

The Hypnotherapy Regulatory Forum

HYPNOTHERAPY COURSES

Core Curriculum

Core Curriculum for Hypnotherapy Training Schools and Trainers Agreed by the Hypnotherapy Regulatory Forum (HRF) February 2011

Review Date: February 2014

This Core Curriculum is to be followed by Hypnotherapy Training Schools and Trainers who wish to meet the criteria when training students for a qualification as a hypnotherapist to enable successfully qualified practitioners to register with the Complementary and Natural Healthcare Council (CNHC). It is intended to provide a minimum requirement needed to ensure that a hypnotherapist is safe and competent to practise, and to protect the public. It should be used in combination with the learning outcomes documents which accompany it. The Core Curriculum will cover both practical and theoretical elements, as follows:

A. Practical Core Curriculum

1. Fostering rapport - demonstrate rapport development, open up channels of communication with client to effect therapeutic change.
2. Developing effective communication with the client - develop by demonstration the use of voice, tone, pace of delivery, expression in terms of that received from the client. (Utilisation)
3. Trance inductions - demonstrate ability across a variety of styles and techniques, which may include but are not limited to, direct and indirect styles, confusion, eye fixation, physical induction, trigger, metaphoric.
4. Deepening trance - demonstrate methods which may include but are not limited to, fractionalisation, physical deepeners, those via suggestion. Select appropriate techniques to suit the client. Demonstrate and explain testing depth of trance and reasons for testing.
5. Termination of trance induction - demonstration of various methods of re-alerting the client including reviving with counting, suggestions etc. Appropriate use of post hypnotic suggestions if required.
6. Therapeutic interventions and techniques - students taught and able to demonstrate a variety of techniques to cover direct and indirect permissive styles and strategies, which may include but are not limited to direct and indirect suggestion, metaphor, neuro-linguistic programming, Ericksonian, analytical, cognitive behavioural, regression, mechanistic, self-help (including self hypnosis and tasking).

7. Assessing the client's needs - demonstrate how to gather sufficient and valid information from the client. Understand confidentiality, and its exceptions. Gathering personal information including medical details as appropriate.

8. Providing treatment - to demonstrate students' ability to:

- a) utilise information gathered from the consultation to design interventions for the therapeutic purpose;
- b) encourage the client to be actively involved in agreeing aims and goals, working towards these and evaluating information as treatment proceeds. Using this to inform future practise.
- c) evaluate and review the effectiveness of treatments, and why it is important to encourage the client to take a full and active part in the review process.

9. Communication and the professional relationship - demonstrate the development of professional relationship, rapport building, use of language, goal setting, transference, counter-transference, responsibility of the therapist, boundaries to protect the professional relationship. Understand implied and informed consent and use it appropriately.

10. Health, effective functioning and well-being - how the client's past and present mental, physical and emotional health, beliefs, preferences, abilities and disabilities may affect their functioning and well-being and the relevance to your choice of interventions.

11. Applications – include but are not limited to, stress, anxiety, confidence and self esteem, habits and behavioural change (e.g. smoking cessation, nail biting, etc.) phobia and panic attack, performance enhancement.

NB: This is the core list of applications; other issues may be included as chosen by the training provider. There must be at least two of the following applications included in the training course which may include but are not limited to e.g. dermatological issues, gastro-intestinal issues, pain, eating disorders, psycho-sexual disorders, depression, weight control, IBS, sleep, sports etc.

B. Theoretical Core Curriculum

1. History of Hypnosis relevant to the theoretical model of the school and the therapeutic advantages gained by the use of hypnosis.
2. Hypnotherapy Science - anatomy and physiology, conscious and unconscious processes, the stress response, breathing, psychosis as appropriate.
3. Psychology:
 - a) theories to include the basics of psychodynamic, humanistic, cognitive behavioural;
 - b) the therapeutic process, how key theories and approaches to treatment can be utilised in therapy.
4. The scope and methods of complementary healthcare; how hypnotherapy fits with other healthcare, when it is only part of the answer and when the hypnotherapist may or must not choose to treat a client.
5. Practice management - how to keep appropriate client records that are adequate, and how to ensure that these are only accessible by those entitled to see them.
6. When and how clients should be accompanied in session, and how to manage these sessions appropriately.
7. Professional Code and Standards - the current Code of Conduct, Ethics and Practice and Standards of Education and Training of the Member Organisations of CNHC. How these apply in practice.
8. Legislation - the current legislation, health and safety, advertising standards, the Children's Act, how these apply in practice. The importance of keeping up to date with changes to legislation.
9. Employment and organisational policies and practices. How the role of the hypnotherapist fits within the wider health and social care sector, the limit and extent of the hypnotherapist's responsibility and the resources available to the client.
10. Reflective practice, supervision, identify future training needs, learn how to effectively function and maintain adequate well being as a hypnotherapist.
11. Additional/optional hypnotherapy applications given at the discretion of the training provider, e.g. dermatological issues, gastro-intestinal issues, pain, eating disorders, psycho-sexual disorders, depression, childbirth.