

Washington School of Clinical and Advanced Hypnosis



Student Handbook

2005-2006



Contents:

Foreword	3
Overview of the Course	
Philosophy	4
Entry requirements	4
Structure	5
Assessments	6
How the course fits the national structure of hypnotherapy	6
The Hypnotherapy Practitioner Diploma	7
Details	
Learning outcomes	9
Your portfolio	16
Additional requirements	17
Recommended Reading	18
Staff	
Shaun Brookhouse, Principal: Manchester & London	20
Fiona Biddle, Vice Principal: London	22
John Lawrence: Highlands of Scotland	23
Rae Jenson: Central Scotland	24
Stephen Wilson: NW Kent	25
Stephanie Kirke: Berkshire	26
David Collingwood-Bell: West Midlands	27
Hilary Norris Evans: Bristol and Bath	28
Danielle Lyons: Essex	
Julian Davidson: Nottingham	29
Professional Registration	
NCH	31
NGH	31
Procedures	
Appeals	32
Equal opportunities	33
Learning and teaching	35
Codes of Ethics	
NCH	37
NGH	42



Foreword

Welcome to the Diploma in Clinical and Advanced Hypnosis and the Washington School. I am delighted that you have chosen to train in this exciting profession with us.

This handbook is designed to give you all the information that you need as you start and then progress through the course. The field of hypnotherapy in the UK is complex; it is our aim to enable you to take your place as a fully qualified and supported professional, so that you can find fulfilment in your chosen career.

At the Washington School, we pride ourselves on our on-going commitment to our students, and the profession as a whole. If at any time you need to ask questions or seek advice, please speak to either your own trainer, myself, or our Vice Principal, Fiona Biddle. Contact details for all staff can be found in the "Staff" chapter within this handbook.

Here, we detail all the requirements that must be met in order for you to satisfactorily complete the Diploma, and obtain your qualification to practice. All requirements are set so that we can be sure that anyone who qualifies with us is fit to practice. The profession of hypnotherapy involves the creation of significant relationships with often vulnerable people. Therefore ethics are of extreme importance and will be emphasised throughout.

I very much hope that you enjoy the course, and find your choice fulfilling.

Best wishes



Shaun Brookhouse, GCGI, MA, DCH, PhD, CertEd, LCGI, PGDHP, DipProfCouns,
HPD, FNGH, FNCH
Principal



Overview of the Course

Philosophy

The philosophy of the Washington School is based around high standards of training and practice. We believe it is critical to adopt an ethical approach to all aspects of the profession, and to support all moves towards these aims, nationally and internationally.

Our approach to the study of hypnotism and therapy is integrative. We encompass many views and methods within the training, all building to an integrated whole that gives the practitioner a comprehensive "tool-box" for use with a wide range of client issues.

Unlike some other hypnotherapy courses, we are firm advocates of both demonstration and practice. We do not simply lecture to our students. Your confidence will develop from not only understanding the processes involved, but also from witnessing the processes in action, and, most importantly, successful implementation yourself.

Entry requirements

While the benefit of having previous related training and education is appreciated, the most important factors for admission to the DipCAH course are:

- enthusiasm
- commitment
- professional outlook

Our interview process is designed to investigate these factors within all applicants.



Structure

The DipCAH course is run in different ways at different centres, but all teach the same core materials. These materials are divided into what we lovingly call "chunks", and each centre groups the chunks into modules.

Chunks

Abreaction	Marketing
A simple 3-step method of self-hypnosis	Metal model
Anchoring	Metaphor
Anxiety and panic attacks	Metaphors: NLP
Basics of NLP	Methods of self-hypnosis
Behavioural assessment	Misconceptions
Blackboard induction	Pain
Contraindications	Parts integration
Core conditions	Phobias
Dangers of hypnosis	Potential problems with therapeutic process
Depth testing	Process
Ego strengthening	Rapport (NLP)
Ethics	Recognition and classification of subjects
Erickson	Reflective practice
Erickson's early learning set	Representational systems
Eye patterns	Resistance
False memory syndrome	Sensory acuity
Favourable and unfavourable influences	Six step reframe
Fractionalisation	Smoking cessation
Free floating regression	Strategies: NLP
Glove anaesthesia	Stress reduction
Goal (future) orientation	Submodalities
Hierarchy of ideas	Substitute words for hypnosis
History	Suggestibility
How to hypnotise	Suggestions
Humanistic principles	Swish
Hypermnesia and hyperaesthesia	Tasking
Hypnosis in dentistry	The conscious/unconscious mind
IBS	Therapeutic relationship
Ideo-motor responses	Time line regression
Inductions	Trance depth
Introduction	Transference
Introduction to self-hypnosis	Use of the Voice
Keys to an achievable outcome	Utilisation
Language patterns	Weight control
Listening skills	What is hypnosis?
Manipulation of distractions	



Assessment

Assessment is two-fold. Firstly, you will be observed throughout the course, in terms of your involvement in the course, and in practical exercises. If your tutor feels that there are areas of concern, he or she will discuss these with you as soon as feasible.

Secondly, you will be required to put together a portfolio of work, details of which can be found later in this handbook.

How the course fits the national structure of hypnotherapy

There is no regulation of hypnotherapy within the UK. It is legal for anyone to set up and practice, without limit, except where other laws and standards would be applicable. For example, trading standards and advertising standards regulations would apply. Also, criminal law could be enacted if a person were to, for example, commit fraud, or actual bodily harm on their "clients".

However, there is a professional structure that is becoming increasingly harmonised. In 2003, National Occupational Standards were ratified. The Principal (Shaun Brookhouse) and Vice principal (Fiona Biddle) of the Washington School were part of a seven person panel which created these standards. There is also an umbrella body, the UK Confederation of Hypnotherapy Organisations. Since 2004 the only bodies entitled to be members of UKCHO are those that accredit schools and/or register hypnotherapists.

Shaun Brookhouse was the founding chairman of UKCHO, and Fiona Biddle is, past chair. This demonstrates our full involvement and commitment to the furthering of the profession in the UK.

We accredit our course through the National Council for Hypnotherapy in the UK. This body has been in existence since 1973 (formally the Hypnotherapy Register as part of the National Council of Psychotherapists). The NCH is a member of UKCHO. Again, at the time of writing, Shaun Brookhouse is a past Chair of the NCH, Fiona Biddle is its Executive Director and four other WSCAH trainers are on its executive (John Lawrence, Stephanie Kirke, Hilary Norris-Evans and Steve Wilson).



The DipCAH meets the National Occupational Standards, and on completion you will be entitled to join the NCH.

Internationally, we are accredited by the National Guild of Hypnotists in the USA. Shaun Brookhouse is on their advisory board, board certification committee, and is their International Affairs Director. You will also be entitled to join the NGH on completion of the DipCAH.

The Hypnotherapy Practitioner Diploma

Due to our accreditation with the NCH, you not only receive the DipCAH on completion of this course, but also the Hypnotherapy Practitioner Diploma.

The Hypnotherapy Practitioner Diploma (HPD) is a qualification instigated in June 2002 and accredited jointly by the NCH and NCFE. We believe the HPD to be the first open to all, nationally accredited Diploma in Hypnotherapy. There are two ways to obtain the HPD, for students with an accredited school, like you, the qualification is run parallel with the school's own diploma. For existing practitioners, they can produce the portfolio for assessment independently.

