



Student Manual



1202 1255 Bidwell St. Vancouver, BC V6G 2K8



www.hypnotherapytraining.net



director@hypnotherapytraining.net



604-900-1245

Welcome to Orca Institute!

We are thrilled to welcome you to Orca Institute, a leader in hypnotherapy and counselling education for over 38 years. Our mission is to offer high-quality, instructor-led training programs in Hypnotherapy and Counselling Skills and short courses designed to enhance the skills of helping professionals. All our courses are delivered online, allowing you to learn according to your schedule.

Introduction to Orca Institute

Orca Institute was founded on January 3, 1986, by Sheldon Bilsker, HT, RCC, marking the beginning of a specialized journey in hypnotherapy education within British Columbia. The establishment of Orca was driven by a vision to meet the growing need for high-standard hypnotherapy practice. Over the years, we have expanded our offerings to include a comprehensive Counselling Skills program and a variety of short courses aimed at enriching the toolkit of counsellors.

Our educational philosophy is deeply rooted in the belief that everyone possesses an inherent ability to heal themselves. The counsellor's role becomes the catalyst to enhance that process. We are committed to empowering our students with the right tools and support to unlock this potential. This philosophy is integral to our teaching approach, emphasizing each client's uniqueness and integrity, which is vital for any therapist or healer.

Proud to be Canada's longest-standing hypnotherapy school and the only one in BC with PTIB and EQA designation, Orca Institute is dedicated to the success of our students. Our core belief is that our students' success is our success, a principle that drives us to continue nurturing future generations of Counselling and Hypnotherapy practitioners.

Our Programs

Orca Institute proudly offers the following programs:

- Counselling Hypnotherapy (Basic) Certification
- Counselling Hypnotherapy Diploma
- Counselling Skills Diploma

Each program is detailed in the sections that follow.

Questions? Need more information?



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Basic Hypnosis Training (Certification Program - HP202)

This 285-hour part-time distance learning course takes place over 8 months (about 10 hours per week), allowing the student more flexibility in managing their busy schedule or complementing their work commitments. It is the first third of the [Diploma course](#).

The Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education and Skills Training has approved this program.

This course can be taken from anywhere in Canada. Students are required to complete 6 weekends of live classes (about one weekend per month online on Zoom). A Basic student can seamlessly switch to our [Diploma Course](#) at any time.

Course fee: \$2282.00 CAD plus \$250.00 CAD (approximately) for books ([payment options](#)) (see [PTIB](#))

Please note: Students are recommended to be members of the IACH (International Association of Counselling Hypnotherapists) upon registering for our courses. Registration costs \$80.00 CAD; [apply here](#).

It is possible to receive credit for prior learning. Please inquire. Call Sheldon at 604-900-1245 or [e-mail](#) for further information.

COURSE CODE

HP202 – Basic Hypnotherapy Certification

COURSE OVERVIEW

This Basic Certification training provides the student with an excellent grounding in basic hypnosis and counselling skills as well as the ability to apply these skills in a therapeutic client-therapist relationship. Much focus is placed on professional ethics and respect for the integrity of the client.

Students are also taught to work within their field of competence. The course is taught from a holistic or mind/body approach rather than from a purely psychological perspective. This allows for great leeway in touching on many related areas and in the ability to show how hypnosis is part of a much larger picture, integrating many complementary approaches.

- Hypnotherapy Skills I

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- Basic Counselling Skills
- Hypnotherapy Skills II
- Hypnotherapy Skills III
- Basic Supervision
- Basic Hypnotherapy Certificate Exam

Pre-requisite: 19yrs. or older. Emotional stability.

REQUIRED MATERIALS

To be purchased by the student:

- [Therapeutic Trances](#): The Cooperation Principle in Ericksonian Hypnotherapy by Stephen Gilligan, PH.D.
- [Skilled Helper: A Problem-Management Approach to Helping](#) by Gerard Egan
- [Exercises in Helping Skills The Skilled Helper](#) by Gerard Egan

Included in this course:

- Basic Hypnotherapy Course Videos (45 Hrs. Online – included in the Video Manual)
- Hypnotherapy Course Manuals (Online)
- Student Manual (online)
- 6 live weekend Classes on Zoom

SUPPORT

Support is provided throughout the training by phone, Skype, Zoom and/or e-mail. We have an active private Facebook group for our past and current hypnotherapy students and teachers

COURSE DETAILS

The following is a detailed outline of what each section of the training program covers.

Hypnotherapy Skills I

This section aims to give the student a basic grounding in traditional hypnosis skills using “direct” methods. In addition to basic hypnosis skills, the student will also learn how other complementary approaches, such as Yoga, Breathing, Meditation, Chi Kung, Acupuncture Theory, Chakras, Huna, and Kinesiology, integrate with and complement hypnotherapy.

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As is common throughout the program, the focus is on experiential learning. This course uses two manuals written by the instructor, Sheldon Bilsker, HT, RCC.

Hypnosis and Related Topics Covered

- History of Hypnosis, Defining Hypnosis
- Synonymous terminology, Conscious, Sub-conscious, Super-conscious
- Self-hypnosis techniques and other methods
- Subjective and objective experiences in trance
- Physiological response to stress, Suggestibility tests
- Comparing direct and indirect approaches, Developing effectiveness
- Techniques of hypnosis (progressive relaxation, count, fascination, fractionation, arm levitation, confusion, rapid induction, and guided imagery)
- Deepening the trance (deepening techniques, levels of consciousness), Depth testing, Abreactions, Affirmations, Ideo-motor response
- Wording of hypnotic suggestions, Representational systems, Anchoring, Vipassana Meditation

Basic Counselling Skills

The Basic Counseling Skills course is based on Gerard Egan's textbook and workbook. Aimed at helpers, the text emphasizes the collaborative nature of the therapist-client relationship. Using a practical, three-stage model that drives client problem-managing and opportunity-developing action, it guides readers step-by-step through the counselling process while giving them a sense of the complexity inherent in any helping relationship.

As readers master the various steps of the helping model, they should be able to improve their competence and confidence measurably. Students practice communication skills and each of the steps of the model in private before practicing them in actual helping interactions with others.

Hypnotherapy Skills II

The main focus of this course is on Ericksonian Hypnosis, based on the work of [Dr. Milton Erickson](#). The concept is that once students have begun to master direct methods of hypnosis, they can begin the process of learning the more versatile and subtle form which is Ericksonian Hypnotherapy.

[Ericksonian Psychotherapy](#) and Philosophy, [Client-centred](#) Approaches and Philosophy, and [Jungian Approaches](#) are just some of the areas students will begin to be familiar with.

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Students will begin to acquaint themselves with various counselling approaches that include empathy and unconditional positive regard.

Using stories and metaphors with counselling and hypnotherapy enhances the student's opportunity to move fluidly in a session from intake to deciding on the best hypnotherapeutic approach, including suggestions, and finally, bringing the client out of trance (hypnosis).

The broad base of multi-level communication skills that students learn serves to enhance their ability to be "absorbed" in the therapeutic moment and really hear, see and feel what the client needs. The experiential aspect of this course includes demonstrations of various methods as well as students practicing with each other. The students will get feedback from one another as well as from the Instructor.

Topics

- Ericksonian definitions of hypnosis and hypnotherapy
- Principles of Ericksonian hypnotherapy
- Induction approaches
- Major steps in hypnotic inductions

Key Modalities of Ericksonian Hypnotherapy

- Metaphor and stories
- Confusion
- Dissociation
- Embedded suggestions
- Generalities

Induction Approaches

- Directing the client's attention inwards
- Non-verbal pacing and leading
- Accessing a previous trance state
- Informal hypnotic induction

Hypnotherapy Process

- Client intake
- Body of the trance
- Hypnotic suggestions
- Bringing a client out of trance — post-hypnotic suggestions

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Hypnotherapy Skills III

The intent of this course is to allow the student to incorporate skills that they have acquired in a psychotherapeutic context. This is accomplished by having students work with each other on real issues with “clients” online. We feel that the opportunity to be in the client role as well as the therapist can be a valuable learning experience and provide a different and important perspective.

