

Dissociation Practitioner Certificate

Participant Course Handbook

2026-2027 cohort

Four one-day CPD modules delivered live online over two mornings each

Status at publication

GreenWood Mentors has applied for the British Psychological Society (BPS) CPD Quality Mark. Approval is pending. The award described in this handbook is a GreenWood Mentors continuing professional development certificate; it is not an academic qualification, regulated title or licence to practise.

Version 1.2 | September 2026

Course Director: Dr Fiona Kennedy | GreenWood Mentors Ltd

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Document control

Field	Current information
Handbook version	1.1
Publication date	1 September 2026
Applies to	Dissociation Practitioner Certificate 2026-2027 cohort
Owner	Course Director, GreenWood Mentors Ltd
Planned review	After each module and at the next quarterly course review
Status	BPS CPD Quality Mark application pending at publication

1. Welcome and how to use this handbook

Welcome to the GreenWood Mentors Dissociation Practitioner Certificate. This is a practical, graduated continuing professional development programme for qualified mental health practitioners who want to recognise, assess, formulate and treat dissociation with greater confidence.

The handbook explains what you need to know before applying, while completing the four modules, and when claiming the award. Please read it before booking and keep it for reference throughout the programme.

Your responsibilities

Check that you meet the entry requirements; give accurate registration information; request any reasonable adjustment early; protect client and peer confidentiality; complete each module and its assessment; and practise only within your professional competence and scope.

What this programme is - and is not

- It is a four-module, postgraduate-level CPD pathway for already-qualified mental health practitioners.
- It develops specialist knowledge and skills but does not replace a core professional qualification, supervised clinical experience, employer governance or professional registration.
- The GreenWood Mentors Dissociation Practitioner Certificate is a CPD certificate, not an academic degree, statutory qualification, protected title or independent licence to practise.
- Completing the programme does not by itself demonstrate competence to manage every complex dissociative presentation. Ongoing supervision, consultation and referral remain essential.

2. Programme overview

Item	Details
Award	GreenWood Mentors Dissociation Practitioner Certificate
Audience	Qualified mental health practitioners who deliver therapy or psychological care
Structure	Four one-day modules, each delivered over two live online mornings
Programme period	3 December 2026 to 9 April 2027
Teaching time	28 scheduled hours including breaks
CPD learning time	6 hours per module; 24 CPD hours for the four-module Certificate
Delivery	Live online; recordings available for later completion where stated
Cohort size	Minimum 5; maximum 50 participants
Assessment	Short multiple-choice questionnaire after each module; pass mark 75%
Award requirement	Meet entry criteria, complete all four modules and pass all four assessments

Item	Details
Fee	£95 per module; £340 for all four Certificate modules booked together (a saving of £40)
BPS status	Application for the BPS CPD Quality Mark pending at publication

Programme purpose

Dissociation can affect perception, consciousness, memory, emotion, bodily experience, behaviour and the continuity of the sense of self. It may occur across diagnostic groups or form part of a primary dissociative disorder. The programme helps experienced practitioners add dissociation to assessment and formulation, select proportionate interventions, recognise limits of competence and plan appropriate supervision or referral.

Programme leadership and teaching team

Scheduled delivery is led by Dr Fiona Kennedy and Dr Helen Kennerley, supported by GreenWood's wider training team.

Dr Fiona Kennedy

Course Director and Clinical Psychologist. Dr Kennedy is Director of GreenWood Mentors Ltd, developed the published cognitive model of dissociation, and has more than 20 years' experience researching, training, supervising and delivering interventions for dissociative presentations in the UK and internationally.

Dr Helen Kennerley

Consultant Clinical Psychologist with Oxford Health NHS Foundation Trust and Senior Associate Tutor at the University of Oxford. Dr Kennerley is a founding fellow of the Oxford Cognitive Therapy Centre, an experienced author and trainer, and an Honorary Fellow of the BABCP.

Marie Wassberg

Social Worker, CBT and DBT therapist and trainer. Marie is registered with Social Work England and accredited by the BABCP, with experience delivering training across the UK, USA and Europe. She contributes to GreenWood's wider dissociation training team and may support delivery or course development.

