



**Awaken School of  
Outcome Oriented  
Psychotherapies Ltd.**

# **Year 2 Research & Clinical Practice**

**as a Psychotherapist in the Humanistic and Integrative  
Psychotherapies Section of UKCP  
(For students commencing their training after September 2007)**



**Awaken School has other courses in its portfolio, please ask for information.**

# Awaken School of Outcome Oriented Psychotherapies Ltd

Awaken School is a Training and Accrediting member of the United Kingdom Council for Psychotherapy (UKCP). Founded in 1983, the School was reformed in 2006 by Lisa and Mark Wake as Awaken School, bringing together their Outcome Focussed Hypnotherapy and NLP training programmes to form the current Pathway to Accreditation. Lisa Wake has a long association with UKCP, firstly as Vice Chair from 2003 to 2005, and then as Chair until 2007, and has long campaigned for high standards of training and practice.

Awaken School has the status of a Training and Accrediting member of UKCP.

## **THE AIMS OF THE SCHOOL ARE: -**

1. To impart to students a knowledge of the various approaches to Psychotherapy - Behaviourist, Psychoanalytic, Humanistic and Integrative.
2. To impart the knowledge necessary to induce and manage the hypnotic state across those methods.
3. To give students the necessary knowledge to develop and manage the understanding of unconscious processes.
4. To help the student have professional standards regarding ethics, boundaries and safe practice.
5. To provide an ethical & practical training for students wishing to become members of a recognised register & either establish a private practice or integrate taught techniques into the world of education or mainstream healthcare as well as other disciplines.
6. To provide a programme of in-service training to enable established practitioners to keep abreast of, and enlarge, their sphere of specialisation.
7. To provide every opportunity for personal growth.
8. To provide each student with continuous supervision, assessment & support throughout the training and post training.

## Year 2 – Research and Clinical Practice

This year consists of seven components and is designed to prepare you fully for your final years of training.

### Individual components

1. A grounded understanding of research as it is applied to psychotherapy practice.
2. Study skills module – for students who are unfamiliar with, or who wish to refresh, their study skills.
3. Group tutorial to develop your research and dissertation.
4. Mental health placements.
5. A 15,000 word dissertation that integrates your learning and demonstrates your application into practice (this component may be carried across years 3 and 4).
6. A 3,000 word written assignment that compares, contrasts and analyses the hypnotherapy approach against one other major modality.
7. Supervised clinical practice that includes at least one long term client (i.e. over 20 hours/sessions)

### Delivery Pattern (Total no of hours)

Research Methods	21	
Dissertation	80	
Supervision	36	
Mental Health placements	50	
Study Skills	15	
Tutorials:	24	
Practice:	120	
Independent Study:	150	
Total learning hours:		380 of which 120 are clinical practice

**Pre-requisites:** Practitioner in Neuro-Linguistic Psychotherapy or Foundation in clinical hypnotherapy (Foundation Year programmes).  
**and**  
Master Practitioner in Neuro-Linguistic Psychotherapy or Intermediate in Clinical Hypnotherapy (Year 1 programmes).  
**or**  
Foundation Programme one plus APL/APCL of Year 1 programme.

### Indicative Content

- Research methods
- Evidence based practice
- Case study review
- Integrated clinical practice
- Other psychotherapeutic approaches of psychoanalysis; CBT, integrative and systemic therapies
- Supervised practice
- Study Skills
- Mental Health

UKCP training standards require within the minimum curriculum:

- 2.1 The study of the theory and practice of psychotherapy from assessment to termination.  
This should include:*
- A model of the person and mind.*
  - A model of gendered and culturally influenced human development*
  - A model of human change and ways in which change can be facilitated.*
  - A set of clinical concepts to relate theory to practice.*
  - An extensive literature which includes a critique of the model.*
- 2.2 Acquisition of a critical understanding of the relevance of studies and research findings in human development, psychopathology, sexuality, ethics and social science.*
- 2.3 Supervised practice of psychotherapy.*
- 2.4 Arrangements to ensure that the trainees can identify and manage appropriately their personal involvement in and contribution to the processes of the psychotherapies that they practice.*
- 2.5 An introduction to the range of psychotherapies and counselling so that trainees may have an awareness of alternative treatments.*
- 2.6 An opportunity for trainees to develop the capacity to recognise severely disturbed clients.*
- 2.7 The development of ability to recognise when the practitioner should seek other professional advice.*
- 2.8 Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic interventions from assessment to termination of treatment.*

