

Counselling and Hypnotherapy Student Handbook



A Unique Opportunity to Study Two Diplomas Over Two Years

This is your chance to study a unique, two-year part-time study project and attain **two** professional diplomas: Level 5 Diploma in Integrative Counselling and a Level 5 (Practitioner Level) Diploma in Clinical Hypnotherapy.

The Counselling diploma is accredited by the **ACCPH** and the **National Council of Integrative Psychotherapists** and upon completion of this course students are eligible to apply to become registered members of the NCIP. Students are also eligible to sit the **BACP** Proficiency Test to gain Registered Member status. The Hypnotherapy Diploma is accredited by the **General Hypnotherapy Standards Council** underwritten by **The Complementary & Natural Healthcare Council 'CNC'**.



www.uktherapyguild.org

E: admin@uktherapyguild.org

M:0151 272 1092/07368 363946

*meets ASA standards in that **all** advertising is legal, decent, honest and truthful

A Foreword from our Founder

Nichola Doyle



*MA Education & Teaching
BA Hons in Education (with QTS),
FdA Children's Development & Learning,
L6 Counselling Supervision
L5 Diploma in Hypnotherapy (Hyp),
L5 Diploma in Integrative Counselling
Snr Accredited Member of the NCIP and ACCPH
Registered Member of the BACP (MBACP)*

A Welcome from Our Founder, Nichola Doyle

Welcome to UK Therapy Guild. My name is Nichola Doyle, and I am the founder of this training school. I am so glad you have chosen to begin, or continue, your therapeutic journey with us. The ethos of the Guild is built not just on professional theory, but on lived experience, and I wanted to share a little of my own story so you can understand the 'why' behind everything we do here.

I am now happily married to my husband, Jim, who I have been with since I was 16, and we have two wonderful grown-up daughters. But my life wasn't always filled with the safety and security I cherish today.

My own childhood was marked by instability, beginning when my parents' marriage broke down. I was placed into the care system and went to live with my grandparents, separated from my brother. Growing up, I navigated a difficult relationship with my father and a feeling of never being quite good enough, which eventually led me to cut ties simply to protect my own sense of self.

My life continued with periods of joy, but also immense loss. In a devastatingly short space of time, my nan, my brother, my mother, my mother-in-law, and my best friend all passed away. This compounded grief left me spiralling, and I knew I needed help.

My first steps into counselling were not what I had hoped for. I experienced constant changes in therapists, which only amplified my deep-seated abandonment issues. Later, I tried a different approach but felt unheard in sessions where I was offered no questions and no collaborative exploration.

It was in that moment of frustration that my purpose became clear: I knew I could, and should, create a better, more engaged, and more secure learning environment for others. I decided to train as a counsellor myself and discovered the transformative power of integrative counselling, particularly the psychodynamic approach and attachment theory. For the first time, I began to truly find myself.

This personal and professional journey is the foundation upon which UK Therapy Guild is built. At its heart is a simple truth: hurt people often go on to hurt others, creating a cycle of pain. Our fundamental goal is to break that cycle.

That's why I have meticulously designed our Level 5 Diplomas in Integrative Counselling and Hypnotherapy to be the course I wish I could have found all those years ago. It's an approach that doesn't just teach theory; it holds you, it challenges you, and it empowers you.

And to extend that ripple effect even further, directly into our community, we also created the UK Therapy Guild Counselling Service. This is our low-cost service, offering high-quality integrative counselling and clinical hypnotherapy to those who may otherwise struggle to access it. The sessions are carried out by our own highly-trained counsellors—therapists we have personally taught and mentored—as they work towards completing their 100 client hours. It's another vital part of our mission, ensuring that more people have the chance to be heard, to be held, and to heal.

By joining this course, you are not just learning to be a therapist; you are becoming part of that ripple effect of healing. I look forward to supporting you on your incredible journey.

Warmly,

Nichola Doyle

Director

UK Therapy Guild

M: 0151 272 1092/07368 363946

E: nicholadoyle@uktherapyguild.org

W: uktherapyguild.co.uk



Here at UK Therapy Guild, we are driven by our Vision and Values:

**High Quality
Training**

All teaching is provided by experienced teachers who are active in the fields of psychotherapy and hypnotherapy and the learning that takes place is structured so that it aids and enhances the student's understanding.

**Supportive
Climate**

Our friendly and approachable staff offer a safe and supportive learning environment with personalised help and guidance for all students.

**Inspiring
Curriculum**

We offer an Insightful, Informative, and Integrative approach to the teaching and learning of Counselling & Hypnotherapy. Our expansive curriculum provides students with a wealth of counselling knowledge, resources and approaches.

**Interactive
Teaching**

Teaching is motivational with opportunities for interactive group work, as well as self-reflective solo tasks. There are live sessions, demonstrations, guest speakers and monitored and supported practice sessions.

**Opportunities
For Personal
Growth**

We encourage free thinking and self-reflection with a view to expanding the mind. Students often develop themselves as well as their skills.

Our Mission Statement

"At the heart of UK Therapy Guild is a simple truth: hurt people often go on to hurt others, creating a cycle of pain. Our fundamental goal is to break that cycle.

We provide the space and the tools—through high-quality training and accessible counselling—for people to stop, reflect, and gain a deeper insight into their own psyche. We believe this journey of reflection leads to powerful 'aha moments' that create real change.

This reflection leads to learning, and learning leads to change. And when we start to act different, we start to live different—with more awareness, confidence, and peace.

Our ultimate purpose is to facilitate this transformation, creating a ripple effect that touches everyone. Our name, UK Therapy Guild, reflects our commitment: to offer a 'gold standard' of care and education, creating a community where both therapists and their clients feel emotionally held and have the chance to heal, grow, and truly live their lives well."

UK Therapy Guild's Offer to Students

The philosophy and design of the course has been carefully constructed to contain a balance of theory and process within a clearly defined framework:

1. Students are given regular opportunities for observation, practice, discussion, review and feedback, to one another as well as to staff.
2. Students will be given opportunities to put their theoretical skills into practice.
3. All students are monitored and assessed to ensure they develop and are progressing on their trainee-counsellor journey.