Dr Fiona Kennedy leads programme coordination. Dr Helen Kennerley provides senior contingency cover. GreenWood Mentors may use another suitably qualified trainer if illness or exceptional circumstances require a change; participants will be informed of any material change.

3. Entry requirements and application

Who may apply

Applicants must be qualified mental health practitioners and already competent to deliver therapy or psychological care within an accountable professional role. This requirement is essential because the programme assumes foundational assessment, formulation, risk-management and therapeutic skills.

Examples include, but are not limited to:

- HCPC-registered practitioner psychologists and other appropriately regulated psychological professionals;
- psychiatrists and other medically qualified mental health practitioners;
- BABCP-accredited CBT therapists;
- BACP- or UKCP-registered/accredited counsellors and psychotherapists with an appropriate diploma-level or higher professional qualification;
- registered mental health nurses, occupational therapists and social workers with a recognised therapy qualification or psychological-care role; and
- overseas practitioners whose qualification, registration and clinical role are judged equivalent.

Trainees, students and unqualified practitioners are not eligible unless they already hold a qualifying mental health profession in their own right. If you are unsure, ask the Course Director before paying.

Evidence checked at application

- Professional qualification certificate or equivalent evidence.
- Current registration, accreditation or professional membership where applicable.
- Current clinical role and employer/private-practice context.
- Any information reasonably needed to determine equivalence or scope of practice.

Admission is confirmed only after GreenWood Mentors has verified eligibility and received payment (or an agreed purchase order). If eligibility is not confirmed, the applicant will be offered clarification and, if still ineligible, a refund of the course fee paid.

In practice this means that booking online takes payment straight away, and GreenWood Mentors then checks eligibility before confirming your place. You will normally hear from the Course Director within five working days of booking. Paying for a course does not by itself confirm a place on it. If you are unsure whether you meet the entry requirements, please ask before you book; if a place cannot be confirmed, the fee is refunded in full.

Fair access

Selection is based on relevant professional eligibility and safe participation, not on age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy or

maternity, or any other irrelevant characteristic. Greenwood Mentors welcomes practitioners from diverse cultural, professional and service contexts.

4. Dates, fees and delivery arrangements

Module	Course	Live dates	Time	CPD / fee
1	Targeting Dissociation across Disorders	3-4 Dec 2026	09:30-13:00 UK time, both mornings	6 hours / £95
2	Working with Depersonalisation and Derealisation (DPDR)	14-15 Jan 2027	09:30-13:00 UK time, both mornings	6 hours / £95
3	Working with Dissociative Disorders	4-5 Mar 2027	09:30-13:00 UK time, both mornings	6 hours / £95
4	Working with Dissociative Identity Disorder (DID)	8-9 Apr 2027	09:30-13:00 UK time, both mornings	6 hours / £95

Time zone

Times are UK local time. The December, January and March dates fall in GMT; the April dates fall in British Summer Time (BST). Participants outside the UK are responsible for checking their local conversion.

Each module has seven scheduled hours across two mornings, including breaks, and provides six hours of CPD learning activity. The full Certificate therefore comprises 28 scheduled hours and 24 CPD hours.

Delivery platform

Public cohort sessions are online only and are delivered using a secure video platform such as Zoom or Microsoft Teams. The joining link and any pre-course instructions are sent to the registered email address. Tailored in-house delivery, online or face to face, is a separate commissioned arrangement and is not part of this public cohort.

Booking individual modules

Each Certificate module may be taken as stand-alone CPD. A module certificate is issued when the module requirements are met. Only participants who meet the entry criteria and complete all four modules and assessments are eligible for the full Dissociation Practitioner Certificate.

5. Programme learning outcomes

By the end of the four-module programme, successful participants will be able to demonstrate the following outcomes, organised using Bloom's taxonomy.

Remember

1. Define dissociation, dissociative disorders and related concepts, including dissociative processes, self-states, depersonalisation, derealisation, dissociative amnesia, fugue states, functional neurological symptoms and dissociative identity disorder.
2. Identify the principal clinical features and diagnostic criteria associated with dissociative symptoms and dissociative disorders.

