ICBCH Certified
Hypnosis Instructor (C.H.I.)
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Dr. Richard Nongard
LMFT/CPH
Executive Director

ICBCH
15560 N. Frank L. Wright Blvd.
B4-118
Scottsdale, AZ 85268
(918) 236-6116
Richard@Nongard.com

Jason Linett
CPH, CHI
Chief Strategy Officer

Work Smart Hypnosis
8328 Traford Lane
Suite C
Springfield, VA 22152
(703) 360-0534
Jason@VirginiaHypnosis.com

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Coming soon.

HISTORY OF THE ICBCH

The **International Certification Board of Clinical Hypnotherapists** originally came into existence to serve the needs of licensed mental health professionals back in Florida in 2006. At the time, Richard Nongard was largely doing training for mental health professionals in Texas, and he had recently expanded into other states including Florida.

Mental health professionals in the State of Florida are required to take a 50-hour course pre-approved by the State Board of Behavioral Health before they can offer services as a professional hypnotist. The challenge was that they needed the documentation of successfully completing that specific training. The solution became that we began offering certifications in the State of Florida to those mental health professionals.

As people enjoy being recognized for their advanced educational achievements, soon the professionals in Texas, Georgia, Oklahoma, Nevada, Kansas and the other states began to request certification. We were already providing training in these areas, so documentation and certification was a natural next step.

The ICBCH originated to meet this specific need for mental health professionals. However, the ICBCH has never restricted our training courses to licensed mental health professionals. We always open our courses to other individuals who are interested in helping people with professional hypnosis.

This means is that the ICBCH was not formed specifically to become a member-directed organization. Instead, it's growth was organic and designed to meet specific needs.

As the organization grew in the mid-2000s, several other instructors joined the ICBCH to provide professional training services. Some of the original instructors include: Dr. Kweethai Neill, Dr. Carol Croskery, Kevin Cole, Kelley T. Woods, Roger Moore, and John Cerbone.

The goal of the organization was never to simply "be big." Instead, the goal was always to provide the **best member services** and to **help individuals in different states meet specific requirements**, not only for a documentation of completed education, but also, for help with issues that might arise in their specific jurisdiction.

We now have thousands of members worldwide. The last several years have been marked by rapid organic growth of the ICBCH. The organization remains focused specifically on helping members to meet the specific needs of professional hypnosis. While education has always been the foundation of the ICBCH, our mission is to go above and beyond the needs of the professional hypnotist. For example, we worked diligently to solve a common entrepreneurial challenge for business owners in the United States: **members now have access to health care coverage through the ICBCH**.

We set about creating a health care solution that members could access. This solves a very important problem that many people have in leaving a day job to pursue their dream as a professional hypnotist. They now they have to a group health care plan, which can provide a foundation for success as an entrepreneur in the business of professional hypnosis.

The ICBCH also recognizes that people in private practice who are running a small business need access to affordable financial services. We have created a relationship with Unify Financial Credit Union. Members of the ICBCH can access Credit Union services nationwide at over 5,500 different Credit Union branches to help support their small business goals

In just a little more than a decade, the ICBCH has gone from a small organization with only a handful of trainers to a membership organization with thousands of professionals around the world. We have members in all 50 states. There are now over a hundred hypnotic professionals certified as professional hypnosis instructors who are able to

offer certification training courses throughout the world. They are graduating highly qualified students every month.

Even with a massive community of thousands of professional practitioners around the world, hypnotists who have already trained and qualified through other organizations have been joining the ICBCH through reciprocity to be a part of our thriving, welcoming community and enjoy the benefits of membership.

We are looking forward to the continued exponential growth of the ICBCH. We believe this growth stems from the fact that we have always tried to meet the individual needs and serve our constituents and members on a very personal level.

We are responsive organization. Several years ago, the trainers wanted to be able to offer online training services much like universities and colleges now offer high-quality education using a foundation of internet learning. The ICBCH is one of the few organizations where a portion of the required hours for certification can be earned entirely online as long as a real-time component is satisfied.

The ICBCH will continue to look for opportunities to serve it's members. Our leadership team includes **Dr. Richard Nongard**, who is the Executive Director, and **Jason Linett**, who is our Chief Strategy Officer, or any of our other board members are available if you or your students have specific concerns or questions.

Our mission is to help professional hypnotists succeed in passionately helping other people using the skills of professional hypnosis. Together, we can make the world a better place.

WHAT YOU GET:

Resources, affiliation, mentorship, history, networking and a stellar reputation for high quality training.

WHAT YOU ARE NOW A PART OF:

A shared community, a culture of excellence and identity as an ICBCH Approved Education Provider.

WHAT IS YOUR OPPORTUNITY?

Develop your own courses with your own content, featuring ICBCH endorsement. Offer these courses online, in-person and worldwide. You will charge fees for your courses. You reap 100% of the rewards.

You have further opportunity for marketing and support from the ICBCH with opportunities for partnership online and in person.

WHAT IS YOUR KOKEN?

Your contribution, your expertise, your shared commitment, your talents shared.

WHAT IS YOUR OBLIGATION:

To provide high quality trainings that all of us can be proud of. You must adhere to the ICBCH Professional Ethics, and you must comply with our standardization requirements in training.

