

LIFETIME | TRAINING



**Neuro Linguistic Psychotherapy
Modular Training.**

**Handbook
2006**

“I believe that order is better than chaos, creation better than destruction. I prefer gentleness to violence, forgiveness to vendetta. On the whole I think that knowledge is preferable to ignorance, and I am sure that human sympathy is more valuable than ideology.

I believe in courtesy, the ritual by which we avoid hurting other people's feelings by satisfying our own egos. And I think we should remember that we are part of a great whole, which for convenience we call nature. All living things are our brothers and sisters. Above all, I believe in the God-given genius of certain individuals, and I value a society that makes their existence possible.”

Kenneth Clarke – Civilisation – BBC 1969

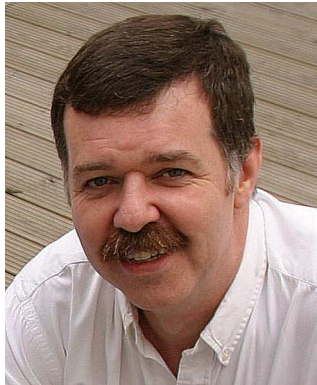
Ask an impertinent question and you are on the way to the pertinent answer.

Jacob Bronowski – The Ascent of Man – BBC 1974

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Welcome



The move from working as a practitioner of Neuro Linguistic Programming to working as a Neuro Linguistic Psychotherapist or Counsellor can seem a large one.

This training has been developed to provide you with all the information and support you need to make that move with confidence, and to give you the toolset to achieve UK Council for Psychotherapy (UKCP) accreditation as a psychotherapist, through the Neuro Linguistic Psychotherapy and Counselling Association (NLPtCA).

With the introduction of statutory regulation of psychotherapy in 2007, the need for a course which helps those who have worked with NLP become accredited psychotherapists is more important than ever.

This handbook provides details of the course that will grow to provide a complete training programme to help those using NLP philosophy and techniques to become Neuro Linguistic Psychotherapists.

A handwritten signature in blue ink that reads "Martin West".

Director & Trainer
Lifetide Training Ltd

Your Trainer

Martin has been involved in counselling and psychotherapy for many years, beginning his formal training at Portsmouth Polytechnic in 1980.

In 1983 after his college studies, he moved to London, where he joined the Terrence Higgins Trust and took the first call on their HIV / AIDS telephone counselling helpline on February 14th 1984.

After five years with the Trust, Martin moved to the NHS where he developed HIV and AIDS education and counselling programmes, health promotion policies and the development of services for Sexual Health and those for drug and alcohol users.

Martin has been in private practice since 1997. He gained his Practitioner certificate in NLP in 1991 and his Masters in 1995 both with Ian McDermott of ITS. In 1998 he was the one of the first participants of the Marlin Institute NLP Psychotherapy programme. Martin gained Accredited status with the Neuro Linguistic Psychotherapy and Counselling Association (NLPtCA) and in 2000 he entered the register of the United Kingdom Council for Psychotherapy (UKCP). In 2001-2 Martin studied at the University of Birmingham and gained a Post Graduate Certificate in the Supervision of Counsellors.

Martin has trained for the Marlin Institute of NLP Psychotherapy and has also represented the interests of NLPtCA members in UKCP meetings and forums as Chair of the NLPtCA between 2003 and 2005. He is now Co Chair of the Experiential Constructivist Section of the UKCP and is a member of the UKCP Training Standards Board. This wide knowledge of training and organisational development allows him to combine the practical experience of running a practice, with a sound theoretical base.

Martin is also a member of the National Hypno-Psychotherapy Council.

Who should attend

The programme is mainly intended for NLP Master Practitioners and above who wish to achieve accreditation with the Neuro Linguistic Psychotherapy and Counselling Association (NLPtCA) and hence, registration with the United Kingdom Council for Psychotherapy (UKCP).

However, therapists and counsellors from other modalities would benefit from some of the generic modules on their own such as Social Science and Research as well as the Human Development, Psychopathology and Pharmacology.

If you are in any doubt then do contact us to discuss your needs and requirements.

What the course provides

When all modules have been completed and in conjunction with your other skills and expertise, you will be able to: -

- Understand and respond to a wide range of client needs
- Know when and how to involve other professionals
- Have a clear understanding of ethical requirements and considerations
- Be able to build and manage therapeutic and professional relationships
- Understand and commit to all relevant legal and professional requirements

During this course, you will gain: -

- a deeper understanding of psychotherapeutic practice using Neuro Linguistic Psychotherapy (NLPt)
- experience of other psychotherapeutic modalities
- a better understanding and knowledge of the history of psychotherapy
- additional skills in research and writing in both a depth and style that differs from that commonly used in NLP. This will provide you with a foundation set of skills to help you better understand other psychotherapeutic modalities and help you communicate your experience across the psychotherapy profession

- an insight into a cultural history that will most likely be new to an NLP practitioner. The profession of psychotherapy is a diverse field and an understanding of this diversity will help you communicate with other therapists as well as providing you with a clearer understanding of where NLPt sits within the profession
- experience of joint working with other professionals such as medical, nursing and social work staff.

What we ask from you

Unlike other NLP training courses, on this course you will be encouraged to share your own experiences and expertise. You will be asked to debate and present ideas and thoughts and you will be expected to be able to do some of your thinking in an open and yet safe space.

Rather than simply reproduce the course material we aim to help you develop new ideas and theories that describe your work so that your professional abilities can grow. To do this successfully you will need to have a shared experience and understanding of your own therapeutic process and that of other psychotherapists and thinkers both within and outside NLPt.

We ask that you bring to this course: -

- a lively and enquiring mind.
- a desire to engage in curious debate
- a willingness to discuss and even argue beliefs and ideas
- a respect for the beliefs and ideas of others even as you hold differing views
- a willingness to share your experiences and learn from those of others
- the ability to listen and respond with compassion and respect
- an interest in and respect for issues around diversity

Entry Requirements

The general requirements for entry are: -

Education

- Certified NLP Practitioner course of 125 hours duration
- NLPtCA or equivalent Certified NLP Master Practitioner course of 125 hours.
- Degree or equivalent experience. Participants must have a university degree / equivalent or be able to demonstrate graduate level thinking and capabilities from other sources
- Participants will also be expected to be able to demonstrate integration of the Master Practitioner training. One example of the level of the knowledge is shown in appendix A.

Interview

You will be invited to interview either by telephone or in person depending on your circumstances to assess this courses' suitability for you.

During the interview you will be asked to comment on case studies of one to one work with clients that will be provided to you in advance of the interview. These studies have been chosen to highlight a range of skills and help you identify any further needs for professional development.

For each case study, you will be asked to discuss some the following points, in addition to your own ideas and thoughts: -

- risk assessment – what is or might be your process for identifying risk in your practice ?
- NLP modelling – what is your understanding of this and how does it manifest itself in your work ?
- yourself in the context of therapy – how you recognise and work with issues of transference and counter-transference.
- management of the various stages of the therapeutic relationship - how you manage the process of psychotherapy from initial therapeutic contract setting , ending each session to the final session
- supervision – how you use your supervisor to guide you around difficult areas
- working ethically and professionally – what ethical issues do you recognise and how would you work with them? what areas of professional concern do the case studies raise ?
- legal issues
- scope / boundaries of your practice – what are the limits of your expertise and how do you recognise them ? having recognised them what are your strategies for working with them ?

