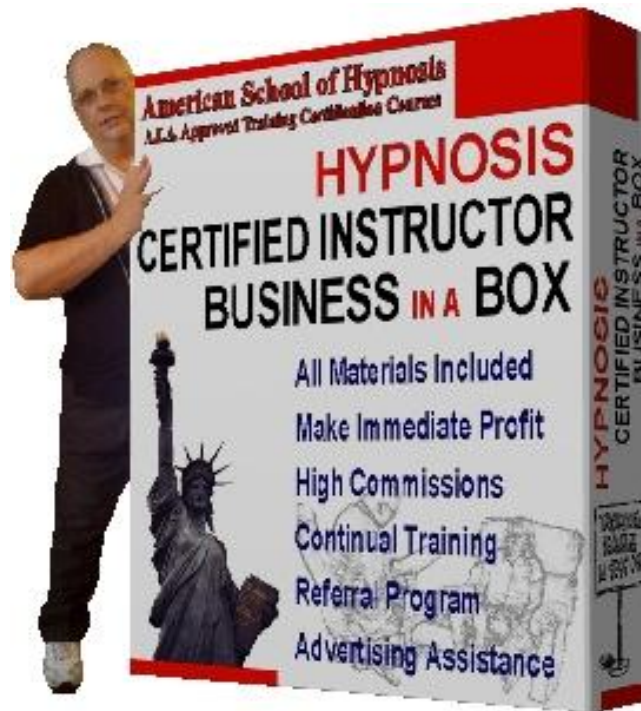


# **CERTIFIED INSTRUCTOR Training Manual**

**6 Day Training Schedule**



## **BUSINESS IN A BOX**

**This Instructor Training Manual is designed to assist in teaching the Clinical Hypnosis Manual Training Curriculum of the American School of Hypnosis.**

## CLASS FORMATS

There are only two formats that are allowed to teach your hypnosis certification course. Those formats are:

- 1. The Group, Live Classroom Training Course:** This is a classroom training course that can be taught in a minimum of six days for an amount of students from 2 to approximately 10. Any more than 10 students will require that you add an additional one or two days depending on how many more attend. It is extremely difficult to have enough class-time in a 6 day period for 10 or more students to all get the proper amount of hands-on training.
- 2. The Individual, Live Intensive Training Course:** This is a one-on-one training where the student will be taught by you in a minimum of three days. You are welcome to teach this class in more than three days if you wish, but not less than three days. Normally if done in three days the course can be completed within the hours of 9 am to 5 pm. As a beginner you may wish to extend your daily hours one to two hours longer to ensure that you're able to teach all of the materials.
- 3. Home Study Courses** are only sold through the Home Office and not through Independent Instructors. If any student who has taken the Home Study Course through the home office later-on decides to take your 3 Day or 6 Day Course there will not be any further commission due to the Home office and they will still receive full AIA benefits.

**NOTE:** This is a way to encourage you to push the Home Study Course to your prospective students should they decide NOT to take your training for any reason. They may not be able to afford the \$1000.00 tuition now but if they take the Home Study Course they can later take your course for the difference in price. This way they are out nothing. Now that they have had a taste of the materials they may want to move on to the live hands on training upgrading with you and you will still get your commission.

## **PRICING OF TRAINING**

You will find that the average training tuition for this type of class is between the areas of \$1000 and \$2,500 USD.

You are given the right to charge what you deem is appropriate for your class. When pricing your class, keep in mind that if you charge very low that your prospective students may feel that you have a *below standard* training. On a like note, if you overprice your training you may lose many students who feel you are taking advantage of them. Ultimately, you are teaching the class and must choose a tuition that is both good for your student and would make you happy to teach.

Keep in mind that once you have paid for the Student Kit, the remainder of the tuition is yours. As an independent contractor you are responsible for your own taxes and expenses.

## **THIS TRAINING MANUAL**

This manual is broken down into two parts.

First is the breakdown of the Six Day Live Classroom training and secondly is the breakdown of the Three Day Live Individual training.

Your manual is color-coded so as to assist you and being able to correlate it with the student manual easily.

**BLACK:** The print in black is the same as the table of contents that you will find in the student manual.

**RED:** The print and red is designed to be instructions and explanations specifically for you “the instructor” to read.