ICBCH Professional Hypnosis Code of Ethics

- ICBCH Professional Hypnotists value continuing education and seek opportunities to continue to grow in knowledge.
- ICBCH Professional Hypnotists recognize both the benefits and limitations of clinical hypnosis.
- ICBCH Professional Hypnotists promote hypnotherapy with demonstrated efficacy.
- ICBCH Professional Hypnotists accurately represent their educational experiences to clients, using only accredited degrees in representing themselves in both product and service. (Accredited degrees are those degrees awarded by schools recognized by CHEA and the US Department of Education, or accredited by the government of a non-USA country)
- ICBCH Professional Hypnotists recognize the need for psychological and medical referrals to other professionals and build relationships with other disciplines of helping.
- ICBCH Professional Hypnotists provide clients with informed consent at the outset of hypnotherapy.
- ICBCH Professional Hypnotists keep client information confidential, except when required by law, or with the client's written consent prior to the release of confidential information.
- ICBCH Professional Hypnotists avoid dual-relationships and never have sexual contact with clients.
- ICBCH Professional Hypnotists who offer professional services addressing sexual enhancement, performance or functioning are required to hold professional licensure as medical or mental health professionals or have written referral from a licensed professional to render services related to sexuality.
- ICBCH Professional Hypnotists provide services in the context of professional business arrangements and establish fees and payment arrangements clearly understood by clients.
- ICBCH Professional Hypnotists recognize the need to adhere to the principles of respecting others when publicly demonstrating hypnosis in non-clinical settings
- ICBCH Professional Hypnotists promote public awareness of hypnotherapy.

Your agreement for ICBCH endorsement of your training programs:

The purpose of this course is to help you become an expert trainer of others. You can use these skills to teach any courses, and/or to offer ICBCH hypnosis certifications. Many people who take this course may also be qualified as instructors for other hypnosis organizations.

You may continue to work with other organizations, in fact we encourage it, and issue dual certifications through your school, or through your qualification by other organizations.

That being said, we have no control over the state or organizational requirements of others, and by taking this course, we no way imply your students will receive recognition from other organizations other than the ICBCH.

We do not endorse organizations/companies/schools. Rather, *individual instructors* who have completed our training programs. When you complete this course, you will be designated as an:

ICBCH Approved Education Provider

CE HOURS: By successfully completing this course, you will be designated as an **ICBCH Approved Education Provider**. You will be able to issue Continuing Education (CE) certificates approved by the ICBCH. *This does not mean that you are approved to provide CE hours that require state board approval (such as registered nurses, social work, mental health, family or addictions counselors) without competing your own approval applications for these organizations*.

Dr. Richard Nongard has extensive experience in gaining CE hour approval through national and state boards for these groups, and he can assist you in knowing your specific state requirements. Contact him for help to understand the approval process for your state. However, *being an ICBCH Approved Education Provider in no way transfers any authority to confer CE hours by any organization or state entity other than the ICBCH*.

Many boards, and other hypnotism organizations will accept ICBCH hours for continuing education through reciprocity, *but that is not something we can guarantee, because it is at the discretion of other state or national boards and their policies are subject to change*.

Course Hourly Measurements

The amount of continuing education awarded in any course is based on time for live trainings or video trainings (60 minutes = 1 clock hour of continuing education); or by word count in written materials, with 6000 words = 1 clock hour of ICBCH approved continuing education.

Continuing education hours are only approved for hypnosis theory, technique, or applications of clinical hypnosis. CE credit cannot be awarded for personal development courses; business, and practice building; or for courses where the intended audience is not professional hypnotists. CE credit and certification courses cannot be issued for primarily religious in nature, esoteric, or purely speculative applications of hypnosis.

Certification Authority

By successfully competing this course, you will have the skills to teach others professional hypnosis, and you will have the authority to issue "certification."

Certificates through the ICBCH may use one of these three titles:

1.) Certified Hypnotist
2.) Certified Professional Hypnotist
3.) Certified Clinical Hypnotherapist

You may include the phrase, "Certified by the ICBCH as a _____" provided one of these three titles is used.

You may not confer certification to anyone through the ICBCH in any sub-specialties or by using any title other than the three listed here. You may however, award "ICBCH Approved Continuing Education Hours" for sub-specialty and non-certification courses as long as those courses relate directly to clinical hypnosis practice.

<Your Name Here> ICBCH

<Certified Professional Hypnotist Scan>

Core Competencies

History of Hypnosis

Self-Hypnosis

Trance Utilization

Ericksonian Hypnosis

Hypnotic Induction

Contextual Psychology

Guided imagery/Visualization

Progressive Muscle Relaxation

Autogenic Training

Deepening Procedures

Structure of a Session

Pre-talk

Assessment

Convincers/demonstrations

Fractionation

Indirect Suggestion

Direct Suggestion

Metaphor

Storytelling

Learning Styles

Techniques of Hypnosis

Mindfulness Meditation

Ethics and Law

Loving-Kindness and Forgiveness

Business and Practice Management

Coaching Models

Therapy Models

Specific Applications (Smoking, weight-loss, pain control, sports
performance, anxiety control, etc.)

Scope of Practice

Key elements of high-quality education:

- Student engagement

- Clearly defined goals and objectives

- Enthusiastic instructors

- Experienced instructors

- Support resources

- Academic validity

- Experiential opportunities

- Sufficient time

- Student observation

- Feedback mechanisms

- Learning standards

- Appropriate class size

- Adequate technology

- Repetition of materials

- Quality audio/video/printing

How to Create a Horribly Boring LIVE Training Class

- Do psychotherapy with a real issue without knowing exactly what the resolution will be.
- Skip a break because "it's going so well and something is so important!"
- Push into the lunch hour
- Lecture without demonstration
- Too much history
- Statistics
- Reading from Powerpoint: use slides to accent or add visuals.
- Make something simple into something complex
- Do not answer personal question (Students are not there for therapy)

How to create an engaging live hypnosis training

- Set the frames for learning & class conduct
- Explain a concept
- Share an outcome based in your experience
- Guide the class in a group experience
- Take it to the next level with a student demonstration
- Future pace your students results
- Use curated stories to drive home a point
- Accent a practice session with a video demo of another hypnotist (with permission)
- Jason's "15-headed hypnotist" game
- Use non-hypnosis videos to accent a teaching point
- "The compliment sandwich"
- Student practice
- Student practice
- Student practice
- Interactive handouts
- Putting it all together / The power of texture
- Student practice

Break it down

Break down a 6-hour class into six, 50 minute segments or at least four, 90 minute segments.

Give choices for what to learn now

Add mystery into lesson

Small group/partner activities

Ask questions

Use wall stickies/visual aids (PowerPoint only images/cartoons)

Break up classroom into circle for discussion or demonstrations

Get an interesting learning space (Flamingo suites, Private Beach House, Your Basement…?)

