



**Academy of the Healing Arts**

**DIPLOMA IN CLINICAL  
HYPNOTHERAPY  
PRACTICE**

**PROSPECTUS 2025**

## Hypnosis Healing Prospectus for the Diploma in Clinical Hypnotherapy Practice Training.

**Accredited by the General Hypnotherapy Standards Council & The International Practitioners of Holistic Medicine**

**Duration: 450 hours – 140 in-class training hours held over a 10-month period, with the remaining 310 hours consisting of a blend of directed learning and personal home study.**

The Tutor and creator of this training is Joanne Britton DHP, GQHP, MNCH. With 30 years' experience working as a complementary therapist, Joanne trained with Dr. Robert Russell at The Training Alliance Group, qualifying as a Clinical Hypnotherapist in 2016 and has subsequently worked with Robert as part of the team at TAG. She also holds a Level 3 Counselling Diploma, Diploma in CBT, NLP, RCP and EFT and is an Integral Eye Movement Therapy practitioner.

The independent assessor for this training course is Paige Lewin Prof.Dip.Psy.C.Dip.Hyp.CH, NCPS (Accredited) BACP. Paige has 20 years' experience of working as a clinical hypnotherapist and Integrative Counsellor.

This training course is held over **ten months, with ten two-day sessions** of in person classroom based guided learning held over a Saturday and a Sunday. The class runs from 9.30am-5.30pm with two 10-minute comfort breaks and a 40-minute break for lunch. The classroom sessions will be a combination of theory and practice. The content of each class is listed below in this prospectus.

Classes are kept small with a maximum of 10 students, and students will receive one to one support from their tutor outside of the classroom. This support will be in the form of email and phone communication as and when the student requires this to complete their studies.

Students can begin to practice their hypnotherapy skills with friends and family after the third weekend of training to gain real-time practical experience, which at this stage will be limited to issues such as smoking cessation, weight management, motivation, and confidence building, under supervision of the Tutor. As they build confidence, they can progress to their in-person client case studies. As students' progress through the training, they can work on a wider range of issues with their case studies, always ensuring they are working within their limits of proficiency and again with supervision from the Tutor.

**200 hours of directed learning** includes the completion of **three in person client case studies**, with at least two sessions per case study, with full notes of the intake process, explanation, and full description of how the student assessed their client's needs and session planning, together with outcomes of the sessions and observations of client's change process, as well as notes on reflective practice. One session is to be recorded for submission also. In addition, the directed learning also includes the completion of **four vignette case studies**, with written explanation and description of how the student assessed the "client's" needs, how they planned the session, and which therapeutic intervention they chose to take and why.

In addition, students are required to complete a **journal** in which they will record their learnings, research, thoughts, feelings and personal development and observations experienced throughout each training weekend.

The remaining **110 hours are for home/independent study**; reading, research, listening/watching podcasts on associated topics and personal study time. These additional hours of study are to be recorded in the journal also.

A full reading list is attached to this prospectus.



Assessment of student progress will be ongoing, via communication with the Tutor. Student progress will also be measured in class during a wide range of practical, experiential exercises. The Tutor will be available by phone and on-line to support students with their in-person case studies and vignette case studies.

The in-person case studies, four vignette case studies and journal are to be submitted no later than 6 months of the final in person training session and these will be assessed by an independent qualified hypnotherapist, Paige Lewin. There will be a final examination on the last classroom day of study which consists of a series of multiple-choice questions and will last for one hour.

Initial enquiries are to be made to course Tutor, Joanne Britton by **email: [hypnosishealing9@gmail.com](mailto:hypnosishealing9@gmail.com)** **by online application form at <https://hypnosis-healing.co.uk/hypnotherapy-training-course-application-form/>** or by phone **07771 524070**. The admission procedure for this training course will involve **an informal interview process** either by phone, online or in person to ensure the training is suitable for the prospective student. This is also an opportunity for prospective students to ask questions about the training course.

Students will not necessarily be required to have a background in a therapeutic discipline, however **a willingness to work with people and help them to create positive change without judgement is required**. This training course is not suitable for individuals currently experiencing severe mental health issues such as clinical depression, bi-polar disorder, personality disorder or schizophrenia due to the nature of the work.