Understand

3. Explain how dissociation can disrupt perception and consciousness, memory, bodily experience, emotional processing, behaviour and continuity of the sense of self.
4. Explain the Perceptual-Experiential-Self (PES) cognitive model of dissociation and how dissociative processes may develop and be maintained.
5. Describe how dissociation may occur across a range of psychological presentations, as well as constitute a primary dissociative disorder.

Apply

6. Conduct a sensitive and systematic clinical assessment of dissociation using clinical enquiry, behavioural observation, information from relevant others and appropriate assessment measures.
7. Apply the PES cognitive model to develop an individualised formulation that identifies triggers, dissociative processes, appraisals, self-states, maintaining cycles, risks and protective factors.
8. Communicate a formulation of dissociation using accessible, validating and non-stigmatising psychoeducation.
9. Demonstrate selected grounding, stabilisation and self-management strategies for reducing dissociation and increasing present-moment awareness.
10. Integrate appropriate interventions drawn from CBT, DBT, ACT and compassion-focused approaches to increase awareness, acceptance and control or choice in relation to dissociation and self-states.

Analyse

11. Differentiate dissociative disorders and dissociation from other possible explanations while recognising comorbidity, diagnostic overlap and occasions when specialist medical, neurological or psychiatric assessment is required.
12. Analyse relationships between trauma or overwhelm, environmental triggers, self-state switching, dissociative symptoms, risk behaviours and difficulties within the therapeutic relationship.
13. Analyse complex clinical challenges, including severe amnesia, engagement and trust, risk, therapy-interfering behaviours, neurodiversity, prolonged or organised abuse and intergenerational trauma.

Evaluate

14. Evaluate the quality and sufficiency of assessment information, compare alternative clinical hypotheses and revise the formulation in response to new evidence.
15. Evaluate the appropriateness, timing, potential benefits and risks of proposed interventions, including when to stabilise, target trauma, sit with the process, adapt the intervention, refer onwards or obtain specialist consultation.
16. Critically review personal competence and scope of practice, identifying continuing professional development and supervision requirements.

Create

17. Develop a phased, individualised and evidence-informed treatment plan incorporating agreed goals, risk management, stabilisation, work with maintaining processes and self-states, outcome monitoring and regular review.
18. Design appropriate adaptations to clinical services and professional support arrangements, including therapist time, continuity of care, supervision and multidisciplinary working, to support safe and effective treatment.

6. Teaching and learning methods

The programme uses the Kolb-Lewin experiential learning cycle. Participants receive information, observe and reflect, practise or apply ideas, and plan how to test learning in their own professional context.

- Focused teaching linked to clinical examples and current evidence;
- trainer demonstrations and modelling;
- case vignettes and, where ethically appropriate, consented video material;
- guided formulation and treatment-planning exercises;
- role-plays and skills practice in breakout rooms;
- discussion, questions and reflective learning with other practitioners;
- application to carefully anonymised participant cases; and
- an end-of-module knowledge assessment and action planning.

Participation

Active participation improves learning, but no participant is required to disclose personal trauma or sensitive personal material. Alternative ways of taking part can be agreed as a reasonable adjustment.

7. Module guide

Module 1: Targeting Dissociation across Disorders

Purpose: recognise, assess, formulate and target dissociation across clinical presentations, including presentations often described as complex, puzzling or treatment resistant.

- Dissociation across disorders and service settings;

- prevalence and clinical significance;
- the PES cognitive model of dissociation;
- sensitive clinical enquiry and assessment measures;
- adding dissociation to an individual formulation;
- strategies and techniques for intervention; and
- formulating and planning work on participants' own anonymised cases.

Resources may include a relevant article by Dr Kennedy, digitally scored clinical assessment scales and psychoeducation materials.

Module 2: Working with Depersonalisation and Derealisation (DPDR)

Purpose: recognise, formulate and treat depersonalisation and derealisation using adapted CBT and third-wave strategies.