Storytelling (A.K.A. James Hazlerig)

Gold stars (feedback and celebrate progress)

The "Compliment Sandwich"

Vary the style of learning: sitting, practicing, Q&A, discussion.
Example: share a new induction for practice if the students have been seated for a while.

Creating each segment

Topic:
Purpose:

Teaching Methods:
20 minutes didactic, 5 minutes experiential, 10 feedback, 10 minutes practice, 5 minutes summary.

Thesis:
Introduction:

Attention getter:
Story about lemon drop candies

Reason to listen:
You will know how to demonstrate hypnosis to your clients
Thesis: Clients who experience hypnosis before a formal session engage better and respond better

Credibility Statement:
1.) Bob the weight loss client
2.) Mary the pain control client
3.) My website
Points of view/adaptations: Actual lemon (Hypnotic Eye)

Review main points:
1.) Everyone knows the lemon drop candy
2.) It always produces some response
3.) Applies to almost every hypnosis client

Restate thesis:
Clients who experience hypnosis before a formal session engage better and respond better

Close:
Hypnotic suggestion and future pacing

Six-Point Speech:

1. Attention getter / Pattern interrupt
2. Preview what you're going to cover
3. Make your points
4. Recap: Tell them what they got from it
5. Q&A
6. The close: Inspiring conclusion and future pacing their success

Closing a segment:

- Callback
- Share a personal story
- end with a rhetorical question (or more interestingly, a double bind)
- Bookend: Use the same as the opening
- Ask for an action – close
- Two competing visions

Other teaching strategies:

- Jason Linett's "Hollywood Effect"
- Sweep into an experience with a demo
- "As I talk to the class, you go even deeper."
- Emerge & Debrief
- Teach & Practice
- Teaching Online (Hybrid Course)

Ten Hour Planning Sheet #1

It is far easier to plan in 10-hour increments. In the box, note with a letter if the hour is (T) Text, (V) Video, (L) Live Classroom, (A) Audio, (C) Client Case, (Z) Zoom, or (0) Other.

☐ Topic: _____

Skill: _____

Outcome: _____

☐ Topic: _____

Skill: _____

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Outcome: _____

Ten Hour Planning Sheet #2

It is far easier to plan in 10-hour increments. In the box, note with a letter if the hour is (T) Text, (V) Video, (L) Live Classroom, (A) Audio, (C) Client Case, (Z) Zoom, or (0) Other.

☐ Topic: _____

Skill: _____

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Ten Hour Planning Sheet #3

It is far easier to plan in 10-hour increments. In the box, note with a letter if the hour is (T) Text, (V) Video, (L) Live Classroom, (A) Audio, (C) Client Case, (Z) Zoom, or (0) Other.

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Skill: _____

Outcome: _____

☐ Topic: _____

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☐ Topic: _____

Skill: _____

Outcome: _____

ICBCH

→ EXAMPLE ←

TEN HOUR PLANNING SHEET

It is far easier to plan in 10-hour increments. In the box, note with a letter if the hour is (T) Text, (V) Video, (L) Live Classroom, (A) Audio, (C) Client Case, (Z) Zoom, or (0) Other.

[V] Topic: Orientation to Class and Professional Hypnosis (Four video modules)
Skill: Know how course is structured what defines professional hypnosis
Outcome: Understand course expectations and requirements

[L] Topic: Welcome & Experience of Hypnosis
Skill: Begin utilizing trance phenomena and self-hypnosis
Outcome: Passionately share with others based on personal experience

[L] Topic: Stages of the Hypnotic Process
Skill: Articulate the fundamental elements of a full hypnosis session
Outcome: Use processes as a recipe for creating client sessions

[L] Topic: Breaking down the pre-talk
Skill: Defining elements of a good pre-talk and client rapport
Outcome: Build rapport with clients

[L] Topic: Using Convincers in Pre-Talk
Skill: Lemon drop convincer, and magnetic fingers
Outcome: Ability to explain hypnosis demonstratively.

[L] Topic: Conversational Hypnosis Suggestions in the Pre-Talk
Skill: Embedding suggestions for success and eliciting client commitment
Outcome: Future pacing client success.

[V] Topic: Skill-Building Contextual Hypnotherapy Induction
Skill: To teach a universal induction that can be adapted
Outcome: Self-hypnosis practice session

[Z] Topic: Weekly Supervision
Skill: Providing follow up before the next live class as students build expriences
Outcome: Peer-support

[T] Topic: Chapter 1-3 Keys to the Mind
Skill: Orienting through self-study
Outcome: Adding depth to todays exprience

[T] Topic: Chapter 4-6 Keys to the Mind
Skill: Induction
Outcome: Effectively learning induction scripts for adapting to live sessions

IN-PERSON VS. ONLINE TRAINING

One is not better than the other. They are simply different. Peer-reviewed research shows benefits and difficulties with each. By structing your programs well, you can mitigate the downside, even in online hypnosis training.

Your course must have:

1.) A target audience with the goal of being certified to do hypnosis as a professional endeavor.

2.) Your course must have clearly identified course objectives.

3.) Your course must comprehensively train a person at the appropriate level with the techniques and skills necessary to do the work of the title awarded.

4.) Your course must have measurable outcomes and a method for evaluating student competency before awarding certification.

5.) Your course materials must be provided to students in a downloadable format for offline access.

6.) Your course materials must be protected from public viewing without proper course registration.

7.) Your course may not include more than 20% of video, audio, or text created by the ICBCH. (Our goal is to help you create your own programs and to be an excellent teacher, not simply resell ICBCH course material. This is not an "affiliate" program, it is a train-the-trainer program. No course may include more than 30% of its content through written text. Courses should be multi-media, incorporating text, audio, video and other media and interaction.