### **Research Methods**

- 2.2 Acquisition of a critical understanding of the relevance of studies and research findings in human development, psychopathology, sexuality, ethics and social science.*
- 2.8 Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic interventions from assessment to termination of treatment.*

The School requires that all students demonstrate a grounded understanding in research methods.

A number of options are available for students to consider that meets a range of individual learning needs.

This may be done in one of three ways:

1. Introduction to Postgraduate Research Design module at Awaken School or Beeleaf Institute for Contemporary Psychotherapy.
2. PG modules within your own local university
3. Open University Modules
4. APCL or APEL.

## **Introduction to Postgraduate Research Design – Awaken School or Beeleaf Institute for Contemporary Psychotherapy**

### Aims of the Module

- To establish a broad foundation in research methodology for psychotherapists
- To provide participants with an interesting and confidence building experience in the practice of research
- To develop knowledge and skills in support of later dissertation framework
- To promote a critical and creative research mindedness in psychotherapy trainees

At the end of the module, participants should:

- Have a critical appreciation of the 3 main methodological paradigms (large number quantitative, qualitative, and single case experimental)
- Be able to usefully distinguish between methodology, method and design considerations
- Take an informed view about Scientist Practitioner and Reflective Practitioner perspectives applied to psychotherapy research
- Have a better comprehension of the language of research
- Have started to develop critiquing skills to evaluate research design
- Acquired a confidence building experience of practical research
- Identified their own learning need for further development.

The Awaken course is held in Newby, North Yorkshire over 3 consecutive days.

The Beeleaf course is held in London over 2 modules of 2 days and 1 day.

Fees for either programme are £450 and bookings should be made via Awaken School.

### **University based studies**

Research methods that students undertake at other Universities must be at post-graduate level and relevant to the field of psychotherapy. Most universities offer postgraduate courses in research methodology either as distance learning or taught modules. If you wish to consider this option please check with the School that the course chosen is appropriate prior to your enrolment with the University.

### **Open University**

In 2008, the Open University provided 4 modules that were relevant to psychotherapy studies.

- Advanced Experimental Design and Analysis
- Ethnography
- Discourse Analysis
- Investigating the Psychological World

Each of the modules were at post graduate level, and were available as distance learning packages. Students can enrol on these programmes directly with the OU and receive all support from the OU. No fees are paid directly to the School for these modules. Entry to the programmes requires students to have a first degree.

The fees quoted are for comparison and were correct in 2008.

## **1. Advanced Experimental Design and Analysis**

Code: D841

Points: 30

Cost: £640

Assessment: 3 tutor-marked assessments

### **Course Outline**

This course on statistical methods for psychological research focuses on advanced topics in data analysis. You will consider experimental design in psychology by taking the concept of analysis of variance and extending it into advanced topics such as power analysis, multiple regression and analysis of covariance, and meta-analysis. With the aid of a specially prepared study guide, you will read leading authors in the field and you will use computers for all data analysis. This is a compulsory course in our MSc in Psychological Research Methods but may also be studied on its own. You will find this course a useful preparation for research work in psychology-related professions.

## **2. Ethnography**

Code: D844

Points: 30

Cost: £640

Assessment: 3 tutor-marked assessments

### **Course Outline**

Ethnography is a broad approach to research characterised by the central role of the researcher and the use of multiple methods of data collection, including interviewing and observation. Researchers use ethnography to get 'inside' social worlds, to see these 'through the eyes' of research subjects and to understand and explain these worlds in all their richness, complexity and specificity. This course introduces ethnographic research and takes you through guided activities on project design, data collection and data analysis. You can study this course as part of a programme of postgraduate study or on its own, possibly as preparation for your own research project.