NCFE

NCFE is an awarding body operating throughout the UK offering qualifications from pre-entry level up to and including level 4. NCFE qualifications, schemes and awards are offered by colleges, private training providers, adult education centres, community groups, schools and businesses. Last academic year, over 150,000 people used their NCFE certificates to boost their career prospects, realise their ambitions and achieve their goals. NCFE can trace their record of working with colleges and other providers back to their founding organisation, the Northern Union of Mechanics' Institutes (NUMI), established in 1848.

NCFE's earliest incarnation held lofty ambitions. Its first report declared its intention to "become a centre from whence the elements of knowledge and civilisation shall go on with an unceasing progress, conferring intellectual, scientific and moral blessings throughout the length and breadth of the Northern Counties."



From 1920, the Northern Counties Technical Examinations Council (NCTEC or 'Northern Counties' as it became affectionately known) supplanted NUMI and in 1981, the Northern Advisory Council for Further Education (NACFE), merged with the NCTEC to become the Northern Council for Further Education. When the further education sector was incorporated (made independent of the government) in the early 1990s the company felt the old name was incompatible with our new national focus and has since then been identified simply as NCFE with the letters no longer being an acronym.

For further information see www.ncfe.org.uk

NB: As at the date of writing the relationship between the NCH and NCFE is likely to cease, and the HPD validated by another body or directly by the NCH. If gaining the NCFE award is important to you, you will need to have all your work assessed by September 2006 to ensure that this is achieved.



Details

Learning Outcomes

The Learning Outcomes for the DipCAH/HPD are based on the National Occupational Standards. The complete document can be downloaded from our website (www.hypno-nlp.org). Here we have listed the Learning Outcomes and how they map to the course.

The following tables show where within the WSCAH chunks, each learning outcome is taught. Please note, many outcomes are touched on throughout the course, for example 1.1 is not only taught in the ethics chunk but will

1. Professional Standards and Code of Conduct	
1.1 The professional standards and code of conduct for hypnotherapy	Ethics
1.2 Legislation relating to obtaining, storing and using information and supplying services	Ethics
1.3 The extent of your own remit as a practitioner and the limits of your responsibilities	Throughout
1.4 How your own role relates to other health and social care practitioners	Ethics
1.5 The range of resources and options available to meet the client's need	Ethics

permeate all other teachings.

2. Communication and the professional relationship	
2.1 How to achieve effective communication through observation, sensitive questioning and listening	Core conditions Therapeutic relationship Listening skills Process Rapport (NLP)
2.2 What forms of verbal and non-verbal communication are available and how to use these positively	Listening skills Sensory acuity Meta model Rapport (NLP) Language patterns
2.3 How to check understanding with the client by read-	Rapport (NLP)



ing and using a variety of signals	Sensory acuity
2.4 How to position self and client to encourage communication	Favourable and unfavourable influences
2.5 How to recognise and overcome barriers to communication	Rapport (NLP) Sensory acuity
2.6 Why certain environments can inhibit communication and how to minimise this	Potential problems with therapeutic process Potential problems with therapeutic process Favourable and unfavourable influences
2.7 Why it is important to encourage the client (and any companion(s)) to ask questions, seek advice and express any concerns	Listening skills Humanistic principles Therapeutic relationship
2.8 The nature of a professional therapeutic relationship and how to develop it with clients	Therapeutic relationship Core conditions
2.9 How to respond to conflicting advice which clients may receive from different practitioners	Ethics

3. Work role and practice - reflecting and developing	
3.1 Why it is important to reflect on your own practice and identify any development needs	Reflective practice Ethics
3.2 How to evaluate the effectiveness of your own actions and learn from experience	Reflective practice
3.3 How the models and concepts in your area of practice have evolved and developed, how these tend to change with time and the similarities and differences between different versions	History and throughout

4. Confidentiality	
4.1 The importance of recognising and maintaining the client's right to confidentiality	Ethics
4.2 How to keep records to protect confidentiality and security of information	Ethics
4.3 Who has the right of access to information held of records	Ethics



5. Consent	
5.1 What is meant by "implied" and "informed" consent and the circumstances in which these may arise	Ethics

6. Practice management	
6.1 What circumstances may indicate a need for an escort/presence of a third party	Ethics

7. Health, effective functioning and well-being	
7.1 Why it is important to recognise that the client's previous and present care may affect their health, effective functioning and well-being	Ethics
7.2 How the psychological and emotional balance of the client may affect their health, effective functioning and well-being	Favourable and unfavourable influences
7.3 The nature of disability and your role in working with those who have disabilities	Ethics

8. The scope and methods of complementary healthcare	
8.1 The circumstances when you may choose not to accept a client	Ethics
8.2 The circumstances when you must not treat a client	Ethics
8.3 The range, purpose and limitations of different methods which may be used for different clients with different needs	Throughout
8.4 How to determine the most appropriate method(s) for different clients and their particular needs	Throughout
8.5 How to recognise conditions for which hypnotherapy is incomplete in itself and for which the client should seek advice from other sources	Throughout
8.6 How to judge whether self-care is appropriate for the client	Introduction to self-hypnosis



9. Anatomy & Physiology	
9.1 Conscious and unconscious process	The conscious/unconscious mind
9.2 Stress response	Stress reduction
9.3 Psychosis	Contraindications

10. Induction, deepening and reviving techniques	
10.1 Direct, indirect, confusion, eye fixation, fractionalisation, trigger, metaphoric, physical induction techniques	Inductions Blackboard induction
10.2 How to select appropriate technique(s) to suit the client	Inductions

11. Psychology	
11.1 The main theories of psychology e.g. psychodynamic, humanistic/existential, cognitive and behavioural	Humanistic principles Behavioural assessment History
11.2 How these influence your own practice	Humanistic principles Behavioural assessment History

12. The therapeutic process	
12.1 How key theories and approaches to treatment can be utilised in therapy	Therapeutic relationship Process Core conditions
12.2 How to be aware of and manage transference and counter-transference	Transference
12.3 How to be aware of and manage resistance	Resistance
12.4 How to develop a working alliance with your client	Process Listening skills Rapport (NLP) Therapeutic relationship



<p>13. Intervention methods</p>	
<p>13.1 Direct suggestion</p>	<p>Suggestions</p>
<p>13.2 Indirect suggestion</p>	<p>Suggestions</p>
<p>13.3 Metaphor</p>	<p>Metaphor</p>
<p>13.4 Neuro linguistic programming</p>	<p>Metaphors: NLP Basics of NLP Hierarchy of ideas Anchoring Swish Eye patterns Meta model Keys to an achievable outcome Representational systems Sensory acuity Six step reframe Submodalities</p>
<p>13.5 Ericksonian</p>	<p>Erickson Erickson's early learning set Language patterns Metaphor Fractionalisation Goal (future) oriented script</p>
<p>13.6 Analytical</p>	<p>Free floating regression</p>
<p>13.7 Cognitive behavioural</p>	<p>Behavioural assessment Time line regression</p>
<p>13.8 Regression</p>	<p>Anxiety and panic attacks Time line regression</p>
<p>13.9 Self help (including self-hypnosis and tasking)</p>	<p>Free floating regression Introduction to self-hypnosis A simple 3-step method of self-hypnosis Methods of self-hypnosis Tasking</p>
<p>13.10 The correct use of the different methods</p>	<p>Throughout</p>