8.) Your course must have a mechanism for student feedback and questions, and instructor interaction. **At least 18 hours of any course offered for certification must have a real-time component**. (online interactive webcasts, one-on-one coaching via phone or internet, or live training)

9.) Your course must have an evaluation of learning, and you must submit these to the ICBCH.

10.) Your course offering level 1 certification (ICBCH Certified Hypnotist) must have at least 40 hours of course content.

11.) Your course offering level 2 certification (Certified Professional Hypnotist) must have at least 60 hours of course content. (with a level one course or equivalent as a pre-requisite).

12.) There must be a 1-hour ethics component to any ICBCH certification course, focusing on legal and liability issues within your state/country.

LIVE COURSES:

Live training course will count one clock hour as one clock hour of continuing education. Live courses must:

1.) A target audience with the goal of being certified to do hypnosis as a professional endeavor.
2.) Your course must have clearly identified course objectives.
3.) Your course must comprehensively train a person at the appropriate level with the techniques and skills necessary to do the work of the title awarded.
4.) Your course must have measurable outcomes and a method for evaluating student competency before awarding certification.
5.) Your course may not include more than 20% of video, audio, or text created by the ICBCH. (Our goal is to help you create your own programs and to be an excellent teacher, not simply resell ICBCH course material. This is not an "affiliate" program, it is a train-the-trainer program. No course may include more than 30% of its content through written text. Courses should be multi-media, incorporating text, audio, video and other media and interaction or be live interactive courses.
6.) Your course must have an evaluation of learning, and you must submit these to the ICBCH.
7.) Your course offering level 1 certification (ICBCH Certified Hypnotist) must have at least 40 hours of course content.
8.) Your course offering level 2 certification (Certified Professional Hypnotist) must have at least 60 hours of course content.   (with a level one course or equivalent as a pre-requisite).
9.) There must be a 1-hour ethics component to any ICBCH certification course, focusing on legal and liability issues within your state.

ONLINE COURSES

Any continuing education course, or ICBCH certification course you provide online must be pre-approved by providing access to us to all course materials.

The course materials you create must be original and unique, attributing proper academic citation to ideas and materials that have been created by others and incorporated into your training program, including those created by Dr. Richard Nongard or the ICBCH.

COURSE ADVERTISING POLICIES

Your promotional materials must clearly state the instructor's names, qualifications, location, date, time, and refund policy. You must also provide students with telephone and email access for administrative support and instructor interaction.

All advertisements for courses must make clear that you as instructor, or your school, or your company is providing the training, and that you as an instructor are an ICBCH Approved Continuing Education Provider. Your provider number and expiration date must be in your advertisement.

Your refund policy must clearly be stated.

YOUR PROVIDER APPROVAL STATUS

Your qualification as a "Certified Hypnosis Instructor" is subject to annual review, and it is valid for a term of three years. **Providers will pay an annual $100 approval fee**. Renewal is subject to adherence to the requirements for ICBCH providers.

This annual fee includes both your ICBCH dues, and your CHI renewal.

ACCESS TO ICBCH TRAINING MATERIALS

Providers will receive complete access to the ICBCH Gold and Platinum level courses created by Dr. Richard Nongard. You will be able to incorporate materials from these courses into your program. However, **you are expected to create or curate your own unique course materials.** Your course may not include more than 20% of video, or text previously created by the ICBCH. Dr. Nongard will share many resources and materials, and he is generally happy to provide materials for you students, but again, your own unique creation and curation is expected.

SINGLE PURPOSE

Your hypnosis training class should ONLY focus on hypnosis training. It should not be promoted or marketed as anything other than a hypnosis training course.

Example: Do not create a sales manager certification and clinical hypnotherapy course, or an "Angelology Reading Hypnosis Training Course." *(Get the idea?)*

STATUS OF RELATIONSHIP

As an ICBCH Approved Education Provider, you are an independent provider of training who holds ICBCH approval. You are not an employee of the ICBCH, a franchisee, a contractor of the ICBCH, or a partner of the ICBCH.

Your status as a provider may be terminated for failure to adhere to the professional ethics of the ICBCH or the requirements for course offerings.

You agree not to use any URL or domain name with ICBCH in the primary domain name. However, subdomains, and URL extensions may use ICBCH.

ACCEPTANCE OF STUDENTS

You agree to accept students that are over 18 years of age, have completed high school, and are emotionally and cognitively able to help other people. You may not award ICBCH certification to anyone who has been convicted of a felony of moral turpitude, and you must pre-screen your students for admission by asking of any criminal history, and decline enrollment for anyone who has been convicted of sex offenses or any physical violence against other people. Students convicted of prior drug or alcohol related felonies, can be accepted, if 3 years of sobriety is reported, the student engages in an active plan for continued recovery, and a special waiver is requested.

CONTEXTUAL HYPNOTHERAPY

Although plurality of opinion is welcomed, each ICBCH certification course must contain a 3-hour element focusing specifically on methods of Contextual Hypnotherapy and integrating evidenced-based approaches into hypnosis.

You are welcome to include this as a real-time teaching component, or by video instruction, or as a reading requirement.

Three-Hour Contextual Psychology Requirement

Resources for ICBCH Professional Hypnosis Instructors

All ICBCH courses require three hours of training (but as many as you want) specifically addressing what is called contextual psychology or contextual hypnotherapy.

An academic discussion can be found here:
https://contextualscience.org/contextual_psychology

A loose definition is that it includes the methods of evidenced-based protocols not limited to, but including:
- ACT Therapy
- Mindfulness Based Stress Reduction
- Solution-Focused Brief Therapy
- Cognitive-Behavioral Therapy
- Therapeutic Relaxation
- Autogenic Training
- Relational Frame Theory and other methods of working with clients.

The key focus being on using techniques that the research supports.

In some ways it can be thought of or conceptualized as the opposite approach of **Freudian psychology (which regress-to-cause is largely based on).** Although this is a simplistic definition, far too often hypnotists do not get specific training in evidenced-based approaches.