## **3. Discourse Analysis**

Code: D843

Points: 30

Cost: £640

Assessment: 3 tutor-marked assessments

## **Course Outline**

The role of language in social life is increasingly important for social researchers. This course reviews the varied traditions around meaning-making, including socio-linguistics, conversation analysis, critical discourse analysis, discursive psychology and genealogical research. You'll learn about methods of discourse analysis and how to work with various kinds of research data, including official documents, conversations and interviews. You'll debate the ideas of key figures in the field, such as Wittgenstein, Austin, Sacks, Saussure and Foucault, and discuss the tensions between schools of thought. You can study this course as part of the postgraduate studies in social sciences programme or on its own, possibly as preparation for your own research project.

## **4. Investigating the Psychological World**

Code: D821

Points: 30

Cost: £640

### **Course Outline**

You will conduct your own investigation chosen from a list of topics drawn from areas of psychology currently included in the social sciences postgraduate programme. In order to carry out the investigation, you will be prepared with activities in four areas:

1. Planning a research investigation.
2. Knowledge construction.
3. Ethics.
4. Doing a literature review.

Many of the activities are undertaken in groups online. You'll submit a report on your investigation as the end-of-course assessment; there is no exam. After taking this course, you will be well equipped to investigate topics using all kinds of sources, especially the internet.

In this course you will learn how to conduct an investigation in the social sciences using publicly available information from various sources, including peer-reviewed academic journals, government provided websites, special interest groups and individual experts. You will consider and evaluate what constitutes a reliable and/or authoritative source of information, and how you can assess the validity of a source.

You will prepare for your investigation via a series of exercises and assignments with online support from tutors and discussions with your fellow students.

Following this preparation, you will conduct an investigation of your own drawn from a list of potential topics which we provide. These topics will be drawn from areas of psychology currently included in the social sciences postgraduate programme.

### **Dissertation**

See separate handbook available from the School.

## **Year 2 Written Assignment**

This Year 2 written assignment is additional to any written work required by the training elements outlined above.

**Compare, contrast and analyse the hypnotherapy approach against one other major modality, e.g. transactional analysis, cognitive behavioural, psychodynamic, psychoanalytic, gestalt, person centred etc.**

### Marking Criteria

The essay should demonstrate

- Ability to develop a logical and balanced argument . Is there an overall coherence – are ideas, concepts and theories appropriately linked, and does the discussion flow in a logical manner? 20% OF OVERALL MARKS
- Evidence of critical breadth of knowledge and understanding of the topic. Is there evidence of the ability to use appropriate description? Are theories, concepts and issues described accurately? 20% OF OVERALL MARKS
- Ability to critically appraise current knowledge and published literature. Is there evidence of the critical reflection, of considering alternative explanations, views & possibilities? 15% OF OVERALL MARKS
- Critical analysis and synthesis of the appropriate literature. Are theoretical views appropriately explored and related to practice? 20% OF OVERALL MARKS
- Appropriate structure and presentation 5% OF OVERALL MARKS
- Conclusions that are comprehensively supported and justified 10% OF OVERALL MARKS
- Appropriate current reference material using BPS/APA referencing style. Is there evidence that literature is consulted? Are references appropriately cited? 10% OF OVERALL MARKS

Key themes to be included.

- Critique of hypnotherapy as a model of therapy
- Critique of one other major modality
- Comparative analysis of the two models
- Conclusions
- Critique of your conclusions
- Implications for practice
- Mental Health Placement document (attached)
- Study Skills module
- Group tutorial

### **Awaken's Principles and Approach**

Awaken School require all students to be aware of a range of issues regarding mental health. This includes:

- Recognition of severely disturbed clients.
- Recognition and respect of the diversity and equality issues that any client experiencing mental health difficulties might have
- Ability to assess severity of trauma, spiritual crisis and mental health.