UK Therapy Guild trains people to the highest possible standards in Counselling & Hypnotherapy. We offer students the opportunity to obtain 2 Diplomas over 2 years - namely a **Level 5 Diploma in Integrative Counselling**, which is accredited by the National Council of Integrative Psychotherapists (NCIP) and a **Level 5 Practitioner Level Diploma in Clinical Hypnotherapy** validated by the General Hypnotherapy Standards Council (GHSC). The course provides for 370 Guided Learning Hours which include 120 hours that take place face to face.

Students cover a very wide curriculum comprising of a range of highly useful modalities including, but not limited to: CBT, Person Centred, Gestalt, Psychodynamics, Transactional Analysis, Grief Therapy and Family Counselling, Couples Counselling, Neuro-Linguistic Programming (NLP) and Hypnotherapy.

Training sessions are delivered face to face, with some sessions taking place online. All sessions are designed to be resourceful and interactive as well as informative. Students are encouraged to realise their full potential. To facilitate this, tutors foster a climate of trust, support and empathy which result in relationships being quickly established between students and tutors as well as connections being created within peer groups.

It is the sincere aim of UK Therapy Guild to equip our students with a diverse and vital skill-set with which they can help a broad range of clients with presenting and underlying psychological issues. The integrative counselling model facilitates the use of individual and tailored approaches. The similarities and differences between relevant modalities and techniques offer trainee counsellors a broad and vital toolkit which can be used in a complementary way. Counsellors are encouraged to take the time to reflect and consider a client's process through different lenses (e.g., looking at relationships through Transactional Analysis, Psychodynamics or Humanistic Theory) and to help the client to make sense of what is happening, thus personalising the experience for them.



Integrative counselling is different in every therapeutic relationship, because each therapist brings their own experiences and perspectives to the session, and the model is applied flexibly to meet the needs of each individual client. Through our highly effective teaching programme and inspiring curriculum, the student

develops sound knowledge of all areas of the course. It is our aim to give students the skills and confidence to use the integrative model well.



After the first year of counselling studies, students who demonstrate that they are fit to practice, begin working towards completion of the required 100 client counselling hours. In preparation for this, there are plenty of opportunities for students to take part in monitored practice sessions, which take place both face to face and online. These sessions give the students the chance to put theory into practice. Once client hours have commenced, students will need to complete 12 hours of supervision in total and will have access to our Highly Accredited and Experienced Supervisor, Nick Buchanan. Part way through Year 2, students begin

the Practitioner Level Diploma in Clinical Hypnotherapy and opportunities are provided for hypnotherapy practice sessions which continue to be supported and monitored.

Following completion of the 2 year course, and the required 100 client hours, students have the following options available to them, namely; to apply for Individual Membership of the **NCIP or BACP**, or the choice to sit the British Association for Counselling and Psychotherapy (**BACP**) Proficiency Test. Upon passing this test, there is an opportunity to apply to become a **Registered Member of the BACP**.

Our supportive environment and student-centred approach to training allows the learner to feel safe, supported, comfortable and immersed in the learning experience. We are proud to state that UK Therapy Guild students' progress from being trainee counsellors to fully qualified, equipped, confident and capable psychotherapists. Our counsellors possess a wide knowledge and range of integrative modalities which they use to help their clients, and themselves, to live consciously and make positive improvements to their lives.



Integrative Counselling

Units of Study

<p>Unit 1: The Self Structure What Constitutes 'SELF': Models of the Person and the Concepts of Self The influence of social, cultural, ethnic, philosophical and political issues Becoming Self-Aware The Johari Window Change and how it happens Revisiting the Self and noting personal development as the course proceeds</p>	<p>Unit 2: Determinism or Free Will Are our lives predetermined or do we have free will? Soft Determinism Vs Hard Determinism Soft Free Will Vs Hard Free Will Humanist or Behaviourist</p>
<p>Unit 3: Professional and Organisational Issues Empathy, Defining and Maintaining Boundaries, Code of Ethics and Practice, Moral, Ethical and Legal Issues, The Counselling Relationship, Confidentiality, Transference and the Counselling Relationship, Ending Counselling, Referrals, Client in Crisis, Supervision</p>	<p>Unit 4: Counselling Skills and Theory Update The Structure of Counselling Theoretical Approaches in Counselling Paraphrasing, Summarizing, Reflecting Guided Discovery through open ended questioning, challenging The Counsellor's Role What Counselling is NOT</p>
<p>Unit 5: Psychodynamic Counselling Key Concepts Defence Mechanisms Freud's Structural Theory Transference and Countertransference Object Relations Theory</p>	<p>Unit 6: Attachment theory and the Strange Situation Introducing the Work of John Bowlby and Mary Ainsworth Stages of Attachment Four Attachment Styles Attachment Styles & T.A. Life Positions</p>
<p>Unit 7: Gestalt Therapy Wholeness and Integration Awareness - Ground and Figure Five layers of Neurosis Field Theory Unfinished business Empty Chair Closure and Resolution</p>	<p>Unit 8: Phenomenological and Humanistic Approaches The Meaning of Phenomenology in Relation to Clients Rogers and the Person-Centred approach Maslow and Humanism The Existential Approach Summary</p>
<p>Unit 9: Transactional Analysis Introduction Ego States Life Positions Life Scripts Karpman's Drama Triangle Contamination of Ego States Exclusion of Ego States Games People Play</p>	<p>Unit 10: Grief counselling The Five Stages of Grief Attachment, Loss and the Experience of Grief Understanding the Mourning Process Dual Process Method Worden's Four Tasks</p>
<p>Unit 11: Narrative Therapy Prominent Social Discourse Problem Saturated Stories Externalising Deconstruction</p>	<p>Unit 12: Family counselling Family Sculpting – Theory and Case Studies Bowen's System Theory Strength Based Family Therapy Family Therapy Techniques and Applications</p>