- What DPDR is and how it may present;
- recognition and assessment;
- CBT models of DPDR;
- adding DPDR to clinical formulation; and
- intervening with and treating DPDR.

Resources may include a relevant article or book chapter, assessment guidance and psychoeducation materials.

Module 3: Working with Dissociative Disorders

Purpose: assess, formulate and plan treatment for dissociative disorders and associated somatic/functional presentations, while considering credible alternative explanations.

- Diagnostic criteria and contemporary classification;
- assessment and formulation, including when a presentation is not a dissociative disorder;
- dissociative amnesia, fugue states, functional/dissociative seizures and unexplained physical symptoms;
- risk, severe amnesia, therapeutic-relationship challenges and likely length of treatment;
- neurodiversity and cultural considerations;
- case vignettes and participants' anonymised cases;
- service adaptations, continuity and therapist time; and
- supervision requirements and arrangements.

Module 4: Working with Dissociative Identity Disorder (DID)

Purpose: make sense of varied DID presentations, conduct a careful assessment, plan phased work and recognise when specialist consultation or referral is needed.

- What DID is and varieties of presentation;

- assessment, differential considerations and understanding when a presentation is not DID;
- severe amnesia, risk and changes in self-state;
- therapeutic-relationship challenges and the potential length of therapy;
- prolonged, organised or intergenerational abuse and involvement of professionals in abuse;
- neurodiversity and cultural considerations;
- case vignettes and participants' anonymised cases;
- service adaptations and effective pathways; and
- supervision and professional support.

8. Assessment, progression and award

Assessment strategy

A short multiple-choice questionnaire follows each module. It checks understanding of the core knowledge and decision-making taught in that module.

Item	Details
Pass mark	75% for each module questionnaire
Attempts	Unlimited attempts during the programme access period
Feedback	Automated or trainer feedback is provided so that learning gaps can be addressed
Progression	Modules 1-3 must be passed before progression to the next Certificate module
Final award	All four modules completed and all four assessments passed
Support	Course-related questions may be submitted to the teaching team by email; telephone/text discussion may be arranged where helpful

Unless a questionnaire says otherwise, participants may refer to their course materials, but answers must be their own. Assessment questions and answer keys must not be copied or shared.

If you do not reach 75%

- 1. Review:** Read the feedback and revisit the relevant course material.
- 2. Ask:** Contact the trainer if an item remains unclear or an access need affected performance.
- 3. Retry:** Repeat the questionnaire. There is no additional assessment fee and no numerical limit on attempts during the access period.
- 4. Adjustment:** Where appropriate, Greenwood Mentors will consider an alternative accessible assessment arrangement that tests the same learning outcomes.
- 5. Appeal:** Use the appeals procedure in section 18 if you believe a material procedural error, bias or failure to implement an agreed adjustment affected the outcome.

Certificates

- For live completion, GreenWood Mentors issues a module attendance/CPD certificate after attendance and assessment records are checked.
- For recording-based completion, the certificate will describe completion rather than live attendance.
- The full Dissociation Practitioner Certificate is issued only after eligibility, completion and assessment requirements for all four modules have been verified.
- Participants are responsible for retaining certificates and recording CPD in the format required by their own employer, regulator or professional body.

Competence and title

The Certificate records completion of this CPD pathway. It does not guarantee competence in every clinical situation and does not authorise the holder to use a protected or regulated title they do not otherwise hold.

9. Attendance, recordings and technology

Attendance expectations

- Join promptly using the name used at registration so attendance can be verified.
- Attend both mornings of a live module and take part in learning activities to claim live CPD attendance.
- Tell the course team as soon as possible if illness, clinical duty or an emergency affects attendance.
- A webcam and microphone are normally needed for interactive work. Camera use may be adjusted for disability, bandwidth, privacy or another agreed reason.
- Do not join while driving or from a setting where confidential discussion may be overheard.

Recordings

Plenary teaching may be recorded and made available for later viewing or purchase. Breakout rooms are not normally recorded. Participants will be told when recording is active. Recording availability and access duration are confirmed at booking or when access is issued.

