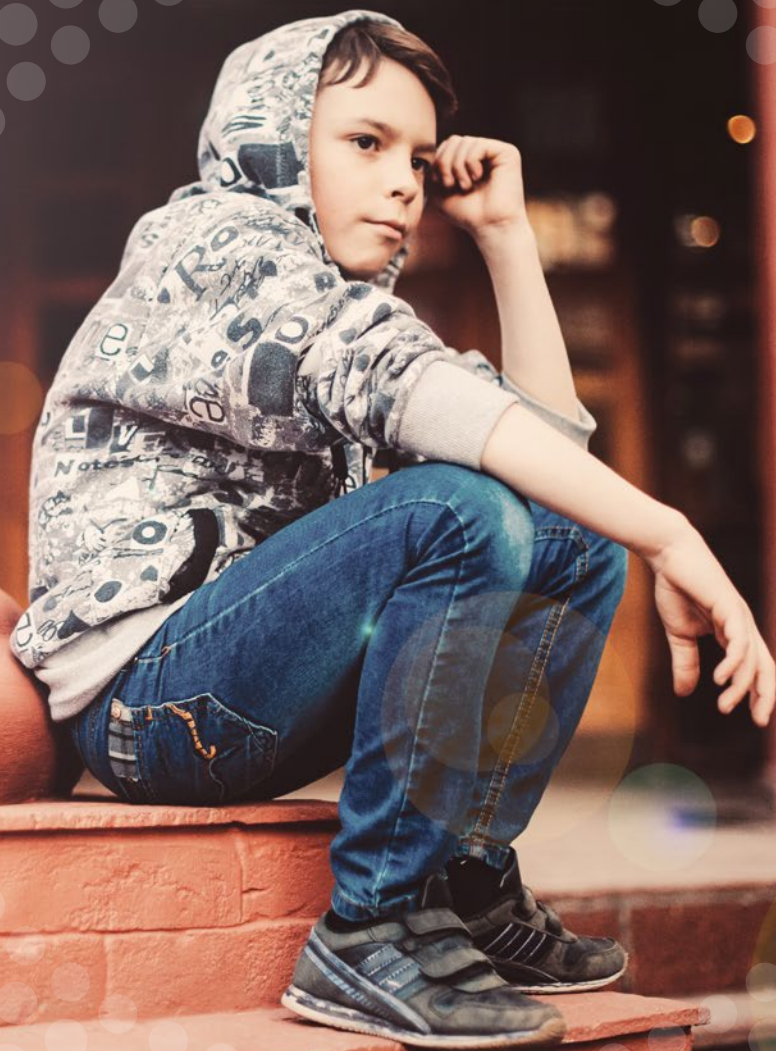
No, there is no expectation of a specific practicum component to this course. Students need to be currently employed in a relevant role and have the opportunity to reflect on current practice. A form to explain this expectation to employers can be distributed in the first session if requested.

## 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 available through 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.



# Your questions answered about the course



## Is this course affiliated with a university?

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 student.

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

For more information about our RTO visit the web page by clicking [here](#).

If you have any questions about being a student with us please email our team at [support@childhood.org.au](mailto:support@childhood.org.au).

## Can I get any recognition for my existing skills and knowledge?

Recognition of Prior Learning (RPL) means that your previous learning and practice could contribute to you demonstrating competency in some or all of the units that form this qualification. RPL is available 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 about the evidence you will need to provide for each unit, to demonstrate the skills and knowledge within those units. You need to provide current and relevant 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 identify elements of trauma informed practice into a framework that students can use in their own work. 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
- articulating 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 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
- 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
- developing 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
- sourcing and acquiring resources to support practice

# Course timetable



The 10800NAT Graduate Certificate in Developmental Trauma blended delivery program is just over 12 months duration and requires attendance at 11 days of facilitated online workshops.

You have a choice of commencing your studies in Semester 1 (end Feb/March) or Semester 2 (end July/August). Each semester has 2 intakes, both commencing in the same week, but with different assigned days to allow flexible planning.

Intake groups are capped at a maximum of 25 participants. When you enrol in an intake you must stay with your designated group to allow for continuity and planning, unless you negotiate a change with your course coordinator. This allows us to keep the group numbers consistent to enhance your learning experience. You may, however, attend either of the tutorial dates assigned.

The course dates for each intake in 2023 are listed below. Please select the group that best suits your needs and advise Support Services when you enrol.

Unless otherwise indicated, dates are for a full day (6.5 hours) and are delivered in an online (Virtual) classroom format. These days are broken up into two x 2-hour learning sessions and a 1 hour recap and consolidation session with two x 45-minute brain breaks. This is in line with best practices for maximum engagement and learning uptake in online environments.