Commitments During the Training

In addition to attending the course modules themselves, you will be expected to provide the following commitments: -

Development Log

A development log is to be maintained and developed over the course of all your modules. Your development log should form a diary, used to reflect: -

- Insight and self awareness in areas of development during the course
- Feedback received from fellow participants, assistants and tutors in the form of peer and self assessment
- Integration of supervision feedback and learning
- Evidence of self awareness in the process of client-therapist and supervisor relationships
- Achievement of personal outcomes as well as the re defining of those outcomes

You will be asked to present your log at various times during the course so that other participants can model your experience and expertise. During these presentations you will have full control over what material you do and do not choose to disclose.

Personal Therapy

For accreditation purposes, you are required to participate in at least twelve hours of personal therapy with an accredited Neuro Linguistic Psychotherapist during the course. A letter from your therapist confirming your participation will be required.

Due to ethical considerations, it is not appropriate for Lifetide Training Ltd either to provide or to recommend a specific psychotherapist for this purpose. Full details of suitably accredited psychotherapists can however, be found at the NLPtCA web site: - www.nlptca.co.uk

Supervision

You are required to have ongoing supervision of your client case load by an external supervisor who fulfils the Guidelines for Accreditation laid down by the NLPtCA. You will be provided with a format for the reports that will be required from your supervisor from time to time during the course.

Insurance

During this course, you are required to carry up to date Professional Indemnity insurance. A copy of your certificate of insurance will be required before your participation on the course can be confirmed.

NLPtCA membership

You are required to maintain full membership of the NLPtCA during this course, and are further required to adhere to its code of ethics.

Case-load

For Accreditation purposes you are required to maintain a caseload during this course.

For module E2, Clinical Practice, there are two specific extra requirements to meet the Accreditation standards:

Supervised Case Work

The Modules E1 and E2 are programmed to take place over a two year period. This means that you can achieve the requirement to demonstrate a minimum of two years externally supervised case work over the period of the course. Clients may be from private practice work or from work within a voluntary sector organisation. You will be required to demonstrate a fully therapeutic relationship with these client. Your supervision reports must refer to the work that you carry out with these clients. Reports will be required by the Course for which participants will need to have completed.

In delivering this course in the past, the trainers have found that work within a voluntary organisation provides the trainee with a great deal of extra experience and external supervision, often at low cost or even no cost. In working in the voluntary sector, you will also be providing a valuable local service.

Clinical Placement

A clinical placement of a minimum of eight days is required for completion of the Clinical Practice module. While Lifetide Training Ltd can help with letters of confirmation to aid you in gaining a placement, we are unable to arrange this placement for you. You may find that work with a voluntary organisation will help you to gain such a place.

Code of Ethics

Lifetide Training Ltd abides by the NLPtCA code of ethics for training organisations. A copy of the code can be found at the end of this handbook, as appendix B.

The Course Programme

The curriculum will include all the modules required by the Neuro Linguistic Psychotherapy and Counselling Association published in the Guidelines for Accreditation. The following topics are taught over approximately a 24 month programme in the following modules:

- A. Theory & Practice of Neuro Linguistic Psychotherapy – 4 two day sessions
- B. Human Development, Psychopathology and Pharmacology – 3 two day sessions
- C. Traditional Psychotherapeutic Models - 3 two day sessions
- D. Research Methods & Social Studies - 3 two day sessions
- E1.} Clinical Practice - 4 two day sessions.
- E2.}

Total 34 days, to include 229 hours of face to face training. To achieve the full certificate exemptions from specific course requirements can be made for participants who can prove that they have reached a standard comparable with or in excess of the requirements of the above. Each applicant will be considered on individual merit.

In 2005 only modules A and E1 & E2 will be offered. Other modules will be available from 2006 onwards.

Format:

The course format will contain and not be limited to elements of the following:

- Pre-course studies of recommended reading and questions. The questions are to be returned one week before the course begins.
- Tutorials, discussion groups, participant presentations, and - where appropriate - group supervision
- There will be a complete handbook with all training materials for participants to explore in their own time.

Trainers

At least one of the trainers will be an accredited Neuro Linguistic Psychotherapist who is accredited by NLPTCA and has been listed on the United Kingdom Council for Psychotherapy (UKCP) Register for a minimum of three years. All other trainers will be practicing therapists who are UKCP registered, or equivalent, in their field and who maintain their CPD requirements.

Assessment

This is one of the areas that has the most difference with NLP trainings. In this process we are pacing a number of existing educational organisations who have had a great deal of experience in this area of work. Further, psychotherapy is a developing profession and in its journey to be valued alongside other therapies changes are taking place.

Module A – Theory and Practice of NL Psychotherapy.

The assessment for this module will be:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant.

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Participants will be encouraged to share their learnings with the whole group.

Presentation of the written essay of not less than 3000 words.

Participants will be asked to show how their practice reflects the NLPtCA code of practice.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Written reports from your supervisor.

Feedback during the course will be via phone, email and personal meetings to explore and resolve issues that arise during the module.

Module E1 and E2 - Clinical Practice.

The assessment for this module will be:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant(s).

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Participants will be encouraged to develop and present their own evaluation tools.

Written work covering agreed projects and book or research reviews.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Feedback during the course will be via phone, email and personal meeting to explore and resolve issues that arise during the module.

For the practical elements of Module E a written confirmation of the participant's placement will be required with a comment on the work within the placement. Any costs for this will be borne by the participant.

Evidence of external supervision and participation in the course supervision.

Evidence of 12 hours of personal therapy with an accredited Neuro Linguistic Psychotherapist.

Case conceptualisation write ups and presentations will be required.

Presentation of the written essay of not less than 3000 words.

Written reports from your supervisor.

Participants will be asked to show how their practice reflects the NLPtCA code of practice.

In addition:

There will be a formal written exam at the end of the complete programme for participants who have completed all modules of the programme.

All participants will be required to agree the assessment process.

With the exception of emergencies, certification will only be presented to participants who have:

- attended more than 95% of the course.
- presented written material on time.
- presented written material of the length and quality required.
- paid their agreed fees.
- met the requirements of the course.

Certain modules can be taken separately for the purpose of continuing professional development, or sequentially with the aim of achieving a certificate in Neuro Linguistic Psychotherapy. This programme is designed to prepare trainees to meet the standards required for UKCP Accreditation, over a minimum of a two year period from Master Practitioner Certification.

Participants will be advised to maintain contact with the NLPtCA to confirm the current accreditation and UKCP, or other, registration requirements. Lifetide Training Ltd cannot accept any responsibility for participants failure to qualify for accreditation if the participant's needs are beyond the stated and/or agreed scope of this programme.

Venue

The Express Holiday Inn, 124 King Street, Hammersmith, London, W6 0QU.