Participants completing a module by recording must view the full teaching content, complete any required learning activity and pass the module questionnaire. GreenWood Mentors cannot guarantee that every interactive element can be replicated in a recording and may provide an equivalent task.

Participants must not make personal audio, video, screen or AI-generated recordings, or allow an AI meeting bot to join, unless GreenWood Mentors has given written permission as an agreed reasonable adjustment.

Minimum technology

- A stable internet connection;
- a computer or tablet able to run the stated video platform;

- working audio and, for interactive exercises, a webcam and microphone;
- access to the registered email account and digital course materials; and
- a private environment appropriate for confidential professional learning.

Test the platform before the first session. GreenWood Mentors will provide reasonable help with access but cannot take responsibility for a participant's device, local network or firewall. If a GreenWood system failure materially prevents access, the team will offer a reasonable alternative such as a recording, rescheduled session or transfer.

10. Learning resources and participant support

Resources

- Digital handouts and presentation materials, normally provided before or around each module.
- Relevant academic articles or book chapters where copyright permits.
- Assessment tools, scoring resources and psychoeducation materials where licensed for participant use.
- Links to relevant professional, service-user and educational resources.
- A recording or equivalent follow-up material where stated.

Tutor support during the programme

Questions are encouraged during live teaching and through chat. Course-related clarification is also available by email throughout the four-month programme period; a telephone or text discussion may be arranged when useful. This support is not capped by a fixed number of questions, but it is limited to reasonable educational guidance.

Support is not clinical supervision or crisis care

Tutor contact does not transfer responsibility for a case to GreenWood Mentors, replace local clinical governance or supervision, or provide an emergency response. Use your employer's risk and safeguarding procedures and emergency services where required.

Ongoing supervision

Optional post-training supervision groups are available through BABCP-accredited supervisors with experience from less complex dissociation through to DID. Supervision is a separate service, may involve an additional fee, and is not included in the Certificate fee unless explicitly stated in writing.

11. Equality, diversity, inclusion and reasonable adjustments

GreenWood Mentors aims to provide an inclusive learning environment and to remove avoidable barriers. Participants are invited to discuss access needs at application or as soon as a need becomes apparent. A formal diagnosis is not automatically required, although limited supporting information may be requested when necessary to identify an effective and proportionate adjustment.

Possible adjustments

- Materials in advance, accessible digital formats or use of assistive software;
- live captions, transcripts or an audio/visual recording where available;
- additional or differently timed breaks;
- flexibility about camera use or an alternative to a breakout-room exercise;
- extra time or an accessible response format for the questionnaire;
- audio or word-processed feedback;
- AI-generated notes supplied by GreenWood Mentors only where data protection, consent and confidentiality requirements are satisfied; and
- reasonable timetable or participation adjustments for cultural or religious observance, including prayer.

Adjustments must preserve the learning outcomes and integrity of the award. If a requested adjustment is not feasible, the Course Director will discuss an effective alternative. Decisions can be appealed under section 18.

12. Clinical safety, confidentiality and safeguarding

Client and service information

Only properly anonymised clinical material may be discussed. Remove names, exact dates, locations, employer/service identifiers, rare combinations of details and any other information that could make a person identifiable. Do not paste identifiable information into chat, assessments, email or shared documents.

Where GreenWood Mentors uses client recordings, testimony or case material, the team will use appropriate consent, anonymisation and secure handling. Copyright and consent restrictions continue after the course.

Confidentiality between participants

- Treat peer contributions and breakout-room discussion as confidential professional learning.
- Do not repeat a colleague's case, personal disclosure or service information outside the course in an identifiable form.
- Do not take screenshots or copy chat content without explicit permission.
- Confidentiality cannot be absolute where a disclosure indicates a serious and immediate risk, a safeguarding concern or a legal/professional duty to act.

Managing emotionally demanding content

The programme covers trauma, self-harm, suicide risk, abuse, revictimisation and complex service experiences. Participants may step away briefly, use an agreed adjustment or contact the trainer privately.

Training is not personal therapy. If you become distressed, use your own support, supervision, occupational health, GP or emergency route as appropriate.

