

DIPLOMA IN TRAUMA AND MENTAL HEALTH INFORMEDSCHOOLS TRAINING CONTRACT



Delegate's Name:

Address:

Tel No:

Email Address:

In consideration of my undergoing and receiving this training I hereby agree as follows:

- 1.** To meet the requirements for training and supervision as laid down for this training.
- 2.** Not to betray confidentiality in respect of any information I may receive from, or about, any other delegates in the training.
- 3.** I understand that at various times during the training, inclusion of my own personal process is integral to the experiential learning provided. This includes personal work in dyads and small groups and role-plays in which I will be asked to explore events in my life through imagery or directly. I understand that this can be emotionally challenging as well as often moving and bringing insight.
- 4.** I have sufficient support mechanisms ("go-to" people) in my life to help me with the psychological impact of the training (as some of the content may be triggering and distressing) and to support me with the emotional impact of working with vulnerable and traumatised children in a school setting.
- 5.** I understand that the training includes experiential learning so that I can experience interventions personally, before offering these to children and young people. I understand that I will be required to engage in all aspects of experiential work on the training, as not experiencing interventions myself can lead to a lack of both confidence and grounded skills in providing for interventions for children and young people.
- 6.** I have read and understood the personal readiness criteria (see overleaf) required for qualification and in terms of my self-awareness and how I interact with peers and staff on the training.

7. TISUK reserves the right to ask a delegate to leave the training should we feel it is putting their psychological well-being at risk.

8. On the rare occasion when TISUK feels that it is not appropriate for a delegate's training to continue, we reserve the right to ask the delegate to leave the training. This would be fully explained. This would also include any rude, bullying, discriminatory, intimidating, and physically or verbally abusive behaviour, or if someone is deemed to be acting in some way which is detrimental to the learning of others.

9. Loss or personal injury on the training

We regret that we cannot be held responsible for any loss or damage incurred on the training. We cannot be held responsible for any personal injury from personal negligence.

10. Postponement of training days

Due to exceptional unforeseen events outside of our control, TISUK reserves the right to postpone a two-day training module. On most trainings we have two trainers to help ensure against this happening.

By signing this contract, I also acknowledge that the copyright and all other intellectual property rights in all training materials are for the sole use of TISUK. It is not permitted to take photographs of any of the slide images or make audio recordings of any of the lectures or group discussions. It is not permitted to copy/photocopy training materials, nor use in any other training environment.

I have read and understood the TISUK Privacy Policy found on the website www.traumainformedschools.co.uk

Thank you for your understanding and we very much hope you enjoy the training!

Signed:

Date:

INTERACTIONS WITH STAFF AND DELEGATES ON THE TRAININGS AT TISUK

Personal readiness criteria to qualify from your training

How you interact with staff and delegates on the training. Why it matters.

It matters because of safeguarding.

To ensure the highest quality of interactions with children/teenagers, we need to be sure that delegates can transact in emotionally healthy ways and especially when under stress. This is because there will inevitably be situations of stress in the workplace and sometimes in your transactions with vulnerable children. We want our delegates/practitioners to transact with others in such a way that they add to the mental health of a culture or community. Just as a licensed pilot will not intentionally crash a plane, we need to be assured that delegates won't crash relationships by transacting in harmful ways. Furthermore, there will be times of course, when you will need to put a boundary down with and/or gracefully confront a child/ teenager. We are truly a listening and *talking cure* profession so it's vital we do this in a socially engaging not socially defensive way, thinking carefully about the tone and language we use.

It matters, because at the very heart of trauma informed training is the process of change through healing relationship and specifically through the transactions between practitioner and child/teenager.

It would therefore be both hypocritical of us and an anathema if, on the trainings, we simply turned a blind eye to any delegate transactions with peers and staff that come from a critical or blaming position, and to say *'Oh well I am sure x will be lovely with children/ teenagers so the fact that under stress, on the training they go into blame, put-downs and judgement doesn't matter.'*

It matters in terms of being stable under stress.