This format allows the student therapist to be guided throughout the course in a safe and supportive environment. Also touched on are areas not covered previously, such as addictions, bulimia, abuse, hypoglycemia, etc., recognizing the symptoms and knowing “when to refer.” The evaluation consists of observation of the student through recorded sessions and verbal feedback.

Basic Supervision

The basic supervision is taught through indirect supervision of student-conducted practice sessions. Students will conduct sessions with actual clients (approx. 6 clients, 5 sessions each) and videotape one session. Progress will be supervised by the instructor as it proceeds. The student’s hypnotherapy and counselling skills will be critiqued for further refinement and accuracy.

Weekend Classes

Our weekend classes include some structured learning combined with a focus on specific areas of student interests.

This can include:

- Hypnotic Inductions
- Counselling and Hypnotherapy
- Taking what the client brings and creating a hypnotherapy session
- The beginning, middle and end of a session
- Tone and Pacing
- Metaphors and Stories
- Abreactions
- Self-care for the therapist
- Ethics

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These are just some of the modules offered in the classes. Each of us is a teacher and a learner. We each bring life experience, wisdom from other teachings and our uniqueness; our class time is made richer by what we all bring.”

Resident Hypnotherapist Certificate

The following is a list of program requirements:

1. Successful completion of all course assignments
2. Reading all required texts and manuals (95 hrs. of video included in manual)
3. Completion of a total of 30 client sessions (1 session video recorded and submitted)
4. Successfully passing a multiple choice and one essay exam
5. Attending 6-weekend classes

Upon successful completion of the required assignments and final exam, the student will receive a Resident Hypnotherapist Certificate.

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Counselling Hypnotherapy Diploma (HP301)

PROGRAM OVERVIEW

Designed for those seeking advanced training in Counselling Hypnotherapy, this program builds upon the Basic Certification to include sophisticated skills for a broad range of therapeutic modalities in diverse cultural contexts.

Key Features

- Accessible globally with internet connectivity.
- Includes live online classes and 90Hrs. of Video with the flexibility to start at any time.
- Covers Basic and Advanced Hypnotherapy Skills.
- Includes Basic Counselling Skills.

Time Commitment

640 hours over eight months, including six weekends of live online classes.

Learning Outcomes

This program includes acquiring advanced Ericksonian hypnotherapy and basic counselling skills and appreciating the complexity of helping relationships.

PROGRAM COMPONENTS

- Hypnotherapy Skills I
- Basic Counselling Skills I
- Hypnotherapy Skills II
- Hypnotherapy Skills III
- Basic Supervision
- Resident Hypnotherapist Certificate
- Basic Counselling Skills II
- Clinical Supervision
- 6-weekend classes (approximately 1 weekend per month)
- Counselling Hypnotherapist (Cand.) Diploma

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PROGRAM FEES

- Tuition: \$5900.00
- Books: Approximately \$500.00

REQUIRED BOOKS

To be purchased by the student:

- Therapeutic Trances: The Cooperation Principle in Ericksonian Hypnotherapy by Stephen G. Gilligan
- Skilled Helper: A Problem-Management Approach to Helping by Gerard Egan
- Exercises in Helping Skills The Skilled Helper by Gerard Egan
- Choices: Interviewing and Counselling Skills for Canadians by Bob Shebib

Included in this course:

- Course manuals (online)
- Course videos (95 hours) (built into the course manuals)
- Student Manual (online)
- 6 Live Weekend Classes (Zoom)
- Private Facebook Group
- Excellent Support

SUPPORT

Support is provided throughout the program by phone, Zoom, Facebook, and e-mail. We have an active private Facebook group for our past and current hypnotherapy students and teachers. We also provide information on how to set up and promote a Hypnotherapy Practice cost-effectively.

COURSE DETAILS

Hypnotherapy Skills I

This section intends to give the student a basic grounding in traditional hypnosis skills using “direct” methods. In addition to basic hypnosis skills, the student will also learn how other complementary approaches such as Yoga, Breathing, Meditation, Chi Kung, Acupuncture Theory, Chakras, Huna and Kinesiology integrate with and complement hypnotherapy.

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As is common throughout the complete program, the focus is on experiential learning. Three manuals written by the instructor, [Sheldon Bilsker, HT, RCC](#), are included in this course

Hypnosis and Related Topics Covered

- History of Hypnosis, Defining Hypnosis
- Synonymous terminology, Conscious, Sub-conscious, Super-conscious
- Self Hypnosis techniques and other methods
- Subjective and objective experiences in trance
- Physiological response to stress, Suggestibility tests
- Comparing direct and indirect approaches, Developing effectiveness
- Techniques of hypnosis (progressive relaxation, count, fascination, fractionation, arm levitation, confusion, rapid induction and guided imagery)
- Deepening the trance (deepening techniques, levels of consciousness), Depth testing, Abreactions, Affirmations, Ideo-motor response
- Wording of hypnotic suggestions, Representational systems, Anchoring, Vipassana Meditation

Basic Counselling Skills

The Basic Counseling Skills course is based on the textbook and workbook by Gerard Egan. Aimed at helpers, the text emphasizes the collaborative nature of the therapist-client relationship. Using a practical, three-stage model that drives client problem-managing and opportunity-developing action, it leads readers step-by-step through the counselling process while giving them a sense of the complexity inherent in any helping relationship.

As readers master the various steps of the helping model, they should be able to improve their competence and confidence measurably. Students practice communication skills and each of the steps of the model in private before practicing them in actual helping interactions with others

Hypnotherapy Skills II

The main focus of this course is on Ericksonian Hypnosis, based on the work of [Dr. Milton Erickson](#). The concept is that once students have begun to master direct methods of hypnosis, they can begin the process of learning the more versatile and subtle form, Ericksonian Hypnotherapy.

The broad base of multi-level communication skills that students learn serves to enhance their ability to be “absorbed” in the therapeutic moment and really hear, see and feel what the client needs. The experiential aspect of this course includes demonstrations of various

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methods as well as students practicing with each other. The students will get feedback from one another as well as from the instructor. During supervision, students work with clients, which could be other students or people they know.

[Ericksonian Psychotherapy](#) and Philosophy, [Client-centred Approaches and Philosophy](#), [Jungian Approaches](#) are just some of the areas students will begin to be familiar with. Students will begin to acquaint themselves with various counselling approaches that include empathy and unconditional positive regard.

Using stories and metaphors with counselling and hypnotherapy enhances the student's opportunity to move fluidly in a session from intake to deciding on the best hypnotherapeutic approach, including suggestions and finally bringing the client out of trance (hypnosis).

Topics

- Ericksonian definitions of hypnosis and hypnotherapy
- Principles of Ericksonian hypnotherapy
- Induction approaches
- Major steps in hypnotic inductions

Key Modalities of Ericksonian Hypnotherapy

- Metaphor and stories
- Confusion
- Dissociation
- Embedded suggestions
- Generalities

Induction Approaches

- Directing the client's attention inwards
- Non-verbal pacing and leading
- Accessing a previous trance state
- Informal hypnotic induction

Hypnotherapy Process

- Client Intake
- Body of the trance
- Hypnotic suggestions
- Bringing a client out of trance — post-hypnotic suggestions

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Hypnotherapy Skills III

This course intends to encourage the student to incorporate current skills and continue to develop and refine new approaches. This is accomplished by having students work with each other on real issues under supervision in class as well as working with “clients” outside of class. We feel that the opportunity to be in the client role as well as the therapist can be a valuable learning experience and provide a different and important perspective.

This format allows the student therapist to be guided throughout the course in a safe and supportive environment. Also touched on are areas not covered previously such as addictions, bulimia, abuse and hypoglycemia. recognizing the symptoms and knowing “when to refer” as well as creating a business plan and how to promote. The evaluation consists of observation of the student through our Virtual Classroom and verbal feedback.

Basic Supervision

Basic supervision is taught through indirect supervision of student-conducted practice sessions. Students will conduct sessions with actual clients over Zoom (Total of 30 sessions) and video-record one session. The instructor will evaluate the session. The student's hypnotherapy and counselling skills will be critiqued for further refinement and accuracy. Students will also be required to observe a variety of role-playing and actual sessions on video conducted by the instructor.