<p>Unit 13: Couples' Counselling Unconscious Dynamics of Relationships Transactional Analysis and Couples' Counselling The Gottman Method</p>	<p>Unit 14: Cognitive Behavioural Therapy Evolution of Behaviour Therapy Behaviour Therapy and its view of the person The Cognitive Emphasis Rational Emotive Behaviour Therapy</p>
<p>Unit 15: Equality, Diversity and Inclusion Why we should always strive for the highest ethical practices regarding: age, disability, gender, marriage/civil partnership, pregnancy/maternity, race. Religion/belief, sex, sexual orientation, etc. Anti-Discriminatory Practices</p> <p>Mental Health Competency Wider Health and Social Care Safeguarding Suicide Awareness</p>	<p>Unit 16: Preparing for Placement Case Studies Practice Sessions: opportunities to assess, and reflect on the competency of the developing trainee counsellor with staff, taking into account feedback from fellow students within the learning environment</p> <p>Preparation for placement: Fit to Practice Letter, Four Way Agreements Supervision</p>

Course Outcomes for Counselling

Upon completion of the counselling element of the course, students must be able to demonstrate that they can:

- Articulate their own philosophical approach to counselling, understand case materials, the counselling process and show a deep understanding of integrative models of counselling.
- Reflect constructively on themselves, their own life experiences, and their interactions with others and evidence their own personal and professional growth processes.
- Initiate, manage and successfully conclude a counselling interaction (which will include contracting, confidentiality and its limitations, time boundaries, safeguarding, etc).
- Use the active listening skills learned to function competently through a series of counselling sessions.
- Develop empathy, focussed awareness and interpersonal skills to a high degree.
- Present a thorough understanding of the counselling processes, including client assessment and intervention planning.
- Demonstrate a commitment to anti-oppressive practice and non-discriminatory use of counselling skills.

Hypnotherapy



What is Hypnosis?

Healing by trance state (or an altered state of awareness) is among the oldest phenomena known to man and is found, in one form or another, in virtually every culture throughout the world. It could also be legitimately described as the original psychological therapy and somewhat more contentiously, as the basis for many of the more recent styles of psychological intervention.

Although such altered states have been known for thousands of years, the term 'hypnosis' (from the Greek 'hypnos', meaning 'sleep') was only coined circa 1840 by Dr James Braid, a Scottish physician, and remains a somewhat less than accurate description of the experience because the hypnotic state is, in most respects, entirely dissimilar to sleep.

At our current level of knowledge, the phenomenon of hypnosis cannot be conclusively defined. However, we might describe it as a state of mind, enhanced by (although not exclusively) mental and physical relaxation, in which our subconscious is able to communicate with our conscious mind. It may be better to define 'hypnosis' by what it *does* rather than what it *is* and in this regard it is widely accepted as a method by which we can access our inner potential. The hypnotic state of mind may be brought about either by oneself, unaided (self-hypnosis) or with the help of another person. When the other person is a trained professional who utilises the trance state of mind to encourage beneficial change, the process is referred to as 'Hypnotherapy'.

What is Hypnotherapy?

Psychological therapy and counselling (sometimes referred to as the 'talking cure') is the treatment of emotional and psychological disorders, unwanted habits and undesirable feelings - using psychological techniques alone. The aim of all such therapy is to assist people (referred to as clients) in finding meaningful alternatives to their present unsatisfactory ways of thinking, feeling or behaving. Therapy also tends to help clients become more accepting both of themselves and others and can be most useful in promoting personal development and unlocking inner potential.

There are many forms of psychological therapy but Hypnotherapy is distinct in that it attempts to address the client's subconscious mind directly. In practice, the Hypnotherapist often (but not exclusively) requires the client to be in a relaxed state, frequently enlisting the power of the client's own imagination and may utilise a wide range of techniques from story-telling, metaphor or symbolism (judged to be meaningful to the individual client) to the use of direct beneficial suggestions. Analytical techniques may also be employed in an attempt to uncover problems which may lie in a client's past (referred to as the 'there and then') or therapy may concentrate more on a client's current situation and immediate presenting problems (referred to as the 'here and now'). It is generally considered helpful if the client is personally motivated to change (rather than relying solely on the therapist's efforts) although a belief in the possibility of beneficial change may be a sufficient starting point.

In line with The Complementary & Natural Healthcare Council 'CNC' UK Therapy Guild would further describe Hypnotherapy and its uses as below:

'Hypnotherapy involves skilled communication aimed at directing a person's thoughts and imagination in a way that helps elicit psychological and physiological changes in some perceptions, sensations, feelings, thoughts and behaviours.

In a typical hypnotherapy session, the hypnotherapist and client will discuss the intended changes or therapeutic goals desired. The hypnotherapist will ask questions about previous medical history, general health and lifestyle to decide on the best approach to the individual.

Hypnotherapy may be found to be helpful for those seeking relief from a range of problems and is used alongside a person's own willpower and motivation to identify and work towards a desired goal. It is often used to help relieve stress and anxiety, aid sleeping, help to address attitudes to weight, and help clients achieve behavioural changes to stop smoking. It may also help with fears and phobias, minor skin conditions that are exacerbated by stress and confidence issues, and may be used to enhance performance in areas such as sport and public speaking. Hypnotherapy may help people to cope with and manage the relief of perceived pain.

Hypnotherapy has also been used with both adults and children to help manage the pain associated with irritable bowel. There is evidence to support its use in this condition for both adults and children and the National Institute for Health and Clinical Guidance (NICE) recommends the NHS should consider referring patients for hypnotherapy if their irritable bowel is persistent and has failed to respond to simple prescribed medicine.'

(nb. In actual practice, most Hypnotherapists will combine hypnotic procedures with other appropriate counselling and therapeutic techniques. Should there be any doubt about the combination of skills utilised in individual cases, the client may ask the therapist directly for a further explanation of their chosen methodology.)

Regardless of the techniques employed, perhaps the most important thing is that a client should expect to feel comfortable and at ease with their therapist. This is of particular importance in Hypnotherapy. The value of the treatment is greatly enhanced when there is confidence in the practitioner. Hypnotherapy is generally considered to be a fairly short-term approach in which beneficial change, if it is to occur, should become apparent within relatively few sessions.

Who can be hypnotised?