**BLUE:** You'll also find some print in blue which shows you where each of the instructor videos should be used and what information they cover.

It is important that before you begin training students that you take some time to become familiar with both the student training manual as well as your instructor manual. You may want to break down each day according to instructions in this manual to make sure you understand each portion of the training and that you will be able to deliver the instructions clearly and without difficulty.

Should you find as you are preparing to teach a class that there is something you do not understand or should you need assistance in some area please do not hesitate to either call us or e-mail us with your questions. Remember, the only silly question is the one that has not been asked.

If you find that you have questions that you feel other instructors can learn from, please send them to us in an e-mail and request that we discuss them in detail during our next monthly live telephone training teleseminars. We are constantly looking for new questions and topics to cover so any assistance that you can offer would be greatly appreciated.

Congratulation on your decision to be an instructor and we wish you many years of happy training experiences.

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## DAY #1

### 6 Day Live Classroom Training

#### WELCOME AND INTRODUCTION:

Go around the room and have each student introduce themselves and give a brief bio of who they are, where they come from, what they do for a living, why they decided to come to class and what they expect to attain by attending. Give everyone enough uninterrupted time to do so and then introduce yourself.

Take a moment to inform students of any amenities that are available such as restrooms, refreshments, when and if they will be having breaks and the time for lunch.

Give any other announcements that may be required.

Give a brief description of what will be covered for the day.

#### Paperwork:

Take a moment to have your students review and fill out the required paperwork which can be found in the appendix of their hypnosis manual. Paperwork includes the hypnotherapy certification registration form, the assignment forms and the A.I.A. bylaws.

**Registration form** - Inform your students that however they write their name on the top line is how it will be printed on their certification documents. If they wish to have their middle initial or other designations they should do so here. In the box at the bottom of the form they should include the basic information such as company name if they have one, business telephone and contact e-mail that they would like to have listed online for advertising purposes if they choose to be included on the online database of associates.

**Assignment sheet** - Be sure that the assignment sheet is understood before they sign it.

**End of class test** - Inform your students that there will be a 100 question, open book tests at the end of their course that they will have the opportunity to complete in class unless you have made alternate arrangements.

#### START CLASS

**NOTE:** Keep in mind that your purpose as an instructor is to teach as well as to assist your students in hands-on practice as much as possible. Rather than reading each page of the book in class, your students should be encouraged to do so in the evenings on their own once classes are over. In fact one of their assignments is to completely read the manual. This way you can spend

most of your time teaching and not using valuable class time in explaining about hypnosis history and the who's who.

Survey questions	.....	17
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**Hypnosis pre-test:**

Before your instruction take a few moments to allow your students to complete the hypnosis pre-test found on page 18 of their hypnosis manual. Once they have completed the short test go through each of the answers with them one by one to see how each responded.

The purpose of this test is for you the instructor to have an idea or of the basic knowledge level of your students pertaining to hypnosis. The questions in this test are based on the major misconceptions that the public has. This is a great opportunity to address the misconceptions that they have missed immediately so as to induce interests and begin the expectancy process right away.

**CHAPTER 1  
HYPNOSIS**

What is hypnosis	.....	21
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**What is hypnosis:**

Take a few moments to give a brief description of what hypnosis is. The most accurate definition is “Hypnosis is simply being open to suggestion.”

The mind	.....	24
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**The mind:**

Briefly explained the difference between the left and right hemispheres of the mind and how they correlate very closely with the conscious and subconscious mind.

Sub-conscious activities	.....	25
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On pages 26, 27 and 28, spend some time going through these exercises with your students to give them an idea or of what the subconscious mind is capable of. Realize that they will be using their left brain in the classroom to learn the operation of their right brain which is the domain of hypnosis.

History of hypnosis	.....	29
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Historical dates and people ..... 30

**CHAPTER 2  
SUGGESTIBILITY TEST**

For the remainder of the morning until lunch break you will be concentrating on demonstrating and explaining suggestibility test.

Explain that while anyone who can follow simple instructions can be hypnotized, not everyone is hypnotized the same way. In order to find out the best way to hypnotize a subject you must first ascertain how their mind works. The way to do this is through the use of suggestibility test.

Conduct each of your suggestibility test on the students that you have present. It is best to go from one demonstration to the next without explaining very much in between what you are doing until later on. This way they will be concentrate more on their task rather than trying to dissect them causing more effectiveness.