<p>14. Abreactions</p>	
<p>14.1 Induced and spontaneous abreactions</p>	<p>Abreaction</p>
<p>14.2 How to manage appropriately both types of abreactions</p>	<p>Abreaction</p>



15. Ethical practice	
15.1 The importance of maintaining your own development and keeping up to date with current practice in your profession	Reflective practice Ethics
15.2 Maintaining a professional appearance	Ethics Favourable and unfavourable influences
15.3 Ensuring a professional approach is apparent from the client's first contact with you	Therapeutic relationship Ethics Marketing
15.4 When to touch the client and when not	Ethics
15.5 The problems with guarantees and success rates	Ethics
15.6 Where the therapist's responsibility starts and ends	Ethics

16. Interview and assessment techniques	
16.1 The importance of recording client information accurately and in sufficient detail to use for assessment purposes	Behavioural assessment Ethics
16.2 The importance of fostering a rapport with your client	Rapport (NLP) Core conditions Therapeutic relationship
16.3 How to utilise appropriate self-disclosure	Core conditions
16.4 The different questioning techniques which may be used - open questioning and closed questioning, direct and non-direct	Listening skills
16.5 Suggestibility tests	Suggestibility
16.6 Subjective unit of distress (SUDS)	Anxiety and panic attacks
16.7 Depth scales	Trance depth Depth testing
16.8 How to select the appropriate assessment method for your client	Throughout



<p>17. Assessing the client's needs and the appropriateness of hypnotherapy</p>	
<p>17.1 How to provide an appropriate assessment environment for the client and the importance of doing so</p>	<p>Therapeutic relationship Core conditions Process</p>
<p>17.2 How to clarify and confirm the client's (and any companion's) understanding of the assessment process</p>	<p>Listening skills Therapeutic relationship</p>
<p>17.3 How to interpret the client's initial approach and manner and identify their needs</p>	<p>Sensory acuity Listening skills</p>
<p>17.4 How to establish valid and reliable information about the client, determine its importance and formulate your initial hypothesis</p>	<p>Listening skills</p>

<p>18. Providing treatment</p>	
<p>18.1 How to explain hypnosis to the client</p>	<p>What is hypnosis?</p>
<p>18.2 The importance of agreeing aims and staged goals to meet those aims with the client</p>	<p>Keys to an achievable outcome Goal (future) orientation</p>
<p>18.3 The role which the client (and others) may take, and may need to take, if the hypnotherapy treatment is to be successful and how to explain and agree them with the client (and any companion(s))</p>	<p>Process Listening skills Therapeutic relationship</p>
<p>18.4 The importance of agreeing the logistics (eg costs, location, timings) of the hypnotherapy treatments with the client and the factors which may intervene and alter plans</p>	<p>Ethics</p>
<p>18.5 How feedback from the client can be utilised to amend the treatment programme</p>	<p>Utilisation Reflective practice</p>
<p>18.6 How to terminate trance</p>	<p>How to hypnotise</p>
<p>18.7 How to terminate sessions</p>	<p>How to hypnotise</p>
<p>18.8 The variety of reasons there may be for discontinuing the hypnotherapy treatment programme with the client</p>	<p>Ethics</p>



Your portfolio

In order to complete the DipCAH, and obtain the Hypnotherapy Practitioner Diploma, it is necessary for you to submit a portfolio of work, which is designed to show that you have met the learning outcomes described above.

The portfolio consists of:

- a short question paper (covering all learning outcomes)
- describing a treatment plan for a series of hypothetical cases
- submitting recorded first session of at least 45 minutes (this can be a role-play, or full permission of the client must be obtained)
- submit a 1000 word statement of personal and professional philosophy
- sign a statement of commitment to CPD and supervision
- a supervisor's report from your designated course supervisor.

This portfolio should be put together during the course. You will be given all the required forms, the most important of which is the Student Assessment Form. You complete the column headed "Page", showing the page of your submission that a learning outcome is met. Many will be met in several places, so you may show several page numbers. On the page referred to you then need to note the learning outcome that is being met. The next two pages show an example.

As your portfolio is being completed as a gradual process, you need to ensure that page numbers remain consistent. There is NO requirement to answer the questions or produce evidence in any order, so it is best to start with page one, even if, for example you are answering question 50 first.

For learning outcomes met on the recording, these must be documented.



Your assessor will listen to the recording to validate your written claims.

Additional requirements

During the course you are also required to undertake supervision to a plan agreed with your course tutor and with a supervisor designated by your course tutor.

When your tutor (and supervisor, if different) believes you are ready, you will be given permission to start a limited practice. You will then be required to adhere to the code of ethics of both the NCH and NGH, and commit to working only with issues as specifically agreed with your tutor. Insurance must be obtained to cover this work. This can be arranged through the NCH.

You are expected to study outside of classroom time. A reading list can be found within this handbook; this is a starting point and we encourage our students to read widely and investigate their subject.



Recommended Reading

Self Hypnosis The Complete Manual for Health and Self Change 2nd Edition, Alman B, PhD., and Lambrou P, PhD. Brunner/Mazel Publishers

Hartland's Medical and Dental Hypnosis 4th Edition, Heap, M, Bailliere Tindall Publishers

Hypnotherapy, Elman D, Westwood Publishers

Magic of NLP Demystified: Lewis, B & Pucelik, F

Building a Successful and Ethical Practice. Brookhouse, S & Biddle, F UK Academy Publishers (available at a discount direct: call 0845 076 3724 or email info@ukacademy.org)

Motivational Hypnotism, Biddle, F & Brookhouse, S (ISBN 0-9544604-1-3)UK Academy Publishers (available at a discount direct: call 0845 076 3724 or email info@ukacademy.org)

Hypnotherapy Training: An Investigation Into The Development of Clinical Hypnosis Training post 1971, Brookhouse, S, Ph.D., D.C.H. Crown House Publishing

Trancework: An Introduction to the Practice of Clinical Hypnosis, Yapko, M.D., PhD, Brunner Mazel Publishers

Clinical and Experimental Hypnosis, Kroger W.S., MD, Lippincott and Co Publishers

My Voice Will Go With You, Rosen S, MD, W.W. Norton Publishers

Hypnotherapy Scripts A Neo-Ericksonian Approach to Persuasive Healing, Havens R, PhD, and Walters C, MA, MSW, Brunner Mazel Publishers

Ericksonian Approaches: A Comprehensive Manual: Battino R, M.S., & South, T.L., PhD, Crown House Publishing

Through the Open Door: Secrets of Self Hypnosis: Hogan, K, PhD & LaBay, M.L, Pelican

The New Hypnotherapy Handbook: Hogan, K, PhD, Network 3000 Publishing



Hidden DepthsThe Story of Hypnosis: Waterfield, R, Pan

Introducing NLP: O'Connor & Seymour, Harper Collins

Handbook of Hypnotic Suggestions and Metaphors: D.Corydon Hammond, Norton

Wordweaving: Trevor Silvester, Quest (available at a discount through the UK Academy: call 0845 076 3724 or email info@ukacademy.org)

Frogs into Princes: Bandler and Grinder, Eden Grove Editions

Therapeutic Metaphors: David Gordon, Meta Publications

Books Denoted in Red are Core Text Books, these can be purchased either new or used for used books go to www.abe.com new books can be purchased through www.amazon.co.uk.