#### **Fees :**

The fee for this **Diploma in Hypnotherapy Practice course is £2295**. This includes exam/assessment fees of £295. Payment can be made in full or there is a payment plan available – **A deposit of £495 will secure your place** followed by **four instalments of £450**, the last of which will need to be paid in full by 10th January 2025 (one month before class begins). **A £35 instalment fee is also payable**. Payments are to be made by bank transfer. If you wish to pay for your course by **credit card a one time fee of £45 is payable**. Please note places are limited for this training and all deposits are non-refundable. If students need to withdraw from the training after paying a deposit, they can delay their training to the following academic year.

**Early bird offer** – if payment is made in full, in one payment, on or before 30th November 2024 your fee is reduced to **£2000**.

**DATES 2025 all training classes take place on Saturday and Sunday 9.30am-5.30pm**

**8th/9th February 2025**

**8th/9th March 2025**

**5th/6th April 2025**

**10th/11th May 2025**

**7th/8th June 2025**

**5th/6th July 2025**

**6th/7th September 2025**

**4th/5th October 2025**

**8th/9th November 2025**

**6th/7th December 2025**

All classes take place at Healing Horizons Academy, 18a Sun Street, Waltham Abbey, Essex EN9 1EE, which is a five-minute drive from Junction 26 of the M25, there is plenty of parking at several pay and display car parks, and the town is a twenty-minute walk or short bus/taxi journey from Waltham Cross Rail station with good links into London Liverpool Street and Euston rail stations.



**COURSE STRUCTURE:**  
**MODULE ONE - DAY ONE**

Welcome and introduction.

Introduction to Hypnotherapy & Hypnosis

The History of Hypnosis

The development of Hypnosis and definition of modern Hypnotherapy

Common uses of Hypnotherapy

Misconceptions

Contraindications

State theory v non-state theory

Levels of trance

Consciousness, the subconscious, the dream state, brainwaves

**LUNCH**

NLP Introduction to the prime sensory modalities/representational systems

**Practical** - Students to explore and evaluate their own representational system and that of their fellow students.  
Induction into trance state and emergence out of trance state

Various induction techniques theory – progressive relaxation, visualisation, auditory induction. Elman and Erickson.

**Practical** – tutor demonstration to group followed by students to pair up and practice induction and emergence technique followed by feedback and further discussion.

Student guidance pack handed out with full explanation on case studies, essay and journal requirements.

**COURSE STRUCTURE:**  
**MODULE ONE - DAY TWO**

The therapeutic relationship and building rapport.

Premises/treatment room set up and considerations for both client and practitioner.

Personal grooming, professional appearance.

Body language

Matching and Mirroring

**Practical** – students to pair up and notice body language, practice matching and mirroring.

Unconditional positive regard for client

Empathy

Understanding and consideration of diversity and difference

Explore and establish client's needs for hypnotherapy (NOS 2A CNH1)

Active listening and open questioning (Tell, Explain, Describe)

Initial contact with client, consultation and intake form – different types for different presenting clients/concern.

Correct recording keeping and client's rights to confidentiality including any necessary breach of confidentiality.

**Practical** – students to pair up and complete an intake form with the use of open questioning and active listening, building rapport, practicing putting a client at ease in a professional manner.

**LUNCH BREAK**

Signs of Trance and Deepening the Trance State

Pacing and tonality of voice

Signs of trance

Deepening the trance state

Ideomotor responses

Post Hypnotic suggestions – clean language.

The practice of and teaching clients the benefits of self-hypnosis

Further induction techniques, eye fixation, fractionation, utilisation, confusion overload, breathing, rapid inductions.

**Practical** – tutor demonstration of induction techniques followed by students pairing up and practicing induction and emergence techniques.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content. Practicing self-hypnosis techniques and taking note of experiences/outcomes.

**COURSE STRUCTURE:**  
**MODULE TWO - DAY THREE**

More on the therapeutic relationship & client care

Transference and counter-transference.  
Setting boundaries and always remaining professional.

Abreactions.  
Resistant/difficult clients.  
Negotiate the termination of therapy with client.

Limits of proficiency – knowing when to refer on to more experienced therapist – relationships with other therapists and health professionals. Signposting.