Clinical responsibility and referral

Participants remain accountable to their professional code, employer and local law. Work within competence, obtain informed consent, complete appropriate risk assessment, seek supervision and refer for medical, neurological, psychiatric or specialist dissociation input when indicated. The course does not support premature certainty about trauma histories, suggestive interviewing or assuming that every puzzling presentation is dissociative.

13. Ethical and professional conduct

The programme is designed and delivered in line with the current BPS Code of Ethics and Conduct and the standards of relevant professional and regulatory bodies.

Respect

- Protect privacy, dignity, consent, self-determination and cultural values.
- Use inclusive, non-stigmatising language and remain sensitive to differences in identity, faith, community and explanatory model.

Competence

- Recognise limits of knowledge and skill, use current evidence cautiously, maintain technical skills and refer or seek consultation when necessary.

Responsibility

- Remain professionally accountable, use learning responsibly, avoid harm and manage competing duties transparently.

Integrity

- Be honest, accurate, fair and open to challenge; maintain boundaries; disclose conflicts of interest; and address misconduct appropriately.

Participant conduct

- Communicate respectfully and do not harass, discriminate against or intimidate others.
- Follow trainer directions for safe skills practice and breakout rooms.
- Do not promote commercial services, recruit clients or misuse participant contact details.
- Do not attend under the influence of alcohol or non-prescribed substances that impair participation.
- Raise concerns promptly and engage constructively with feedback.

GreenWood Mentors may pause an activity, issue a warning, remove a participant from a session or end enrolment where conduct creates serious risk or persistently disrupts learning. Wherever safe and

proportionate, the participant will be told the concern and given an opportunity to respond. A decision affecting progression or enrolment may be appealed.

14. Data protection, privacy and intellectual property

How participant data is used

GreenWood Mentors Ltd is responsible for the personal data it processes for this programme. Information may be used to check eligibility, administer bookings and payment, deliver teaching, arrange adjustments, record attendance and assessment, issue certificates, answer enquiries, manage complaints/appeals, evaluate quality and meet legal or professional obligations.

Data may be processed through necessary service providers such as email, payment, file-storage and secure video-platform providers. GreenWood Mentors will use appropriate contractual, technical and organisational safeguards and retain information only as long as needed under its retention arrangements. Certificate-verification records may need to be kept longer than routine teaching records.

Participants may ask about access, correction, deletion, restriction or another applicable data-protection right by contacting the Course Director. Rights depend on the purpose and lawful basis of processing. Concerns may also be raised with the UK Information Commissioner's Office.

Recording and privacy

Participants will be notified when a session is recorded. GreenWood Mentors will minimise inclusion of participant and clinical information and will not normally record breakout rooms. Participants should use only anonymised clinical material and may request an adjustment if recording creates an access or privacy concern.

Copyright and permitted use

Course slides, recordings, handouts and original resources are copyright GreenWood Mentors Ltd or the named rights holder unless stated otherwise. Enrolment gives the participant a personal, non-transferable licence to use materials for their own learning and clinical practice.

- Do not share course links, recordings, assessment questions or paid materials with others.
- Do not reproduce, sell, publish, translate or adapt substantial course content without written permission.
- Do not upload course materials, recordings or clinical content to public websites or third-party AI systems without written permission and an appropriate lawful basis.
- Resources explicitly supplied for client use or wider sharing may be used only within the licence stated on that resource.

15. Quality assurance and evaluation

GreenWood Mentors monitors the quality, accessibility, relevance and ethical delivery of the programme through:

- participant evaluation at the end of each module and at the end of the full programme;
- opportunities to comment during teaching and by email;
- review of assessment performance and support needs;
- quarterly trainer meetings that include evaluation feedback and course review;
- regular review of the evidence base and updating of teaching materials;
- supervision of training and trainer reflective practice; and
- review of complaints, appeals, access issues and any incidents.

Feedback may be reported in aggregate. Any quotation used in publicity will be anonymised unless the participant has given separate permission to be named. GreenWood Mentors will notify the BPS of material course changes if required by the CPD Quality Mark scheme.