Resident Hypnotherapist Certificate

Upon successfully completing the Basic section of the Diploma course, the student will receive a Resident Hypnotherapist Certificate.

Advanced Hypnotherapy Skills

In this section of the course, the instructor will focus on the more subtle aspects of multiple level communication and how it applies to Ericksonian hypnosis as well as counselling methods. There will be an opportunity for the student to observe the instructor working with students online as well as lecture and discussion on topics relating to advanced and specialty areas of hypnotherapy

Basic Counselling Skills II

The textbook used in this section is “Choices” by Bob Shebib. The assignments in this textbook will cover the following:

- Relationship building, exploring/probing, empowering and challenging.

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- Basic concepts of ethics, values, and self-awareness.
- Examining the helping relationship and considering the core conditions necessary for counselling to be effective.
- Active listening skills.
- Active phase skills.
- Working with various populations.
- Cultural differences

Clinical Supervision

Supervision is taught through student-conducted practice sessions. Students will conduct an additional 30 sessions with actual clients and video record two more sessions for evaluation. The instructor will supervise progress as it proceeds by communicating with the student through telephone, Skype, Zoom, or e-mail.

The student's hypnotherapy and counselling skills will be critiqued for further refinement and accuracy. Students will also be required to observe a variety of sessions on video conducted by the instructor and others.

Weekend Classes

Our weekend classes include some structured learning combined with a focus on specific areas of student interests.

This can include:

- Hypnotic Inductions
- Counselling and Hypnotherapy
- Taking what the client brings and creating a hypnotherapy session
- The beginning, middle and end of a session
- Tone and Pacing
- Metaphors and Stories
- Abreactions
- Self-care for the therapist
- Ethics

These are just some of the modules offered in the classes. Each of us is a teacher and a learner. We each bring life experience, wisdom from other teachings and our uniqueness; our class time is made richer by what we all bring."

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Counselling Hypnotherapist (Cand.) Diploma

The following is a list of program requirements:

1. Successful completion of all course assignments
2. Reading all required texts and manuals (95 hrs. of video included in manual)
3. Completion of a total of 60 client sessions (3 sessions video recorded and submitted)
4. Two essay exams
5. Attending 6 – online weekend classes

Upon successfully completing the program assignments, the student will receive a Diploma as a Counselling Hypnotherapist (Cand.).

The student will also be eligible to become a Counselling Hypnotherapist (Cand.) with the International Association of Counseling Hypnotherapists ([IACH](#)).

According to IACH standards, a practitioner at the Counselling Hypnotherapist (Cand.) level can work on issues such as smoking, weight, stress, sports, self-esteem, phobias, and any other behavioural areas. However, areas of practice such as obesity, abuse, PTSD, and similar areas are restricted unless the practitioner can show further Counselling training. Please see IACH Standards for more details.

HYPNOTHERAPY DIPLOMA REQUIRED BOOK LIST (HP301)

Therapeutic Trances: The Co-Operation Principle In Ericksonian Hypnotherapy: Gilligan, Stephen G.: 9780876304426: Psychiatry: Amazon Canada

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping: Egan, Gerard, Reese, Robert: 9781305865716: Psychotherapy: Amazon Canada

Student Workbook Exercises for Egan's The Skilled Helper, 11th: Egan, Gerard, Reese, Robert: 9781337795449: Psychotherapy: Amazon Canada

Choices: Interviewing and Counselling Skills for Canadians: Shebib, Bob: 9780134842486: Books - Amazon.ca

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Counselling Skills Diploma (CS100-600 + Supervision)

PROGRAM OVERVIEW

Welcome to our online educational platform, catering to post-secondary students in the pursuit of expanding their academic horizons.

We offer a comprehensive Counselling Skills Diploma program, which you can embark on at any point throughout the year.

This mostly self-paced online program is approved by the Association of Cooperative Counselling Therapists (ACCT) to the Registered Therapeutic Counsellor (RTC) level.

Our Counselling Skills program is 9 months and 770 hours and can be completed online at your own pace. The program fee is \$9700.00, with interest-free payment plans available. Books are an additional \$900.00

We use Moodle, the world's most widely used learning platform trusted by institutions such as the London School of Economics, State University of New York, Microsoft, and the Open University.

Individual Course Outlines

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Counselling Skills I (CS 100)

BASIC COUNSELLING SKILLS (30HRS.) COURSE DETAIL

Students will read the required textbook or manual for each section below and answer a series of essay-type questions relating to the material in the textbook. They will submit their answers by uploading them to Moodle. The instructor will evaluate the answers and give the student a mark. 80% is a pass for each section.

To pass, the student must attain an 80% average in all 3 courses. The instructor will provide support if needed for the duration of the program.

Brief Course Description

- Relationship building, exploring/probing, empowering and challenging.
- Basic concepts of ethics, values, and self-awareness.
- Examining the helping relationship and considering the core conditions necessary for counselling to be effective.
- Active listening skills.
- Active phase skills.
- Working with various populations.
- Cultural differences.

Course Prerequisites Admission Requirements

No Pre-requisites.

Grade 12 English or interview with Instructor or an online English test.

Learning Objectives*

- Conduct an effective initial client Interview
- Refine Basic Counselling Skills and acquire new ones.
- Learn to be self-reflective.
- Learn Active Phase Skills.
- Learn about Cultural differences.

Required course materials*

Choices: Interviewing and Counselling Skills for Canadians (Bob Shebib) (purchased by the student) Computer and Internet.

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Course Duration

30Hrs.

Delivery Methods

Distance education, Self-paced, No classes. This program material is accessible online, and the student reads the textbook and answers the questions in an open-book exam online.

Teaching Methods*

Distance education. There are no classes. See delivery methods

Method(s) of Student Evaluation*

Open book Essay Exams for each course. 80% average needed to pass.

Completion Requirements*

Students read the textbook or manual and answer the questions in an open-book exam which the students submit to be marked. There is an 80% minimum mark requirement to pass the Essay Exam.

CLINICAL ASSESSMENT (20HRS.) (DISTANCE)**Brief Course Description**

This course offers useful theory-based discussions on various ways to approach assessment as well as practical information, key concepts, and case studies. Students will learn about the flexibility of assessment and that it is a continuous process carried out through the therapeutic relationship. To understand how assessment helps to give purpose to the therapeutic work done together and is a way to measure effectiveness. The student will also begin to understand and explore self as the assessor.

Course Prerequisites Admission Requirements

No Pre-requisites.

Grade 12 English or interview with Instructor or an online English test.

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Learning Objectives*

Upon completion of this course, the successful student will have reliably demonstrated the ability to understand: -

- The value, effectiveness, and purpose of Assessment.
- How assessment effectiveness is heightened when it is ongoing.
- To understand the difference in assessment style required for organizations/agencies and in private practice.
- To understand assessment is unique, individual, and flexible according to the client's needs and wants in therapy.
- Assessment can help to give a client some sense of direction.
- Assessment as a collaborative process.
- Assessing the client's readiness for therapy.
- Assessment and sieving for themes and hypothesizing.
- Assessments and ethics and referrals.
- Specific assessment skills and outcomes.
- The role of the assessor.

Required course materials*

Understanding Assessment in Counselling and Psychotherapy Sofie Bager-Charleson and Biljana Van Rijn Series editor:

- Norman Claringbul First Published in 2011 by Learning Matters LtdKindle Edition Computer and Internet. Student purchases books.

Course Duration

20Hrs.

RECORD KEEPING/NOTE TAKING (30HRS.) (DISTANCE EDUCATION)

Brief Course Description

- An inclusive system for taking session notes to document therapeutic goals, interventions, and legal and insurance reasons. It includes case studies and a glossary of terms and templates for counsellors.

Course Prerequisites Admission Requirements

No Pre-requisites.

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Grade 12 English or interview with Instructor or an online English test.

Learning Objectives*

Upon completion of this course, the successful student will have reliably demonstrated the ability to understand:

- The importance and value of documentation and progress notes.
- What to write and how much to document.
- Formatting and maintenance of progress notes.
- Documentation as a valuable tool for the evaluation of progress and treatment

Required course materials*

Computer and Internet. Student purchases book. The Counselor's STEPs for Progress Notes. A Guide to Clinical Language and Documentation 2nd Edition 2015 Rhonda Sutton, Ph.D. LPC, LPC-S, NCC Kindle Edition.