[Session planning and agreeing/explaining the length of treatment – how many sessions required and agreeing fee structure with client. \(NOS 2B CNH2\)](#)

Explain to client the practice of hypnotherapy and the state of hypnosis - alleviate any fears or concerns

Respect for clients' dignity, privacy, autonomy, and rights

Clarify to client their part in the therapeutic alliance with suggestions for self-care practices and listening to Mp3 downloads between sessions.

Guidance on how to record hypnotherapy sessions/downloads, recording equipment/software, legal considerations.

**LUNCH BREAK**

Further induction techniques.

Direct approaches - Indirect approaches (Ericksonian and conversational)

Authoritarian approaches, permissive approaches

Observation of client

[Providing Hypnotherapy to clients \(NOS 2c CNH23\)](#)

Matching different approaches to different clients' needs and representational systems.

The use of scripts with clients; beginning with working on confidence building, and growing self-esteem.

**Practical** - students pair up and select a method of induction, deepening and a script to suit their fellow student.  
Feedback and discussion – reflective practice.

Online therapy – the use of possible risks and the limitations of.

**COURSE STRUCTURE:**  
**MODULE TWO - DAY FOUR**

Therapeutic Interventions - focus on Stress and anxiety.

The impact of stress and anxiety both physically and psychologically  
Essential questions to ask clients about their lifestyle and support systems

Anxiety – symptoms, anatomy and physiology of the fear response  
Educating client on the A&P of the fear response

Therapeutic interventions to reduce stress and anxiety.

The body language of relaxation – Part of Joanne Brittons complete anxiety protocol

Self-Hypnosis

Fundamentals of the CBT model and cognitive interventions

Scaling /S.U.D.S

**Practical** – students experience and practice interventions and the use of scaling/S.U.D.S

**LUNCH BREAK**

Phobias – More on NLP

NLP anchoring positive states

Creating a circle of calm / confidence / excellence

Fast Phobia Cure

**Practical** - Tutor demonstration then students pair up and practice techniques.

Feedback and discussion/reflective practice.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing, or listening to related content. Practicing self-hypnosis techniques and taking note of experiences/outcomes.

**COURSE STRUCTURE:**  
**MODULE THREE - DAY FIVE**

Therapeutic Interventions - focus on Smoking Cessation & Weight Control

The use of scripts – provision of a variety of scripts for students to use for practice.

Recap on observation of client’s body language and understand representational system.

Weight control (complete protocol covered later in course)

Secondary gain issues.

Focus upon the additional factors – lack of confidence, loneliness, boredom, low self-esteem.  
Resolution of issues blocking the weight loss

Good nutrition, exercise and client committing to self-care. Again, what is blocking client from taking self-care measures.  
Monitoring progress in a positive way, focusing on adopting a healthy eating plan for life, not a diet.  
Educating clients to adopt self-care procedures, encouraging, and evaluating effectiveness of measures client has taken across sessions.

**LUNCH BREAK**

Smoking cessation (more covered later in course).

Secondary gain issues  
Level of commitment & motivation  
Educating client on the facts about damage to well-being

Overcoming habits  
The subconscious nature of habits and their formation  
Creating distance and a sense of objectivity

Direct suggestion and future pacing  
Positive anchoring to a “non-habit” state

Use of the circle of excellence and swish technique

**Practical** – students to pair up and practice on each other with a selected issue/habit and chosen script/intervention.  
Feedback and discussion.



**COURSE STRUCTURE:**  
**MODULE THREE - DAY SIX**

[Legal Considerations, Management of practice & ethics \(Hypnotherapy NOS\)](#)

Data protection Act ICO Membership  
GDPR  
Health & Safety  
Professional Indemnity Insurance  
Professional membership bodies – GHR, NCH and HS  
Self-employment and taxation/national insurance  
Keeping accounts  
Code of Ethics – Following a code of ethics of a professional body such as GHR or NCH  
Supervision and CPD requirements  
Setting up a treatment room and/or renting space

**LUNCH BREAK**

**Practical assessment:**

[Providing Hypnotherapy to clients \(NOS 2c CNH23\)](#)

Students pair up and go through the process of completing an intake form from their client (fellow student) gain information about the client's needs, (at this stage focusing on simple issues we have explored so far; confidence building, stress reduction/relaxation, smoking cessation, weight control, motivation) help client to feel at ease, and explain the procedure. Then will then use an induction that they deem appropriate for their client, deepen trance, use a script/intervention/post hypnotic suggestion, and then count back their client. The session is to then be discussed and reflected upon. The tutor will observe these sessions and assess whether students are able to competently conduct a session of therapeutic hypnosis.