Dates

Module E1 & E2

Clinical Practice

2006:

February 18th / 19th

August 19th / 20th

February 2007

October 2007

**This module is now closed
to new participants.**

**A new run of this module will
begin in 2007**

Module A

Theory and Practice
of Neuro Linguistic Psychotherapy

2006:-

April 8th / 9th

May 20th / 21st

June 17th / 18th

July 15th / 16th

**This module is now closed
to new participants.**

**A new run of this module will
begin in 2007**

Module B

Human Development, Psychopathology
and Pharmacology

2007:-

Dates to be confirmed

This module is open.

Module D

Social Science and Research

2007:-

April 28th / 29th

May 19th / 20th

June 30th / July 1st

This module is open.

Attendance Policy

It is vital that participants attend for the complete module(s). Only in exceptional circumstances will participants be able to miss a weekend and complete it at a future date.

Fees Policy

Price per Module

Human Development, Psychopathology and Pharmacology.	£900	6 days
Clinical Practice	£1,100*	8 days
Theory and Practice of Neuro Linguistic Psychotherapy	£1,100*	8 days

* fee subject to confirmation

There is a 10% discount for fees paid fully at least 6 weeks in advance of the commencement of the specific course.

Fees must be paid in advance of the course. Lifetide Training Ltd can accept Switch and most credit cards.

Lifetide Training Ltd will provide as much help as is possible with regard to applications for Career Loans and Student Loans and other financing options.

Fees for the programme are non-refundable. In exceptional circumstances however, we may agree to refund fees to individual participants based upon the circumstances at the time. Applications for refunds must be made in writing and refunds will be subject to an administration fee of £100.

Declaration

Participants who wish to pay by instalments are required to complete the following declaration:

I.....agree that I will pay my fees for the Psychotherapy Modular course in advance as advertised as specified.

I understand that if I default with my payment at any time I may forfeit the right to attend any further modules or parts of the course until payment is completed.

I understand that I am responsible for the entire course fee, irrespective of the source of funding, even if I leave the course before its completion.

Signed.....

Dated

Signed for Lifetide Training Ltd.....

Dated.....

Complaints & Appeals

We would wish to ensure that all complaints and appeals are resolved at the earliest opportunity and therefore ask that any such feedback is raised as soon as possible. In the event that participants are not happy with the result then they are asked to put their concerns in writing with a statement as to what they would wish to happen to resolve the complaint or appeal. Any such issues will need to be raised within 21 days of the event.

In the event of a resolution not being possible then NLPtCA has developed a formal complaints process that will ensure that a third party can make an adjudication. The full procedure can be obtained from NLPtCA, 41 Cooks Road, London, SE17 3NG.

What to do next

There is a booking form to complete at the end of this prospectus. Full joining details will be sent to participants well in time for the course.

Participants may also wish to call Lifetide Training Ltd first to talk through their needs.

Contact the Health Consultancy on any of the following:

Phone: 020 8580 9712
Email: info@lifetidetraining.co.uk
Mobile: 07931 387551

Write to:
Lifetide Training Ltd
13 Chiswick Village
London
W4 3BY

A copy of this information is available on the web and as a .PDF file at
www.lifetidetraining.co.uk

Module A: Theory and Practice of Neurolinguistic Psychotherapy

The NLPtCA have defined this module as being offered in the following way:

Aims:

A study of the theory and practice of Neurolinguistic Psychotherapy that provides a basis for sound practice from assessment to closure with special reference to developing the ability to model and work with a client's model of the world.

- 3.1 Philosophies, paradigms and models influencing the development of NLP, particularly as they relate to therapeutic applications and should include:
 - an NLP model of the person and mind
 - a model of gendered and culturally influenced human development
 - a model of human change within the concept of NLP and ways in which change can be facilitated.
- 3.2 Different approach to NLP as psychotherapy – a set of clinical concepts to relate theory to practice..
- 3.3 A critical evaluation of the available research evidence relating to the effectiveness of NLP as an approach.”

In addition this module places NLP within the history of philosophy and the development of scientific thought in the Western world.

The assessment for this module will be the following:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant.

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Written reports from your supervisor.

Presentation of the written essay of not less than 3000 words.

Participants will be asked to show how their practice reflects the NLPtCA code of practice.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Feedback during the course will be via phone, email and personal meetings to explore and resolve issues that arise during the module.

Summary of contents of Module A: 10 am – 6 pm (52 hours)

<u>1. Being in the now – Fritz Perls</u>	<u>2. Systems of change - Virginia Satir</u>	<u>3. Confused enough yet ? - Milton Erickson</u>	<u>4. New thinking from the old.</u>
<p>Introduction – setting the frame for the module</p> <p>Developing the conversational process:- Group exercise(s)</p> <p>What is Neuro Linguistic Psychotherapy and what are we doing here?</p> <p>NLPt – the history - Philosophy made simple - From Thales to today.</p> <p>Defining the principles of NLPt Psychotherapy.</p> <p>Fritz Perls & Gestalt. – Questions, Exercises and Exploration.</p> <p>What are we doing here in NLPt terms ?</p> <p>Analysis of Perls in action via a film of Fritz Perls. Discussion and reflection on theory and practice of Gestalt therapy.</p> <p>Exercises in greater depth having observed Fritz Perls.</p> <p>What are we doing here in NLPt terms ? A space for questions, discussion and reflect on the group rules and process and to link them to our own practice and learning.</p> <p>Essays and other module issues.</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Exercises to discuss our own practice and NLPt way of working.</p> <p>Exercises – Practical experiences of the Satir methods.</p> <p>V Satir. – Questions, Exercises and Exploration.</p> <p>What are we doing here in NLPt terms ?</p> <p>Analysis of Satir in action via a film of Virginia Satir.</p> <p>Practical application of Satir</p> <p>What are we doing here in NLPt terms ?</p> <p>Essays and practical issues around the module</p> <p>Presentations by participants</p>	<p>Open Frame to review last two weekends and personal experiences.</p> <p>Erickson – exercises to explore practical ways of Erickson methods.</p> <p>Erickson. – Questions, Exercises and Exploration.</p> <p>Human Development and its role in NLPt.</p> <p>What are we doing here in NLPt terms ?</p> <p>Erickson in action.</p> <p>Erickson in action. Review of the video. Discussion of the theory and personal practice. Compare with other models as well.</p> <p>Comparison of the NLPt base models and developing an greater understanding of NLPt.</p> <p>Developing own psychotherapeutic style.</p> <p>Review of 3 models and the thinking of Bandler and Grinder.</p> <p>Presentations by participants</p>	<p>Open Frame to review previous weekends</p> <p>Presentation: Peter Young “Behind NLP” one day.</p> <p>Integration of material – presentations by participants</p> <p>Open Frame; review of the module; about essays and the next step.</p>

Book List for Module A.

For convenience (**) essential reading and (*) recommended books have been identified.

NLPt Therapy

** Brief NLP Therapy Ian McDermott & Wendy Jago: Sage

* Whispering in the Wind. Bostick / Grinder.

* Understanding NLP. Young. Crown House.