Homework Hours

As an online self-paced Distance learning program, homework hours cannot be separated from course duration hours. There are no separate "homework Hours".

Delivery Methods

Distance education, Self-paced, No classes. This program material is accessible online, and the student reads the textbook and answers the questions in an open-book exam online.

Teaching Methods*

Distance education. There are no classes. See delivery methods

Method(s) of Student Evaluation*

Open book Essay Exams for each course. 80% average needed to pass.

Completion Requirements*

Students read the textbook or manual and answer the questions in an open-book exam, which the students submit to be marked. There is an 80% minimum mark requirement to pass the Essay Exam

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Counselling Skills II (CS 200)

COURSE DETAIL ABNORMAL PSYCHOLOGY (30HRS.)

Course Outline

- By the end of this course, students are introduced to a wide range of cases that demonstrate the intricacies of diagnosing and treating mental illness from multiple perspectives. This course will help students understand how culture, family, and work factor into a person's mental health.
- Through detailed case studies, the student will be introduced to the before, during, and after diagnosis, treatment, and follow-up of a client's individual experience with mental health disorders.

Learning Objectives

To be introduced to a wide range of cases, including Schizophrenia, Post Traumatic Stress Disorder, Narcissistic Personality Disorder, Major Depressive Disorder, Depressive Personality Disorder, Delusional Disorder, Panic Disorder, borderline Personality Disorder, and Antisocial Personality disorder.

To highlight the intricacies of diagnosis and treatment. To deepen the student's understanding of specific disorders through the study of presenting problems, client descriptions, diagnosis, case formation, course of treatment, outcomes, prognosis, and treatment follow-up.

Client and Counsellor conversations are included to help the student appreciate the uniqueness of each client and their experiences influencing diagnosis and treatment.

Offer students a more in-depth understanding of the psychopathology and effects of treatment in the long term.

FAMILY THERAPY (30HRS.)

Course Outline

- One of the tenets the authors of this book hold is that they believe "clients are strengthened when the therapist can enlist family members in caring for each other."
- To offer practitioners and students the tools and educational skills to integrate family therapy into their practice. Using examples of multiple theories and techniques in the

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areas of conducting extensive assessments, creating treatment plans with and for the family, and counselling concerns.

- This book focuses on the family and the therapist. Offering case studies and up-to-date family therapy skills for beginners and those wishing to upgrade their family therapy skills.

Learning Objectives

The identification of new therapist concerns, including confidence and building their skills in multiple techniques as well as clinical issues.

Examples of the sequence of therapy, from the initial contact with clients through extensive assessment, treatment planning, and interventions.

By the end of this course, counsellors will have the tools to engage with families and their unique needs, leading to well-thought-out treatments.

Understand Case studies are offered to deepen the study of working with families, children, adolescents, older adults, and couples living with serious mental illness.

The study of common roadblocks all counsellors encounter and creative ideas to move through the blocks.

Areas covered

- **Managing anxiety and confidence**
- **Therapists' development**
- **Burnout**
- **Before the Initial Interview** – developing connection, administrative issues, motivation, and credibility.
- **Guidelines for Conducting Assessment** – initial assessment, Potential issues of harm, assessing for substance abuse, psychological assessment, social assessment, spiritual assessment, assessing social systems, assessing larger systems: context, gender, and culture.
- **Developing a Treatment Focus and Treatment Plan:** Four obstacles to developing a treatment focus, building a conceptual map using theory and research, components of a treatment plan, and evaluating the effectiveness of treatment.
- **Basic Treatment Skills and Interventions**—The rush to intervention versus developing a relationship, basic counselling skills, skills unique to the Systemic/Relational therapist, and becoming more sophisticated in using interventions.

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- **Working with Families and Children** – Assessment of children and adolescents, emerging resources for treating children and adolescents, revisited family life cycle, variations, and family development.
- **Working with Older Adults and Their Caregivers** – Assessment and treatment of older adults, family caregiving.
- **Working with Couples** – Keys to providing solid couple therapy, special topics, when couple therapy might not work.
- **When a family Member Has a Mental Illness** – Individual and family concepts, Depression, anxiety, alcoholism and drug abuse, impulsive disorders in neurodevelopmental disorders. – It is important to remember counsellors are not able to diagnose.
- **Getting Unstuck in Therapy** – Understanding the client's ambivalence about change, therapist-client agenda and timing mismatch, matching levels of directness to the client, therapist reluctance to intervene, therapist's lack of conceptual clarity, change an acceptance, countertransference, how therapist issues interfere, dealing with cancellations and no shows, difficulty getting other family members to therapy, handling secrets, dealing with clients we dislike, how agencies contribute to being stuck, supervision, self-supervision questions, getting unstuck using research and literature.

ETHICS IN COUNSELLING (30HRS.)

Course Outline

Upon completion of this course, the student will have demonstrated the ability to:

- Recognize an ethical dilemma or issue in multiple counselling situations.
- Broaden awareness, through a process of reflection and exploration, of one's own personal and professional values, as well as ethical positions, on a variety of issues;
- Know when and how to refer.
- The student will have a clear framework for the exploration of issues.
- Guidelines for defined boundaries and recognizing boundary violations.
- Learn questioning processes to bring clarity to issues.
- Who to include in the ethical decision-making process.
- Where to go to access a deeper understanding of how to move towards a resolution of issues that serve the best interest of the client and counsellor.
- Be aware of the importance of sensitivity in applying ethical concepts and principles.

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- Recognize the potential of and possibly prevent an ethical dilemma in specific situations in counselling practice.
- Understand the importance of being familiar with the ACCT's current Code of Ethics and Standards of Practice.
- Prepare students to develop and design a professional Informed Consent Form for a variety of counselling situations.
- Prepare students to address ethical issues related to suicidality and End of Life Decisions. Including:
 - No suicide/no harm contract template, No suicide contract template.
 - Augment the student's professional identity as a counsellor.
 - Reaffirm the importance of ongoing professional development.
 - Advance an appreciation of supportive practices, including supervision and consultation.
- Stress, anxiety, depression, childhood trauma, trauma, relationship problems, making changes, and health issues, to name a few.
- Ethics of Social Media – impact on the counselling relationship.

Exams: A variety of Essay explorations/exams.

Counselling Skills III

COURSE DETAIL

Students will read the required textbook or manual for each section below and answer a series of essay-type questions relating to the material in the textbook. They will submit their answers by uploading them to Moodle.

The instructor will evaluate the answers and give the student a mark. 80% is a pass for each section. To pass, the student must attain an 80% average in all 3 courses. A certificate will be given to a successful student.

The instructor will provide support if needed for the duration of the program. Prospective students can challenge the sections below based on prior learning.

DSM V (30HRS.)

Course Outline

- Counsellors are not trained or authorized to make mental illness diagnoses. By the end of this course, students will be introduced to the various updates of information presented in the new DSM-V and will have an understanding of the eight primary spectrums of mental illness and secondary mental illness disorders.
- The objectives of the course are to look at mental illness across the spectrum of severity and symptoms.
- Allowing the counsellor to understand the uniqueness of the client and their manifestation of mental illness from the DSM-5 perspective. Emphasizes helping counsellors understand and remember complex mental illness ideas and concepts through cartoons, mnemonic devices, summary tables, and simple case studies.

Learning Objectives

- To clearly understand changes in the new DSM-5.
- To be introduced to the spectrum approach to mental illness.
- A clear understanding of the eight spectrums of mental illness, the categories, and the full complement of symptoms.
- The Depression Spectrum: Shallowness versus Despair, The Mania Spectrum: Boring versus Bipolar, The Anxiety Spectrum: Carelessness versus Anxiousness, The Psychosis Spectrum:

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- Visionless versus Psychotic
- The Focusing Spectrum: Attention Deficit Disorder versus Obsessive-Compulsive Disorder
- The Substance Abuse Spectrum: Ascetic versus Addicted,
- The Autism Spectrum: Codependent versus Autistic
- The Personality Spectrum: Neurotic versus Obnoxious.
- A clear understanding of the secondary mental illness disorders: Trauma and stressor Related Disorders, Neurodevelopmental Disorders, Neurocognitive Disorders, Dissociative disorders,
- Somatic Disorders, Feeding and Eating Disorders, Sleep Disorders, Gender Dysphoria, Sexual Dysfunctions, Paraphilic Disorders.