16. Fees, cancellations and changes

Fees and payment

- The published fee for the 2026-2027 cohort is £95 per Certificate module.
- The four Certificate modules may be booked together for £340, a saving of £40 on the individual module rate. GreenWood Mentors Ltd is not registered for VAT, so no VAT is added.
- Payment is due at booking unless an invoice or organisational purchase order has been agreed.
- A place is not confirmed until eligibility and payment arrangements are accepted.
- Organisations may be invoiced against a purchase order, with payment due within 30 days of the invoice date. Please email the Course Director with the purchase order number, the billing address and any supplier details your finance team requires.

Participant cancellation

- 1. How to cancel:** Send written notice to drkennedy@greenwoodmentors.com. The date GreenWood Mentors receives the notice is the cancellation date.
- 2. Individual-module booking:** A cancellation received at least 14 calendar days before the first morning of that module is eligible for a full refund of that module fee.
- 3. Full-programme booking:** A cancellation received at least 14 calendar days before Module 1 is eligible for a refund of the full programme fee. After that deadline, fees for the programme are non-refundable, subject to statutory rights and GreenWood's discretion in exceptional circumstances.
- 4. Late cancellation or non-attendance:** A cancellation received fewer than 14 calendar days before the relevant start date, or failure to attend, is not normally refundable. GreenWood Mentors may offer a transfer, recording or credit where feasible, especially for documented exceptional circumstances, but this is not guaranteed.

5. Substitution: An eligible substitute may be accepted before a module starts if qualification evidence is supplied and GreenWood Mentors confirms the change in writing. Access to course materials must not simply be transferred between people.

6. Digital access: Once a recording or substantial digital course content has been supplied, cancellation or transfer may be restricted. Any applicable statutory rights remain unaffected.

Cancellation or change by GreenWood Mentors

GreenWood Mentors may change a trainer, platform or minor timetable detail where reasonably necessary, provided the learning outcomes and quality are maintained. Participants will be told about a material change as soon as practicable.

If GreenWood Mentors cancels or postpones a module, participants will be offered an alternative date, transfer/recording where equivalent, or a refund of the affected module fee. GreenWood Mentors is not responsible for indirect costs such as lost earnings, travel or accommodation. The public cohort is online, so participants should not incur travel costs.

If exceptional events outside reasonable control prevent delivery, GreenWood Mentors will take proportionate steps to reschedule or provide an equivalent learning route. Nothing in these terms removes rights that cannot lawfully be excluded.

17. Complaints procedure

GreenWood Mentors takes quality and standards seriously and aims to resolve dissatisfaction fairly, promptly and without disadvantage to a participant who raises a concern in good faith. A complaint may concern teaching, administration, conduct, accessibility, data handling, facilities or another aspect of the participant experience.

1. Early resolution: Raise the concern as soon as possible with the trainer or Course Director, using the website enquiry form or drkenedy@greenwoodmentors.com. GreenWood Mentors will provide an initial reply or acknowledgement within 48 hours.

2. Written complaint: If the matter is not resolved, set out what happened, relevant dates, supporting information, the impact and the outcome sought. The Course Director will investigate and normally provide a written outcome within 10 working days. If more time is needed, the reason and revised date will be explained.

3. Independent internal review: If the complaint concerns Dr Fiona Kennedy, or the complainant remains dissatisfied, a senior person not directly involved in the matter (normally Dr Helen Kennerley or another suitable independent reviewer) will review the handling and evidence. Request this review within 10 working days of the outcome. A final internal response will normally follow within 15 working days.

4. Mediation: Where appropriate and agreed by both parties, GreenWood Mentors will arrange or propose a neutral mediation process. Mediation does not remove statutory or professional reporting rights.

5. External routes: After internal steps, a concern may be raised with an appropriate body if it falls within that body's remit. This may include the BPS (including the CPD Quality Mark scheme if applicable), BABCP, HCPC, Social Work England, another regulator/professional body, the Information Commissioner's Office for data issues, or an appropriate business/consumer dispute-resolution route.