Systemic therapy

* Change: Principles of Problem Formation and Problem Resolution. P. Watzlawick, J. Weakland, & R. Fisch. New York: W.W. Norton.

* Aesthetics of Change. B. Keeney. London: Guildford Press.

Strategies of Psychotherapy. J. Haley. 2nd edition. Rockville Md: Norton.

Pragmatics of Human Communication. P. Watzlawick, J. B. Bavelas and D. Jackson, New York: W.W. Norton.

Gestalt therapy

** Fritz Perls - P. Clarkson & J. Mackewn. London: Sage.

* The Now Red Book of Gestalt. G. Houston. 7th edition. London: G. Houston.

*Gestalt Therapy Verbatim. F. Perls. New York: Bantam.

The Gestalt Approach and Eye-witness to Therapy. F. Perls. New York: Bantam.

Gestalt Therapy. F. Perls, R. Hefferline, & P. Goodman. London: Pelican.

Virginia Satir

** Conjoint Family Therapy. V. Satir. London: Souvenir Press.

* New Peoplemaking. V. Satir. Palo Alto CA: Science and Behaviour Books.

Changing with Families. V. Satir, J. Grinder & R. Bandler. Palo Alto CA: Science and Behaviour Books.

Ericksonian therapy

** Milton. H. Erickson. J. Zeig & W.M. Munion. Sage

**Taproots. W.W. O'Hanlon. New York: W.W. Norton.

*Uncommon Therapy. J. Haley. New York: W.W. Norton.

* Jay Haley on Milton Erickson. J. Haley: Brunner / Mazel.

Therapeutic Trances. S. Gilligan. New York: Brunner / Mazel.

The Answer Within. S. Langton & C. Langton. New York: Brunner / Mazel.

Other Useful Reading

* Chomsky Ideas and Ideals. N. Smith. Cambridge University Press.

* Sophie's World. Jostein Gaarder Phoenix.

* History of Western Philosophy. Bertram Russell. Routledge.

Civilisation. K. Clarke. BBC 1969. (now available on DVD)

* Ascent of Man. J. Bronowski. BBC 1974 (now available on DVD)

Individual Therapy. Windy Dryden. Open University Press.

Module B: Human Development and Psychopathology

The NLPtCA have defined this module as being offered in the following way:

Aims: To acquire a critical understanding of the relevance of studies in human developments, psychopathology, psychopharmacology, sexuality and ethics.

- 4.1** Knowledge of human development from infancy to old age.
- 4.2** Knowledge of human sexual development.
- 4.3** Theories and models of psychopathology centred around DSM-IV categories.
- 4.4** Elements of psychopharmacology – drugs commonly used in treatment.
- 4.5** The relationships of the above to the practice of Neurolinguistic psychotherapy.
- 4.6** Knowledge of standards therapist's are expected to meet, ethical issues in therapy and ways of responding to them.

The assessment for this module will be:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant(s).

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Written work covering agreed projects and book or research reviews.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Feedback during the course will be via phone, email and personal meeting to explore and resolve issues that arise during the module.

Presentation of the written essay of not less than 3000 words.

Participants will be asked to show how their practice reflects the NLPtCA code of practice and those of other agencies in the profession.

For those participating in the complete module there will be a requirement for evidence of external supervision and participation in the course supervision.

Summary of contents of Module B – 9.30 am : 6 pm (42 hours)

<p>1. <u>Psychopathology & Psychopharmacology</u></p>	<p>2. <u>Psychopathology & Psychopharmacology</u></p>	<p>3. <u>Human Development</u></p>
<p>Introduction - setting the module frame.</p> <p>Introduction and measures of normality. History and aetiology of present day concepts.</p> <p>Theories of mental illness. Classification of abnormal behaviours. Personality disorder. Assessment and diagnosis.</p> <p>Psychiatry – standard diagnoses – DSM-IV and ICD-10. Other interpretations; cultural differences; controversial diagnoses.</p> <p>Physiology of nerve conduction; structure of neuron, synapse, neuromuscular junction etc.</p> <p>Neurotransmitters and neuropeptides. Main transmitters and their actions. Pre- and post-synaptic receptors. Stimulatory and inhibitory actions.</p> <p>Systems and links between eg stress – insulin – cardiovascular system – immune system.</p> <p>Basic genetics Genetics of mental health problems Pharmacogenetics.</p> <p>What are we doing here in psychotherapy terms ?</p> <p>Essays and other module issues.</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Drugs and their actions.</p> <p>Agonists and antagonists.</p> <p>Corticosteroids and stress.</p> <p>Sleep and sleep disorders.</p> <p>Drug information and where to find it.</p> <p>Drug administration, metabolism and elimination; pharmacology concepts.</p> <p>Street drugs.</p> <p>Psychiatric drugs: Antipsychotics; antidepressants; lithium and other mood stabilisers; minor tranx; sleeping pills; drugs for ADHD - modes of action and important side effects.</p> <p>Coming off (drug withdrawal).</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Infancy to Adulthood. Cognitive, social learning, psychoanalytic & NLPt. Sharing of experiences. Childhood – what is it ?</p> <p>Models of Child development. Nature and Nurture: Dewey, Montessori, Erikson, Piaget, Vygotsky Behaviourism – BF Skinner. Nativism – Noam Chomsky. Attachment.</p> <p>Social Development Freud Narrative Development Sexuality, Sex and Gender Models of sexuality Cultural sensitivity and ethnic issues.</p> <p>Adulthood and Death Kubler-Ross, Dilts Thoughts about own an death of others. Review of initial thoughts of childhood.</p> <p>What is the NLPt model and practice ?</p> <p>What are we doing here in psychotherapy terms ?</p> <p>Essays and other module issues.</p>

Two books that every psychotherapist needs to have are:

Oxford Textbook of Psychotherapy - Gabbard, Beck & Holmes * Editors.
ISBN: 0198520646

Constructivism in Psychotherapy - Neimeyer & Mahoney * Editors.
ISBN: 1557982791

Book List for Module B.

Recommended texts:

Psychopathology

Valerie E Scanlon and Tina Saunders, Essentials of anatomy and physiology, ISBN 0803610076. (Not the student workbook, unless you want both) Includes useful chapter on basic chemistry.