Tutorials are for 2 hours. Times will be confirmed upon course commencement.

Sessions	Semester 1 Intake			Semester 2 Intake		
	Intake A	Intake B	Assessments Due	Intake C	Intake D	Assessments Due
Module 1						
Induction	27 Feb	1 March	1 May	31 July	2 August	2 October
Learning Session	27 & 28 March	29 & 30 March		28 & 29 Aug	30 & 31 Aug	
Tutorial	18 or 20 April			18 or 20 Sept		
Module 2						
Learning Session	22 & 23 May	24 & 25 May	3 July	23 & 24 Oct	25 & 26 Oct	4 December
Tutorial	12 or 14 June			14 or 16 November		



# Course timetable

Sessions	Semester 1 Intake			Semester 2 Intake		
	Intake A	Intake B	Assessments Due	Intake C	Intake D	Assessments Due
Module 3						
Learning Session	10 July	12 July	25 Sept	11 Dec	13 Dec	26 Feb 2024
In Class Assessment	21 August	23 August		5 Feb 2024	7 Feb 2024	
Tutorial	12 or 14 Sept			12 or 14 Feb		
Module 4						
Learning Session	2 & 3 October	4 & 5 October	4 December	4 & 5 March	6 & 7 March	6 May
Tutorial	6 or 8 November			9 or 11 April		
Module 5						
Learning Session	11 & 12 December	13 & 14 December	4 March 2024	13 & 14 May	15 & 16 May	5 August
Tutorial	5 or 7 February 2024			8 or 10 July		

## Learning session times

Learning session times are outlined below but may be subject to change in consultation with students.

Location	Non-daylight savings	During daylight savings
ACT, NSW, Vic, Tas	10.30 am - 5.00 pm	10.30 am - 5.00 pm
Qld	10.30 am - 5.00 pm	9.30 am - 4.00 pm
SA	10.00 am - 4.30 pm	10.00 am - 4.30 pm
NT	10.00 am - 4.30 pm	9.00 am - 3.30 pm
WA	8.30 am - 3.00 pm	7.30 am - 2.00 pm

# Fee schedule & payment options



The cost of the 10800NAT Graduate Certificate in Developmental Trauma is \$6,200.

The course cost includes:

- 11 days of training
- Access to online content modules, that includes additional learning materials, interactive activities and knowledge checks
- Support from Course Coordinators, Facilitators and the Support Services team
- Regular tutorials
- Access to an additional online learning module focused on working with problem sexualized behaviours,

- An electronic 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.

Students may opt to pay the course fee in full on enrolment, or by using the approved payment plan outlined below. All fees are GST free.

## Fee Schedule

### Full Course Fee \$6200

Instalment plan option:

**\$1,240** due on enrolment

**\$2,480** due in the second week of your first semester

**\$2,480** due in the second week of your second semester

NOTE: There is a 1.6% surcharge for credit card payments. This is the amount that ACF are charged by the bank for processing card payments.



# Assessment requirements

Most assignments are 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 tasks.

Assignments 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 are also several documents to be developed.

As this is a vocationally based course, assessments are made utilising a competency based framework. This means that students must meet all the requirements included in the tasks with 100% accuracy. If students submit an assignment that does not meet 100% of the required benchmarks, they will be asked to re-attempt only those sections that did not fully meet the benchmarks. You will be allowed 3 attempts for each assessment task. 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

Students will receive a full refund of fees if ACF cancels or postpones a course. Other than course fees, Australian Childhood Foundation (ACF) is not liable for any costs incurred by the student 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 student 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.

Students are required to complete and lodge the ACF Change of Enrolment Form to claim this refund.

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](mailto: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 1

Review the information in this booklet and on the ACF website to see if this qualification is something you are interested in and to see if you meet the pre-requisites.

## Step 2

Use the link provided on the website to commence the application process.\*  
Once you have completed the application form you will receive a confirmation email, acknowledging that we have received your application.

## Step 3

Your application will be reviewed by our course co-ordinators and eligibility determined against the course pre-requisites.

## Step 4

You will receive an email from us advising whether your application has been successful or an email or phone call if we need further information – such as for an RPL application – or you are not successful.

## Step 5

If your application is successful we will provide you with an enrolment link.  
Upon completing the enrolment form, you will need to provide certified copies of working with children check – or equivalent, qualifications as well as your Unique Student Identifier (USI).

## Step 6

You will receive confirmation of your enrolment and invoice, if successful, or receive an email or call from us to either ask for further information or advise you if you are not successful.

## Step 7

You can now access your learner portal and will receive further information as required about your specific course.  
Welcome to the course!

**\*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).



