



Online VIPP-SD Training Course WellCom study October 2024

The WellCom study is hosting an online international training in the use of the Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) for professionals. The goal of the VIPP-SD basic course is to introduce the participants to the elements of the VIPP-SD method, thereby increasing their knowledge and understanding of its practical use and its effectiveness. Participants will be taught how to apply the VIPP-SD through guided practice by means of illustrations and exercises. Comprehensive feedback will follow each practice assessment, led by experienced instructors.

Following the seven online seminars, participants will identify a family with whom they will deliver the intervention. Alongside this, participants will be supported via supervision with an experienced supervisor, to prepare for the video feedback sessions with their family.

Dates

Training course (7 days): **2, 3, 4, 11, 25, 30 and 31 October**

Training days are from 9.30am till 2.30pm. There will be a 20-minute coffee/tea break in the morning and a 40-minute lunch break at approximately 12.20pm – 1.00pm.

Supervision trajectory (6 meetings): In consultation with the supervisor, **6 online supervision meetings** will be planned, between every recording, preferably between **November 2024 and end January 2025**. Please note that the supervision trajectory with the practice family should start within 6 months after the VIPP-SD basic course.

Training schedule

Day 1 (4h.)	<i>Preparatory homework: watch pre-training video's (1h.), read literature (3h.) and Manual through HV3 (3h.)</i>		Exercise
9.30	75 min session	Introduction	Ainsworth (poll)
10.45	20 min break		
11.05	75 min session	HV 1,2,3: Profile	1 & 2 (subgroups)
12.20	40 min lunch break		
1.00	75 min session	Discussion	1 & 2
2.15 -2.30	Wrap up		

Day 2 (4h.)			Exercise
9.30	75 min session	HV 1,2,3: Sensitivity	Speaking for the child
10.45	20 min break		
11.05	75 min session	Speaking for the child	3 & 4 (subgroups)
12.20	40 min lunch break		
1.00	75 min session	Discussion	3 & 4
2.15 -2.30	Wrap up		

Day 3 (4h.)			Exercise
9.30	75 min session	HV 1,2,3: Sensitive Discipline	SD Strategy's
10.45	20 min break		
11.05	75 min session	Speaking for the child	5 & 6 (couples)
12.20	40 min lunch break		
1.00	75 min session	Discussion	5 & 6
2.15 -2.30	Wrap up		

Day 4 (4h.)	<i>Preparatory homework: Read Manual through HV5 (3h.)</i>		Exercise
9.30	75 min session	HV 4,5: Sensitivity Chains	Sensitivity Chains
10.45	20 min break		
11.05	75 min session	Sensitivity Chains	7 (subgroups)
12.20	40 min lunch break		
1.00	75 min session	Discussion	7
2.15 -2.30	Wrap up		

Day 5 (4h.)			Exercise
9.30	75 min session	HV 4,5: Corrective Messages	Corrective Messages
10.45	20 min break		
11.05	75 min session	Corrective Messages	8 & 9 (couples)
12.20	40 min lunch break		
1.00	75 min session	Discussion	8 & 9
2.15 -2.30	Wrap up		

Day 6 (4h.)	<i>Preparatory homework: Read Manual through the end (3h.)</i>		Exercise
9.30	75 min session	HV 6,7: Booster sessions	
10.45	20 min break		
11.05	75 min session	Complete script	10 (subgroups)
12.20	40 min lunch break		
1.00	75 min session	Continue	10
2.15 -2.30	Wrap up		

Day 7 (4h.)			Exercise
9.30	75 min session	Discussion	10
10.45	20 min break		
11.05	75 min session	Implementation	
12.20	40 min lunch break		
1.00	75 min session	Q&A and evaluation	
2.15 -2.30	Wrap up		

Training

This course will be delivered remotely using Zoom. This is very easy and safe to use regardless of your level of IT skill. You will need a desktop PC or laptop with a microphone and camera together with a suitably fast, preferably wired, internet connection. All participants will sit with their own laptop in separate rooms to enable easy communication. Mobile devices and tablets cannot be used, because they disable certain features used in training. Because of security reasons, you will have to use a Zoom account. Access to the online meetings is restricted to logged-in users only. Also, you will not be able to join from your browser, but only from the Zoom Desktop Client. Please note: Some devices provided by employers may have restrictions in place. Please use this test link (<https://zoom.us/test>) to check your set up. After clicking on 'Join', you will either get a pop-up message asking you to 'open the Zoom app' from your computer (if you already have the Desktop Client), OR you will be able to click on 'Download now', underneath the 'Launch meeting' button. For more information about using Zoom, please visit the Zoom website: <https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users>

Practice family

Following the basic 7-day online VIPP-SD course, participants will put the method into practice with a "training family". Individual online supervision meetings will be provided with a supervisor, to prepare for the home visits with the training family. Therefore, participants will need to identify a training family as soon as possible before or during the course. This could be an acquaintance, a friend (of a friend) for example, with a child between the ages of 1 and 4 years. You will work with one parent and one child. Preferably, the family should be a practice family, and not a service user, because you are still learning and you need to be able to make mistakes. There will be one home visit in which you will get acquainted with the parent and child and make recordings. After that, you will alternately give feedback (6 times) and record new videos online (5 times).