**The Instructor VIDEO's are designed to help you teach and not necessarily to show in class. Use your discretion.**

**You may want to review and use the student videos in (Chapter #2) instead of the Instructor Ones as they are more updated. See which ones you like best....**

The Purpose of ..... 37  
 Analytical vs. non-analytical ..... 37  
     Chevreul's pendulum test ..... VIDEO 1 ..... 40  
     Finger test ..... VIDEO 2 ..... 43  
     Arm rising and falling test ..... VIDEO 3 ..... 45  
     Postural sway ..... VIDEO 4 ..... 47  
     Hand clasp test ..... VIDEO 5 ..... 49  
     Locking elbow test ..... 51  
     Body sway on the ground ..... 52  
     ..... VIDEO 6 Explanation of Suggestibility tests.....

**CHAPTER 3  
CLASSIFICATIONS OF CLIENTS ..... VIDEO 7 .....**

Once they have completed each of the tests, draw a graph such as seen on the bottom of page 37 and show each of them where they would be on this line.

Now take a moment to briefly explain the difference between analytical and non-analytical which will help them to see the accuracy of these tests at which time it will become more intrigued and anxious to practice them themselves.



Analytical vs. non-analytical	.....	55
How the mind works	.....	56
The scale	.....	59

## **LUNCH BREAK**

Assist your students in practicing all is a suggestibility test with each other. If you allow them to read the suggestibility test while they practice, do not allow them to do so more than once. The key is for them to be able to do this from memory. They may be nervous to make a mistake in front of the rest of the class, but this is the place that they should make mistakes rather than in front of clients.

Be sure while they are practicing the suggestibility test that you are critiquing each one to ensure that they are doing it properly. Remember that the suggestibility tests are a *track to run on* and do not need to be recited verbatim. If they would like to make alterations to the suggestibility test, they are welcome to as long as the same end result can be maintained.

Be sure to explain the results of each test so they understand the difference between an analytical and a non-analytical subject.

### **Conduct a complete group non-analytical session:**

Conduct a non-analytical session on the class so they can experience firsthand what hypnosis should feel like. Explain to them that even if they have been hypnotize already that they should still participate in this demonstration.

Explain to them that you will later hypnotize them utilizing an analytical session and you would like them to compare each to experience the differences so they will understand exactly what is happening with their clients. Take a few moments to explain briefly what will be happening and what they will be experiencing.

### **Conduct the session**

If there is time, conduct an analytical session as well.

**NOTE:** If you do not have enough time to conduct a complete non-analytical and analytical hypnosis session, be sure to at least conduct a non-analytical induction and then an analytical induction so they will still have a comparison.

**END OF CLASS:** Before the class leaves, be sure to reiterate the assignments that they must complete by the end of class. Also have them read ahead in their manual at lease to the end of Chapter 10 so they will be prepared for tomorrow.

**ASSIGNMENTS:**

- 1. Ask your students to practice as many of the suggestibility tests as possible this evening on their friends or family if they have the opportunity.**
- 2. Ask your students to take a survey of the answers from any 10 people that they meet to the following question. "What do you think hypnosis is?" This question should be asked without first discussing anything about what hypnosis is so you can get the true opinion from the person being surveyed.**

**NOTE: as you get the responses of the survey throughout the week allow your students to read the responses to the class so they can see the many misconceptions that the general public has about hypnosis. This helps to understand the fear that the majority of clients will have when they first arrive to your office that must be dealt with in your preliminary session discussion.**

**DAY #2**

Before beginning your training, see if the students have any questions from yesterday's training that they would like to have explained. If any of your students had a chance to practice the inductions from Day #1 give them a moment to describe their experience.

Discuss the results of any assignments that were given at the conclusion of Day one.

**START CLASS**

Begin Day #2 by conducting the eyestrain method induction on all of the students as a group. *(This will help them to understand how to conduct this very powerful induction as well as help them to begin their day in a positive, relaxed mode)*

**CHAPTER 4  
PUTTING THE SESSION TOGETHER**

Explain the chart on page 64 describing the entire process of building a session. Walk them through each side beginning with a non-analytical and then the analytical session so they are aware of the difference in how to put them together. Correlate the chart on page 64 with the corresponding chapters found in the table of contents on page 10. Show them how the table of contents has been designed to correlate with the titles found on the chart on page 64.