James Olsen, Clinical pharmacology made ridiculously simple, 2nd edition, ISBN 094078050

David Healy, Psychiatric drugs explained Elsevier, 4th edition, ISBN 0443074143

Psychiatry - an illustrated colour text, ISBN 0443057036

Richard P Bentall Madness explained - psychosis and human nature, Penguin, ISBN: 0140275401

Human Development

John Oates (Ed), The Foundations of Child Development. Open University / Blackwell.
ISBN: 0631194266

Ann Birch, Developmental Psychology: from infancy to adult, 2nd edition, Palgrave,
ISBN: 0333669592

Carol Garhart Mooney, Theories of Childhood: An introduction to Dewey, Montessori, Erickson, Piaget and Vygotsky. Redleaf Press. ISBN: 188483485X

Other Useful Reading

Lucy Johnston, Users and abusers of psychiatry: a critical look at psychiatric practice (second edition), Routledge, ISBN: 0-415-211-56-5

John Read, Loren R Mosher and Richard P Bentall, Models of madness: psychological, social and biological approaches to schizophrenia, Brunner-Routledge, ISBN: 1-58391-906-6

Suman Fernando, Mental Health, Race and Culture, Palgrave, ISBN 0333960262

George M Brenner and Craig W Stevens, Pharmacology, 2nd edition, Elsevier, ISBN 1416029842

Kamaldeep Bhui, Scott Weich, Keith Lloyd, Pocket Psychiatry, WB Saunders, ISBN 070202631

Quick Reference Guide to the Diagnostic Criteria from DSM-IV-TR American Psychiatric Association, ISBN 0890420262

Pocket Guide to the ICD-10 Classification of Mental and Behavioural Disorders, Churchill Livingstone, ISBN 0443049092

Peter Breggin, Toxic Psychiatry, Harper Collins, ISBN 0-00-637803-X

Peter Breggin, M.D., David Cohen, Ph.D, Your drug may be your problem: how and why to stop taking psychiatric medications, Perseus, ISBN: 0-783203-48-3

Richard Gross & Rob McIlveen, Abnormal Psychology. Hodder & Stoughton. ISBN: 0340679506

Module D: Social Science and Research.

The NLPtCA have defined this module as being offered in the following way:

Aims: To develop a critical awareness of the relevance of research and social science within psychotherapy.

With particular reference to psychotherapy:

Social theory paradigms.	Gender differences.
Social control.	Approaches to research and their strengths and weaknesses.
Philosophy of human nature and ethics.	Assessment of the impact of interventions.
Cultural differences.	

Outcomes for this module are:

The demonstration of confidence, knowledge and understanding of key concepts in social science, particularly in relation to psychological, social and cultural models, processes and issues. Substantive areas of study will include: lifespan development, language and meaning, sex and gender, consciousness and “normal” development.

The demonstration of confidence, knowledge and understanding in creating a research study in relation to a selection of psychological, social and cultural models, processes and issues. Through the development of beliefs, capabilities and behaviours to form a critical approach to the conduct of a research study, the collation of the data from a research study, and the analysis of study data to enable valid conclusions, and informed decisions to be made.

The assessment for this module will be:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant(s).

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Written work covering agreed projects and book or research reviews.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Feedback during the course will be via phone, email and personal meeting to explore and resolve issues that arise during the module.

Presentation of the written essay of not less than 3000 words.

Participants will be asked to show how their practice reflects the NLPtCA code of practice and those of other agencies in the profession.

For those participating in the complete module there will be a requirement for evidence of external supervision and participation in the course supervision.

Summary of contents of Module D – 9.30 am : 6 pm (40 hours)

<u>1. Social Science and Research</u>	<u>2. Social Science and Research</u>	<u>3. Social Science and Research</u>
<p>An open frame to review last weekend and experiences in between.</p> <p>Is what you do now, research?</p> <p>Quantitative methods: the experiment</p> <p>Quantitative methods: the co relational method</p> <p>Language and meaning</p> <p>Sex and gender</p> <p>What are we doing here in psychotherapy terms ?</p> <p>Essays and other module issues.</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Quantitative methods: measurement</p> <p>Qualitative research: the case study</p> <p>Lifespan development</p> <p>Consciousness</p> <p>What are we doing here in psychotherapy terms ?</p> <p>Essays and other module issues.</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Other research methods</p> <p>"Normal" development</p> <p>Critical appraisal of published research</p> <p>The project</p> <p>What is the psychotherapy / NLPt model and practice ?</p> <p>What are we doing here in psychotherapy terms ?</p> <p>Essays and other module issues.</p>

Book List for Module D.

These two textbooks are **ESSENTIAL** reading for the course:

Cooper, T and Roth, I (Eds) (2002) *Challenging Psychological Issues*. Milton Keynes: The Open University. Available from Open University Worldwide, www.ouw.co.uk, Telephone: 01908 858785.

Robson, C. (2001) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers (Regional Surveys of the World) 2nd Edition*. London: Blackwell Publications. Available from www.amazon.co.uk.

Other optional resources are:

Briggs Myers, I. (2000) *Introduction to Type™, Sixth Edition European English Version*. Oxford: Oxford Psychologists Press. [Can be obtained directly from OPP, telephone: 01865 404500.]

Charvet, SR. (1997) *Words That Change Minds, Second Edition*. Dubuque, Iowa: Kendal/Hunt Publishing Company.

Reading prior to weekend	Chapters or Sections
Weekend One	Real World Research - none
	Challenging Psychological Issues - Language and Meaning; Sex and Gender
Weekend Two	Real World Research - 1, 2, 4, 5, 6, Appendix B
	Challenging Psychological Issues - Consciousness; Lifespan Development
Weekend Three	Real World Research - 3, 7, 9, 11, 12, 14, 15
	Challenging Psychological Issues - "Normal development"

Module E: Clinical Practice

The NLPtCA have defined this module as being offered in the following way:

E1

Aims: To ensure that trainees can identify and manage appropriately their personal involvement in and contribution to the process of psychotherapy that they practice.

From an Neurolinguistic Psychotherapy perspective:

- a) Client assessment and application of behavioural modelling in the explication of a clients problem through exploration of the clients personal history
- b) An opportunity for trainees to develop the capacity to recognise severely disturbed clients, and an understanding of the procedures used in psychiatric assessment.
- c) Management of self and the therapeutic relationship. The purpose of this is firstly to safeguard the clients and secondly the psychotherapist from the imposition of the Practitioner's "pathology" on the client or vice-versa. For many Trainees and Practitioners the attainment and maintenance of this reflexivity (awareness of one's own processes) is achieved through the experience of being a client in personal psychotherapy.
- d) Reviews of trainees' clinical experiences that involve interactive and introspective emphases with the aim of promoting reflexive self-awareness.
- e) Understanding the purpose of supervision and key features of its good practice.
- f) Understanding roles of other professionals and agencies. The view that other advice may be needed is a fundamental assumption of training in this model of psychotherapy. This will often involve medical practitioners and those working in disciplines complementary to medicine, as well as referral to specialist psychotherapeutic modalities such as group work, family and sexual therapy and therapeutic work with children, and may be within a different modality.
- g) Business management of a psychotherapy practice.
- h) Training organisation-led supervision groups that include trainees, tutors, supervisors and peers being involved in ensuring safe, ethical practice of the specialist modality of NLPt.
- i) Ethical issues.

E2

This practical module covers supervised client work over a period of at least two years. In at least two cases trainees should have experience of client relationships of at least 25 sessions.

This module will include at least 20 hours of training organisation led supervision of trainee's current clinical experience conducted in groups of four to five trainees. The supervisor will have extensive clinical practice of Neurolinguistic Psychotherapy, be an accredited psychotherapist in NLPtCA and at least two years experience of supervising therapists.

All trainees will fulfil a minimum of 8 days appropriate clinical placement during the overall period of training. Responsibility for arranging this training rests with the trainee, however, a supervisor's report recording successful completion of the placement is a pre-requisite for certification of this module.