Richard Nongard's course for example, probably contains 20-30 hours specifically addressing key elements of using evidenced-based approaches as induction, suggestive therapy, and post-hypnotic suggestion. I accomplish this in my courses with an emphasis on mindfulness based cognitive therapy and mindfulness-based stress reduction.

There are many ways your course can fulfill this requirement, and you have total freedom in how you meet this requirement.

These are suggestions:
- Use the free resource 101 Proofs Hypnosis Works edited by Dr. Richard Nongard and available to all ICBCH members as a basis for demonstrating the efficacy of professional hypnosis, and the methods used to help people make changes.
- Assign the book Reframing Hypnotherapy by Dr. Richard Nongard and Kelley T. Woods which can be purchased in bulk from me, or given away free of charge by ICBCH trainers as a PDF.
- Use the many videos I have created over the years in contextual psychology related presentations for professional hypnotists.

Additionally, any other textbooks could be assigned. A partial list of some really great ones that would be of value as a textbook for your course include my absolute favorite book: *Get Out of Your Life and Into Your Mind* by Steven Hays

Other textbooks might include:
- The Relaxation Response by Herbert Benson
- The Bog Book of ACT Metaphors by Jill Stoddard
- Learning RFT: AN Introduction to Relational Frame Theory and Its Clinical Applications by Niklas Torneke
- Practical Meditation for Beginners: 10 Days to a Happier, Calmer You by Benjamin Decker

There are literally hundreds of other textbooks you could choose to use as foundations for your course.

There are also many videos you can use. In addition to any of mine that would be helpful, these are free videos on YouTube that are high quality and teach practical skills. Over the years I have used them in classes, both online and in person, and as homework.

These are some recommendations:

- A Basic Practice in Mindfulness by Dr. Richard Nongard
  https://youtu.be/VEDPsFznX3s

- Mindfulness with Jon Kabat-Zinn
  https://youtu.be/3nwwKbM_vJc

- Stress Reduction and Healtin Jon Kabat-Zinn
  https://www.youtube.com/watch?v=rSU8ftmmhmw

- Turning Toward: The Healing Power of Human Consciousness by Steven Hays https://www.youtube.com/watch?v=W3NmN1F_M1I

- Foundations of ACT and the Limits of CBT by Steven Hays
  https://www.youtube.com/watch?v=44aqsFmrI1c

- Psychological Flexibility by Steve Hays TEDx
  https://youtu.be/o79_gmO5ppg

- The Relaxation Response
  https://www.youtube.com/watch?v=HR0bUf2jwOg

- Mind over Medicine Dr. Lissa Rankin
  https://www.youtube.com/watch?v=gcai0i2tJt0

Although your course may integrate all of the above at various level, it is important to still denote three specific hours of training that your class provides.

Dr. Richard Nongard has endless resources he can provide you in video or written material. The internet and libraries are full of much more. Ask in the instructors' group on FB is you need more help with this component and find out what other instructors are doing to meet this requirement.
You may request the Peachtree Professional Education course materials, which you have permission to use, edit, adapt and include in your course. Again, these are just ideas. But I have audio files, videos, and much more I will freely share.

Note: Using resources I provide to meet this requirement will not count towards the 20% "rule."

EARNINGS DISCLAIMER

1. Although we make every effort to accurately represent the services and/or products presented on this website, we make no assurance, representation or promise regarding future earnings or income, or that you will make any specific amount of money, or any money at all, or that you will not lose money.
2. Earnings or income statements, or examples of earnings or income, represent estimates of what you may earn; however, there is no promise or guarantee that you will experience the same level of earnings or income.
3. There is no assurance that any prior success or past results regarding earnings or income may be an indication of your future success or results.
4. Statements or examples of actual earnings on this website that are attributed to a specified individual or business are true and correct, and we will verify them upon request and also provide statements of expected typical results (email: Richard@SubliminalScience.com); however, these statements or examples should not be viewed as promises or guarantees of earnings or income. Earnings and income potential are affected by a number of factors over which we have no control, including but not limited to your financial condition, talent, skills, level of effort, motivation, past experience and education, your competition, and changes within the market.
5. Operating a business involves unknown risks. You should make decisions based on information provided through services and/or products presented on this website with the understanding that a Hypnotherapy training business may not be suitable for you, and that you could experience significant losses or fail to generate any earnings or income at all.
6. You should undertake your own due diligence regarding your evaluation of any services and/or products presented on this website, and this includes relying on qualified professional advisors to assist you with your evaluation.
7. For the foregoing reasons, you agree that we are not responsible for any decision you may make regarding any information presented on this website or any of the services and/or products presented on this website.

STUDENT FEES

You are free to charge your students any tuition or fee you would like to, provided:

- No course is offered for less than $7 per hour of training.
- You can be as inexpensive as you want, or as expensive as you want.
- You don't have to buy materials from us.
- You do not have to pay the ICBCH any student fees for participating in your courses.

Many CHIs offer their students an "all-inclusive" fee for the training event, and then pay the $47 application fee directly to the ICBCH.

Alternatively, you may arrange that students pay the $47 ICBCH application fee directly to the organization. Students are directly responsible for paying an annual membership fee of $47 to the ICBCH each year thereafter to retain membership in the organization.

How to Certify You Students When They Compete Your Training Program

When your students complete your training program you should provide them with a certificate from your school. company, or even with your own name. This should be a certificate of completion that you design.

It should include:
1. Their name
2. Date of Completion
3. Hours of Study

This is issued by you with your logo. You can design it anyway you want to. I would have it professionally designed, and you should use a good graphics designer to create this. Richard recommends the graphics guy "Pankaj" (https://www.upwork.com/fl/pankajsinghrenu), and he would love to make you a certificate.

Make it as a PDF with fillable spots for name, date, course title, and hours. That way you only have to have a template, but you can fill it in for any students. It should have your logo on it also, and it can have the ICBCH Approved Hypnosis Instructor logo.

<u><Your Name Here> Jason Linett</u>

<u>Work Smart Hypnosis LIVE</u>

<u>Sample Doc</u>

This certificate functions as a receipt, demonstrating that they have completed your course. Students value this because they may use it for other organizations, continuing education hours, or for other needed documentation.