## **Curriculum Requirements of HIPs**

*Awaken's requirements are noted in italics.*

Member organisations must provide a curriculum that covers the following elements:

1. Current approaches to the management and treatment of "Mental Illness", including the role of mental health nurses, occupational therapists and psychiatrists. *Awaken allows for APL of this where the therapist is able to demonstrate up to date knowledge in this area.*

2. Different drug treatments that are available and their effects and short and long term side-effects.

*This is covered as a discrete module in year 4 of the training and is taught by a Psychiatrist and psychotherapist working in an acute setting. .*

3. The basics of the legislative and organisational framework, including the Mental Health Act, the Care Programme Approach and the various agencies involved.

*This is covered as a discrete module in year 4 of the training and is taught by a Psychiatrist and psychotherapist working in an acute setting. .*

4. Skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe mental illness.

*This is covered as a discrete module in year 4 of the training and is taught by a Psychiatrist and psychotherapist working in an acute setting. .*

## **Familiarisation Placement Requirements**

Students who are required to have a familiarisation placement may undertake this in a range of settings, e.g. MIND, Local Community Placements, mental health social service teams.

The placement must be in a setting that allows candidates to spend time with those who have severe mental health problems. Additionally the setting must provide an opportunity for discussion with staff involved with assessment and diagnosis.

Candidates are required to completed a reflective account of their experience that is submitted to an appropriate person in the training Organisation e.g. training Supervisor. The reflective practice document can be used as a guide for this.

## **Duration**

The familiarization placement should be of 50 hours minimum and should meet the following learning outcomes.

### **Learning outcomes:**

1. develop a basic understanding of psychiatry and the mental health system, the rights of patients and the psycho-social issues involved.
2. understand the main principles of the mental health act and the procedures for the compulsory admission and detention of patients.
3. enhance their ability to liase with other mental health practitioners
4. become familiar with psychiatric assessment, planning a range of forms of intervention and evaluation procedures

5. understand the range of “mental illness” that can lead to involvement in the mental health system.
6. familiarise themselves with the different types of intervention used, including medication and electro-convulsive therapy, etc and their main side effects
7. Spend time with people who have been diagnosed with severe depression and psychosis so that they are able to recognise these in the future
8. Be able to empathise with clients who have been patients in the system.

## **Study Skills Module**

Aims:

- To facilitate students to develop strategies for studying at advanced practitioner level
- To develop insight into the principles of essay writing at post graduate level
- To develop skills in advanced study, including mind mapping and time management
- To understand the principles of self-directed study, including motivating yourself.

## **Indicative content**

- Essay writing
- Mind mapping
- Critique of theory
- Time management
- Harvard referencing
- Reviewing your work
- Self-directed reading and study
- Motivating yourself.

## **Group Tutorials**

Monthly group tutorial sessions are held over a two-hour session.

The purpose of the sessions is to review key concepts in psychotherapy practice, to discuss and reflect on research processes and dissertations.

Sessions are held on the second Wednesday of each month, 4.45-6.45 pm, prior to the group supervision sessions.

Fees for these sessions are £20 per session.

## **Supervised Clinical Practice**

Ongoing clinical practice is a core component of your third year of training. To facilitate your integration into practice and demonstrate your ability to work in-depth with at least one long term client, you are required to provide a supervisors report on your competence and congruence as a trainee psychotherapist, that includes evidence of safe, effective and ethical practice with at least one client of more than 20 sessions.

A copy of the format for the supervisors report is included below for your information.

## Unit 1 – Make use of an internally consistent theoretical base

<b>Performance Criteria</b>
Make use of an internally consistent theoretical base
1.1 Identify appropriate knowledge bases for use in the therapeutic process <ul style="list-style-type: none"> <li>a) Clinical knowledge base is sufficient to permit accurate identification of major psychological disturbance</li> <li>b) Awareness and appropriate use of a range of theoretical models and their proper applications to a variety of clients and problems</li> <li>c) The nature and role and limitations of specific assumptions, observations and inferences within chosen model are clearly understood and applied in own practice</li> <li>d) Sources of information about alternative theoretical models and their relevance to individual client situations are accurately identified and called upon as required</li> </ul>
1.2 Use theoretical concepts to understand clients and their situation
1.3 Use theoretical base to develop own practice <ul style="list-style-type: none"> <li>a) Progress is assessed against indicators of change within the chosen theoretical model</li> <li>b) Theoretical model is used as a tool to reflect upon own competence</li> <li>c) Rationale for interventions can be tested with other professionals</li> <li>d) Theoretical concepts are used to assist therapist to progress work with clients and inform decision making</li> <li>e) An appropriate level of professional naivety is maintained</li> </ul>