Take a few moments and go through the table of contents on page 10 briefly describing the various scripts beginning on Chapter 5 going through Chapter 10. Do this very briefly so they understand the purpose and how it correlates with their form on page 64.

Organizing the session	.....	63
Putting it all together (chart)	..... <b>VIDEO 8</b> .....	64
Non analytical session instruction	.....	64
Analytical session instruction	.....	67

**CHAPTER 5  
INDUCTIONS**

Describe the difference between the analytical and the non-analytical mind. Break down their character traits and what type of people would normally be found in each category.

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**CHAPTER 8  
ANALYTICAL VEHICLES**

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U.S. map vehicle .....	96
White board vehicle .....	98

**CHAPTER 9  
SUGGESTION - SCRIPTS**

Throughout your hands-on practice it will be important for your students to take a moment to review the script to ensure that it is suitable for the specific type of session they will be conducting before deciding to utilize it. You will find that some of the scripts are specifically designed for an analytical or a non-analytical session. An example would be to not utilize a script for a non-analytical session if in the first sentence of the scripts it gives the subject a task to do. With an analytical session the subject will already be doing a task and if told to do something completely different in the first sentence it will negate their previous instructions.

Also, if any of the sessions are designed for auto suggestion utilizing the word "I" rather than

"you" in each sentence they must be altered prior to utilizing on the client with the appropriate method.

Writing scripts	103
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Take a moment while going through the section on writing scripts to explain how to utilize it to your students. They should begin the process of creating their two hypnotic scripts this evening which is part of their assignment so that they are completed by graduation day.

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Appointments on time	111
Assertiveness	112
Body image	113
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Creativity I	116
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Self sabotage	127
Smoking cessation script	128
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**CHAPTER 10  
AWAKENING**

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Awakening II - Do by yourself	144
Awakening III - alert	145
Getting stuck in hypnosis	146

**LUNCH BREAK**

Return to page 64 and allow your students to put together an entire session including two suggestibility test for a non-analytical client. Have them actually go through their manual and physically take the Scripts out of their book and put them into a stack in the proper order to complete a full session.

Review each packet that they put together to ensure that they are in a proper order. Once everyone has a completed this, pair off your students and have them take turns hypnotizing each other with this packet that they have put together. You may have them swap scripts with each other if you like so they are being hypnotized for a subject that is helpful to them.

Your entire afternoon should consist of the students practicing on each other. This is the purpose they are at your training. They must become proficient in conducting hypnosis sessions. Once they all have all completed practicing a non-analytical session on each other then have them conduct analytical sessions on each other.

NOTE: Keep in mind that the purpose of the live hands-on practice is not for the *receiving student to benefit from* being hypnotized. The purpose is for the *hypnotizing student to learn* how to conduct hypnosis properly. Therefore if you need to interrupt a session or stop a session while it is happening to correct the manner in which the student is speaking, do not hesitate to do so. You must be watching them closely so they can be critiqued afterwards.

When critiquing your students after the session it may be helpful to have both students involved in the session critique what has taken place first and then you give your critique. Keep in mind when critiquing a subject that the purpose is *to help them* and not to embarrass them. Therefore it may be advantageous to state something good that they have done in addition to what is being critiqued.

Two of the areas that are always of concern when someone first begins is that new students seem to speak too quickly their first time because they are nervous and secondly they must take the time to watch their clients while they are reading the scripts to be aware of their client's reaction to their suggestions.

It is a good idea to watch the client's chest rise and fall while they are taking their initial three deep breaths to ensure that you are not going too quickly. Remember that you can never speak too slowly but you can definitely speak *too fast* for your client which would in turn become very frustrating for them.

**END OF CLASS:** Once again be sure to reiterate the assignments that they must complete by the end of class. Also have them read ahead in their manual at least to the end of Chapter 13 if they have not done so already, so they will be prepared for tomorrow.

## **ASSIGNMENTS:**

- 1.** If your students have an opportunity to practice on someone this evening they should once again practice suggestibility test as well as a session as they had learnt today in class. Realize that many times your students will be staying in hotels and will have no one to practice on however the ones that are going home will often times have spouses and children that they can work with.
- 2.** Your students should also be thinking about beginning to create their two hypnosis sessions which are due before they graduate

### DAY #3

Answer any questions that your students may have from Day #2 of training or that may have occurred throughout their studying overnight.