It is NOT the same thing as ICBCH certification. The above is a recommended Certificate of Completion from your company you provide.

How to certify Your Students Through the ICBCH (Two Options)

1. At the outset of class provide all students with the "green sheet" (it used to be green so that is what we still call it. If you want to, copy it on green paper, but that is not required.) Provide the ICBCH with a list of students, the completed green sheets and pay the membership fee of $47 at one time for all your students. If you include the fees in your course and pay it on their behalf it is far more professional. Then submit a master list of students you expect to graduate to the ICBCH office. along with green sheets and you will also be able to then give students professional ICBCH certificates on your last day of class (in addition to your certificate of completion).

    This is the recommended way to do it. It is simple, far more professional, and simple. You do not have to collect copies of ID if you do it this way in a live class because you are able to check ID in class, and simply make sure that each person is who they say they are and that they are using their real name (Although nick names, preferred names, married names can be used). Stage names, pen names or aliases for any other reason are absolutely not permitted.

2. The second way is to have them pay the $47 fee and submit the green sheet directly to the ICBCH after they complete your class. You will give them the green sheet, you will give them a certificate of completion signed by you, and they will mail or email the green sheets and required documentation (copy of ID) after they complete the course.

    In this case it will be 2-3 weeks before they are mailed a certificate from the office. This might be an option is you also do other certifications and

are simply giving then a choice of organizations they now qualify for. It is also for those who for whatever reason do not want to include the $47 membership fee in their course fees. This is not our recommended path, but it is an option for you.

Students following this option can use this link https://hypnotherapyboard.com/new-members/ or call our office for payment and directions.

The following pages are the "Green Sheet Forms" which are actually the Application for Membership. We must have a completed Application for Membership for each participant regardless of whether you choose option one or option two above. There are no exceptions. ID is required to be submitted for any student not attending a live class, and instructors must match names and ID's in a live class.

These "Green Sheets" are what you or your student will submit to ICBCH.

Questions? Call Stephanie in the office at (702) 418-3332 or email richard@hypnosisnevada.com

This is important:

The first two-page green sheet is for completion of a 100 hour or more training program that meets ICBCH requirements.

The second two-page green sheet is for completion of a 40 hour or more training program.

Certified Hypnotist is the only title awarded for completion of a 40-hour training course. The purpose of the 40-hour course is to teach a complete strategy to begin helping people with professional hypnosis, to recognize those efforts, and to encourage your students to complete a minimum of at least 60-hour hours of education.

Upon completion of another 60 hours or a full 100+ hour program they will complete and submit the ADVANCED Green Sheets. This will award the title:

Certified Professional Hypnotist (The ICBCH preferred term for all graduates) or the Certified Clinical Hypnotherapist title (reserved for those with current licensure and education as a mental health, medical or other licensed professional). Although the CCH title is awarded upon request of those who hold professional licensure, we still prefer the term and encourage the use of Certified Professional Hypnotist.

If you are doing a 40-hour Professional Hypnotist certification course, you will use the last two pages. There are four pages that follow. Use the first two pages if they are 100+ hour graduates and use the second two pages if they have only competed a 40+ hour program.

Note: If students join the ICBCH at the 40-hour level, they are members of the ICBCH for twelve months. They do not need to pay again upon completion of the remaining 60 hours, unless more than a year has passed, and they need to renew membership.

We like and we dislike the 40-hour model. <u>We want to encourage 100+ hour courses</u>. But we offer this option to split up training, and as a low-cost way of introducing clients to hypnosis. If you are doing 40-hour certificates you should be clearly advertising it as an orientation, introductory, or other beginning level course with the expectation that graduates who choose to work with clients are planning future training. This option works well with online training, but frankly, we encourage you to have potential students to simply enroll in a 100+ hour course at the outset.

ICBCH

International
Certification Board of
Clinical Hypnotherapy

Application for ADVANCED Professional
Hypnosis Certification - C.P.H. or C.C.H.

Complete the required information. Sign and date both pages of this application
and return it to our office by scanned or email, along with any additional information requested.

PLEASE PRINT NEATLY

Name as you want it to appear on your Certificate: _____

Address:_____ City:_____

State: _____ Zip: _____ Phone: (_____)_____

List your highest academic degree:_____

University Name: _____ Year of Graduation:_____

(ICBCH requires all members who hold advanced degrees represent themselves only with degrees that are accredited by an agency
recognized by the US Department of Education and in foreign countries, by appropriate governmental departments of education)

List your professional license(s)/certification(s) - if any:

Type:_____ #:_____ State:_____

Type:_____ #:_____ State:_____

Which Level of Certification are you applying for through the ICBCH:

☐ Certified Professional Hypnotist (C.P.H.) Requirements for this level of certification include completion of an ICBCH approved
training. Attach documentation of your training hours if you are applying through reciprocity and completed your certification
through another organization.

☐ Certified Clinical Hypnotherapist / Advanced (C.C.H. The ICBCH will award status as a Certified Clinical Hypnotherapist /
Advanced standing only to those who are certified or licensed by a state or recognized national board in healthcare, medical
or mental health professions, who have completed at least 100+ hours of approved coursework. Must provide your state
licensure/certification documentation. **The ICBCH recommends even those who are licensed use the title:** Certified
Professional Hypnotist rather than Certified Clinical Hypnotherapist for a variety of reasons, including differentiating our
profession from psychotherapy, and because in marketing, people are looking for a hypnotist, not a therapist.

Page 1 of 2 Signature: _____ Date:_____

ICBCH

International
Certification Board of
Clinical Hypnotherapy

Application for ADVANCED
Professional Hypnosis Certification - C.P.H. or C.C.H.

Complete the required information. Sign and date both pages of this application
and return it to our office by scanned or email, along with any additional information requested.

Have you ever been convicted of a felony? Yes   No   (If yes, attach a full explanation.)