All trainees will have a period of twelve hours of personal psychotherapy with psychotherapist experienced and accredited in the modality of NLPt.

Module E1 and E2 - Clinical Practice.

The assessment for this module will be:

Contributions during course activities and group discussions / exercises will be assessed and reported to the participant(s).

Presentation of personal projects will be encouraged.

Participant Development Logs will be presented and discussed.

Participants will be encouraged to develop and present their own assessment tools.

Written work covering agreed projects and book or research reviews.

Written reports from within the training provided by the trainer. There will be written feedback on completion of the module.

Feedback during the course will be via phone, email and personal meeting to explore and resolve issues that arise during the module.

Case conceptualisation write ups and presentations will be required.

Presentation of the written essay of not less than 3000 words.

Participants will be asked to show how their practice reflects the NLPtCA code of practice.

For the practical elements of Module E a written confirmation of the participant's placement will be required with a comment on the work within the placement. Any costs for this will be borne by the participant.

Evidence of external supervision and participation in the course supervision.

Evidence of 12 hours of personal therapy with an accredited Neuro Linguistic Psychotherapist.

Written reports from your supervisor.

Summary of contents of Module E1 & E2 – 9 am : 6 pm (60 hours)

<u>1. Foundations</u>	<u>2. Supervision</u>	<u>3. Developing the process</u>	<u>4. Integration of knowledge with practice</u>
<p>Introduction – setting the frame for the module</p> <p>Developing the conversational process:- Group exercise(s)</p> <p>The nature and structure of accreditation / regulation and the profession of psychotherapy.</p> <p>Development Log and a personal gap analysis for accreditation.</p> <p>Fears, Concerns and Expertise.</p> <p>The basics of running a practice.</p> <p>Modelling & Assessment: The first 10 minutes of a session and how to organise and manage the process.</p> <p>Modelling: The last 10 minutes and managing endings and follow up.</p> <p>Modelling: Group supervision.</p> <p>What are we doing here in NLPt terms ?</p> <p>Placement reports & discussion.</p> <p>Essays and other module issues.</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Supervision – purpose and objectives.</p> <p>Who is involved.</p> <p>Ethics.</p> <p>Power in supervision.</p> <p>Models of supervision and What are we doing here in NLPt terms ?</p> <p>Contracting and managing your supervisor.</p> <p>Practice of group supervision.</p> <p>Meta programmes in supervision.</p> <p>Placement reports & discussion.</p> <p>Small group supervision.</p> <p>Essays a practical issues around the module.</p> <p>Development Log review.</p> <p>Transference and Counter transference</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Issues in Clinical Management.</p> <p>Peervision.</p> <p>Ethics.</p> <p>Supervision in small groups.</p> <p>Assessment and personal history review.</p> <p>Risk assessment procedures and recognising disturbance.</p> <p>Supervision demonstration.</p> <p>Case History presentations.</p> <p>Legal issues.</p> <p>Development Log review and reflection on work and placement.</p> <p>Issues within sessions, timings, number of sessions, effects of therapy.</p> <p>What are we doing here in NLPt terms ?</p>	<p>An open frame to review last weekend and experiences in between.</p> <p>Presentations.</p> <p>State management.</p> <p>Challenging situations and Safety</p> <p>Development Log review.</p> <p>What are we doing here in NLPt terms ?</p> <p>Group supervision.</p> <p>Placement reports & discussion.</p> <p>Exam</p>

Book List for Module E.

For convenience (**) essential reading and (*) recommended books have been identified.

General.

* Counselling, Psychotherapy and the Law. P. Jenkins. Sage

* Standards & Ethics for Counselling in Action. T. Bond. Sage.

Time Limited Counselling. C. Feltham. Sage

On Becoming a Psychotherapist. Eds W. Dryden & L. Spurling. Routledge.

Supervision.

* Supervision in the helping professions. P. Hawkins & R. Shohet. Open University Press.

Supervising Counsellors: Issues of responsibility. Eds S. Wheeler & D. King. Sage

Running a new business:

Healthy Business. The Natural Practitioner's Guide to Success. Madeleine Harland & Glen Finn.
Hyden House Ltd.

APPENDIX A - INLPTA: NLP MASTER PRACTITIONER. WRITTEN INTEGRATION

This written integration has been included here to provide guidance as to the level of competence that it is expected you have attained in order to gain access to this course. Participants will not be expected to provide written evidence, they will however be expected to be able to discuss these issues although the language may be different.

VALUES

1. What are values? Why are they important?
2. What is another name for values in NLP?
3. What are the differences between wants, needs and values?
4. Which meta model distinctions are relevant in working with values?
5. What is the relationship between values and behaviors?
6. How do you elicit and calibrate values?
7. How do you denominalize values?
8. What is the relationship between context and a values hierarchy?
9. How do you elicit a values hierarchy?
10. What is the difference between ends and means values?
11. What are toward and away values?
12. How do you utilize values?
13. How do you ...
 - a) move a value up and down in a person's hierarchy?
 - b) change a value from an ends to a means (and vice versa)?
 - c) add and remove a value from a person's hierarchy?
14. What is a values conflict in self? With others?
15. What is the difference and relationship between values and beliefs?
16. What is the relationship between values and metaprograms?
17. What is the relationship between values and emotions?

METAPROGRAMS

18. What is a metaprogram? Why are they important?
19. What is the difference and relationship between metaprograms and strategies?
20. What are the following metaprograms?
 - a) define each
 - b) explain how to elicit and detect them
 - c) give some applications in your area of interest (e.g. business, therapy, health, education, performance enhancement, etc.)
 - a. Toward-Away
 - b. Internal-External (with check)
 - c. Global-Specific (with direction)
 - d. Sameness-Difference (with exception)
 - e. Proactive-(P)Reactive-Inactive
 - f. Possibility-Necessity
 - g. In Time-Through Time
 - h. Primary Interest - People, Place, Activity, Things, Information
 - i. Activity Things, Activity People, Activity Systems

- j. Self-Others (and Loop)
 - k. Convincer (rep system, time frame)
 - l. Options-Procedures
 - m. Index Computations - Internal Processing, Internal State, External Behavior
 - n. Past-Present-Future-A temporal
 - o. Challenge-Ease
 - p. Power-Affiliation-Achievement
 - q. Independent-Proximity-Team/Cooperation
 - r. Toward/Away from Harmony - Toward/Away from Disharmony
 - s. Task-Maintenance
 - t. Decision Sort - Looks Right, Sounds Right, Feels Right, Makes Sense
 - u. Rule Structure - combinations of My Rules, Your Rules, No Rules, Our Rules, Their Rules, THE Rules
 - v. Contextual-Detailed
21. What are some ways to change from one metaprogram sort to another?
22. List at least 5 ways you can develop more requisite variety with metaprogram sorting.
23. How do you do the Disney Pattern?
Tools for Dreamers - Dilts, Dilts, Epstein
Strategies of Genius - Dilts, pg.161-216

LOGICAL LEVELS AND LOGICAL TYPES

24. What are logical levels? Why are they important?
25. What are logical types? Why are they important?
Structure of Magic Vol. 2. - Bandler and Grinder pg. 33-36
26. How do you track for logical levels?
27. How do you track for logical types?
28. How do you create a therapeutic double bind?
Trance-Formations - Bandler and Grinder, pg. 125-126
29. How do you break a limiting double bind?