## Unit 2 Make initial assessments

<b>Performance Criteria</b>
Make (and update) initial client assessments <ul style="list-style-type: none"> <li>a) Major psychopathologies are identified and timely actions taken within limits of own competence</li> <li>b) Indications and contra-indications for psychotherapy are accurately identified and assessed in relation to particular clients</li> <li>c) Sufficiently comprehensive and cogent client personal history is taken and updated where necessary to permit accurate initial and continuing assessment</li> <li>d) An assessment is made of the client's capacity for and commitment to therapeutic work</li> <li>e) Clients' capabilities and personal resources are systematically assessed</li> </ul>
2.1 Identify and assess the context of initial assessment
2.2 Establish an effective assessment relationship with client
2.3 Make an initial assessment of client's general psychological state
2.4 Formulate the therapeutic task <ul style="list-style-type: none"> <li>a) Emerging relevant patterns and themes in the client's life are identified and related to the client's presenting situation</li> <li>b) Possible source and probable underlying structure and processes of presenting problem are framed within an appropriate theoretical framework</li> <li>c) At appropriate stages client is offered an account of the possible source, structure and processes of client's problems which conveys sufficient information to make sense to the client and to offer informed choice about potential ways forward</li> <li>d) Client is directly or indirectly familiarised with the notion of tuning into unconscious process and learning the means by which unconscious process can be invoked and allowed to overcome the problem</li> <li>e) Mode of operation and specific intervention techniques are adapted which are compatible with or positively complementary to the client's natural modes.</li> </ul>
2.5 Assess capacity to work with client
2.6 Devise a provisional approach to therapy

### Unit 3 Establish a working relationship

<b>Performance Criteria</b>
<p>Establish a working relationship</p> <ul style="list-style-type: none"> <li>a) The necessary working relationship is established as a collaborative interactive process and is modelled effectively in the early stages of contact with the client</li> <li>b) The appropriateness of styles and methods of intervention are assessed in relation to client and experience of working together</li> <li>c) Proper sense of boundaries and nature of the relationship are explored established and maintained</li> <li>d) The extent of the therapist's role and capacity to experience, acknowledge and think about the working relationship and the thoughts and feelings it invokes is conveyed to the client</li> <li>e) Therapist demonstrates clarity of intent and flexibility of linguistic expression in all communication explicitly concerned with the conduct of the therapeutic process</li> </ul>
<p>3.1 Agree the nature of the working relationship with the client</p> <p>Establish a reciprocal process including opportunities for the client to ask questions, express doubts and assess the therapist in such a way that ownership of and choice in the process is left with the client</p> <ul style="list-style-type: none"> <li>a) Develop a realistic mutual understanding of possible therapeutic strategies, timescales and outcomes and adaptability in modifying these as therapy progresses</li> <li>b) Frame all exchanges positively and realistically</li> </ul>
<p>3.2 Establish the conditions necessary for an effective working relationship</p>
<p>3.3 Maintain the working relationship</p> <ul style="list-style-type: none"> <li>a) The boundaries in the therapeutic relationship are maintained and reviewed when situations require their re-consideration</li> <li>b) Consistent commitment to the client which transcends negative and positive comments or changes of attitude on the part of the client</li> <li>c) Client levels of energy, readiness, regression, dependence, anxiety and comfort are monitored and used appropriately in the working relationship</li> <li>d) Readiness and ability to stay with and tolerate impasses and strong feelings in a way which remains in the service of the client</li> <li>e) Readiness and ability to stay with and explore feelings including those which are difficult to recognise, attribute and make sense of</li> <li>f) Readiness and ability to respectfully elicit and explore feelings that the client is observed to repress or avoid in the client's interest and in furtherance of the therapeutic task</li> <li>g) Therapist ability to pace client process appropriately, utilising opportunities to pause, consolidate, defer or leave issues alone as required</li> <li>h) Therapist awareness any propensity for collusion and over-compliance and takes steps to monitor and rectify such tendencies within the therapeutic setting.</li> <li>i) Appropriate pacing and prioritising of issues</li> <li>j) Client's perceptions of the relationship are checked against own and differences of perception are used appropriately</li> <li>k) Indications of possible suspensions of therapy, separations and endings are identified and reviewed with clients.</li> </ul>
<p>3.4 Use the therapeutic relationship, in collaboration with client, to develop active client self awareness and understanding</p> <ul style="list-style-type: none"> <li>a) Exploratory interventions are judged both in their nature and timing to establish trust and to assist the client to uncover, demonstrate or depict, relevant (and increasingly personal or intimate) aspects of his inner world</li> <li>b) Acuity in connecting conscious behaviour, observed unconscious behaviour and less accessible psychological processes and testing such connections</li> </ul>