(NOTE: Although a prior felony conviction will not automatically disqualify one for certification, any person with a prior felony conviction for moral or sexual crimes against children, or sexual violence against adults, or other felonies as deemed inappropriate for certification by the ICBCH will not be certified by the ICBCH. Failure to disclose criminal history will result in revocation of credentials, and is an act of perjury. If you have questions on this policy, please contact our office prior to completing the course materials.)

Have you ever had a professional license or certification revoked, suspended or denied in any state or by any certification board? Yes   No   (If yes, attach a full explanation.)

☐ **Please enclose a legible photocopy of a government issued photo ID, i.e. driver's license, passport, professional license, military ID.** (You may black out identifying numbers for security.)

Read and sign your acknowledgement:

I hereby certify that the information provided above is true and accurate. I am applying to receive recognition as a Certified Professional Hypnotist. **I understand that this certification recognizes specialized training in the required subject matter and does not provide the authority to offer client services apart from the existing requirements of my state of residence. I agree to practice within the scope of my education, experience and training and to provide client services consistent with the ethical standards of ICBCH, my respective professional designation(s), and within state law. Certification certificates remain the property of the ICBCH and must be surrendered in the event of revocation by the Board.**
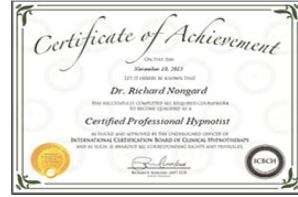
Signature: _____ Date: _____

The following pages are for those
who have only completed a
40+ hour introductory course.

Use the previous pages
for the recommended
100+ hour training program.

International Certification Board of Clinical Hypnotherapy

Application for BASIC Hypnosis Certfication

Complete the required information. Sign and date both pages of this application
and return it to our office by scanned or email, along with any additional information requested.

<u>PLEASE PRINT NEATLY</u>

Name as you want it to appear on your Certificate: _____

Address:_____ City:_____

State: _____ Zip: _____ Phone: (_____)_____

List your highest academic degree:_____

University Name: _____ Year of Graduation:_____

(ICBCH requires all members who hold advanced degrees represent themselves only with degrees that are accredited by an agency recognized by the US Department of Education and in foreign countries, by appropriate governmental departments of education)

List your professional license(s)/certification(s) - if any:

Type:_____ #:_____ State:_____

Type:_____ #:_____ State:_____

Which Level of Certification are you applying for through the ICBCH:

☐ Certified Hypnotist (C.H.) Requirements for this level of certification include completion of an ICBCH approved training of 40+ hours. Attach documentation of your training hours if you are applying through reciprocity and completed your certification through another organization.

☐

Page 1 of 2 Signature: _____ Date:_____

ICBCH

International Certification Board of Clinical Hypnotherapy

Application for Basic Level Hypnotist Certification

Complete the required information. Sign and date both pages of this application
and return it to our office by scanned or email, along with any additional information requested.

Have you ever been convicted of a felony? Yes   No   (If yes, attach a full explanation.)

(NOTE: Although a prior felony conviction will not automatically disqualify one for certification, any person with a prior felony conviction for moral or sexual crimes against children, or sexual violence against adults, or other felonies as deemed inappropriate for certification by the ICBCH will not be certified by the ICBCH. Failure to disclose criminal history will result in revocation of credentials, and is an act of perjury. If you have questions on this policy, please contact our office prior to completing the course materials.)

Have you ever had a professional license or certification revoked, suspended or denied in any state or by any certification board? Yes   No   (If yes, attach a full explanation.)

☐ **Please enclose a legible photocopy of a government issued photo ID, i.e. driver's license, passport, professional license, military ID.**

Read and sign your acknowledgement:

I hereby certify that the information provided above is true and accurate. I am applying to receive recognition as a hypnotist. I understand that this certification recognizes specialized training in the required subject matter and does not provide the authority to offer client services apart from the existing requirements of my state of residence. I agree to practice within the scope of my education, experience and training and to provide client services consistent with the ethical standards of ICBCH, my respective professional designation(s), and within state law. Certification certificates remain the property of the ICBCH and must be surrendered in the event of revocation by the Board.

Signature: _____ Date: _____

Booking Conference Space

Library, public Jr. colleges, schools, churches:
- Less than ideal image, though you might get lucky.
- Often reserved for non-profits.

Hotels:
- Negotiate.
- Only use brand name hotels.
- Star rating is not about how "nice" it is but what amenities it offers. Use 2.5 or higher, always read reviews.
- Visit the space if possible.
- Negotiate.

Book "classroom style" and expand to theatre only when necessary.

Establish a local "hub" to do trainings in either your own space or partner spaces.

Migrate out of your office once you "outgrow" the space you currently have.

…did we mention to negotiate?

Online Learning Management Systems

No-Cost to Low-Cost:
- Gumroad
- Teachable
- Thinkific
- SendOwl
- Moodle
- Unlisted Videos on Youtube

Moderate Expense:
- OptimizePress Membership
- Thrive Themes
- ClickFunnels
- WP Courseware

Advanced Options:
- Infusionsoft / Memberium
- Kajabi
- Clickfunnels

Student Interaction Software

- Zoom.us
- Chatwing
- Skype/Etc.
- Adobe Connect
- GotoMeeting
- Private Facebook Group

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A provost report series on trends and issues facing higher education

TOMORROW'S UNIVERSITY. TODAY.

Exploring the Pros and Cons of Online, Hybrid, and Face-to-face Class Formats
January 2013

In his annual address to the university community on October 18, 2012, President Michael Young outlined his vision of the University of Washington as "Tomorrow's University Today"—a leader in public higher education that serves our community and drives our region's economic future. "In order to stay extraordinary," he said, "it isn't simply enough to be responsive to change—we need to lead the change."