As you know, people feel most vulnerable when hurt, stressed or distressed. It's at these times therefore that we are most likely to 'act out'; get into a psychological game, start to blame, criticise or come from a controlling position i.e. *'All will be well when YOU change.'* At times of stress, delegates will need to be able to reflect not react. That said, of course we accept that occasionally someone on the training might lose it at times. We are saying that if you do lose it in terms of moving into blame, attack, put-down, you then are able to come back with insight about how you got triggered, and from there, to actively seek to repair and resolve.

Reassurance and support in terms of ensuring an informed position

Please be assured that the vast majority of our delegates have absolutely no problem with personal readiness. We have written this therefore, for those people who it may concern. It wouldn't be fair to lack transparency on this matter. So, our intention is to ensure that all delegates are fully informed about what is required of them in the training in order to continue, and also for successful completion. Unless there is a serious concern over personal readiness, if we become aware of socially defensive interactions, our aim is not to delay or prevent qualification or progression on to an advanced level. It is rather to support delegates by providing feedback and time to complete the necessary personal work. Furthermore, in order to qualify, all delegates will need to be recommended by the faculty as demonstrating personal readiness, professionalism and integrity to practice. The vast majority of delegates have no problem with this whatsoever.

Personal readiness criteria

- To be able to engage in a process of psychological introspection and self-enquiry, particularly when under stress.
- To fully understand how perception of the present is coloured by inner world reality.
- To own your part in what has been co-created in any difficult transaction with another person.
- To transact with staff and peers from a socially engaged not socially defended position.

- To stay reflective under stress, not resorting to blame, sulking, being patronizing or any other social defensive behaviour.
- To resolve conflicts and disagreements through negotiation not blame.
- When feeling outrage, righteous indignation, wanting to transact with blame or personal attack, to recognise that you have been triggered and to be able to step back and consider which past painful relational experiences are colouring your perception of the present.
- With conflicts, to have the capacity for relational repair and willingness to resolve, and to accept and acknowledge the other person's wish to repair and willingness to resolve.
- When repair is difficult, to reflect on this through further personal work considering past trauma triggers, projections and transferences.
- To be able to transact from position 4 of the discount matrix not position 1,2, 3.
- Discount Matrix
 - 1) There isn't a problem
 - 2) There is a problem but it's not to do with me
 - 3) There is a problem it is to do with me, but I can't do anything about it.
 - 4) There is a problem it is to do with me, and I can do something about it.
- To refrain from institutional dependency *'TISUK organisation must change in the way I want it to'*. *'TISUK needs to change by doing x'* rather than looking at how you as a member of this community can make positive changes to support yourself with your peers or on your own
- To accept feedback from tutors or peers without moving into a hostile, defensive position (e.g. blame or righteous indignation).

FAQ

So, you are saying we can never get angry on the training?

Of course, you can get angry. It simply means you get angry from an adult ego state rather than from critical parent ego state. So you would say something like, *'When you ... I feel xx... so what I want is,... will you?'* i.e. the intention to resolve, rather than communication with the underlying message of *'You are xx and I will MAKE you change and if you don't I will shame you'* i.e. the intention to punish and make the other person feel bad, shamed, guilty, controlled. If you do get triggered and transact with archaic anger not healthy here and now anger, you would be able to stand back and reflect in order to have insight into how your past trauma has coloured your perception of the moment. From there, you would move into repair and resolution.

Are you saying we can't criticise or give feedback?

We love feedback about our courses and have asked for feedback from the start of IATE (sister organisation) 30 years ago, year of conception: 1989. Over the years, we have changed content, structure and staffing on our courses as a result of delegate feedback. Some courses have now benefitted from 30 years of delegate feedback! In contrast, when feedback is delivered from a critical, superior, blaming, shaming, controlling way, we consider this to be a personal readiness concern for all the reasons stated above.

Are you expecting us to love each other and be best friends?

Absolutely not. You may really not like a peer or member of staff. It's human nature. It's then how you handle this with grace and respect.

Thank you for reading this. We are sure you will understand the importance of the above. Unlike other trainings outside of the helping professions, trauma informed practice requires in depth self-knowledge, self-reflection and transactional expertise at the highest level.