The answer to this question is undoubtedly 'virtually everyone'. However, some are more readily hypnotisable than others and it also depends upon one's willingness to be hypnotised. This willingness depends upon a number of factors, not least of which is the strength of the person's particular need and their trust and confidence in the therapist concerned. A corollary to this question is '*What level of trance is required in order to achieve a beneficial outcome?*' Although there remains some disagreement over the answer, most researchers concur that the actual level (or depth) of trance experienced does not relate to the beneficial results that might be obtained. In practice, this means that even where a person feels that they have not been hypnotised, given time (and this is a very important factor), the desired outcome of therapy may yet materialise. This matter of time is especially important in our current society, which has, in many respects, been habituated towards instant gratification. Hypnotherapy can be extraordinarily effective, but it is not magic. However, if the right ingredients are present, if the time is right and if a suitable practitioner can be found with whom the client is willing to work, then all their (realistic) goals are achievable.

Who may benefit from Hypnotherapy?

Again, the answer to this question is ‘virtually everyone’. Given that hypnotherapy can be utilised to access a person’s inner potential and given that most people are not performing to their fullest potential, then it is clear that hypnotherapy could help virtually everyone. It is not just potential which Hypnotherapy addresses but also one’s inner resources to effect positive change. In this regard, it is the innate healing capacity of our own body that can be stimulated by Hypnotherapy. Consequently, the list of problems which may be amenable to Hypnotherapy are too long and varied to catalogue but certainly include: stress, anxiety, panic, phobias, unwanted habits and addictions (e.g. smoking, overeating, alcoholism), disrupted sleep patterns, lack of confidence, low self-esteem, fear of examinations and public speaking, allergies and skin disorders, migraine and irritable bowel syndrome (IBS). Additionally, it has proved of value within surgery, where normal anaesthetics have not been practical, in the wider sphere of pain management and in the areas of both sporting and artistic performance enhancement. As an adjunct to other counselling techniques, it can also assist in helping to resolve relationship difficulties and be useful within anger management strategies.

Although there are many other areas where Hypnotherapy can bring relief, there are instances in which it may be contra-indicated. These might include some types of depressive illness, epilepsy, psychosis (e.g. schizophrenia) and certain breathing problems.

Some Common Concerns

People are sometimes concerned that they will ‘lose control’ in hypnosis. However, general consensus indicates that regardless of how deeply people may go in hypnosis and however passive they may appear to be, they actually remain in full control of the situation. They are fully able to talk if they wish to (or not, as the case may be) and can stand up and leave the room at any time. Neither can a hypnotised person be made to do anything against their usual ethical or moral judgement or religious belief. It is likely that the notion of a loss of control stems from most people’s misconception of stage hypnosis, wherein participants are made to perform all manner of (usually foolish) acts. However, the reader should be aware that participation in a stage act is an entirely voluntary process (thus ‘permission’ is already given to the hypnotist) and that there can be no such volunteer who is unaware of exactly what they are letting themselves in for.

Hypnotherapy

Units of Study

<p>Unit 1: Introduction</p> <p>Introduction to Hypnosis, History of hypnosis Common misconceptions, Every day forms of hypnosis Hypnoidal states, Trance states The six depth stages in hypnosis Four criteria for judging depth of trance</p>	<p>Unit 2: Session Structure</p> <p>Suggestibility Tests Induction process Induction methods Direct/Authoritative vs. Indirect/Permissive Mental Overload Closing a session Complete session script</p>
<p>Unit 3: Effective Voice Usage</p> <p>Embedded Commands Maximizing the effects of intonation and voice emphasis Incorporating distractions Recap.</p>	<p>Unit 4: Components of the Mind</p> <p>Freud's Structural Theory A Model of the Mind The Conscious, Subconscious, and Unconscious Minds Prime Directives of the Unconscious Mind Anchoring Discuss Assignment 1</p>
<p>Unit 5: Safety/Modalities and Sub-Modalities</p> <p>Precautions and Safety Mechanisms Suppression, Repression and Abreaction Dealing with abreaction Legal and Ethical Issues Modalities and Sub-Modalities Safety aspects of Sub-modality manipulation Discuss Assignment 2</p>	<p>Unit 6: Self Hypnosis</p> <p>Methods of Self Hypnosis Indirect language script How To Perform Self hypnosis Demonstrations and Review</p>
<p>Unit 7: The Therapeutic Relationship / Parts Integration & Motivation</p> <p>Congruence Maintaining Professionalism Rapport building Parts integration and Motivation Parts Integration Procedure</p>	<p>Unit 8: The Power of Suggestion & Expectancy</p> <p>Posthypnotic suggestions Self-Esteem & Hypnosis Two Approaches to Ego Strengthening Ego strengthening Script The laws of suggestion Post hypnotic suggestions Three factors that influence positive suggestion management</p>
<p>Unit 9: Phobia Treatment</p> <p>Fear and Panic Management Anxiety and Panic Attacks Phobias Fast Phobia Cure: (V/K Dissociation or Rewind Technique) Systematic De-sensitization Future Pacing Swish Patterns Discuss Assignment 3</p>	<p>Unit 10: Regression</p> <p>Age Regression Past life regression Progression Chunking Up and Down Sub-modality manipulation scripts: Movie Screen Regression, Hall of Doors</p>

<p>Unit 11: Aversion therapy Weight loss Smoking cessation Hypno-Birthing Gastric band Case Studies</p>	<p>Unit 12: Definition of NLP Strategies and Theories Five principles for success Presuppositions of NLP NLP Communication model The Meta Model The Milton Model</p>
<p>Unit 13 Favoured Representational Systems Eye patterns Eye pattern chart. Discuss Assignments 4, 5 and 6</p>	<p>Unit 14: Return to Anchoring Stacking, Chaining, Collapsing anchors Keys to an achievable outcome Ecology</p>
<p>Unit 15: Metaphor outline Pre-mapping Mapping Strategies</p>	<p>Unit 16: Confidentiality Boundaries Data Protection GDPR Contracts</p>
<p>Unit 17: Introduction to Strategies Types of Strategies Strategies Theory The Five Fundamental Strategies T.O.T.E Model of Strategies</p>	<p>Unit 18: Setting Up a Practice Marketing Techniques Membership of Professional Bodies Insurance</p>

*Overall ratio of theory to practice: Hypnotherapy has a very diverse range of theories and modalities, some of which are more theoretical in orientation (eg Hypno-psychoanalytical), as compared with others that are more practical (eg Hypno-behavioural). The overall ratio of theory and practice, therefore varies between 65-80% theory: 20-35% practice