Review the results of any assignments that they completed last night.

### START CLASS

Have one of your students hypnotize the entire class as a group which will give the volunteer experience with a group session and help the class to unwind and prepare for class. Be sure to use a script that will help them with something such as success, memory retention, confidence, public speaking etc.

When choosing your student for this task it is best that you do not ask for volunteers or give them time to think about it in advanced as new students are usually scared about the event. It is best to choose someone that you feel can benefit from the experience just before you are ready for them to do it.

### CHAPTER 11 DEPTH LEVELS

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Be sure to take the time to break down the Arons Depth Scale and explain each step to your students so they are very familiar with the differences between each step. It is a great help to draw out the depth scale chart on a chalk board or other large viewing apparatus.

Arons depth scale	.....	152
Arons depth scale chart	..... VIDEO 9 .....	152
Depth testing script	.....	153

You are not required to explain the other depth scales to your class. Simply remind them that they are available should they need something in more depth. They are only required if they are using it for intricate medical procedures. Be advised that the majority of hypnotherapists worldwide utilize the Arons Depth Scale over any others.

Davis and Husband scale	.....	157
LeCron Bordeaux depth scale	.....	158
Stanford hypnotic scale	.....	160
New Sunnen Trance scale	.....	161



**CHAPTER 12  
BRAINWAVE FREQUENCIES**

Once you have completely explained the Arons Depth Scale chart to your students it is important to then explain in detail the brainwave chart to your students as well. Once they understand both of these charts you can then show them how they relate to each other. Explain to your students how the levels of the Arons Depth Scale correlate with the brainwave levels. Being able to utilize these two charts together will assist your student in being more effective within their fields. It will help them to better understand how to get to the proper level to help any specific client.

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..... **VIDEO 11** .....

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**LUNCH BREAK**

For the remainder of the afternoon have each of your students practice the complete office appointment. Have one student knock on the door as if they are a new client while the practicing student greets them and goes through the entire pre-session. They are to conduct suggestibility test, a complete hypnosis session and the post session report form.

If there is any time remaining have all your students complete the session proficiency exercises on page 203.

If they did not have time to complete the session proficiency exercises, of these exercises should be given as a homework assignment for the evening.

**END OF CLASS:** Remind the students once again as they are leaving to be sure that they are working on their assignments.

**ASSIGNMENTS:**

1. Completely session proficiency exercises if they were not completed in class
2. Work on it to hypnosis scripts
3. Read ahead in the manual through to Chapter 17.
4. Practice suggestibility test and hypnosis if they have someone unavailable and if time permits.

## DAY #4

Answer any questions that your students may have from Day #3 of training or that may have occurred throughout their studying overnight.

Review the results of any assignments that they completed last night.

## START CLASS

Begin the day by hypnotizing the entire group utilizing the follow-up session on page 362. This is a very short hypnosis session utilizing imagination as the catalysts to attain virtually any goal. This session and the remainder of the program will be discussed in detail tomorrow. As you are discussing the results upon completion of this session, go around the room and ask everyone to share what they experienced. Explain to them that imagination is the key to hypnosis. This is how people are able to become healthy utilizing their mind. The concept is, if they can imagine that it can happen.

## CHAPTER 14

### INSTANT / RAPID INDUCTIONS ..... VIDEO 12 .....

It is up to you if you want to teach this chapter. It is not a requirement for graduation. Rapid and instant inductions are used primarily for comedy hypnosis as well as emergency hypnosis. Some practitioners will actually use them within their sessions but it is a very small number.

If you do decide to teach this section, only demonstrate two or three of them and have the class practice them on each other briefly. Be sure to warn the class that any instant and rapid inductions involving the head neck or shoulders can be dangerous to the client should they already have a pre-existing neck or back injury. Therefore these types should be avoided in your office as well as in practice.

How they work	209
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Faith healer (Standing)	219
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**CHAPTER 15  
STRESS REDUCTION**

Causes	.....	225
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**CHAPTER 16  
HEALING WITH HYPNOSIS**

Be sure to reiterate several times during the teaching of this healing segment that unless the practitioner has a mental health or medical degree they should not be conducting anything outside of their realm of practice. This includes the bridge technique for phobias, the stimuli replacement process, automatic writing and most practices requiring true regression.