- c) Ability to offer appropriately framed observations and interpretations as an aid to increased client awareness and understanding of own process – the client is allowed to experience and helped to understand the emotional stresses which may arise in the comprehension of past and present limitations and their consequences and in the approach to new (and possibly still uncomprehended) realities
- d) Capacity to allow and structure use of elements of the relationship between client and practitioner to facilitate understanding of conscious and unconscious aspects of relevant past or present life experience and relationships and the possibilities for re-experiencing these in different ways
- e) Capacity for client modelling and using self, to permit client explicitly or implicitly, to perceive own present processes as externally represented and to relate these to own internal experience
- f) Capacity to formulate hypotheses about the nature of observed process and reported experience, which may be tested directly or indirectly, or where appropriate, may be made explicit in a useful form
- g) Connections are commented, hypothesised and/or facilitated between conscious and known behaviour and less accessible psychological processes
- h) Active interventions are formulated and delivered which assist the client to suspend adherence to, question, more accurately perceive, re-interpret and modify, limiting aspects of his inner world and behaviour, in therapeutically useful or personally productive ways.
- i) Active interventions are formulated and delivered which assist the client to recognise, value positively, reinforce and effectively deploy personal resources implicit or evident in various aspects of his experience and behaviour in therapeutically useful or personally productive ways
- j) Client's ability to make use of interventions is continuously monitored and used to guide their selection and deployment
- k) The therapeutic relationship is used to facilitate experimentation and to simulate alternative modes of experience and behaviour
- l) The capacity to enter into, stay alongside, reflect upon and use the therapeutic relationship in a professional way in the service of the therapeutic process.
- m) Developments in the therapeutic relationship are queried and mapped in relation to the therapist own model of the therapeutic process.

#### **Unit 4 – Use the hypno-psychotherapeutic process with clients**

<b>Performance Criteria</b>
Develop a structured therapeutic approach and use the hypno-psychotherapeutic process with clients
<p>4.1 Arrive at an understanding of the limiting problem (and patterns)</p> <ul style="list-style-type: none"> <li>a) Accurate observation of significant physiological state indicators, linguistic structures and conscious and unconscious modes of expression consistently associated with elements of the problem process. Theoretical model is used to assist in the construction of an internally consistent representation of the nature, structure and organisation of the limiting problem</li> <li>b) Client problem related experience is mapped into a model relating conscious and unconscious process which is demonstrated and/or described in some appropriate and acceptable form to indicate the possibility of working with unconscious process as a basis for therapy.</li> </ul> <p>A set of positively framed interim goals and desired end states are devised, negotiated with the client and revised as the work progresses. Therapeutic tasks and therapeutic strategies are framed, structured and bounded to render it feasible to address and resolve agreed significant components of the limiting problem within existing constraints of (client and therapist) capacity, resource and opportunity.</p>
4.2 Develop a structured therapeutic approach with the client