Time for a recap of everything learnt and discussed to date, with time for any questions or concerns.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content.

At this point students are recommended to begin practicing their induction, deepening and emergence skills on friends and family. They can also use scripts and the interventions studied and practiced in class to date on fundamental issues such as smoking cessation, weight control, stress, phobias, motivation, straight forward anxiety and resolving habits with friends and family, under supervision from the Tutor. These practice sessions may be used as part of student's three in person case studies. **(Guidance in student pack)**

**COURSE STRUCTURE:**  
**MODULE FOUR - DAY SEVEN**

NLP – VAKOG, ROBS Recap and Next level

Representational systems/modalities & Sub-modalities

Predicates

Association and Dissociation

More on building rapport and good communication with clients

Eye accessing cues

Pacing & leading, use of body language, breathing matching/mirroring.

Positive anchoring

**Practical** – students to pair up and practice above skills

**LUNCH BREAK**

Framing/Re-framing

Future pacing

Parts Integration

Time Line Therapy / Rewinding

Practical exercise – Tutor demonstration followed by students practicing in pairs.

**COURSE STRUCTURE:  
MODULE FOUR - DAY EIGHT**

Cognitive Therapies

Thinking, feeling and knowing.

Rational Emotive Behaviour Therapy

Cognitive Behavioural Therapy A + B = C Concept

Observation/active listening of client's language

Maladaptive thinking

Challenging the thoughts

Discussion and use of various worksheets that are helpful for clients

**Practical** - students to complete various worksheets for themselves

**LUNCH BREAK**

Patterns of Thinking – pattern matching/mismatching

Automatic and Invasive Thoughts

Transforming negative/invasive thoughts and slowing down racing mind.

**Practical** – students pair up and practice transforming and letting go of unwanted thoughts and slowing down thinking.

Exploring Personality types

Myers Briggs Test, Eysenck Personality Inventory.

Rotter's Locus of control

**Practical** – students complete personality tests and explore their personality types.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content. Continuing of practicing induction, deepening trance, post hypnotic suggestion/interventions and beginning case studies.

**COURSE STRUCTURE:**  
**MODULE FIVE - DAY NINE**

Therapeutic Interventions – Anxiety & Depression

Low mood, depressed state, clinical depression, bi-polar disorder.

Feelings of anxiety, fears, phobias, generalized anxiety disorder, panic attacks.

Adrenaline, dopamine and serotonin.

The anatomy and physiology of anxiety.

Understanding medication often prescribed for anxiety and depression.

Forms PHQ9 and GAD 7

Assessing the client's level of anxiety and depression and knowing when to refer on; limits of proficiency/experience.  
Client safety.

**Practical** – students complete the above forms for themselves.

**LUNCH BREAK**

Anxiety treatment – Joanne Brittons complete anxiety protocol

Intake form/consultation/questionnaires

Body language of relaxation – the mind body connection

Calm relaxed body, calm relaxed mind

Creating the “calm place”

Coaching clients with “calm skills”

**Practical** – students pair up and practice the above methods

**COURSE STRUCTURE:**  
**MODULE FIVE - DAY TEN**

Anxiety treatment 2 – Joanne Brittons complete anxiety protocol

Slowing down thoughts, challenging and changing thoughts.

Nutrition, hydration and exercise and the impact upon anxiety care.

The importance of sleep quality.

The practice of gratitude.

The practice of Mindfulness.

The super information age and Digital Detox.

**Practical** – Tutor to demonstrate the practice of mindfulness.

**LUNCH BREAK**

Further discussion on the top of anxiety and low mood/depression.

Anger and its relationship to fear.

Anger management.