Serious concerns

A safeguarding issue, immediate safety risk, suspected criminal matter or serious professional misconduct does not have to wait for the ordinary complaints timetable. Use the relevant safeguarding, emergency, employer or regulatory route promptly.

Complaint information will be shared only with those who need it for fair investigation, safety, legal obligations or quality assurance. Records will be handled under GreenWood Mentors' data-protection arrangements.

18. Appeals procedure

An appeal asks GreenWood Mentors to review a decision about eligibility, reasonable adjustments, assessment, progression, removal from the course or award. Disagreement with academic or clinical content alone is not an appeal ground unless there is evidence of procedural error, bias, material factual error or failure to implement an agreed adjustment.

- 1. Submit:** Email the Course Director within 10 working days of the decision. Identify the decision, appeal ground, relevant evidence and outcome sought.
- 2. Initial check:** GreenWood Mentors will acknowledge the appeal and check whether it is within scope. Missing information may be requested.
- 3. Review:** A person not responsible for the original decision will review the records, assessment process, correspondence and any adjustment agreement. The participant may be asked for clarification.
- 4. Outcome:** A reasoned written decision will normally be provided within 15 working days. Possible outcomes include confirming the decision, correcting a record, reassessment, an alternative assessment, a reasonable adjustment, reinstatement or another proportionate remedy.
- 5. Final internal stage:** The appeal outcome is the final internal decision. A complaint about how the appeal was administered may still be raised under section 17; an external body may be contacted only where the issue falls within its remit.

19. Contacts and provider information

Item	Details
Provider	GreenWood Mentors Ltd
Course Director	Dr Fiona Kennedy
Email	drkennedy@greenwoodmentors.com
Telephone	07841 573732

Item	Details
Company number	6777694
Website	greenwoodmentors.com
Course webpage	greenwoodmentors.com/dissociation-practitioner-certificate/

For booking, eligibility, assessment, adjustments, complaints, appeals or data-protection questions, contact the Course Director. For an urgent clinical or safeguarding issue, use your own employer, local emergency or statutory route rather than the course contact.

Course information: [GreenWood Mentors Dissociation Practitioner Certificate webpage](#)

Booking listings: [GreenWood Mentors dissociation courses](#)

20. References and useful links

Core references are presented in APA 7 style. Course materials include additional module-specific sources.

Brand, B. L., Schielke, H. J., Schiavone, F., & Lanius, R. A. (2022). Finding solid ground: Overcoming obstacles in trauma treatment. Oxford University Press.

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Professional and regulatory links

[British Psychological Society Code of Ethics and Conduct](#)

[British Psychological Society governance and endorsements information](#)

[UK Information Commissioner's Office](#)

Appendix A. Application checklist

- [] I have read this handbook, including entry criteria, assessment, cancellation and complaints terms.

- ☐ I am a qualified mental health practitioner and competent to deliver therapy or psychological care.
- ☐ I can provide evidence of my qualification and current professional registration/accreditation where applicable.
- ☐ I understand that the Certificate is CPD and not an academic award, protected title or licence to practise.
- ☐ I have checked all dates and the UK time-zone conversion.
- ☐ I have suitable technology and a private place to join.
- ☐ I have requested, or know how to request, any reasonable adjustment.
- ☐ I understand the requirement to anonymise clinical material.
- ☐ I understand the 75% pass mark and the requirement to pass each module assessment.
- ☐ I understand the 14-day cancellation deadline and the terms for late cancellation/non-attendance.

Appendix B. Completion checklist

Requirement	Module 1	Module 2	Module 3	Module 4
Both live mornings attended or recording route completed	☐	☐	☐	☐
Required learning activities completed	☐	☐	☐	☐
Questionnaire score at least 75%	☐	☐	☐	☐
Questions/support needs resolved	☐	☐	☐	☐
Reflection/action plan recorded	☐	☐	☐	☐

Full Dissociation Practitioner Certificate: ☐ eligibility verified ☐ all four modules completed ☐ all four assessments passed

Final reminder

Use this training within your existing professional role, competence and governance. Seek supervision, consultation or referral when complexity, risk or uncertainty requires it.