Course Outcomes for Hypnotherapy

To ensure that at the point of successful course completion, individuals are safe and competent to practise hypnotherapy. Upon completion of the course, students must be able to demonstrate that they can:

- Articulate their own philosophical approach to hypnotherapy, understand case materials, the hypnotherapy process and show a deep understanding of the models of hypnotherapy.
- Reflect constructively on themselves, their own life experiences, and their interactions with others and evidence their own personal and professional growth processes.
- Initiate, manage and successfully conclude a hypnotherapy interaction (which will include contracting, confidentiality and its limitations, time boundaries, safeguarding, etc).
- Use the active listening skills learned to function competently through a series of hypnotherapy sessions, where applicable.
- Develop empathy, focussed awareness and interpersonal skills to a high degree.
- Present a thorough understanding of the hypnotherapy processes, including client assessment and intervention planning.
- Demonstrate a commitment to anti-oppressive practice and non-discriminatory use of hypnotherapy skills.

Further Learning Outcomes and Competencies to be Achieved as set out by the National Occupational Standards (NOS) for Hypnotherapy, students must meet the standards as set out in Complementary & Natural Healthcare Council standards CNH1, CNH2 and CNH3 as follows:

CNH1 Explore and establish the client's needs for complementary and natural healthcare

Overview

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare.

This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

CNH2 Develop and agree plans for complementary and natural healthcare with clients

Overview

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers).

This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

CNH23 Provide Hypnotherapy to clients

Overview

This standard covers the provision of hypnotherapy for individuals. It includes supporting the client throughout the intervention and evaluating the effectiveness of hypnotherapy with the client.

Knowledge and understanding

Students will need to know and understand:

- 1 the principles of different approaches and their application including on-line therapy
- 2 the links between case evaluation and selected approaches
- 3 the hypnotherapist/client relationship
- 4 the relationship with all other healthcare professionals
- 5 the importance of building and maintaining a rapport with the client
- 6 the importance of building review, reflection and evaluation into the therapy planning
- 7 current methodologies, underpinning theories and codes of ethics
- 8 methodologies employed in interventions may include (but are not limited to):
 - a) the use of formal and informal trance
 - b) the use of different levels of consciousness
 - c) the use of direct and indirect approaches
 - d) the use of direct and indirect suggestions
 - e) matching different approaches to different clients eg permissive or authoritarian
 - f) relationships between different methodologies
- 9 possible contra-indications for particular presenting issues. If in doubt, hypnotherapist to contact client's GP (always with client permission) or other relevant healthcare professional (such as psychiatrist if patient has been referred or is working 'in conjunction with').
- 10 the importance of observation of clients throughout the therapeutic process
- 11 the variety of content, structure and approach of different methodologies and the benefits and limitations of each
- 12 the processes for evaluating information as the selected interventions proceed and using this to inform future practice
- 13 the principles of selecting techniques – i.e. matching the intervention to client needs

- 14 the importance of taking a critical approach in relation to methodologies selection
- 15 the factors to consider when selecting methodology tailored to individual needs
- 16 the importance of being aware of actions, reactions, transference, abreactions and interactions of the client
- 17 the possible barriers to successful therapy
- 18 how to safely re-alert the client at the end of the session
- 19 how to negotiate the termination of therapy with the client
- 20 the importance of working within therapist's competence, understand their limitations and refer on to another hypnotherapist or healthcare professional if appropriate
- 21 the need to maintain awareness of safeguarding with children and vulnerable adults
- 22 the importance of confidentiality and where a breach may be required (e.g. for imminent risk)
- 23 Understand the risks and limitations of online therapy

Performance criteria

Students must be able to do the following:

- 1 explain and clarify the use of hypnosis to the client, including on-line therapy
- 2 identify and select methodologies that are appropriate for the client which are consistent with the overall planned intervention/s
- 3 explain to the client the reasons for your choices of methodology at each stage of the therapy if requested by the client
- 4 explain to the client the choice and possible, most relevant, responses in an appropriate manner, level and pace to suit client's understanding
- 5 explain to the individual their role in cooperating and participating in the therapy
- 6 obtain the appropriate consent for hypnotherapy
- 7 explain the role which the client (and companion if relevant) must take for the hypnotherapy to be successful
- 8 encourage the client and explain how to:
 - a) monitor their response to therapy and any self-care exercises
 - b) note any changes in their health and wellbeing
 - c) contact the practitioner at an appropriate time if they have any concerns or queries in relation to their intervention therapy
- 9 provide clear and accurate advice with regard to any relevant aftercare within the scope of the therapist's expertise
- 10 support the client to make informed choices
- 11 apply the appropriate interventions that are suited to the client's needs
- 12 evaluate, with the client, the outcomes and effectiveness of the hypnotherapy provided to date, to inform future plans and actions
- 13 accurately record information and reflect upon the rationale for the programme of hypnotherapy

Hypnotherapy Accreditation

The Practitioner Level Diploma in Clinical Hypnotherapy is accredited by the **General Hypnotherapy Standards Council (GHSC)**, and graduates of this course are eligible to enrol on the General Hypnotherapy Register (GHR). Achievement of the educational and professional outcomes in the Hypnotherapy Core Curriculum offered by UK Therapy Guild act as a measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC).



GHSC

The General Hypnotherapy Standards Council (GHSC) and General Hypnotherapy Register (GHR) are the UK's largest and most prominent organisations within the field of Hypnotherapy and together present an exemplary model for the simultaneous protection of the public and the provision of practitioner credibility and services. The GHSC is responsible for overseeing the criteria for the ongoing registration of individual practitioners within the GHR, all complaints brought by the public against such registered practitioners and for the assessment and accreditation of hypnotherapy training courses which lead to that registration. It comprises more than 140 separate affiliated Professional Bodies & Training Schools, which can be viewed via our online hypnotherapy directory.

GHR

The GHR is overseen by the GHSC and is responsible for its day-to-day administration together with the implementation of all GHSC decisions. It is a professional association and register of practising hypnotherapists, comprising in excess of 3,000 UK based individual practitioners, together with registered therapists in some 35 countries around the world, which can be viewed via our online hypnotherapy directory. We are additionally a verifying organisation for those practitioners who wish to register within the Hypnotherapy section of the profession's Voluntary Regulator, the Complementary & Natural Healthcare Council, set up with Department of Health funding.