It is vital that you stay within your realm of practice for safety reasons, legal concerns and especially to remain a member of the A.I.A.. In the event that anything should happen to the client and they decide to begin a lawsuit against you, if you were working outside of your "realm of practice", even your malpractice insurance will not cover you.

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4. Auto suggestion script	266
Self suggestion script (shorter version)	268
5. Reading is hypnotic	269
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7. Daydreaming	270
8. Subliminals	270

**LUNCH BREAK**

For the remainder of the afternoon have the students prepare to conduct an entire hypnosis session from beginning to end. Have one student act as the hypnotherapist any other as the client as they conduct an entire session while the remainder of the class is watching and taking notes. After each complete session have the entire class critique as a way of learning. Then move onto the next pair of students doing the same thing.

Many times students will copy what each other are doing so as to not make mistakes. Be sure that your students are practicing utilizing different techniques as much as possible so as to become comfortable with everything during class. Remember this is the place they should make their mistakes rather than in front of their client.

**END OF CLASS:**

**ASSIGNMENTS:** Remind the students once again as they are leaving to be sure that they are working on their assignments.

**DAY #5**

Answer any questions that your students may have from Day #4 of training or that may have occurred throughout their studying overnight.

Review the results of any assignments that they completed last night.

**START CLASS**

Begin the day by hypnotizing the class as a group utilizing the script "Mighty Oak Tree" on page 333 of your hypnosis manual. This is the initial session of the 21 Day Habit Replacement Program and it will give them an idea of how it works to better understand when you discuss it later on.

**CHAPTER 18  
SMOKING CESSATION**

..... **VIDEO 13** .....

Be sure to while explaining the program to your students that they understand all of the different steps such as:

They will reduce the amount of cigarettes they smoke by five cigarettes per week until they reach their quitting date. However many cigarettes they presently smoke, divided by five, would give you the amount of weeks this program will last.

Purchasing a different brand of cigarettes each day that they have never had before.

Before having a cigarette taking 8 deep breaths and a sip of water.

Never carry the pack of cigarettes on them anymore. Put in an inconvenient, out-of-the-way location.

No carrying cigarettes overnight to the next day.

If your client does not stay within their limited number of cigarettes on any one day, you must add another week to the process and have them continue the following week with the same number of cigarettes that there was supposed to do the week that they did not stay within their limit. This may sound harsh, however by placing a penalty for noncompliance your client is more likely to stay within the guidelines to be successful.

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Smoking Cessation - 15 a day .....	296
Smoking Cessation - 10 a day .....	298
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Smoking Cessation - Quitting day .....	302

**CHAPTER 19  
MISCELLANY**

This chapter includes various topics of interest including sleep hypnosis and group presentations. It is important to spend additional time explaining the dangers of hypnosis and the process of conducting a group presentation. Most everything else is self explanatory within this chapter.

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**CHAPTER 20  
THE NEXT GENERATION IN HYPNOSIS**

Do not begin to explain this chapter until the class has a firm grasp of the traditional method of hypnosis that you have been teaching up to this point. The 21 Day Habit Replacement Program is designed as an option for your students to use with their clients.

Your students are welcome to use the 21 Day Habit Replacement scripts on their clients however they are not allowed to reproduce, record or use them in any manner to sell or market them separately as this is a copywritten program.

In teaching the program realize that sessions two and three are not required and can be replaced with any other scripts you choose to insert however you should end up whatever session you choose by inserting the theater portion of the follow-up session. It is important within every session that your client has that they are allowed to utilize their imagination so they can visualize themselves as a successful person that they would like to be.

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## **LUNCH BREAK**

The rest of the afternoon should be used to:

- #1. Finish any instruction that you have not been able to get to throughout the week.
- #2. Have the students practice any things that you feel they are still weak at.
- #3. If they are caught up with everything else than have them practice live sessions on each other.

## **END OF CLASS**

**ASSIGNMENTS:** Remind the students once again as they are leaving to be sure that they complete their assignments tonight as they are due tomorrow.

They are to have both of their scripts completed.

They should've read the entire manual.

Completed any other assignments you may have given them personally.



## DAY #6

Answer any questions that your students may have from Day #5 of training or that may have occurred throughout their studying overnight.