CRITERIA UTILIZATION PATTERNS

30. What are Criteria Utilization Patterns?
31. What is another name for Criteria Utilization Patterns?
32. What are the two forms of surface structures on which Criteria Utilization Patterns can be best applied?
33. When are Criteria Utilization Patterns useful? Name at least 3 contexts.
34. List the Criteria Utilization Patterns that you know.

MODELING

35. What is modeling?
36. What is the difference between Modeling I and Modeling II?
37. What is the difference between inside and outside modeling?
38. What are the keys to inside modeling?
39. What are the key components of outside modeling?
40. What is the test for modeling success?
41. What are the by-products of the modeling process?
42. What are the steps of the modeling process?
43. What are the components of genius?
44. What is the relationship between pre-selection and training?
45. What are heuristics?
46. What is task decomposition and why is it important?
47. What is contrastive analysis?

BELIEFS

(*Beliefs - Dilts, Hallbolm and Smith, and Changing Belief Systems with NLP - Dilts*)

48. What are beliefs? Why are they important?
49. How are beliefs different from values?
50. What is the difference between believing and knowing?
51. What is a belief system?
52. What are core beliefs?
53. How do you elicit and detect core beliefs?
54. What is a belief molecule? How do you work with it?
55. Name at least 3 different techniques you know for changing beliefs. Give a brief outline of each.
56. What is the difference and relationship between a belief strategy and: a convincer strategy, a reality strategy, and a truth strategy
57. When and how would you do an identity level change?

TIME CODES AND TIMELINE

(for this entire section unless where otherwise noted, see *Timeline and The Basis of Personality - Woodsmall and James, Wyatt Woodsmall's manual entitled Time Codes, Heart of the Mind - Andreas and Andreas pgs. 191-212, Change your Mind and Keep the Change, - Andreas and Andreas, pgs.1-36*)

58. What are temporal submodalities?
59. What is a time code?
60. What is a timeline?
61. What is the significance of the typology of a timeline?
62. How do you shift a timeline?
63. What is the basic pattern for a timeline intervention?
64. How do you do a decision destroyer? When would you use it?
NLP, The New Technology of Achievement - Andreas and Faulkner, pgs. 275-277
65. How do you do the now patterns?
66. What is the relationship between the 4 time orientations (past, present, future, a temporal) and emotions?

EMOTIONS

67. What is the difference and relationship between sensations, feelings and emotions?
68. How would you use timeline as an intervention to change emotions?
Timeline and The Basis of Personality - Woodsmall and James, Wyatt Woodsmall's manual entitled Time Codes, Heart of the Mind - Andreas and Andreas pgs. 191-212, Change your Mind and Keep the Change, - Andreas and Andreas, pgs.1-36, The Emotional Hostage - Cameron-Bandler, pg. 57-59

SEMANTIC PRIMES

69. What is a semantically dense or semantically packed word?
70. What is a semantic prime?
71. What is a semantic response?
72. What are prime concerns?

OTHER

73. How do you create and utilize a sliding anchor?

74. How do you do submodality chaining?

Insiders Guide to Submodalities - Bandler and MacDonald, pg. 76-81

75. What is the Meta Model 3 format?

76. What is reimplanting? How do you do it?

Changing Belief Systems with NLP - Dilts

Beliefs - Dilts, Hallbolm, Smith, Chapter 4

77. How do you do the Meta Mirror?

Changing Belief Systems with NLP - Dilts pg. 190-199

78. How do you unwire a synaesthesia through circuitry clearing?

Changing Belief Systems with NLP - Dilts

79. What other ways do you know of to unwire a synesthesia? Name at least 3 and give a brief explanation of each.

80. What is your evidence procedure for knowing your work is ecological?

81. How do you approach making a systems intervention? (i.e. families, teams, etc.)

Structure of Magic Vol. 2 - Bandler and Grinder pg. 123-161

82. How do you approach resolving a team crisis as a mediator?

Structure of Magic Vol. 2 - Bandler and Grinder pg. 123-161

83. How has your life significantly changed by your integration of your Master Practitioner skills, and how will you continue to make evolutionary changes for yourself into the future?

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The following has been produced by NLPtCA and forms a basis of the Work of Lifetide Training Ltd.

APPENDIX B - Guideline Code of Practice for Trainers and Trainees

1. Management of Training

- 1.1 Trainers will be open with intending trainees regarding potential suitability for training and make clear what selection procedures are involved.
- 1.2 Trainers have a responsibility to confirm with trainees what therapeutic or helping relationships are in existence before the course begins, and enable trainees to consider their own possible needs for personal therapy outside the course, and what contribution it might make to their work during the training programme.
- 1.3 Trainers will ensure that practical experience of Neurolinguistic psychotherapy or counselling practice under regular supervision is part of psychotherapy or counselling training.
- 1.4 Trainers will arrange for initial, continuous and final assessments of trainees' work and their continuing fitness for the course. Trainers will make trainees aware of this process.
- 1.5 Trainer will ensure that trainees are given the opportunity to discuss their experience of the course in groups, individually, or both.
- 1.6 Trainers will encourage self-assessment and peer assessment amongst their trainees.
- 1.7 Trainers will ensure that their trainees are made aware of the distinctions between psychotherapy, counselling, managerial and consultancy tasks and roles in training and supervision.
- 1.8 Trainers who become aware of a conflict between their obligation to a trainee and their obligation to an agency or organisation employing them will make explicit to the trainee the nature of the loyalties involved.
- 1.9 Where personal differences cannot be resolved, trainers will consult with, and where appropriate, refer to another colleague.
- 1.10 Trainers will take account of the limitations of their competence and make appropriate arrangements where necessary.
- 1.11 Lecturers or trainers will not enter into any relationship with a trainee such as to bring the profession of psychotherapy into disrepute.

2. Confidentiality

- 2.1 Confidentiality will be maintained with regard to information of a personal or sexual nature obtained by trainers or trainees.
- 2.2 Trainers may not reveal confidential information concerning trainees to any other person or through any other public medium except to those to whom trainers owe accountability for training work (in the case of those working within an agency or organisational setting) or on whom trainers rely for support and supervision.
- 2.3 All trainees, trainers and supervisors are required to observe complete confidentiality, except for supervision purposes, where the client's anonymity will at all times be preserved. Limits of confidentiality will be preserved when there is a danger to a third party, or where there is a need to provide a place of safety for the client, in which case reference will be made to a Psychiatrist, GP or Mental Health Team with the client's full knowledge and consent.

- 2.4 Confidentiality does not preclude the disclosure of confidential information relating to trainees when relevant to the following:
- a) Evaluation of the trainee by trainers or training committee.
 - b) Recommendations concerning trainees for professional purposes.
 - c) Pursuit of disciplinary action involving trainees in matters pertaining to ethical standards.