Benefits of Registration

Eligibility for a standardised, professional award, the **General Qualification in Hypnotherapy Practice (GQHP)**, for graduates of Practitioner Level accredited training courses.

Eligibility for fast-track registration for training school graduates of Practitioner Level validated courses within the Hypnotherapy Sections of the **Complementary and Natural Healthcare Council (CNHC)** – the voluntary regulator for complementary medicine set up with government funding and support – and the alternative regulatory body, *the* **General Regulatory Council for Complementary Therapies (GRCCT)**.

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Assessment

• Counselling

On-going assessment will be based on students being able to demonstrate that they are gaining the requisite skills and a sound approach. In addition, students will be expected to submit a combination of both written and verbal assignments, inviting students to showcase their growing awareness of theory and the application of all the integrative modalities. Students will also be asked to compile case studies based on classroom and placement interactions where they have been acting in the role of therapist. These must be authentic and based on the genuine interactions (not fictitious simulations) that have taken place between the Counsellor and Client. There will be a requirement to demonstrate your developing counselling skills via the submission of an audio recorded session for both counselling and hypnotherapy accompanied by a written critique of your role of Counsellor. ***Note: you must have the client's full consent before submitting such material. After assessment such audio files must be deleted.***

We recognise that some students may face challenges in completing written assignments and in these rare cases we will support individuals with alternative opportunities to prove their learning. Such arrangements must be agreed with the Course Director before any submissions are made.

• Hypnotherapy

On-going assessment will be based on students being able to demonstrate that they are gaining the requisite skills and a sound approach. In addition, students will be expected to submit a combination of both written and verbal assignments, inviting students to showcase their growing awareness of theory and the application of all the integrative modalities.

• Further Details of the Hypnotherapy Assessment Process

Learning outcomes can be assessed in a wide variety of ways and sometimes in different ways for the same cohort dependent on the preferred learning style of the student as we recognise that some students may face challenges in completing written assignments and in these rare cases, we will support individuals with alternative opportunities to prove their learning. Such arrangements must be agreed with the Course Director before any submissions are made.

Throughout the duration of the 9 month Hypnotherapy Diploma, there will be a requirement to produce a minimum of 3 case studies: one of which will be a single session and the other two will be based upon a series of sessions (2 or more) based on classroom and placement interactions where they have been acting in the role of therapist. These must be authentic and based on the genuine interactions (not fictitious simulations) that have taken place between the Hypnotherapist and Client. Practical Assessment of Skills will remain ongoing (ie during teaching sessions) and will take into account observation as to a student's practice, application and suitability of chosen methods.

There will be a requirement to demonstrate your developing hypnotherapy skills via the submission of an audio recorded session accompanied by a written critique of your role of hypnotherapist. ***Note: you must have the client's full consent before submitting such material. After assessment such audio files must be deleted.***

With regards to presentation of the case studies, this will include:

1. Summary of the intake
2. Initial treatment plan and rationale for selection
3. Summary of treatment, outcomes, observations

4. Rationale for any adjustments to treatment plan
5. Learnings (for student) from undertaking work
6. Any defined areas for development

Coursework will also include research and assignments based on theory and personal development. Overall assessment will be made by the course tutor and a sample of overall submissions will be additionally assessed by an independent assessor.

• Overall Assessment Feedback

Written feedback is provided on each copy returned assignment. In this way feedback is placed in-situ, responding directly to each student's assertions. We have found that this approach leads to richer opportunities for students to grow and develop beyond any weaknesses they might have shown. In addition to the obvious practical guidance regarding proper professional practices, feedback is given regarding qualities. In this way a more nuanced understanding of the craft of Counselling and Hypnotherapy might be more fully appreciated.

Supervised Placement/s

• Counselling

Students are required to complete 100 client hours to practice their skills. They must adhere to the BACP/NCP guidelines of 1 hour of supervision for every 8 client hours ie 1.5 hours of supervision per month. This equates to 12 hours of supervision overall. You may include group supervision of no more than four group members facilitated by an experienced and accredited Supervisor. Please note that only 50% of your time is allowable to be included in your supervision log ie one hour of peer supervision will equate to 30 minutes that you can record. UK Therapy Guild will be offering Monthly Supervision upon commencement of your second year of study ie 10 sessions will run from September to June. The sessions will follow the 7 Eyed Model of Supervision at a reduced cost.

• Hypnotherapy

Placements for hypnotherapy alone are not mandatory however, 20 hours of practice are encouraged. Students are required to secure their own placements or to offer hypnotherapy (if agreed by their placement provider) however these will be in addition to their required 100 counselling hours.

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Code of Ethics

UK Therapy Guild abides by the Code of Ethics set out by both the National Council of Integrative Psychotherapy (NCIP) and the British Association of Counsellors and Psychotherapists (BACP). These emphasise and underpin the professional practice and management guidelines of moral, ethical, and legal issues into the course delivery. The Code of Ethics can be explored further by following the link provided:

<https://www.the-ncip.org/images/Code-of-Ethics.pdf>

Student Support, Conduct and Conditions

Students should not commit any offence likely to bring the professional name of the training establishment, the NCIP nor GHSC into disrepute and will inform the training establishment should an event take place.

A climate of mutual support is essential. Students are encouraged to listen carefully to the opinions of others and to the guidance of their tutors.

An ethos of acceptance of others is necessary, not just for the counselling profession, but also for the family feel of a productive learning environment.

Any student experiencing personal issues which impinge on their ability to fulfil their course obligations should bring the matter to one of their tutors as soon as possible.

Physical attendance is required and a minimum of 80% classroom attendance is required. Any student failing to meet this condition will need to meet with the Course Director to make alternative arrangements. There may be a requirement to complete additional work to ensure that all aspects of learning are achieved.

The course gives students access to a tremendous collection of supportive videos, documents and learning materials on the website, but these should never be used as a substitute for your classroom presence.

In very rare cases, a student may be required to leave the course if the tutors unanimously determine that the student is either unable to meet the course demands or is unsuitable for such a course. In such cases a pro-rata refund will be arranged.