GROUP THERAPY

Course Description

- By the end of this course, students will be introduced to a wide range of settings in which group therapy may be offered. They will begin to understand group therapy's strengths and weaknesses, its demands, and the unique variables found and offered in the group therapeutic process.
- Through the study of individual cases, students will explore ways to choose, adapt and implement models of group therapy most suited to a group's goals.
- Although this course focuses on imparting pivotal information for beginning therapists, it also provides updates for therapists advanced in group therapy.
- Case studies were viewed through the lens and experience of 17 clinicians.
- This course provides a balance between valuable theoretical information and practical instruction.

Learning Objectives

Through exploration, a deeper understanding of:

- History of group therapy.
- Group therapy modalities.
- Adlerian, Psychodynamic, Existentialism, person-centred, Transactional Analysis, General Systems Theory, Gestalt, Rational Emotive Behavioral Therapy, Focal Conflict Paradigm, Psychoanalytical, Basic Assumptive Model, Reality Therapy, Here-and-Now Modality.

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- Practical considerations when beginning a group – Setting, client inclusion, and cohesion.
- Problems in group dynamics – resistance and self-protection.
- Transference and Countertransference.
- Creative and successful interventions.
- Negative experiences.
- Group therapy specialties.
- Ethical issues.
- Group therapy and the Internet.

TRAUMA AND RECOVERY (30HRS.)

Course Description

- Trauma and recovery is the crucial text to understanding trauma and trauma survivors.
- This course will offer counsellors research on domestic violence, combat and political terror. Trauma from the individual perspective as well as the societal perspective.
- From the introduction: “Trauma and Recovery represent the fruits of two decades of research and clinical work with victims of sexual and domestic violence.
- It also reflects A growing body of experience with many other traumatized people, particularly combat veterans and the victims of political terror.”

Learning Objectives

This course will offer students a deeper understanding of the complexities and diversity of PTSD and other trauma-related disorders.

- Dissociation.
- trust issues.
- Intrusion.
- Hyperarousal.
- Construction.
- The history of trauma, Societal rules and trauma, trauma patterns, and perpetuating trauma.
- The Stages of Recovery: the Healing Relationship, Rebuilding safety, Restoring Control of Memories and Mourning – Reconstructing the Story, Transforming Traumatic Memory
- Finding self again.

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- Re-emerging back into the world.
- The uniqueness of each person's recovery process.

Learning Outcomes

Develop practical interviewing skills, understand documentation's importance, familiarize yourself with DSM-5, and more.

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Counselling Skills IV

THEORY AND PRACTICAL GROUP THERAPY (30HRS.)

Course Detail

Students will read the required textbook or manual for each section below and answer a series of essay-type questions relating to the material in the textbook. They will submit their answers by uploading them to Moodle. The instructor will evaluate the answers and give the student a mark. 80% is a pass for each section. To pass, the student must attain an 80% average in all 3 courses. A certificate will be given to a successful student. The instructor will provide support if needed for the duration of the program. Prospective students can challenge the sections below based on prior learning.

Course Description

Irving Yalom brings over 46 years of experience to a book hailed as a classic. Beginners and Advanced students will benefit from his “mechanisms of change”. Eleven mechanisms of change with corresponding therapeutic approaches based on them. These mechanisms will enable Counsellors to modify and adapt these processes to fit any group therapy situation.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to:

- Utilize and adapt the 11 Therapeutic Factors.
- Understand and incorporate interpersonal learning and interpersonal relationships in group therapy.
- Understand the importance of group cohesiveness.
- Include and understand the importance of the Client's view and differences in view.
- Create and maintain the group, build culture and group norms.
- Work in the here and now, activation, process focus, helping the process orientation. Use of the past and group as a whole.
- The Therapist: Transference and Transparency, Transparency in the therapy group.
- Select Group member, exclusion, and inclusion.
- Understand the composition of therapy groups and the process within each group, and tailor the work to meet the needs of each member.
- Factor in place, time, considerations, duration, frequency, and preparation.

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- Beginnings – formative stages of the group.
- Advanced groups, conflict in the group and self-disclosure.
- Problem group members
- Specialized Groups and other considerations for the Therapist.
- Group Therapy history - encounter groups.
- Training the Group Therapist

PERSON-CENTRED THERAPY (30HRS.)

New Frontiers In Theory and Practice Dave Mearns and Brain Thorpe With guest chapters by Elke Lambers and Margaret Warner Sage Publications 2000

Course Description

Person-centred counselling offers students at all levels theory and practices deeply grounded in the most valued theories and practices and new cutting-edge ideas and practices. This course will focus on a person-centred counsellor's capacity for relational depth, understanding human potential, and becoming fully human.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to:

- Understanding Person-Centred Counselling as a therapeutic modality in its foundation as well as its place in a world filled with unprecedented challenges and cross-cultural conflicts.
- Accompany a client on an inner journey of personal exploration – relational depth.
- Person-Counselling and the subjective experience of the client.
- Clearly understand the profound and subtle elegance of this approach.
- The heart of Person-Centred Counselling – spiritual and existential.
- Person-Centred counselling and parts therapy.
- Reacquaint, understand and utilize unconditional positive regard, empathy and congruence in relationships with clients and self.
- Supervision in person-Centred counselling: facilitating congruence.
- Person-Centred counselling at the difficult edge: a developmentally based model of the fragile and dissociated process.

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FOUNDATIONAL IDEAS (30 HRS.)

Course Description

- Students will explore and study the legacy left by Virginia Satir. Including insights into human behaviour and guidelines for the application of principles to enhance growth and promote unity.
- Virginia Satir was adamant that the processes and skills she offered be teachable and learnable.
- Students will study her foundational ideas, her triad model, model for change, and her communication theory, among many other processes.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to:

- Understanding Virginia Satir's foundational ideas.
- Understand one view of the triad concept. Explore and study couple's relationships through the Parts Party Study in-depth Virginia Satir's model for change.
- How change in one area impacts and facilitates change in the couple and family. Understand and explore family reconstruction.
- Explore Virginia Satir's deep conviction in the essential goodness at the core of the human being and how that has impacted relationships with the toughest of clients.
- Explore Eugene Genelin's Focusing work in relationship with Virginia Satir's work.

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Counselling Skills V

Students will read the required textbook or manual for each section below and answer a series of essay-type questions relating to the material in the textbook. They will submit their answers by uploading them to Moodle. The instructor will evaluate the answers and give the student a mark. 80% is a pass for each section.

To pass, the student must attain an 80% average in all 3 courses. A certificate will be given to a successful student. The instructor will provide support if needed for the duration of the program.

THE CULTURAL NATURE OF HUMAN DEVELOPMENT (30HRS.)

Course Description

The exploration of human development as a cultural process. How culture and cultural expectations change the development of children. Through the research and study of attachment, family, early care, developmental milestones, and rituals a deeper understanding of the unique path we each take to developing as a human.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to:

- Understand the Cultural Nature of Human Development.
- Understand that people transform through their ongoing participation in cultural activities, which contribute to changes experienced in their cultural communities through the generations.
- How people and cultural communities change each other.
- Understand and factor in child-rearing in families and communities.
- Understand Cultural strategies for child survival and care.
- Understand Infants' security of attachment.
- Understand developmental transitions marking change in relation to the community.
- Understand Responsible roles in childhood.
- Initiation to manhood and womanhood
- Explore interdependence and autonomy.
- Cultural values intelligence and maturity
- Learning new ways and keeping cultural traditions.

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GESTALT THERAPY (30HRS.)