Henley Books offer a discount of 10% to WSCAH students: call 01491 575432 or email henleybooks@aol.com



Staff

Shaun Brookhouse, GCGI, MA, DCH, PhD, CertEd, LCGI, PGDHP, DipProfCouns, HPD, FNGH, FNCH
Principal and Founder



Shaun Brookhouse has earned

Graduateship in Hypnotherapy and Counselling from the City and Guilds of London Institute
 Doctorate in Clinical Hypnotherapy from The American Institute of Hypnotherapy
 Doctorate in Education & Health Services from Stratford International University
 Masters Degree in Education Studies from Liverpool John Moores University.
 Certificate in Education (Further, Adult and Higher) from Manchester University
 Licentiate in Training and Development, City and Guilds of London Institute

He has been in the hypnotherapeutic profession for since 1989 as a clinical practitioner and 1993 as a respected trainer of hypnotherapeutic practitioners

He has also earned

Diploma in Hypnotherapy and Psychotherapy, Post Graduate Diploma in Hypnotherapy and Psychotherapy and Certificate in Supervision from the Centre Training School of Hypnotherapy and Psychotherapy,
 Diploma in Clinical Hypnotherapy from the London College of Clinical Hypnosis,
 Diploma in Hypnotherapy from the American College of Clinical Hypnosis,
 Diploma in Advanced Hypnotherapy, Hypnotism Institute of Los Angeles
 Basic and Advanced Hypnotherapist Certification as well as Board Certified and Instructor Status from the National Guild of Hypnotists (USA),
 Hypnotherapy Practitioner Diploma, National Council for Hypnotherapy/NCFE National Awarding Body.
 Diploma in Professional Counselling from the Australian Institute of Professional Counsellors
 Certificate in Hypnotherapeutic Supervision, National Council for Hypnotherapy/NCFE National Awarding Body

Shaun is also a

Certified Trainer of NLP through Advanced Neuro Dynamics
 Master Trainer of NLP through the National Federation of NLP

Shaun was also one of the first two people to receive the externally accredited Hypnotherapy Practitioner Diploma (HPD) through the NCFE Awarding Body and the National Council for Hypnotherapy



Shaun is a professional member of the following organisations

The UK Council for Psychotherapy (Registered)
 The American Board of Hypnotherapy
 The National Guild of Hypnotists
 The Australian Institute of Professional Counsellors
 Australian Counselling Association (Clinical and Certified)

Shaun is a Fellow of

The National Council for Hypnotherapy,
 National Guild of Hypnotists
 The Royal Society for the Promotion of Health,
 The National Hypnopschotherapy Council

Shaun has received the following awards

The Rexford L North Memorial Trophy for lifetime achievement from the National Guild of Hypnotists, their highest honour (2004)
 The Hartland Memorial Award from the National Council for Hypnotherapy, First Recipient, (2005)
 International Visionary Award from the National Guild of Hypnotists, First Recipient, (2005)
 Order of Braid, National Guild of Hypnotists, (2005)
 The President's Award from the National Guild of Hypnotists, their second highest honour (2002)
 Hypnosis Journalism Award from the National Guild of Hypnotists (2003)
 Hypnosis Pioneer Award from the American Council of Hypnotist Examiners (2003)
 The Sealah Award from the International Hypnosis Hall of Fame (2001)
 The Honorary Service Award from the International Medical and Dental Hypnotherapy Association
 The Hypnosis Research Award from the American Association of Professional Hypnotherapists
 A Special Commendation from the Centre Association of Psychotherapists
 The Hypnotherapy Research Society's Special Award for Contribution to the Profession of Hypnotherapy (1998)

Shaun is also on the Advisory Board the National Guild of Hypnotists in the US. Shaun is the author of Hypnotherapy Training: An investigation into the training in Clinical Hypnosis post 1971 (ISBN Number 1899836179) published by Crown House Publishing Company, Building a Successful and Ethical Practice (ISBN 09554460405) and Motivational Hypnotism (ISBN 0954460413, the latter two being co-authored with Fiona Biddle.

Shaun teaches the WSCAH course in Manchester and London.

To contact Shaun, phone 0161 8820400 or email shaun@hypno-nlp.org



Fiona Biddle, BSc. (Hons), DipCouns, DipCAH, HPD, FNCH
Vice-Principal



Fiona Biddle has earned

BSc in Computing from Loughborough University
 Diploma in Counselling from Exeter College
 Certified Professional Coach, International Institute of Coaching (US)
 Diploma in Clinical and Advanced Hypnosis from WSCAH
 CertHypSup, Certificate in Hypnotherapeutic Supervision from the National Council for Hypnotherapy
 Board Certified Hypnotherapist from the National Guild of Hypnotists (US)
 Certified Instructor from the National Guild of Hypnotists (US)
 7407 Stage one and two, City and Guilds Teaching Certificate for Post Compulsory Education

She has been in the therapeutic profession for 12 years and was one of the first two people to receive the externally accredited Hypnotherapy Practitioner Diploma (HPD) through the NCFE Awarding Body and the National Council for Hypnotherapy

Fiona is a professional member of the following organisations

The Association for Humanistic Psychology
 The British Association of Counselling and Psychotherapy
 The National Guild of Hypnotists

Fiona is a Fellow of

The National Council for Hypnotherapy

Fiona is a past Chair of the UK Confederation of Hypnotherapy Organisations (UKCHO), Executive Director of the National Council for Hypnotherapy and Principal of the UK Academy of Therapeutic Arts and Sciences.

In 2004 Fiona received the President's Award from the National Guild of Hypnotists (USA), their second highest honour, for her work on the Core Curriculum and Certified Instructor Training Course. In 2005 she was awarded the Chairman's Award from the NCH.

Fiona teaches the WSCAH course in London (with Shaun).

To contact Fiona, phone 0845 076 3724 or
 email fiona@hypno-nlp.org



John D. Lawrence, BSc(Hons), DHP, Dip. CAH, HPD, MPNLP, MNHC, MNCH (Acc.)
Principal WSCAH (Scotland)



John D. Lawrence has earned

BSc (Hons) in Social Policy from the Open University
 Diploma in Hypnotherapy and Psychotherapy from Centre Training International School, Preston
 Diploma in Clinical and Advanced Hypnosis and
 Diploma in Ericksonian Hypnosis from the Washington School of Clinical and Advanced Hypnosis
 Certificates at Master and Trainer level in NLP and Meridian Therapies
 Certificate in Paediatric Hypnosis from the National Guild of Hypnotists (US) and the Canadian
 Institute of Hypnosis
 CertHypSup, Certificate in Hypnotherapeutic Supervision from the National Council for
 Hypnotherapy and NCFE
 Board Certified Hypnotherapist from the National Guild of Hypnotists (US)
 Certified Instructor from the National Guild of Hypnotists (US)

He has been a full time hypnotherapist/psychotherapist for 5 years.

John was one of only two Scottish based health professionals to serve on the advisory panel of The Prince Of Wales's Foundation for Integrated Health examining the integration of complementary medicine into the NHS.

John is a member of the following organisations

Chair of HealthWorks a registered Scottish charity promoting, educating and providing Holistic
 Health Care in the North of Scotland
 Research Director for the National Council for Hypnotherapy

John teaches the WSCAH course in the Highlands.