Complaints procedure for students

If you are concerned about any aspect of your learning experience with **UK Therapy Guild**, you can bring your concerns to the attention of one of the course tutors in whatever form you are most comfortable with ie face to face, via phone, email/SMS, a written letter. This procedure enables investigation of the concerns with the aim always being that there is a satisfactory resolution. Most complaints are resolved informally by expressing the complaint to a member of staff who is appropriate or with whom you feel most comfortable. However, where the above has not produced a satisfactory resolution to the problem, you may raise a complaint formally to the Complaints Sub-Committee consisting of two members of the course staff. In this event, a formal meeting will be held either face to face or via video phone and the student would be entitled to be accompanied by one supporter. Minutes of the discussion will be taken and a full written report and suggested resolution (where one can be found) will be shared with the complainant – this report will also be forwarded on to the NCIP.

To contact the Complaints Sub-Committee directly, please use the contact details at the front of this handbook.

Student Voice

Past and current students have given the following reflections on their experience of this course...

Paul: I joined the course as a 'mature' student and was worried about going back into studying after a long time but I was delighted at the level of support I received from all the tutors from the outset. The sessions are all fascinating, presented in an accessible, engaging and often fun way which really helps with some of the content. They all fit together really well as the year progresses and you can soon see the links between the different modalities and how to use them in practical terms when you become a therapist. There is a lot to learn, but this shouldn't put you off as it is mixed in with a lot of practical applications and personal experiences from the staff and students. It is always easier to learn in a positive and accepting environment, which the course promoted, and the use of different types of resources suited me really well. I also knew I could reach out to the staff at any point for clarification and be supported which helped greatly. It has been a wonderful and challenging experience which I have grown from and I know will lead to a new direction for my life. Any concerns I had before I started quickly evaporated when I met Nichola, Nick and Paul; for me, Thursday evenings quickly became the highlight of the week.

Erin: I have really enjoyed the course so far. It has been filled with lots of information and shared knowledge but at a pace that has felt appropriate. We have covered lots of topics and with each one I have learnt something new people in general and also about myself, which I believe has been the best part of this course. I am feeling confident heading into my placement as I feel I now have the right tools to be able to help others.

Annette: I have been on the course for the last 12 months. We are half way through the programme and I can honestly say it has been one of the most enjoyable programmes I have ever been involved in. I have joined programmes with other companies in the past where I have stopped and started due to things not going right., but this course has been absolutely brilliant. I have learned so much from the tutors, they have been so helpful and understanding and very, very knowledgeable and the group work has really helped me to develop. I would highly recommend this course and the work that Nichola does to anybody looking to study counselling.

I have found the assignments easy because the instruction we have been given during the sessions has been so good plus the materials to support you after you have come out of the classroom are excellent. I am really looking forward to the second year of study.

Liz: My experience on the course has been immensely rewarding. Personally, I have experienced significant growth, gaining deeper self-awareness and confidence. The variety of modalities studied has greatly benefited my practice, providing a versatile toolkit to address diverse client needs effectively. The excellent level of teaching and the tutors' extensive knowledge have been instrumental in this journey, offering insightful guidance and fostering a rich, supportive learning environment. This course has not only enhanced my skills but also enriched my skills and journey to become an integrative therapist.

Course Materials

A comprehensive course manual will be issued on the first night. All course materials are situated on our extensive website. You will be given access to our online materials after enrolling.

Reading Lists

The following **reading lists for counselling and hypnotherapy** are recommended throughout the duration of the course. You will not be expected to purchase or read all of these books, but during the course of your studies you might seek them out and dip into their relevant chapters following the teaching of each module.

Counselling Priority Reading

I'm OK, You're OK – Thomas A. Harris
Counselling for Toads – Robert de Board
Born to Win – Dorothy Jongeward & Muriel James
Gestalt Therapy Verbatim – Frederick S. Perls and Michael Vincent Miller
Death and Dying – Elisabeth Kubler-Ross
On Grief and Grieving – Elisabeth Kubler-Ross & David Kessler
Uncommon Therapy – Jay Haley
Introducing NLP - Joseph O'Connor
Psychodynamic Counselling in Action – Michael Jacobs
Client Centred Therapy – Carl Rogers
The Unconscious – Sigmund Freud

Optional Reading

Rising Strong – Brene Brown

NLP Workbook – Joseph O'Connor
On Becoming a Person – Carl Rogers
Families and how to Survive them – John Cleese & Robyn Skinner
Creative Process in Gestalt Therapy – Joseph Zinker
Games People Play – Eric Berne
Alcoholic to Alchemist – Paul Henderson
Unlocking OCD – Nick Buchanan
Magic of NLP Demystified – Byron Lewis & Frank Pucelik
Depression: The Way out of your prison – Dorothy Rowe
The Myth of Normal – Gabor Maté

Hypnotherapy Theory

Trance-formations: Neurolinguistic Programming and the Structure of Hypnosis – Bandler and Grinder
Guide to Trace-formation – Richard Bandler
The Collected Papers of Milton H. Erickson (4 Volumes) – M. H. Erickson MD.
My Voice Will Go With You: The Teaching Tales of Milton Erickson – Sidney Rosen
Monsters and Magical Sticks: There's No Such Thing as Hypnosis? – Heller and Steele
Hypnotherapy – Dave Elman
The Wizard from Vienna: Franz Anton Mesmer – Vincent Buranelli
Training Trances – Overdurf and Silverthorn
Reality is Plastic: The Art of Impromptu Hypnosis - Anthony Jacquin
Transforming Hypnotherapy: A New Approach to Hypnotherapy – Gil Boyne
Mesmerism in India – James Esdaile
Creative Process in Gestalt Therapy – Joseph Zinker
Magic of NLP Demystified – Byron Lewis & Frank Pucelik

Practice

NLP Workbook – Joseph O'Connor
Echoes of the Mind: Top Ten Hypnotherapy Scripts for Change – Viktoria Nazarov
The Art of Hypnotherapy: Managing Client-Centred Techniques – Roy Hunter
The Art of Solution Focused Hypnotherapy: A Collection of Case Studies – Gillan and Armitage
Theory & History of Hypnosis: Exploring Altered States of Mind in Trance – Artem Kudelia PhD
Hypnotherapy Training: A Guide for Practicing Hypnotherapists – Artem Kudelia
Hypnotherapy for Dummies – Mike Bryant
Mastering Intrusive Thoughts: Practical CBT Techniques for Managing OCD – Artem Kudelia PhD
Healing Anxiety and Overthinking: Proven CBT Strategies for Lasting Relief – Artem Kudelia

Insurance for UK Therapy Guild and it's Students

UK Therapy Guild is fully insured under Public Liability to provide training to students through the PolicyBee Insurance Company however, it is imperative that our students organise their own insurance to insure themselves as student counsellors prior to beginning their placements (usually at the end of their first year's study), my personal recommendation is Holistic Insurance www.holisticinsurance.co.uk Upon your second year of study students should also register for Student Membership of the BACP prior to beginning their placement.