Indication of training hours (total 111 hours)

Basic course (48 hours):	Pre-training video's = 1 hour Read manual and literature = 12 hours Attendance 7 x 5 hours = 35 hours <i>(of which 7 x 4 hours of teaching = 28 hours)</i>
Practice family (57 hours):	HV 1 (recording only) = 1 hour HV 2-7: 6 x 2 hours = 12 hours <i>(travel time not included)</i> Prepare home visits for intervention (scripts) = 44 hours, as follows: <ul style="list-style-type: none">- HV 2 & 3: 2 x 8 hours = 16 hours- HV 4 = 10 hours- HV 5, 6 & 7: 3 x 6 hours = 18 hours
Supervision (6 hours):	Individual online sessions 6 x 1 hours = 6 hours

Attendance and certification

The participants are expected to attend all sessions of the training course. After completion of the VIPP-SD Training Course AND the supervision phase with the training family, participants shown to have proficient knowledge and understanding of the method, will be certified and ready to practice.

The aim of the course is for participants to:

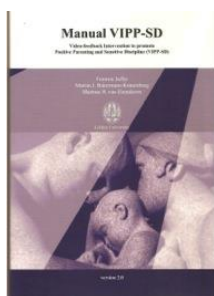
- Understand the theoretical basis of VIPP and its relation to attachment theory.
- Have familiarized themselves with the principles of VIPP-SD.
- Have had experience of implementing the intervention with peer support.
- Have had supervision on their work.
- Have a clear idea of how to further develop their VIPP-SD skills.

Certified VIPP-SD interveners will be registered by the Centre for Child and Family Studies, Leiden University.

Equipment

Working with VIPP-SD means working with video as a professional. For the practice family you need a digital video camera for the first visit and some (basic) editing equipment for all visits (e.g., Adobe premiere pro or Pinnacle Studio). Moreover, you will need a pc with a webcam for the remaining sessions. And you will need a box with different sets of toys to bring to the family for use during the video recordings. The types of toys will be discussed during the training course. Fulfillment of these essential requirements will be taken care of in the WellCom study.

Course material and literature



Before the start of the training, you will receive the VIPP-SD manual 3.0 in Danish via post, and various additional training in English documents via e-mail.

In preparation of the training, you are required to:

1. watch the three pre-training videos – links to these will be provided in a separate document approximately three weeks before the start of the training. Please note you will be asked to fill out your name and email address before you gain access so you can be identified.
2. read the Manual up to and including HV3, and
3. read the following article:

Effective preventive interventions to support parents of young children: Illustrations from the Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) by Juffer, F., Struis, E., Werner, C., & Bakermans-Kranenburg, M.J. published in 2017 in the *Journal of Prevention and Intervention in the Community*, 45 (3), 202-214.

<https://doi.org/10.1080/10852352.2016.1198128>

Trainers and co-trainers

The trainers for this course are Marije Stoltenborgh, Tine Steenhoff and Nina Marie Lassen. Marije is the main trainer. She is an experienced VIPP-SD Trainer and Supervisor from the Netherlands and will provide the training in English. If you would like to know a bit more about her before the start of the training, you can have a look at [her LinkedIn page](#). In case you have questions about the training, you can reach her via

marijestoltenborghadvies@gmail.com Tine and Nina are co-trainers, this being their last training before getting their VIPP-SD Trainer certificate. They are both experienced VIPP-SD Supervisors from Denmark and have led an extensive research project about VIPP-SD. If you wish to contact them you can e-mail either tine.steenhoff@psy.ku.dk or nina.marie.lassen@psy.ku.dk

For questions regarding the WellCom Study or the organization of the training, you can contact Kirstine Davidsen via Kirstine.Agnete.Davidsen@rsyd.dk

More information about VIPP

Website: <https://www.vipp-sd-international.org/home-1>

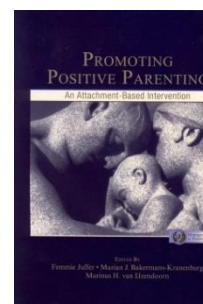
Email address: info@vipp-sd-international.org

Recommended reading

Juffer F., Bakermans-Kranenburg M.J. (2018). Working with Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD): A case study. *Journal of Clinical Psychology, 74 (8)*, 1–12.

<https://doi.org/10.1002/jclp.22645>

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (Eds.) (2008). *Promoting positive parenting: An attachment-based intervention*. New York: Taylor & Francis.



Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2014). *Attachment-based interventions: Sensitive parenting is the key to positive parent-child relationships*. In P. Holmes & S. Farnfield (Eds.), *The Routledge Handbook of Attachment: Implications and Interventions*, 83-103, London: Routledge.

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2017). *Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD): Development and meta-analytical evidence of its effectiveness*. In H. Steele & M. Steele (Eds.), *Handbook of attachment-based interventions* (pp. 1- 26). New York: Guilford Press.

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2017). Pairing attachment theory and social learning theory in video-feedback intervention to promote positive parenting. *Current Opinion in Psychology, 15*, 189-194. <https://doi.org/10.1016/j.copsyc.2017.03.012>