To contact John, phone 01309 674700 or email john@hypno-nlp.org



Rae Jenson, BA (Hons), PGCE, Dip CAH, HPD, PNLP



Rae has earned

BA (Hons) in Drawing & Painting from Edinburgh College of Art, Heriot Watt University, Edinburgh.
 Post Graduate Certificate in Education and Primary Art Specialist Qualification from Moray House
 College of Further Education, Edinburgh.
 Foundation in Hypno-Psychotherapy from National College for Hypnosis and Psychotherapy,
 Glasgow.
 Diploma in Clinical and Advanced Hypnosis from WSCAH.
 Hypnotherapy Practitioner Diploma
 Practitioner in NLP
 Practitioner Certificate of Meridian Therapies (EFT) from The Association For The Advancement of
 Meridian Therapies.
 Board Certified Hypnotherapist from the National Guild of Hypnotists (US)
 Certified Instructor from the National Guild of Hypnotists (US)

Rae is a member of the following organisations

The National Guild of Hypnotists
 The National Council for Hypnotherapy,

Rae teaches the WSCAH course in Central Scotland.

To contact Rae, phone 01324 879665 or email rae@hypno-nlp.org



Stephen Wilson, Cert.Ed, Dip. Couns., DHP, HPD, MAPHP, MNCH (Acc.), LifeMapper



Stephen Wilson has earned

[Certificate in Education](#) from Greenwich University
[Diploma in Counselling](#) from Stonebridge College
[Diploma in Advanced Stress Management](#) from Stonebridge College
[Diploma in Meridian Psychotherapy](#) from Stonebridge College
[Diploma in Clinical Hypnosis](#) from Essex Institute of Clinical Hypnosis
[Diploma in Stress Management in the workplace](#) from Stonebridge College
[Diploma in Personal Development](#) from Essex Institute of Clinical Hypnosis
[Hypnotherapy Practitioner Diploma](#)
[LifeMapper Senior Therapist Trainer](#)

Stephen was also one of the first people to become a LifeMapper Trainer in the UK and also holds the externally accredited Hypnotherapy Practitioner Diploma (HPD) through the NCFE Awarding Body and the National Council for Hypnotherapy.

Stephen is a professional member of the following organisations

[The International Stress Management Association](#)
[The National Council for Hypnotherapy](#)
[The National Guild of Hypnotists \(US\)](#)
[The Association of Professional Hypnosis and Psychotherapy](#)

Stephen teaches the WSCAH course in NW Kent.

To contact Stephen, phone 0800 0835027 or email steve@hypno-nlp.org



Stephanie Kirke, MSc, DipHP, AccHypSup, HPD, MNCH(Acc), CPC, BCH, CI



Stephanie has earned

B.Sc., Psychology degree (2:1) from Goldsmiths' College, University of London
 M.Sc. Occupational & Organisational Psychology from the Polytechnic of East London
 Certificate and Diploma in Hypnotherapy, Psychotherapy, Counselling and NLP from NACHP
 City & Guilds 730 Teaching Award
 City & Guilds D32/33 Assessor Award
 CertHypSup, Certificate in Hypnotherapeutic Supervision from the National Council for Hypnotherapy and NCFE
 Ericksonian Hypnotherapy Specialist Practitioner from the UK Academy
 Smoking Cessation Specialist Certification from the UK Academy
 Board Certified Hypnotist, National Guild of Hypnotists
 Certified Instructor, National Guild of Hypnotists
 Certified Professional Coach, UK Academy

Stephanie is a professional member of the following organisations

National Council for Hypnotherapists
 National Guild of Hypnotists
 British Psychological Society

Stephanie has twelve years experience as a hypnotherapy practitioner and as a teacher of psychology in a variety of educational settings. At present she practises hypnotherapy full time. As the current chair of the NCH her interest is with continuing to help raise professional standards.

Stephanie teaches the WSCAH course in Berkshire.

To contact Stephanie, phone 01635 869444 or
 email stephanie@hypno-nlp.org



David Collingwood-Bell, DipCAH, DipEHyp, HPD, BCH, CI, MPNLP, MNCH(Reg)



David has earned

[Certificate in Education from the University of London](#)
[Diploma in Clinical and Advanced Hypnosis from WSCAH](#)
[Diploma in Ericksonian Hypnotherapy from WSCAH](#)
[Board Certified Hypnotherapist from the National Guild of Hypnotists](#)
[Licensed Practitioner of Neuro-Linguistic Programming from the Society of Neuro-Linguistic Programming](#)
[Master Practitioner of Neuro-Linguistic Programming from the Washington School of Clinical and Advanced Hypnosis](#)
[Certified Practitioner of HypnoBirthing® from the Institute of HypnoBirthing.](#)
[Certified Instructor from the National Guild of Hypnotists.](#)

Following military service and teacher training, David became an educator for 20 years, ending this employed phase of his life as the Deputy of an In-Service Teacher Training College. Especially during the last 12 years of his work in education, he was developing, from an active involvement in personal growth and development, a strong interest in client-centred therapy. He became a trained counsellor, with a special interest in cognitive behavioural approaches, and for a number of years had responsibility for training counsellors. He first 'learned' hypnosis and its application in therapeutic work whilst training in the Heimler Social Functioning Approach in the late '70's and this was reinforced in his exposure to NLP later on. It was not until 25 years later, however, that he took the training leading to his setting up in full time practice as a Clinical Hypnotherapist. In the intervening years David ran a company specialising in the training of trainers and managers from all sectors of commerce, education and industry, in which he was actively involved in helping managers to achieve the qualifications of the then Institute of Managers. He now runs a busy hypnotherapy practice in the border areas of Wrexham, Shrewsbury and Chester.

David is a professional member of

[The National Council for Hypnotherapy](#)
[The National Guild of Hypnotists](#)

He is also an Affiliate of The Institute of HypnoBirthing.

[David teaches the WSCAH course in the West Midlands & Wales.](#)
 To contact David, [phone 01978 769178](#) or
[email david@hypno-nlp.org](mailto:david@hypno-nlp.org)



Hilary Norris-Evans, BA(Hons), PGCE, DABCH, BCH, CI, MNCH(Acc)



Hilary has earned

BA (Hons) in languages from the University of Manchester
 L-ès-L in linguistics from the University of Dijon
 PGCE from the University of London
 Dip from Atkinson Ball College of Advanced Hypnotherapy
 BCH (Board Certified Hypnotist) National Guild of Hypnotists
 CI (Certified Instructor National Guild of Hypnotists
 AccHypSup Accredited Hypnotherapeutic Supervisor National Council for Hypnotherapy
 Assessor qualification NVO level 3 from OCR

Hilary is a professional member of the following organisations

The National Council for Hypnotherapy
 The National Guild of Hypnotists

Having spent the first part of her career life in teaching and training, Hilary has been a full time hypnotherapist and NLP trainer since 1997. She is also a supervisor and company secretary of The National Council For Hypnotherapy .

Hilary teaches the WSCAH course in Bristol.

To contact Hilary, phone 01249 740506 or email hilary@hypno-nlp.org



Danielle Lyons, BSc(Hons), MSc, PGCE, DipCH.P(MT), MNCH(Reg)



Danielle has earned

BSc (Hons) Psychology Degree from Middlesex University
MSc in Health Psychology from University College London and UMDS
PGCE Primary Education (Educational Psychology Specialism) from Leicester University
Diploma in Clinical Hypnosis from Mindtrain
Practitioner in NLP
City and Guilds D32/33 Assessor Award

Danielle is a professional member of the following organisations

The National Council for Hypnotherapy
The National Guild of Hypnotists

Danielle teaches the WSCAH course in Essex.