Course Description

This course includes the theory, historical evolution, research, and practice of Gestalt Therapy. It is essential for graduate students and seasoned counsellors wishing to study how the Gestalt approach may be used with their clients in practice. The course includes case studies.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to understand:

- Gestalt's valuable place within any therapeutic practice.
- Gestalt Therapies' views on the importance of counsellor-client relationship for healing and change.
- Meaning making as a therapeutic tool used to create our own reality and understand that reality.
- Through case studies, observe how Gestalt therapy is used in practice and adapt it to your client's needs.
- Neuroscience and interpersonal neurobiology and Gestalt
- Contemporary Relational Gestalt Theory and Practice
- Relational Gestalt Therapy into the Future.
-

NARRATIVE THERAPY (30HRS.)

Course Description

Exploration of Narrative Therapies founding beliefs that we are made up of interacting stories defining a sense of who we are, culturally as much as individually. It is in the retelling of our stories which offers clients the opportunity to re-consider, re-appreciate and re-author their lives and relationships. Through the offering of innovative techniques, students will understand working with conflicted couples, children, youth and families.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to understand:

- New and important developments in Narrative Therapy.

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- Updated approaches to working with grief, loss, trauma and death.
- Working within the Queer communities with Narrative therapy.
- Innovative ways to understand questions and engage with couples, children, youth and families.
- New Narrative Therapy-informed relational interviewing.
- Step-by-step outline of working with relationships.
- A more genuine experience of therapy as a learning model.
- And be introduced to the many wonderful, unconventional, and creative ideas of Michael White the creator of Narrative Therapy.
- The personal, theoretical and practice history of Narrative Therapy.

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Counselling Skills VI

CULTURAL COUNSELLING

Students will read the required textbook or manual for each section below and answer a series of essay-type questions relating to the material in the textbook. They will submit their answers by uploading them to Moodle.

The instructor will evaluate the answers and give the student a mark. 80% is a pass for each section. To pass, the student must attain an 80% average in all 3 courses. A certificate will be given to a successful student. The instructor will provide support if needed for the duration of the program.

MULTICULTURAL COUNSELLING PART I (45HRS.)

Course Description

The author developed a culturally responsive and Socially Just Counselling model that provides a map for competent multicultural counselling. Through the study of this model, students will learn how the counsellor and client's cultural identities, social locations, life experiences, and sociocultural contexts may impact the client-counsellor relationship and understanding of change.

Course Prerequisites Basic Counselling Skills I and II, Advanced Counselling Level I and II.

Learning Objectives

Upon completion of this course, the successful student will have reliably demonstrated the ability to:

- Work with a diverse group of clients through collaboration and a deepening working alliance. Counselling as a Relational Practice.
- Creating a foundation of Cultural Safety for clients through the balance of power in the counselling alliance.
- Help clients navigate Life transitions, loss of one's identity, and ageism through cultural self-awareness and an understanding of personal positioning.
- Work with Young adults with life-limiting conditions.
- Social Justice in Family Therapy - exploring assumptions.
- Paradox, Grand Narratives and Cultural Beliefs - Family Therapy

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- The Tri Optimal Learning Model® - Attachment Theory, Neuroplasticity and Ecological Systems Theory
- Implement and evaluate culturally responsive and socially just interventions for individuals, couples and families in collaboration with clients.
- Assessment levels: macro-level—individuals, couples, and families; meso-level—schools, organizations, and communities; macro-level—social, economic, and political systems.
- What are the stories you tell yourself – Narrative viewpoint.
- Trauma and Healing among Refugees

MULTICULTURAL COUNSELLING PART II (45HRS.)

Course Description

Culturally Responsive and Socially Just Counselling is a model the author developed and provides a map for competent multicultural counselling. Through the study of the cultural responsivity and socially just Counselling model students will learn how counsellor and client's cultural identities, social locations, life experiences, and sociocultural contexts may impact the client-counsellor relationship and impact understandings for change.

Learning Objectives

- Work with a diverse group of clients through collaboration and a deepening working alliance. Counselling as a Relational Practice.
- Creating a foundation of Cultural Safety for clients through the balance of power in the counselling alliance.
- Help clients navigate Life transitions, loss of one's identity, and ageism through cultural self-awareness and an understanding of personal positioning.
- Work with Young adults with life-limiting conditions.
- Social Justice in Family Therapy - exploring assumptions.
- Paradox, Grand Narratives and Cultural Beliefs - Family Therapy
- The Tri Optimal Learning Model® - Attachment Theory, Neuroplasticity and Ecological Systems Theory
- Implement and evaluate culturally responsive and socially just interventions for individuals, couples and families in collaboration with clients.
- Assessment levels: macro-level—individuals, couples, and families; meso-level—schools, organizations, and communities; macro-level—social, economic, and political systems.
- What are the stories you tell yourself – Narrative viewpoint

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- Trauma and Healing among Refugees

Supervision

Supervision – Direct Client Contact – Sections 1-4 (50 hrs. each = 200 Hrs.) plus 40 hrs. (Live Zoom classes and student-teacher interaction)

Can be taken as a separate course or as part of our Counselling Skills Diploma Program (included)

Supervision (Direct Client Contact) is provided through student-conducted sessions online or in person. Students will conduct 200 1Hr. Sessions with actual clients and video record three sessions for evaluation. Supervision (Direct Client Contact) will be divided into 4 sections. Supervision 1,2 3,4. Each section will be 50 Hrs. A video recording of an actual 1 Hr. session will be submitted within Sections 1,2 and 3.

The instructor will supervise progress by communicating with the student regularly and Pre-scheduled 2 hr. Zoom classes occur 4x per month. These classes are ongoing and cover the 40 Hrs. of Student-Supervisor consultation required for this section, and they also meet ACCT requirements. Forty of the hours are provided in live online 2-hour sessions where students bring client case studies and personal reflections to the group classes. The remaining 10 hours are for direct supervision on Zoom or phone calls with the Supervisor as needed and initiated by the student.

The Supervisor will critique the student's recorded sessions for further refinement, accuracy and continued development. Clients typically come from our Facebook group and are other students. However, they can also be individuals who are not students. Students will need to purchase Liability Insurance to work outside the Orca Group.

Students are given very clear guidelines to ensure they do not take on clients with issues beyond their area of competence. Students have ample opportunity to work with the Supervisor to explore client situations and assess competency. The Instructor, Diane Auld, has been in private practice for 20 Years and shares her extensive experience with students.

Students who have previously qualified Direct Client Contact Hours may receive credit and reduce their required hours accordingly once the Supervisor's credentials are accepted by ACCT.

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SPEAK TO DIANE BEFORE YOU BEGIN WORKING WITH CLIENTS

Once you have finished the Basic Counselling course in CS 100, you will be ready to begin your client sessions. Please do not begin to work with clients until you have spoken to Diane. Please email or phone her to arrange a time to chat. Do not send a message through Moodle.

Diane's Email: instructor@hypnotherapytraining.net

Diane's Phone Number 604-218-9341

LIABILITY INSURANCE

To work with people outside the student group, you must have Liability Insurance. To get liability insurance as a student, you must have completed 25 of your direct client's contact hours (Supervision) with students before you can apply for Liability Insurance. Contact Preventative Health Services Group at 1-416-423-2765, telling them you are a student and want Liability Insurance.

BEGINNING TO WORK WITH ALL CLIENTS

It is essential that no matter how a client referral comes to you:

- Referrals from other Clients
- Referrals from other Students
- Referrals from your best friend
- Referrals from Family members
- Referrals from the teacher, etc.

Please only take on clients after you have spoken to them on the phone and had at least a 10-minute intake conversation. If they do not talk to you on the phone, please do not take this person on as a client.

******* Please do not take on clients who are:**

- Experiencing Suicidal Ideation, including thoughts and/or images.
- Experiencing Flashbacks, Anxiety Attacks, Panic Attacks or PTSD from Trauma
- Living with alcoholism and being an alcoholic.
- Living with a medically diagnosed mental illness.
- Clients under the age of 19 years
- No Couples or Family Counselling.
- Anyone you get a sense of that you don't want to or cannot work with.

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Remember – you get to choose who you wish to work with, this includes students who volunteer.

If you have any reservations about a potential client, do not say yes to working with them; let them know you will get back to them after checking with your supervisor. And phone Diane. Please do not give out my name.

Remember – and please remind your clients that you are a student in training. The first 2 to 3 sessions are an assessment session as to whether you wish to work with me and me to assess whether I have the skills to offer you what you need.