Data Protection

UK Therapy Guild subscribe to the Information Commissioner's Office (ICO), therefore students studying with us are covered by data protection laws as set out by them. These laws include the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). These regulations ensure that students' personal data is handled properly, kept secure, and used fairly and lawfully. However once on placement, students are encouraged to apply for their own ICO membership due to them storing, albeit anonymised, client information.

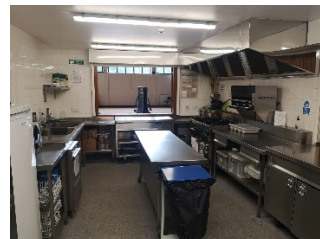
Organisations, including educational institutions and therapy guilds, that handle personal data must comply with these standards. This compliance involves:

1. Lawful Processing: Data must be processed lawfully, fairly, and transparently.
2. Purpose Limitation: Data must be collected for specified, explicit, and legitimate purposes and not further processed in a manner incompatible with those purposes.
3. Data Minimisation: Only data that is necessary for the purpose should be collected.
4. Accuracy: Data must be accurate and kept up to date.
5. Storage Limitation: Data should be kept in a form which permits identification of data subjects for no longer than necessary.
6. Integrity and Confidentiality: Data must be processed in a manner that ensures appropriate security, including protection against unauthorized or unlawful processing and against accidental loss, destruction, or damage.
7. Accountability: Organisations must be able to demonstrate compliance with these principles.

The UK Therapy Guild's subscription and compliance with these standards mean they are committed to protecting the personal data of their clients, including students. This ensures that the data is managed according to the legal requirements, safeguarding privacy and confidentiality.

Venue

Courses take place at St. Mary's Millenium Centre, West Derby, Liverpool, **L12 5EA**



Course Duration

2 years part-time, term-time study to take place on a Tuesday **OR** Thursday evenings (**on a rolling programme**) 6pm – 9.30pm; (plus 8 Saturdays 9am-1pm; 4 each year). Required attendance is set at 80%.

Course Fees

£3,750 in total

A monthly instalment plan is available as follows:

£550.00 non-refundable deposit (this can be split into two payments of £275 but must be paid upon acceptance onto the course).

Followed by

24 x monthly payments of **£133.33** (to be paid on the 7th of each month).

Please note: 12 sessions of supervision *are required to be completed throughout your 100 placement*. You will have to secure these sessions at your own expense *in addition to the course fees*. If your placement provider doesn't provide supervision, Nick Buchanan will offer supervision session to you at an agreed cost. Monthly group supervision sessions will also be available, which will commence in the first week of every month, at a considerably lower cost.




How to Apply - Course Requirements

In the first instance, you will be required to complete your application using the website www.uktherapyguild.co.uk. If you would prefer to complete a traditional application form please email admin@uktherapyguild.org or use the contact details on the front of this Student Handbook and one will be sent out to you. This application process will be assessed to ascertain your suitability for this course and if you are fortunate, you will be invited to undertake a personal interview with Nichola Doyle, Course Director. Your suitability will further be measured against your level of education, qualifications, relevant life experience, employment history and future goals. ***Please note: prior counselling training (level 2 and 3) is NOT a pre-requisite for this course, as comprehensive training will be given.**

All decisions concerning acceptance and non-acceptance are final and cannot be challenged.

Course Tutors

Our course tutors are suitably qualified, full members of the NCIP, and are all currently active in the field of Psychotherapy:

	<p>Nichola Doyle Founder of UK Therapy Guild Ltd, Bride to the Other Side Counselling & Hypnotherapy and UK Therapy Guild Counselling Services <i>MA Education & Teaching, BA Hons in Education (QTS) FdA (Children's Development), L5 Dip. Integrative Counselling, Dip. Clinical Hypnotherapy EMDR. Rewind Technique, Autism Awareness, Trauma Informed, Alcoholic to Alcoholic Licensed Practitioner</i></p> <p>Founder of UK Therapy Guild Ltd, Director, Course Tutor, Student Mentor</p>
	<p>Nick Buchanan <i>Dip Integrative Counselling: Level 5 (UKAIT), Certificate Counselling Supervision (UKAIT), MNCP, Dip Clinical Hypnotherapy (UKAIT), Certificate in Community Life Coaching (Metanoeo), Safeguarding Adults (WBC) BA (Hons) Graphic Design (LJM), EMDR Diploma (UKAIT) Cert. Ed. (University of Manchester), NLP Master Practitioner (INLPTA)</i></p> <p>Course Supervisor</p>
	<p>Erin Rawlings-Doyle <i>BA Hons in Sociology L5 Diploma Integrative Counselling L4 Diploma Clinical Hypnotherapy</i></p> <p>Administrator, Teacher</p>

Completion and Graduation



- Meeting the requirements of the course as set out in this handbook usually leads to a student obtaining Diplomas in Integrative Counselling and Hypnotherapy. In rare cases, if a student has not met the attendance requirements, or completed all of their assignments, they may be asked to repeat missed learning.
- A student's suitability in the field of counselling is assessed by tutors on an ongoing basis and where there are issues, the tutors will bring these to a student's attention and constructive advice and support will be offered.
- A grace period of one year from the end date of the course to the following June will be given for all students to complete the course requirements. In such cases, students will be invited to attend the next available graduation evening.
- A graduation evening will be held on the last evening of the course. This will be a time to celebrate the fruits of all your labours, and to honour your new status as a fully qualified Counsellor and Hypnotherapist.