<p>4.3 Utilise the unconscious process of the client and the therapeutic relationship</p> <ul style="list-style-type: none"> <li>a) Affective states aroused in the therapist are considered for their indicative relevance for the process</li> <li>b) Constructive and respectful use is made of the attachment and detachment of client affect and emotion towards persons, objects and processes</li> <li>c) Manifestations of resistance, secondary gain and client internal conflict and incongruity are recognised and directly or indirectly addressed and circumvented.</li> <li>d) Where appropriate, significant process and defensive mechanisms which are unobserved by the client but reliably observed by the therapist are brought into conscious awareness and engaged in a constructive way in support of the therapeutic process.</li> <li>e) The possible internal significance of particular observed unconscious mechanisms and the resulting hypotheses and constructions used in arriving at any interpretation are judiciously explored and confirmed with the client in a collaborative way</li> <li>f) Levels of conscious and unconscious rapport or lack of rapport are managed</li> <li>g) Where appropriate, spontaneous within and between session internal process is initiated, reinforced and monitored in conjunction with appropriately structured and supported tasking</li> <li>h) Direct and indirect evidence is gathered of satisfactory conscious and unconscious process replacing problem states</li> <li>i) Checks are carried out to ensure interim solution processes are deployed effectively and in ways compatible with client behaviour repertoire and context</li> </ul>
<p>4.4 Monitor and evaluate the therapeutic process</p> <p>Implement, monitor and adjust the therapeutic process</p> <ul style="list-style-type: none"> <li>a) Existing or induced tension states are managed within and between sessions in order to maintain continued well being and the constructive progression of therapeutic strategies</li> <li>b) The client's frames of reference and reality orientation are managed in order to maintain continued well being and the constructive progression of therapeutic strategies</li> <li>c) Spontaneous and intended intervention outcomes and significant external influences are identified and appropriate rectifying action taken appropriate to the client's personal repertoire and context</li> <li>d) The structure, pace and sequence of therapeutic strategies are adapted to encourage integration appropriate to the client's personal repertoire and context</li> <li>e) Effective and appropriate use is made of self and therapeutic relationship within the ongoing context of the therapeutic process</li> </ul>

### **Unit 5 – Create and utilise altered states within the therapeutic process**

<b>Performance Criteria</b>
Create and utilise altered states within the therapeutic process
5.1 Orient to trance
5.2 Create access to intensified internal process through conscious and unconscious dissociation
<b>Element in preparation</b>
5.2a Maintain and manage appropriate levels of altered awareness
5.3 Utilise trance states and hypnotherapeutic phenomena for therapeutic goals
Utilise trance states and hypnotherapeutic strategies to install and activate therapeutic solutions
<ul style="list-style-type: none"> <li>a) An appropriate range of clients previously experienced learning sets and relevant resource states are explicitly or implicitly activated</li> <li>b) Where the client has little coherent resource, resource states are constructed from separate but compatible elements</li> <li>c) Client's pre-existing limiting sets are circumvented, suspended or depotentiated using</li> </ul>

<p>appropriate disruptive strategies</p> <p>d) The required client repertoire is identified and analysed into its necessary constituent resource components and capabilities are connected and synthesised into appropriate learning sets to enable client to achieve therapeutic goals</p> <p>e) Practitioner ensures compatibility of proposed solution process with existing states and behaviours and tests for coherence and compatibility at the conscious and unconscious level a generalised capability to be activated in all future similar contexts</p> <p>f) Client is enabled, through appropriately structured cueing and post hypnotic suggestion to have the ability to spontaneously connect with relevant constructed resource states and deploy behaviours which elicit an appropriate variant of the therapeutic solution in all relevant contexts</p>
<p>5.4 Manage emotional transactions involved in the therapeutic process</p> <p>a) The significance of intense emotional states and emotional releases are identified in terms of their origins and connections with client process</p> <p>b) Emotional releases are managed and framed with reference to their positive and negative effect in the therapeutic process</p> <p>c) A range of transferences are recognised and utilised within the therapeutic process</p> <p>d) Affective connections with internal persons or objects are identified, paced, managed and utilised appropriately</p> <p>e) The dynamics of the trance are managed in order to maintain an appropriate and therapeutically functional level of affective equilibrium</p> <p>f) Distancing and containment techniques are employed to assist the management and controlled deployment of dysfunctional or overpowering emotional material</p> <p>g) The practitioner recognises where a client is illegitimately attributing responsibility to a third party (either directly or implicitly) and is able to relocate and keep responsibility with the client</p> <p>h) The therapist carries responsibility temporarily on behalf of the client where therapeutically necessary and where particular conditions, circumstances or threats to their well-being or functionality render them incapable</p>
<p>5.5 Re-orientate to normal state – special element</p> <p>a) Where some continued element of altered state or of fuller trance effect is required outside the therapeutic setting for particular therapeutic purposes – checks to ensure that the conditions under which this will continue have been properly specified and bounded and all contingent safeguards have been installed for unconscious protective processes to maintain the safety and functional and psychological well-being of the client</p>