*****At any point when working with a client, if you feel you are moving beyond your area of competence, please phone Diane, and you may have to inform the client you cannot work with them after talking to Diane.

If you must refer a client or say no in the initial phone call, one way of saying it is: "I cannot take you on at this stage in my learning; I am a student." or "I am a student, and at this time I do not feel I have the skills or experience you may need".

If you have any questions and are not sure, please phone Diane, and we will explore it together.

WORKING WITH EACH OTHER

Once you finish the Basic Counselling course in CS100, you will be ready to start working with clients. Call Diane and the two of you will have your pre-client chat.

Once you have spoken to Diane, if you want to work with fellow students, put a note on the Orca Students Facebook 2 page saying you are looking for clients to start your practicum.

Please interview each person who responds, keeping in mind the above guidelines of who not to work with. Listen to your heart in deciding who to say yes to. If something tells you not to work with someone, trust yourself.

Be very clear at the end of the conversation that you know why the person is coming to therapy and what they want to work on. Giving each other your hours is not a good enough reason to take on a person as a client or to be a client for another student. You must have something real to work on. Also, it is not a good idea to work with more than one person at a time as a client; this is therapy.

Please talk to Diane before you begin working with clients even if you have lots of counselling experience.

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WORKING OUTSIDE THE ORCA GROUP

Once you have finished your 25 hours you may want to work with clients not associated with Orca.

If you decide to use social media to advertise your services, be aware that you will attract all kinds of people and situations that may be outside your scope of practice, skill, and experience level. You must have a conversation with each person and have them fill out an intake form.

If you advertise on Social Media, be very cautious your ad should include something similar to the following sentences.

"I am a Counselling Student with Orca Institute and am offering counselling on a limited basis. Please contact me to explore your needs and if, as a student, I have the experience and skills to work with you." You can contact me _____.

When a potential client contacts you, do not discuss or answer questions online. Please reply with something like this:

Thanks so much for your interest in Counselling.

I would be happy to talk with you about what I can offer you and explore your needs to see if I am qualified to work with you as a student. Please contact me at _____.

If the person asks you a question, please do not respond other than to say.

If you would like to talk, we can connect at _____. At that point, I would be happy to answer your questions and explore the possibility of working together.

It is very important not to engage in a conversation about you and your services on social media.

BOOK LIST FOR COUNSELLING SKILLS (CS-100-600)

Counselling Skills I (CS 100)

- Shebib, B. Interviewing and Counselling Skills for Canadians (8th ed.).
- Badger-Charleson, S., & Van Rijn, B. Understanding Assessment in Counselling and Psychotherapy (Kindle Edition).

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- Sutton, R. The Counselor's STEP for Progress Notes: A Guide to Clinical Language and Documentation (Kindle Edition).

Counselling Skills I (CS 200):

- Case Studies in Abnormal Psychology (Kindle Edition).
- Essential Skills in Family Therapy, Third Edition: From the First Interview to Termination (Kindle Edition).

Counselling Skills II (CS 300):

- Buster, S. DSM-5 Insanely Simplified.
- Introduction to Group Therapy: A Practical Guide.
- Herman, J. Trauma and Recovery: The Aftermath of Violence from Domestic Abuse to Political Terror (1997 by Basic Books; Epilogue 2015 by Basic Books).

Counselling Skills III (CS 300):

- Yalom, I. D., & Leszcz, M. The Theory and Practice of Group Therapy (6th ed.).
- Mearns, D., & Thorne, B. Person-Centred Therapy Today: New Frontiers in Theory and Practice (1st ed., Kindle Edition).
- Brothers, B. J. Virginia Satir: Foundational Ideas (1st ed., Kindle Edition).

Counselling Skills IV (CS 400):

- Rogoff, B. The Cultural Nature of Human Development (Kindle Edition).
- Wheeler, G., & Axelsson, L. Gestalt Therapy - Theories of Psychotherapy.
- Madigan, S. Narrative Therapy (2nd ed., Theories of Psychotherapy Series).

Counselling Skills V (CS 500):

- Collins, S. (Ed.). (2018). Embracing Cultural Responsivity and Social Justice: Re-Shaping Professional Identity in Counselling Psychology. Counselling Concepts.

Counselling Skills VI (CS 600):

- Embracing Cultural Responsivity and Social Justice: Re-shaping Professional Identity in Counselling Psychology by Sandra Collins, 2018 Counselling Concepts E-Book

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FINANCIAL SUPPORT

We offer a range of financial support options, including StudentAid, WorkBC, Metis, and other funding groups, as well as Gratify Student Loans and funding through the Canadian Armed Forces, which are available to those who qualify.

PAYMENT OPTIONS AND REFUND POLICIES

Orca Institute offers various payment plans for all programs, with details outlined in this Manual. Our comprehensive refund policy ensures fairness for all students and accommodates multiple circumstances.

ORCA INSTITUTE'S INTEREST-FREE PAYMENT OPTIONS

All course tuitions are quoted in Canadian Dollars (CAD). Payments can be made online by credit card or direct debit through our invoice system for all our programs or courses. Our courses are tax-deductible, and we do not charge any interest in our payment plans!

Program: Hypnotherapy Certification (Basic Certificate Program) HP202 -	
– \$1150.00 down and \$566.38 per month for 2 months = \$2282.00 plus \$250.00 (approx.) for books – \$920.00 down and \$454.25 per month for 3 months = \$2282.00 plus \$250 (approx.) for books	
\$2282.00	
Program: Counselling Hypnotherapist Diploma (Complete Hypnotherapy Program) HP301	
– \$2200.00 down and \$1850.00 per month for 2 months = \$5900.00 plus \$500.00 (approx.) for books – \$1650.00 down and \$1416.66 per month for 3 months = \$5900.00 plus \$500.00 (approx.) for books – \$1100.00 down and \$800.00 per month for 6 months = \$5900.00 plus \$500.00 (approx.) for books	
\$5900.00	

Questions? Need more information?

 604-900-1245

 director@hypnotherapytraining.net

Program: Counselling Skills Diploma Program – CS 100-600 (including Supervision)	
<u>Counselling Skills Diploma:</u> \$9700.00 plus \$900.00 for books (purchased by the student) <u>Payment plan 1:</u> \$3233.00 Down+\$3233.00 x 2 Months = \$9700.00 <u>Payment plan 2:</u> \$2900.00 Down+\$2266.66 x 3 Months = \$9700.00 <u>Individual courses:</u> \$882.00 per course <u>Supervision:</u> \$1400.00	
	\$9700.00
Program: Counselling Skills Program – CS 100-600 (including Supervision) (OTG Graduate students only)	
<u>Counselling Skills Program:</u> \$8300.00 plus \$800.00 for books (purchased by the student) <u>Payment plan 1:</u> \$2900.00 Down+\$2700.00 x 2 Months = \$8300.00 <u>Payment plan 2:</u> \$2500.00 Down+\$1933.33 x 3 Months = \$8300.00 <u>Individual courses:</u> \$732.50 per course, <u>Supervision:</u> \$1135.00	
	\$8300.00

Questions? Need more information?

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 director@hypnotherapytraining.net

Student Support

Orca Institute is committed to providing extensive support to our students, encompassing general inquiries, curriculum questions, technical support, and administrative concerns. Our policies ensure a safe and respectful learning environment, promoting the success and well-being of our students.

Please note:

If a course applicant has previous counselling and/or supervision experience, they can challenge sections of this course. If successful, they could qualify for a reduction in course fees and would not have to complete the section in which they have successfully challenged. Please contact the Director to do this. You can also reach Sheldon at 604-900-1245. This must be done before starting your program.

LEARNING ONLINE

At Orca, we offer all our programs in a fully online format to provide a dynamic and flexible online learning environment supported by an array of student resources and support services. Training is delivered in 2 ways:

- Course information, reading assignments, essay assignments, videos, etc. are all provided using Moodle. Moodle is a learning management system used to organize your program materials into sequential units. Our learning environment enables you to work through your courses at times that are convenient to you, 24/7/365. You can access learning materials, assessment activities and exams and receive feedback. Some technical support is available if you are new to online learning.
- Online Classes: "Live" online classes are delivered using Zoom. These classes are scheduled for one weekend a month for Hypnotherapy students and four times a month for Counselling Skills students (you will be required to attend at least twice a month to fulfill your 40 hours). The Zoom classes include discussions on topics of particular interest to members of the group.