Review the results of any assignments that they completed last night and then collect the assignments as they are due today.

## START CLASS

Begin today's class by having one of the students conduct a group session on everyone utilizing an analytical induction. Since this is a group session it is not necessary that they conduct a depth test.

## CHAPTER 21 MARKETING

Keep in mind while teaching this marketing section that it covers very basic marketing techniques that may not be applicable to all countries or regions. It is recommended that you also include within this segment any of the marketing techniques that you have found work best.

This is a good time to meet the specific needs of your students by giving them marketing ideas that can help with their specific business. You may also let them know that we often teach the subjects of marketing and advertising in our live teleseminars and newsletters.

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## LUNCH

For the remainder of the afternoon have your students complete the hypnosis certification test at the end of the manual. This is an "open book tests". While they are able to use their manual they should not be speaking with each other as it is important that the test portrays their actual knowledge of what was learned.

After the test has been completed, review the test with the entire class so they can *write in* the correct answers that they may have missed. It is easiest to correct the test by going around the room and have each student answer one question at a time. If anyone receives a grade lower than 80% you must inform them that they did not receive a high enough grade presently to receive this certification however are able to retake the test and 15 days. *(This is very seldom happens, especially in a class conducted by an instructor.)*

Remember the ultimate choice of whether your student receives this certification or not is yours. You have a moral obligation to ensure the professionalism of the students leaving your class.

Once the test has been corrected be sure to register each student's score for the test at the bottom of the A.I.A. registration form.

The test is to be kept by the respective student to be able to use as a study guide in the future.

You should have a certificate of completion from your personal training facility. If you have created one, you may award it to the students at this time. The certificate should have your company name on it with the date they graduated and your signature as the instructor. Be very careful what you place as a title on their certificates. You may want to use verbiage stating that they had completed your training course in hypnotherapy rather than actually calling them a hypnotherapist. In most locations be titled hypnotherapists has come under great scrutiny and is not a recognized title unless the applicant has a medical or mental health degree.

If you must place a title on your certificate you may place the title Hypnosis Practitioner which is valid in all locations. If someone has the title Hypnosis Practitioner on their certificate

and has a mental health degree, they can still call themselves a Certified Hypnotherapists on their business cards and other advertisements. It is important that your students work within their realm of practice. If they are not therapists they should not have the word therapist in their title. Working within your realm of practice is one of the articles within the A.I.A. Code of Ethics.

Inform your students that their Association certification will be sent to them through the U.S. Postal Service and to allow time for printing and delivery. If you are sending in forms from out of country be sure to inform them that it may take considerably longer for the traveling of mail both ways.

## **END OF TRAINING**

## STUDENT PAPERWORK

It will be your responsibility at the conclusion of the class to collect all three forms in the appendix from the students and send them to the home office. They must be completed and signed where appropriate.

1. **The Registration Form** filled out with the student test score entered at the bottom. Be sure to inform your students that certifications will have the name of the student entered as on the top line of this form. Certifications will also be sent to the mailing address that is written on this form. Be sure that the student name and mailing address is clearly legible before sending to the home office.

The student must have a passing score of at least 80%. If not they will be allowed to re take the exam in 2 weeks. It is an open book test.

2. **The Assignment Form** signed in ink with the completed assignments. The assignments are to be completed in a typed format and e-mailed to the home office either by the student or the instructor. This saves time of retyping as well as the added cost of postage.
3. **The A.I.A. Code of Ethics Form** signed.

(All three of these forms are signed in ink by the students, printed clearly and mailed to the home office via snail mail (actual postal service) as we require the original signature and not copies, emails, attachments or faxes.

Upon receiving the paperwork the A.I.A. Certificate will be mailed directly to the new graduate. This is why it is advantageous to have your own "School Certificate" to award to the student. They will want to begin working immediately and will want to go home with some sort of certificate "in hand" to do so. It may take a week or two for them to get our certificate in the mail. If they have passed their course they are officially ready and certified to begin work even though our certificate may not arrived in their hands yet.

4. **Assignments.** Your students are required to have read the entire manual and submit two scripts on whatever topic they like upon graduation in order to receive their certificates. The two scripts must be email to the office and not typed in paper form. They should be emailed in either a doc or pdf format or included as text in the body of an email itself. This is the only way we can copy them to put in a central database.