To contact Danielle, phone 0208 257 2901 or email danielle@hypno-nlp.org



Julian Davidson, DipCH, HPD, CertHypSup, MPNLP, BCH, CI, MNCH(Reg)



Julian has earned

- Diploma Clinical Hypnotherapy
- Certificate Critical Incident Debriefing
- Certificate Past Life Regression & Reincarnation Therapy
- Certificate Thought Field Therapy level 1 & level 2
- Certificate Master Practitioner of NLP
- Certificate in Hypnotherapeutic Supervision
- Board Certified Hypnotherapist from the NGH (US)
- Certified Instructor from the NGH (US)

Julian is a professional member of the following organisations

- The National Council for Hypnotherapy
- The National Guild of Hypnotists

Julian teaches the WSCAH course in Nottingham

To contact Julian, phone 0115 9135104 or email Julian@hypno-nlp.org



Professional Registration

NCH

As a student with the Washington School, you are entitled to free trainee membership of the National Council for Hypnotherapy. You will be given the form with this handbook. Please complete this and return to your course tutor. He or she will sign it and return it to the NCH.

The NCH publishes a quarterly journal, and runs an annual conference and regular seminars. You will be able to attend these at members' rates. The conference for 2006 will be in Berkshire on 16-18 June.

When your tutor says you are ready, insurance may be obtained from the NCH. Please ask for current rates at this time.

When you have completed the DipCAH, you are entitled to full membership of the NCH. The NCH administrator, Su Ricks, will send you an application form. The cost of membership is £70 per annum (or £5.50 per month on standing order). There is an application fee of £5.

NGH

When you complete your training with us, your name will be submitted to the National Guild of Hypnotists (USA). The first year's membership is included in your course fee.

The NGH produces the Journal of Hypnotism and the Hypnogram, both of which will be sent to you regularly. They organise an annual convention, which will be held 11-13 August 2006 in Massachusetts.



Procedures

Appeals Policy

WSCAH has a policy for appeals based on the core principles of:

- Honesty
- Openness
- Integrity
- Inclusion
- Valuing of difference
- Equal opportunity
- Freedom of choice
- Empowerment of the individual

Appeals from a student are in the first instance reviewed by the Board at the next scheduled Board meeting, or later if the student needs more time, giving the student ample opportunity to explain their viewpoint and to represent themselves or have an appointee do so on their behalf. They may appeal on the basis of

- an error in administration
- an unfair, biased or incorrect assessment
- illness or other mitigating circumstances

The result of the review will be conveyed to the student in person on the day if the Board feel able to come to an immediate decision, or within 14 days by letter.

In the event of a student being dissatisfied with the outcome or process of their appeal, the grievance can be assessed independently by a member of the WSCAH, from a different centre, who's recommendation will be considered by the Board at the next scheduled meeting. The result of this final hearing will be conveyed to the student by letter within 14 days.

The appeal process will be monitored on an annual basis by the Board and statistical information about appeals and complaints following appeals will be produced. Names of individuals concerned with incidents will not be published.



Equal Opportunities Policy

WSCAH is committed to achieving an environment which provides equality of opportunity and freedom from discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age or sexual orientation. The equal opportunities policy aims to prevent unfair and discriminatory practices within WSCAH and to encourage full contribution from its staff and students.

The ideal of equality of opportunity is built into the ethos of WSCAH. Our stated core principles must be:

- Honesty
- Openness
- Integrity
- Inclusion
- Valuing of difference
- Equal opportunity
- Freedom of choice
- Empowerment of the individual

This means that WSCAH is committed to actively opposing all forms of discrimination faced by Black and minority ethnic groups, women, lesbians, gay men, members of religious groups, younger and older people, and people with disabilities. Opposition to many forms of discrimination is informed by legislation. However, WSCAH also seeks to assist and offer opportunities to groups and individuals who experience disadvantage and discrimination on grounds which are not currently covered by the law. In this way, WSCAH acknowledges its role in furthering widespread equality of opportunity and breaking down social exclusion.

WSCAH has agreed this Code and ensures that it is adopted in all processes of WSCAH, and by all staff who are jointly responsible for helping to ensure that individuals do not suffer discrimination and that equality of opportunity is promoted. If, however, discrimination does occur individuals are encouraged to report it to the Complaints Officer and will be supported in doing so. WSCAH celebrates and values diversity but also recognises that various forms of discrimination exist which equal opportunities initiatives help to overcome. WSCAH also recognises that equal opportunities initiatives positively affect both educational and employment experiences. An environment that is free from discrimination encourages effective performance and creativity, whereas discrimination can instead cause underachievement.



By encouraging effectiveness, equality of opportunity is strongly linked with high quality performance which is essential for individual success and the success of WSCAH itself.

Definitions

Equality of opportunity is understood to entail fair, equal and respectful treatment for all individuals. On the other hand, WSCAH understands discrimination to be unequal or differential treatment which leads to one person being treated more or less favourably than others are, or would be, treated in the same or similar circumstances on the grounds of race, colour, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age, sexual orientation or offending background. Discrimination may be direct or indirect. Direct discrimination is deliberate. Discrimination is indirect when an unnecessary requirement, condition or practice is imposed, preferred or desired, intentionally or otherwise, which excludes a disproportionately high number of people from a particular group. WSCAH will not tolerate any form of discrimination, such as that which may be faced by Black and minority ethnic groups, women, lesbians, gay men, members of religious groups, older people and people with disabilities.

Complaints procedure

Complaints about discrimination are taken very seriously and could provide grounds for disciplinary action that may lead to dismissal or expulsion from courses offered by WSCAH.

Complaints about discrimination should be made to the Board. A member of staff will be assigned to investigate, and they will be willing to discuss any incidents or problems, no matter how serious or trivial they may seem, in confidence.

Monitoring

Complaints about discrimination will be monitored on an annual basis. The monitoring will be reported to the Board and statistical information about complaints of discrimination within WSCAH will be produced. Names of individuals concerned with incidents will not be published.



Learning & Teaching Policy

Introduction

The purpose of this document is to provide learners and tutors/assessors with a set of guidelines regarding the relationship of learning and teaching to the aims and objectives of WSCAH and the various programmes of study that it offers. The methods of learning encouraged, and the techniques of teaching adopted, should reflect and be derived from the aims and objectives of the course, which should in turn should complement and endorse the aims and objectives identified for the programme.

This policy was devised in accordance with our mission to advance the professional practice of hypnotherapy through the provision of high quality courses and excellence in the support of our students while recognising that the needs of the public who receive the therapeutic services are paramount.

Learning

WSCAH is committed to developing learners who are confident, determined and innovative and sees itself, primarily, as a learning organisation.

WSCAH recognises the need for a clear specification of learning outcomes to be achieved at the end of each course. The handbook that each student receives contains full details of what is expected of them, including descriptions of learning outcomes.

WSCAH recognises the value of its courses in terms of personal growth and development, and, as such, this element is specifically incorporated into all courses provided.