3. Selection Procedures

- 3.1 Information about specific trainees may only be used for publication in appropriate journals or meetings with the trainee's permission and with anonymity preserved when the trainee so specifies.
- 3.2 If any data is to be used for research purposes, permission will be sought and clear information about the exact nature of the research given, in order to obtain informed consent (or refusal).
- 3.3 Discussion by trainers of their trainees will be purposeful and not trivialising.
- 3.4 Management of the Therapeutic Relationship in the Context of Training.
- 3.5 All trainers and trainees are required to disclose their qualifications when requested and not claim or imply qualifications they do not have.
- 3.6 All trainers and trainees will make available on request their terms and conditions and methods of practice at the outset of therapy.
- 3.7 All trainers and trainees are required to maintain appropriate boundaries, and not exploit any client's current or past in any way: emotionally, sexually or financially.
- 3.8 All psychotherapists, qualified or in training, are required to maintain their ability to practise competently, continuing their professional development and updating it. This includes regular supervision and, where appropriate, therapy.
- 3.9 All trainers and trainees are required to take out indemnity insurance under the appropriate category.
- 3.10 All trainers and trainees are required to refrain from detrimental behaviour such as might bring the profession of psychotherapy into disrepute. Colleagues are also requested and required to confront colleagues who are behaving in such a way as to bring the profession into disrepute, and to report them to NLPtCA Complaints Officer.
- 3.11 Lecturers, trainers or supervisors will not enter into any psychotherapeutic relationship with any trainee outside the training context.
- 3.12 Lecturers, trainers or supervisors will not enter into any sexual relationship with any trainee for a period of two years after the end of the training.

4. Trainee's Conduct

- 4.1 The training organisation reserves the right to terminate a trainee's participation in a module if their behaviour severely interferes with the learning of other trainees.

5. Student Consultation

- 5.1 Student consultation takes place regularly and at many levels e.g.
 - a) at individual tutorials
 - b) in course group discussions of programmes and programme developments
 - c) in various kinds of regular group work
 - d) questionnaires to students on the courses, their presentation and appropriateness.

Equality of Opportunity

1. Introduction.

- 1.1 Equal opportunities means that no individual should be discriminated against in access to services or training by reason of their race, age, religion, gender, culture, class, sexual orientation or disability.
- 1.2 In psychotherapy equal opportunities applies:
 - to an individual's access to the provision of psychotherapy services.
 - to an individual's access to courses of training, particularly those leading to qualifications which entitle the individual to Registration with UKCP.
 - to an individual's access to all opportunities that are offered by Lifetide Training Ltd.

2. Codes of ethics.

Lifetide Training Ltd is required by its own commitment as well as NLPtCA and as such the UKCP to have a Code of Ethics and Practice consistent with the principles they set out.

3. Intercultural Psychotherapy.

- 3.1 The United Kingdom is a multicultural society with many differences of race, class and religion as well as the fundamental differences of age, gender, sexual orientation and abilities, leading to a rich and complex diversity of culture.
- 3.2 Psychotherapists should be committed to working towards an understanding of the meaning of cultural diversity and they should strive to acknowledge the impact of different cultural experiences on themselves, their clients and their work.
- 3.3 A crucial element of difference is the extent to which it adversely affects access to services and life chances. Many minority groups experience prejudice and discrimination on the basis of their religion, ethnic origin, disability, etc.
- 3.4 Explicit discrimination is now unlawful but more subtle forms of prejudice continue to affect many groups and overt hostility is often experienced by minorities.
- 3.5 Psychotherapists must aim to acknowledge, in their practice, the reality of difference and of discrimination and prejudice in society as a whole and within the profession
- 3.6 Without the understanding of intercultural issues equal opportunities policies become empty and meaningless. Without a vigorous commitment to equal opportunities intercultural psychotherapy remains an unfulfilled promise.

4. Lifetide Training Ltd has:

- 4.1 - committed itself to the principle of equal opportunities for all.
- 4.2 - undertakes to be an equal opportunities employer.
- 4.3 -undertakes to have regard to equal opportunities in all areas of its work including the training programmes.
- 4.4 - sought to welcome students and similar organisations that cater specifically for the needs of minority groups.
- 4.5 - plans to establish a student Committee to provide a focus for discussion of all matters relating to Intercultural Psychotherapy and Equal Opportunities.

5. Lifetide Training Ltd encourages its students and registered members to make active use of The UKCP Intercultural and Equal Opportunities Committee which has:

- 5.1 developed selected bibliographies with notes on work relating to race and culture, class, gender, age, sexual orientation and disability to be made available to member organisations, individual registrants, and members of the public.
- 5.2 piloted equal opportunities monitoring of access to training programmes with a view to Council adopting centralised monitoring through Sections and member organisations.
- 5.3 The UKCP Committee aims to:
 - survey the membership for examples of good practice and work towards the provision of training packs for members;
 - establish guidelines for practice.
- 5.4 The Committee provides advice and support to member organisations on equal opportunities practice.

6. Lifetide Training Ltd intends to:

- 6.1 Implement and publicise the Equal Opportunities policy in terms of access to services, trainings and employment practices.
- 6.2 Ensure that training includes intercultural awareness and studies.
- 6.3 Critically examine the overall curricula in the context of current intercultural and equal opportunities thinking.

6.4 Monitor access to services, trainings and facilities

The aim of this statement is to clarify the position of Lifetide Training Ltd in regard to Equal Opportunities and provide a guide for its students and registrants to help in the implementation of an Equal Opportunities policy and the development of ethical and sensitive intercultural practice.

This policy was developed from information devised by the Intercultural and Equal Opportunities Committee of UKCP and endorsed by the UKCP AGM in January 1999.

Application Form 2006

(Please complete in block capitals)

Please indicate which option you are intending to take:

- Complete Programme (all modules)
- Specific Modules:
- A. Theory & Practice of Neuro Linguistic Psychotherapy
 - B. Human Development, Psychopathology and Pharmacology
 - C. Traditional Psychotherapeutic Models
 - D. Research Methods & Social Studies
 - E1. & E2 Clinical Practice

Name:Mr/Mrs/Miss/Ms/Dr

Address:.....

.....

Post Code

Telephone

Fax.....

Email.....

Date of Birth: ___/___/19

PRESENT OCCUPATION:

If unemployed, please give details of any previous occupation.

BACKGROUND AND EDUCATION / EXPERIENCE:

RELEVANT EXPERIENCE:

Please provide details of any relevant experience you may have pertaining to this application.
(Continue on a separate sheet if necessary).

HEALTH ISSUES:

Please give details of any psychological or relevant physical condition(s), which may affect your participation in the programme and / or performance as a practising NLP Psychotherapist.

Do you have any special requirements as a result of any disability in terms of the venue or training programmes e.g. wheelchair access etc.

YES / NO

If YES please give details of special requirements:

Please give any further details you wish to add in support of your application e.g. your outcomes in undertaking this programme, etc.

Where did you hear about our programme?

I confirm that the details given in this application form are accurate and true:

Name:

Signed:

Date:

Please post this application form together with your Check List and Equality Form to:

Lifetide Training Ltd
13 Chiswick Village
London
W4 3BY