**Practical** – students pair up and complete an intake form, practice explaining the nature of anxiety and low mood to their “client” teach client calm methods, select induction method, deepener, & post hypnotic suggestion to work with.

**Assignments** – Students to complete journal entry for the weekend’s learnings which can include personal research, reading, viewing or listening to related content. Students to begin/continue with their one to one case studies and begin working on their four vignette case studies.

**COURSE STRUCTURE:**  
**MODULE SIX - DAY ELEVEN**

The use of therapeutic language

The use of metaphor

Archetypes and therapeutic story telling

Use of metaphor and storytelling in creating scripts

Clean, open permissive language

Practical – students create and write a metaphor rich “story” to use as a script.

NLP - Milton & Meta Models

**LUNCH BREAK**

Script writing- how students can create their own.

Having the confidence to work script free.

Your client is your script.

Using NLP principles, the senses and the natural world to create scripts easily to work with a variety of presenting issues.

**Practical** - students pair up and practice a “script free” session to build confidence.

## **COURSE STRUCTURE:**

### **MODULE SIX - DAY TWELVE**

#### Building confidence as a script-free hypnotherapist

More on NLP – Milton & Meta Models

Script free practice development skills

#### **LUNCH BREAK**

**Practical** – Tutor demonstration followed by students pairing up and practicing their skills.

**Assignments** – Students to complete journal entry for the weekend’s learnings which can include personal research, reading, viewing or listening to related content. Students begin/continue with their one-one case studies and continue working on their four vignette case studies.

## **COURSE STRUCTURE:**

### **MODULE SEVEN- DAY THIRTEEN**

#### Goal Setting and Motivation

S.M.A.R.T. Goals

Revisit of circle of excellence, future pacing, reframing and “positive” body language

Exam, Sports and business performance

Public Speaking Confidence

**Practical** – students write and present a short talk to introduce/describe a therapeutic intervention or area of hypnotherapy of their choice, using the performance enhancing methods learnt to build confidence.

#### **LUNCH BREAK**

#### Overcoming habits and compulsions

Deepening the trance state and more on the ideomotor response.

Complete Stop Smoking protocol.

Pre-session questioning and intake form.

Post-session guidance and aftercare.

**Practical exercise** – students pair up and work on any habit (if any) they each wish to let go of.

**COURSE STRUCTURE:**  
**MODULE SEVEN- DAY FOURTEEN**

Focus on weight control

Re-visit secondary gain, parts integration & future pacing for increased motivation.

Nutrition, portion control, positive choices, hydration, exercise, self-care, and positive self-identity.

Complete Weight Control Protocol

**Practical** – students can pair up and choose an area of nutrition/general good diet and lifestyle to practice on each other.

**LUNCH BREAK**

Meridian Therapy Theory and Emotional Freedom Technique

Working with positive affirmations to create positive change

Working with positive affirmations and the power of a sense of identity

**Practical** – students practice EFT on themselves and in pairs and write their own affirmations.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content. Students to begin/continue with their one to one case studies and continue working on their four vignette case studies.



**COURSE STRUCTURE:  
MODULE EIGHT- DAY FIFTEEN**

Pregnancy and birth

Positive pregnancy and hypnobirthing

Fertility Issues – concepts of reducing stress and anxiety to re-balance the physical and relaxing with the uncertainty.  
Recap on ethics, consultation/intake form and client expectations

**Practical** – students to pair up and choose a suitable induction, deepener and suggestions/intervention to help their “client” to relax the physical body very deeply, detaching from any discomfort.

**LUNCH BREAK**

Grief, Loss, Separation/relationship breakdown

Seven stages of grief

Recap on UPR & professional boundaries

Respecting client’s belief system if any

Empathy / sympathy

Sexual problems

**Practical** - Additional work on the use of scripts and building confidence in the students to create their own.

**Assignments** – Students to complete journal entry for the weekend’s learnings which can include personal research, reading, viewing or listening to related content. Students to begin/continue with their one-one case studies and continue working on their four vignette case studies.

**COURSE STRUCTURE:  
MODULE EIGHT - DAY SIXTEEN**

PTSD

Recognising trauma in a client.

Knowing when to refer on (limits of proficiency).

SUDS & VOC scales.

Safe/calm place technique.

Control room technique.