There is recognition of the fact that learners within WSCAH will be from a variety of different backgrounds. Difference is welcomed and learners are encouraged to understand the value that diversity can add to their learning experience. The academic background of learners in particular will vary, and it is the policy of the academy to ensure that the abilities of the learner are assessed before acceptance, but the ethos of WSCAH is one of potential and possibility, so encouragement and development are considered to be vital components of all our policies.



Potential for development of students is recognised by the full provision of progression routes. However, choice is also a vital factor and so the course structure can be seen as a ladder or a spider's web, or a single point dependent on the learner's choice. Time limits are also as flexible as possible to incorporate the maximum of choice. Learners are encouraged to consider all aspects of their lives and their futures while considering options and while undertaking their training so that their experiences within WSCAH can be of the greatest benefit.

Learners are encouraged to develop strong management of their own learning, which is particularly relevant to those in private therapy practice.

Teaching

Diversity of teaching style is encouraged while maintaining an appropriate balance of theory and practice. The place of demonstration, experiential learning and student involvement is valued within WSCAH courses. In all therapeutic teaching interaction is considered to be of paramount importance.

WSCAH recognises that interaction between learners contributes significantly to learning and so this is facilitated.

The involvement of visiting tutors is encouraged and is at the discretion of the centre staff. All visiting tutors are subject to approval by the Board, and to evaluation by the learners. All cases will be judged on their individual merits, so that for example a retired practitioner may be acceptable as a visiting tutor whereas normally tutors are required to be currently practising.



Codes of Ethics

NCH

a) All practising members undertake to adhere to the following code:

1. Client Welfare

The welfare of the client is the primary concern of the therapist. It should only take second place if not to do so would seriously jeopardise other members of the public or the therapist's welfare.

2. Confidentiality (See Notes)

Confidentiality is to be maintained in all but the most exceptional circumstances. These can only include:

- legal action (criminal or civil court cases where a court order is made demanding disclosure - includes coroner's courts),
- legal REQUIREMENT, e.g. Children's acts,
- where there is good cause to believe that not to disclose would cause danger of serious harm to the client, the therapist and/or others

3. Service

Hypnotherapists will only offer services in areas in which they have demonstrated their competence, to the agreed National Occupational Standards level. They have a responsibility to provide the client with the best possible service available including onwards referral to another therapist or medical practitioner that may offer such a service. Trainee members may only use the techniques and work only with issues for which they have been given express permission by their course tutor, following formal assessment and monitoring of skill development. Trainee members must ensure that all clients are fully aware of their trainee status.

4. Development of 'Skill-base' (See Notes)

Hypnotherapists are required to maintain or improve their level of skills and professional competence by:

- undertaking formal continuing training, of a minimum of 10 hours per year by attending workshops, courses and seminars, of an NCH approved standard,

AND

- sharing of experiences and exploring such with supervisors/peer-support groups.

An awareness of research and developments in the field of Hypnotherapy and other linked fields must be maintained.



5. Exploitation (See Notes)

All exploitation is abuse.

Hypnotherapists shall not behave in any manner that gives rise to the exploitation of a client. They will

Not enter into any other relationship, outside the professional/therapeutic relationship, while treating a client. (See notes.)

Make their charges known to the client before therapy is commenced.

Terminate therapy at the earliest time, commensurate with the good care and continuing welfare of the client.

Not accept any inappropriate gifts, gratuities or favours from a client.

Hypnotherapists shall only deal with clients under the age of 17yrs or with special needs, after obtaining informed consent of an appropriate adult (parent or legal guardian). All sessions should be conducted in the presence of an appropriate adult (parent, guardian or agreed adult third party) OR recorded on time indexed video/audio format, unless informed consent is obtained from the appropriate adult to work on a 1:1 basis. Members who have specific training in assessing Gillick competence may utilise these skills.

6. Advertising

Advertising, no matter in what form or medium it is placed, shall represent a true picture of the hypnotherapist, their skill base, qualifications, facilities and any benefits that may be expected from hypnosis and shall conform to current Advertising Law. TESTIMONIALS IN ANY FORM MUST NOT BE INCLUDED.

7. General Conduct (See Notes)

Hypnotherapists shall not behave in any manner, within or outside the context of therapy that would undermine the public's confidence in the profession or bring the profession into disrepute. Some examples:

A failure to act appropriately when they become aware of another therapist's unethical activity in a clinical setting,

Improper use of hypnosis,

criminal conviction,

Lack of courtesy towards other Health or Social Care professionals,

Discrimination on the basis of ethnic or sexual factors,

Anything that is the subject of any civil judgement regarding neglect of duty of care.

Misuse of the Title 'Doctor'. No hypnotherapist shall use the title 'Doctor' in a manner that may mislead any member of the public to believe they are medically qualified, if they are not so qualified. Any use of the title must be clearly defined by a qualifying statement, i.e. the form of the doctorate.

Clients should be made aware of appropriate avenues of complaint.



b) Members in practice agree to the following rules of conduct:

1. Professional Indemnity Insurance.

This is a prerequisite for any Hypnotherapist to practice and adequate cover must be maintained by the practitioner.

2. Relationship with the NCH

Hypnotherapists shall keep the NCH informed of:

changes to personal details, e.g. name, address, phone number, practice name etc.

changes to qualifications, including lapses of time limited certification and ongoing training / development.

any civil or criminal judgements (i.e. crimes against society, the person and property, excluding motor offences except those including alcohol, personal safety and failure to have the correct documentation)

business associations with any other body from which conflict with their membership of the NCH may arise.

3. Supervision / Peer Support. (See Notes)

Trainee members may work with friends and relatives (subject to usual restrictions due to boundary issues) on a voluntary basis with the supervision of their course tutor, or a suitably qualified supervisor if preferred by either the student or the trainer. Any students who wish to charge for their services may do so only under the supervision of a suitably qualified supervisor. Again express permission must be received from the course tutor before a student may charge.

(a) The Hypnotherapists of licentiate and the first two years of registered membership shall at all times be supervised by a practitioner suitably qualified in supervision.

(b) Hypnotherapists of later registered or accredited level of membership shall at all times:

be supervised AND/OR

be an active member of a peer support group.

Details of supervision arrangements shall be registered with the NCH, as a condition of membership, and updated promptly as any change occurs.

4. Provision of a Contract (see Notes)

All therapy is undertaken as a result of a contract between the client and the therapist. It is preferable that this should be a written contract rather than a verbal contract.



Such a contract should include:

- a statement of cost per session or whole course of therapy,
- a statement of confidentiality,
- the client's right of access to the complaints procedure of the NCH
- the fact that there can be no guarantee of a 'cure'.

5. Maintenance of Records/Notes and Recording of Sessions.

It is recommended that case notes must be maintained to include
 personal details,
 history,
 definition of the presenting issue,
 a copy of the contract,
 session/progress notes.

These should be maintained as hard copy and any use of computer records should be with the client's agreement and within the terms of the Data Protection Act.

Recording of sessions is acceptable, with client consent (see notes).

6. Workplace/Consulting Rooms

Facilities provided shall be of a professional standard and conform to current Health and Safety Regulations, when operating from permanent premises. These shall include any consulting room, used for the purposes of consulting with or conducting therapy, with any client, along with any reception or waiting areas associated with such rooms.