Questions? Need more information?



604-900-1245



director@hypnotherapytraining.net

YOUR LEARNING RESPONSIBILITIES

Reading and Writing

- Our programs all require extensive reading to master the material. Plan to spend between 10 and 20 hours a week keeping up with required course reading.
- Assignments and exams require thorough written responses. You should be comfortable putting your thoughts in writing and typing on a computer.

Digital skills

To succeed with online learning, it's important to be comfortable with basic word-processing, managing online files with Google, and using Zoom. You should be able to do the following:

Basic word-processing

- Use a program like Microsoft Word to complete assignments and exams.
- Copy and paste text between a Word document and an online document
- Save and retrieve your document on your computer or tablet

Using Google to store and share files

- Upload a file to your Google drive
- Share a file in your Google Drive

Using Zoom to participate in and record sessions

- Join a Zoom session that someone else has set up
- Use basic Zoom features (raise your hand to ask a question, mute your microphone,
- Host a Zoom session yourself and invite others to join you
- Record the Zoom session and save the completed recording to your computer or other device.

Important: if you are not comfortable with these basic digital learning skills, seek a friend or neighbour to help you at first. If this is not possible, please let us know.

Student Support Contact Information

We want to ensure that even though our programs are online, students never feel alone. Support is always available. We provide a variety of student supports and resources:

Questions? Need more information?



604-900-1245



director@hypnotherapytraining.net

For this kind of support:

Contact: General questions about Orca Institute
director@hypnotherapytraining.net

Questions about the curriculum, tests, and client concerns

Diane Auld: Instructor@hypnotherapytraining.net

Student learning concerns or issues that may interrupt or affect learning (accident, illness, personal situation)

Diane Auld: instructor@hypnotherapytraining.net

Help with Moodle: Gina Bennett

moodletech@hypnotherapytraining.net

Administrative questions

adminassist@hypnotherapytraining.net

Questions? Need more information?

 604-900-1245

 director@hypnotherapytraining.net

Policies and Regulations

STUDENT STATEMENT OF RIGHTS

Orca Institute is certified with the Private Training Institutions Branch (PTIB) of the British Columbia Ministry of Advanced Education and Skills Training.

Before you enroll at a certified private training institution, you should be aware of your rights and responsibilities:

- You have the right to be treated fairly and respectfully by the institution.
- You have the right to a student enrolment contract that includes the following information:
 - amount of tuition and any additional fee for your program
 - refund policy.
 - if your program includes work experience, the requirements to participate in the work experience and the geographic area where it will be provided.
 - whether the program was approved by PTIB or does not require approval.

Make sure you read the contract before signing. The institution must provide you with a signed copy.

- You have the right to access the institution's dispute resolution process and to be protected against retaliation for making a complaint.
- You have the right to make a claim to PTIB for a tuition refund if:
 - Your institution ceased to hold a certificate before you completed an approved program.
 - You were misled about a significant aspect of your approved program.

You must file the claim within one year of completing, being dismissed or withdrawing from your program.

Visit the PTIB website (<https://www.privatetraininginstitutions.gov.bc.ca/students>) for more information about PTIB and how to be an informed student.

DISPUTE RESOLUTION POLICY

1. This policy governs complaints from students respecting Orca Institute and any aspect of its operations.

Questions? Need more information?



604-900-1245



director@hypnotherapytraining.net

2. A student who makes or is otherwise involved in a complaint will not be subject to any form of retaliation by the institution at any time.
3. The process by which the student complaint will be handled is as follows:
 - Student complaints must be made in writing.
 - The process for responding to a dispute with a student is as follows: The Director will respond to the complaint within three business days of receiving it, acknowledging receipt, and informing the complainant of the procedure from that point. The Director and Instructor will review the complaint, and the complainant will receive a written response within two weeks of the start of the review.
 - Orca Institute will provide the reasons for the determination and the reconsideration (if any) to the student within 30 days after the date the student made the complaint.
 - The written reasons will advise a student that if he or she is dissatisfied with the determination and has been misled by the institution regarding any significant aspect of that program, the student may file a complaint with the Private Training Institutions Branch (PTIB). Complaints must be filed with PTIB within one year of a student's completion, dismissal, or withdrawal from the program.
 - An agent or a lawyer may represent the student making the complaint.

SEXUAL MISCONDUCT POLICY

1. Orca Institute is committed to the prevention of and appropriate response to sexual misconduct.
2. Sexual misconduct refers to a spectrum of non-consensual sexual contact and behaviour, including the following:
 - sexual assault.
 - sexual exploitation.
 - sexual harassment.
 - stalking.
 - indecent exposure.
 - The distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the consent of the person in the photograph or video and with the intent to distress the person in the photograph or video.
 - the attempt to commit an act of sexual misconduct.
 - the threat to commit an act of sexual misconduct.

Questions? Need more information?



604-900-1245



director@hypnotherapytraining.net

3. A Complaint of sexual misconduct is different than a Report of sexual misconduct. A person may choose to disclose or complain of sexual misconduct without making a formal report. A Report is a formal notification of an incident of sexual misconduct to someone at the institution accompanied by a request for action.
4. A student making a Complaint will be provided with resolution options and, if appropriate, accommodation and will not be required or pressured to make a Report.
5. The process for making a Complaint about sexual misconduct involving a student is as follows:
 - Submit a written complaint to the Director, Sheldon Bilsker, or alternatively, Diane Auld, Instructor.
6. The process for responding to a Complaint of sexual misconduct involving a student is as follows:
 - The Director will respond to the complaint within two days of receiving it, acknowledging receipt and informing the complainant of the procedure from that point. The Director and Instructor will review the complaint, and the complainant will receive a written response within two weeks of the start of the review.
7. The process for making a Report of sexual misconduct involving a student is as follows:
 - Provide a written statement to the Director and/or Instructor detailing the event(s), including times, places and any other information pertaining to the event(s).
 - Contact: Director, Sheldon Bilsker, director@hypnotherapytraining.net; Instructor, Diane Auld, instructor@hypnotherapytraining.net
8. The process for responding to a Report of sexual misconduct involving a student is as follows:
 - Once the Director or Instructor receives a report, the institution will review the Report within a reasonable timeframe and confirm the next steps in writing.
9. It is contrary to this policy for an institution to retaliate, engage in reprisals or threaten to retaliate concerning a Complaint or a Report.
10. Any processes undertaken under this policy will be based on the principles of administrative fairness. All parties involved will be treated with dignity and respect.

Questions? Need more information?



604-900-1245



director@hypnotherapytraining.net

11. All information related to a Complaint or Report is confidential and will not be shared without the written consent of the parties, subject to the following exceptions:

- If an individual is at imminent risk of severe or life-threatening self-harm.
- If an individual is at imminent risk of harming another.
- Based on the information provided, there are reasonable grounds to believe that others in the institutional community may be at significant risk of harm.
- Where reporting is required by law.
- Where it is necessary to ensure procedural fairness in an investigation or other response to a Complaint or Report.

This institution is certified by the Private Training Institutions Branch (PTIB). Certified institutions must comply with regulatory requirements, including the requirement to have a Sexual Misconduct policy. For more information about PTIB, visit the PTIB website (<https://www.privatetraininginstitutions.gov.bc.ca/students>).

Abbreviations used in this Manual

ACCT Association of Cooperative Counselling Therapists

CAD Canadian dollars

Cand. Candidate

DSM-5 or DSM-V Diagnostic and Statistical Manual of Mental Illnesses, 5th edition

EQA Education Quality Assurance

HT Hypnotherapist

IACH International Association of Counselling Hypnotherapists

NLP Neuro Linguistic Programming

OTG Opening to Grace Training

PTIB Private Training Institutions Branch

RCC Registered Clinical Counsellor

RTC Registered Therapeutic Counsellor

SEO Search Engine Optimization

Questions? Need more information?

 604-900-1245

 director@hypnotherapytraining.net