### Unit 6 – Make use of supervision

<b>Performance Criteria</b>
6.1 Seek appropriate supervision
6.2 Make a supervision contract
6.3 Bring work to supervision
6.4 Review and conclude the current phase of supervision

### Unit 8 – Contract with clients

<b>Performance Criteria</b>
8.1 Agree a business contract with clients
8.2 Agree a therapeutic contract with the clients

### Unit 10 – Manage professional practice

<b>Performance Criteria</b>
Manage professional practice
10.1 Provide appropriate client facilities
10.2 Maintain client records
10.3 Manage caseload and professional commitments

# PERSONNEL

## Principal & Managing Director

### **Mark Wake, BSc, MHS, UKCP reg.**

Mark Wake has been working in the field of hypnotherapy and psychotherapy since 1998, having commenced his training in NLP. His background is in chemical production management; planning and training roles. He developed a flair for team development and problem solving and used Hypnosis and the language patterns to enable change in individuals and teams. Mark's background in manufacturing means he brings a practical 'no-nonsense' style into the training room. He is equally at home training the boardroom or shop floor and has a particular skill at bringing alive seemingly abstract theoretical concepts in a learning environment. His vast array of experience in hypnosis, hypnotherapy and psychotherapy adds to his flair as a trainer, as does his practical application of the skills in very real and every day settings.

### **Lisa Wake, MSc, RGN, UKCP reg**

As a former NHS Registered Nurse and Senior Manager, Lisa has worked both in the public and private sectors as a Consultant, Facilitator, Trainer, Mentor, Change Agent, Coach and Therapist. Internationally accredited as a Trainer of NLP (Neurolinguistic Programming) with INLPTA, Lisa is also a UKCP accredited psychotherapist and combines her therapy, coaching and mentoring work to enable individual clients to make the changes that they desire in their lives.

Lisa is an NLP Trainer, Hypnotherapy trainer and has also completed a conversion diploma in child psychotherapy. She has also been very active in the field of psychotherapy supporting organisations in their endeavours to develop and maintain standards in the field. She has served as Training standards officer and Chair of NLPTCA (Neurolinguistic Psychotherapy and Counselling Association), Vice Chair of UKCP 2003-2005, Chair of UKCP 2005-2007 and has worked closely with the Government and European Agencies on the Statutory regulation of Psychotherapy.

To register an interest in a programme, please contact the office, and to enrol simply fill out the attached application form and return it with your deposit.

Awaken School, Woodlands, Sneek Gate Lane,  
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01642 714702

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**APPLICATION FORM**

Title ..... First name(s) .....

Surname .....  
(whole name as you would want it to appear on a certificate)

Address .....  
..... Post Code .....

e-mail address .....  
(be sure to advise us of changes!)

Telephone Numbers: Home ..... Work ..... Mobile .....

Date of Birth .....

Which course are you applying for?.....

What venue ..... Present Employment .....

How did you initially hear about our school?.....

Previous Qualifications (please give dates, starting nearest to the present day)

Other Experience :- (e.g. recent study, voluntary work)

Please send copies of your main (highest) educational qualification(s).

Please include names and addresses of two people to whom character reference can be made.