7. Display of Credentials

Only valid qualifications and certificates issued in respect of relevant courses or training events or certificates of registration/accreditation as issued by professional governing bodies may be displayed. THIS EXCLUDES TESTIMONIALS OF ANY FORM.

8. Public Protection procedures

All Hypnotherapists are subject to and must cooperate with the Public Protection procedures of the Council.

Notes of clarification:

1(a)(2) Most standards of confidentiality applied in professional contexts are based on the Common Law concept of confidentiality where the duty to keep confidence is measured against the concept of "greater good". A stronger form, as advocated, may be provided by the use of a written contract containing a confidentiality clause. The sharing of anonymous case histories with supervisors and peer-support groups is not a breach of professional confidentiality. The sharing of open case histories with supervisors is also not a breach.



Feedback to referring medical practitioners can take the form of general comments as to progress; specific details should be kept confidential.

The Hypnotherapist should also be prepared to share information necessary for the continuing treatment of clients by other health-care professionals, where there is an overlap or hand on of care. This should not be a reason to dilute the standards of confidentiality.

1(a)(4), Continuing Professional Development may include attending live courses, seminars, workshops or conferences, taking courses via distance learning, conducting research, and writing books, articles or publishable book reviews. All must be relevant to the practice of hypnotherapy.

1(a)(5), Should at any time a relationship, other than as described above, develop between a client and therapist, then the client shall be referred on to another competent therapist, at the earliest time commensurate with the welfare of the client and in any case, no further fees shall be taken.

Working with children: The NCH wishes to highlight that members should only work with children if they are so qualified to do so, and to be aware of the potential risks to them of false or malicious claims being made by children if they are seen without an appropriate adult.

1(a)(7), In the clause regarding bringing the profession into disrepute, the NCH also considers it to be a breach of the code to bring the NCH into disrepute. Ways that members can bring the NCH into disrepute include:

Utilising their NCH Membership for purposes not sanctioned or approved by the NCH

Failure to show a fellow member of the NCH the respect and courtesy owed him/her

Acting in a manner either professionally or privately that would bring the NCH into disrepute.

Stage hypnosis. The NCH does not support nor condone the practice of

hypnotism for entertainment purposes. It is the view of the NCH that hypnosis should be shown only in a therapeutic light.

Demonstrations made by members should be in keeping with the spirit of this utilisation of hypnosis.

1(b)(3) A supervisor is suitably qualified if they hold Cert.Hyp.Sup. or higher grade of supervisory training.

1(b)(4) The inclusion of a clause that defines the scope of confidentiality, within therapy raises it from a Common Law duty to Contractual Limitation and duty to deliver.



NGH

The National Guild of Hypnotists requires its members to conform to the following ethical principles, and shall hold members accountable for any departure from these principles.

A. Client Welfare: Members shall make the physical and mental well-being of each client a prime consideration.

B. Client Safety: Members shall not engage in verbal, physical or sexual abuse of any client.

C. Practice Limits: Members shall use hypnotism strictly within the limits of their training and competence and in conformity to the laws of their state.

D. Advertising: Members shall be truthful in their advertising.

E. Referred Practice: Members shall engage in hypnotic work with a client regarding a medical or mental disease only on written referral from an appropriately licensed medical or mental health professional, except when otherwise provided for by state law.

F. Reasonable Practice: Members shall withhold non-referred hypnotic work with a client services if a client's behavior, appearance or statements would lead a reasonable person to believe that the client should be evaluated by a licensed health care professional. Members shall provide services to such clients only after evaluation and with the approval of the licensed health care professional.

G. Colleagues: Members shall treat hypnotist colleagues without public defamation.

The National Guild of Hypnotists advocates the following standards for the professional practice of hypnotism. Except for members living in states where different practice standards are explicitly set by law, we urge our members to voluntarily conform to these standards.

Record Keeping: Members shall establish and maintain proper records necessary to a professional practice.

Scope of Practice: Members shall use hypnotism with clients to motivate them to eliminate negative or unwanted habits, facilitate the learning process, improve memory and concentration, develop self-confidence, eliminate stage fright, improve athletic abilities, and for other social, educational and cultural



endeavors of a non-medical nature. Except where state law provides otherwise, members shall use hypnosis with clients regarding a medical or mental disease only on written referral from a licensed medical or mental health professional.

Titles of Practice: Members shall hold their hypnotism services out to the public using only those titles earned and approved by the National Guild of Hypnotists: Certified Hypnotist or Certified Hypnotherapist, Certified Instructor, Board Certified Hypnotist or Board Certified Hypnotherapist, Fellow of the National Guild of Hypnotists, or Diplomate of the National Guild of Hypnotists, or titles protected by state law (State of NJ: HypnoCounselor).

Disclosure: Members shall truthfully disclose in writing to each client, using a Client Bill of Rights or similar written document, the nature and venue of the member's hypnotism training, the field of study of any higher degree used when holding services out to the public, the lawful limits of the member's practice of hypnotism, the practitioner's theoretical orientation or model, instructions for contacting the National Guild of Hypnotists should the client seek redress, and any business policies and practices maintained by the practitioner. Members holding advanced degrees from institutions that do not hold accreditation recognized by the United States Department of Education shall disclose to clients that the degree is alternative rather than academic. Members shall restrict the services described on this document to hypnotism.

Terminology: Unless qualified to do so by another credential, members shall avoid using the language of psychopathology or medicine when working with clients, except on referral from a licensed medical or mental health professional.

Public Hypnotism: Demonstrational hypnotism shall always be presented in a tasteful manner which is considerate of the individuals who have volunteered to participate in a public demonstration. Individuals participating in such demonstrations shall be treated with courtesy and respect.

Age-regression and Forensic Hypnotism: Age-regression and forensic hypnotism shall be used only by those who have had additional training in these specific fields of study.

Imagery: Frightening, shocking, obscene, inappropriately sexually suggestive, degrading or humiliating imagery shall never be used with a hypnotized client.

Claims: Members shall not disseminate false or exaggerated claims regarding hypnotism, but shall attempt whenever possible



to inform and educate the public with a true perspective of hypnotism. Members shall make only those specific claims for the effectiveness of hypnotism as can be justified by outcomes data. Members shall publicly maintain a professional demeanor toward other professions expressing divergent views on hypnotism.

Advertising: All advertising shall be factually presented in a professional and ethical way consistent with acceptable standards. Members shall advertise services and capabilities as hypnotists in conjunction with other specialties, occupations, vocations, arts or professions only if duly trained, properly qualified and professionally recognized in those fields.

Education: Schools of instruction now existing and those to be established in the future shall provide a full curriculum consisting of the theory, practice and applications of hypnotism, instruction and supervised practice in hypnotic methodology, the possibilities and limitations of hypnotism, with thorough instruction on the Ethics and Standards of our profession as set forth herein. All curricula used at schools recognized by the National Guild of Hypnotists shall be approved by the National Guild of Hypnotists. Instructors at such schools are expected to be approved and certified by the National Guild of Hypnotists or to hold credentials judged by the Guild as equivalent.

Good Standing: Members who maintain the required number of continuing-education hours, are of high moral character, conduct themselves and their practice of hypnotism in a professional and ethical manner and meet their financial dues obligation shall be considered as members in good standing of the National Guild of Hypnotists.

Recommendations: When a member recommends a client consult a colleague or health care professional, the member shall, whenever possible, provide the client with a list of more than one recommended name.