Regression to activating event/emotion.

Progression – future pacing.

**Practical** – Tutor to demonstrate and then students pair up and practice with each other on simple issues such as a car prang, embarrassing memory, hurtful words in an argument etc.

**LUNCH BREAK**

Eye movement therapies (discussion and theory only to provide students with a foundation level of awareness and understanding so they may seek out this training as a CPD)

Insomnia & sleep disorders

Stages of sleep

Resolving blocked therapy issues

Review of student's progress, time for questions and queries.

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content. Students to begin/continue with their one-one case studies and continue working on their four vignette case studies.

**COURSE STRUCTURE:**  
**MODULE NINE - DAY SEVENTEEN**

The Mind Body Connection

The body speaks the mind concepts.

Links to PTSD trauma and anxiety.

Psychoneuroimmunology.

Somatic Disorders.

**Practical** - session of locating and releasing discomfort in the physical body.

**LUNCH BREAK**

IBS

Manchester approach and research

Joanne Britton's Complete IBS protocol

Pain Management – altered state of perception, control room/dialing down, relaxation techniques, visualization, glove anaesthesia.

Concept of energy and colour healing with trance state

**Practical** - students pair up and practice various interventions

## **COURSE STRUCTURE:**

### **MODULE NINE - DAY EIGHTEEN**

Working with children & young adults – recommendation for students to explore CPD if they wish to work specifically with children with more complex needs

Gillick Competence, ethics & consultation/intake processes.

Nightmares

Odontophobia

Bedwetting & Thumbsucking

Exam fears / driving test fears

### **LUNCH BREAK**

Inner child work

Healing the inner child, creating an internal support system from the adult perspective.

Letting go of negative self-belief.

Regression therapy

Ethics and considerations – false memory syndrome

**Assignments** – Students to complete journal entry for the weekend's learnings which can include personal research, reading, viewing or listening to related content. Students to begin/continue with their one-one case studies and continue working on their four vignette case studies.

**COURSE STRUCTURE:**

**MODULE TEN - DAY NINETEEN**

Past Life Regression Therapy.

Concept and respecting client's belief system/spirituality

Ethics and considerations of suitability for treatment

Intake form process

How to conduct a past life regression session

**Practical** – Tutor demonstration

**LUNCH BREAK**

**Practical** – Students pair up and conduct a past life regression session on each other.

Work with building confidence as a therapist

**COURSE STRUCTURE:**

**MODULE TEN - DAY TWENTY**

Preparation for professional practice

CPD and supervision requirements.

Membership of Professional Bodies & Insurance recap.

Specialisation and brand building.

Website and marketing & SEO.

The use of social media.

Networking.

**LUNCH BREAK**

One-hour multiple choice exam

Review and reflection upon the course

Questions, feedback, coursework, and case study queries.

## **READING LIST :**

Hypnosis for Change – Josie Hadley & Carol Staudacher

Hartland's Medical and Dental Hypnosis – Heap & Aravind

Trancework – Michael D Yapko

Hypnotherapy - Dave Elman

Ericksonian Approaches – Rubin Battino & Thomas L South

Handbook of Hypnotic Suggestions and Metaphors – D Corydon Hammond

Scripts & Strategies in Hypnotherapy – Roger P Allen

Keeping the Brain in Mind: Practical Neuroscience for Coaches, Therapists, and Hypnosis Practitioners  
by Shawn Carson, Melissa Tiers (Paperback)

The Hypnotherapy Handbook  
by Ann Jaloba, Fiona Nicolson

Integrative Hypnosis: A Comprehensive Course in Change  
by Melissa Tiers

Self-Hypnosis: Key to your Inner Power  
by Gill Boyne

The Clinician's Guide to CBT Using Mind Over Mood, Second Edition  
by Christine A. Padesky

NLP In 21 Days: A complete introduction and training programme  
by Dr Harry Alder and Beryl Heather Alder

The Oxford Handbook of Hypnosis Theory, Research, and Practice (Oxford Library of Psychology)  
by Michael R Nash, Amanda J Barnier

Process-Oriented Hypnosis: Focusing on the Forest, Not the Trees  
by Michael D. Yapko

The Body Keeps The Score - Bessel Van Der Kolk