One key facet of the change taking place at the UW and at institutions of higher education around the world is the growth of online learning. As the number of hybrid and online courses offered at the University of Washington increases, it presents an opportunity to reexamine the quality—and reach—of our educational work at UW. This report, part of an ongoing series on transformative changes in higher education, seeks to contribute to that effort by exploring the strengths and weaknesses of the class formats available to our instructors and students today, including online, hybrid, and face-to-face.[2]

While online learning has emerged as a major topic of discussion in recent years, online courses have been a part of the UW curriculum for more than a decade.[3] Many of these online options, which include degrees and certificates, have been offered through the Seattle campus's professional and continuing education unit, UW Educational Outreach (UWEO). (For a list of current online and blended certificates and graduate degrees, see the Appendix.)

> ### *Definitions*
>
> *Methods of categorizing course formats vary, but a basic approach includes:*[1]
>
> ► *Face-to-face: "traditional" classes; instructor(s) and students meet in the classroom or another in-person setting.*
>
> ► *Hybrid (or blended): a combination of both face-to-face instruction and online learning (often defined as 20–50% of total course time online).*
>
> ► *Online: primarily or entirely online (often defined as 80–100% of total course time online). Class size varies; at the UW, online courses offered through UW Educational Outreach (UWEO) usually have 45 or fewer students.*

Online and hybrid offerings

A variety of online and hybrid offerings are now available at all three campuses, including:

- ► 15 online and 1 hybrid graduate degrees administered by UWEO
- ► 40 online and 2 hybrid certificates offered through UWEO
- ► More than 75 additional online classes administered by UWEO, as well as online and hybrid courses offered on all three campuses, including hybrid classes in French and linguistics classes at UW Seattle, hybrid classes in nursing at UW Bothell, and online classes in introductory statistics at UW Tacoma

Online and hybrid teaching initiatives

All three UW campuses also have online and/or hybrid course design initiatives, and a rapidly growing number of online and hybrid courses.

LEADING CHANGE IN PUBLIC HIGHER EDUCATION: A PROVOST REPORT SERIES ► 1

- UW Bothell's Hybrid Course Development Institute (HCDI) is in its third year.
- UW Tacoma's Instructional Technology Fellows Initiative for Course Redesign began in summer 2012.
- UW Seattle's Center for Teaching and Learning offers workshops and learning communities around ways to engage students in and out of class.

What are the pros and cons of different course formats?

All three of the primary course formats used at the University of Washington—online, hybrid, and face-to-face classes—have strengths and weaknesses. First, it is worth examining what they have in common:

Learning goals. The success of any class depends on identifying clear learning goals and then aligning the entire course (lectures, readings, examinations, projects, papers, etc.) with those objectives.[4] At the University of Washington Tacoma, for example, the Instructional Technology Fellows Initiative uses the Quality Matters rubric, which is designed specifically for evaluating online and hybrid courses, to guide faculty in this process.

Engaging students. Successful classes require a learning environment that truly engages students. Although the methods for engagement may vary by class format, "active learning" is a fundamental characteristic of a good course.[5]

> *In examining differences among class formats, we are working from the premise that any format has strengths and limitations.*

Advising. Students in all courses require advising about their overall educational plan. Online courses do not obviate the need for the substantive support that students often depend on to select a thoughtful array of courses and to graduate in a timely manner.

Varied quality. In all formats, the quality of the educational experience may vary depending on course design and organization, and the instructor's teaching style and ability to engage with student questions and feedback.

Face-to-face classes

The pros

- *Gauging learning.* Ideally, due to the synchronous format, faculty members can gauge their students' level of engagement, attentiveness, and comprehension. Student questions provide the instructor immediate feedback and can shape how that class session's material is presented.
- *Collaborative environment.* Traditional classrooms often create a collaborative environment where discussion and dialogue can thrive. Synchronous peer-to-peer and student-faculty conversations allow students to receive immediate individual feedback and mentorship, to hone their speaking and argumentation skills, and to form lasting interpersonal relationships.
- *Student motivation.* Some students find face-to-face classes particularly engaging because they can talk to their professors in person and get immediate responses to their questions or concerns. Face-to-face classes also provide a structure for students, in which class time becomes a routine part of their schedule.
- *Unique format.* Seminar-style courses offer upper-level and graduate students a unique learning experience that cannot be fully replicated online with the technology currently available.[6]
- *Student access and support.* Both students and campus services (e.g., Disability Resources for Students, advising, tutoring centers) are most familiar with this format.
- *Faculty experience.* Most faculty members are very familiar and comfortable with this format.

The cons

- *The pace.* In many face-to-face classes, faculty members cannot provide individualized or customized learning experiences. Students who need extra time to understand certain concepts may be left behind.
- *Impediments to engagement.* Students may be embarrassed about or intimidated by asking clarification questions in person during class. Additionally, the face-to-face setting can encourage an overreliance on lectures, limiting opportunities for active learning and often hampering student engagement.[7]

- ▶ *Scheduling.* Students must arrange their schedules so they can be there in person, which may limit access to classes for those working at part-time or full-time jobs.

- ▶ *Access and support.* Some accommodations—for example, sign language interpreters—must be individually arranged for faculty, guest speakers, and students with disabilities.

- ▶ *Large-class challenges.* In large face-to-face classes with over 100 students, classroom management issues can be especially difficult, if, for example, students arrive and leave throughout class, engage in extensive multi-tasking, and/or distract other students from learning.

- ▶ *Technical problems.* The wide variety of educational technologies provided in classrooms and procedures for using them present challenges for faculty, and some hardware and software are not fully accessible to faculty with disabilities. When problems using technology in classrooms and labs arise, immediate technical support is often not available to the instructor.

Online classes

The pros

- ▶ *Convenience and flexibility.* Students can do coursework on their own schedule and at their own pace. This flexibility facilitates balancing school, work and/or family obligations, enabling students to access more courses. Faculty members who teach online can also take advantage of this scheduling flexibility to balance teaching and their own personal obligations, as well as professional duties such as research, service, and mentoring students. The opportunity for both instructors and students to work from home allows for transportation-related cost- and time-savings.

- ▶ *Reviewing material.* Students can often re-watch recorded lectures, repeat exercises, re-read peer discussion comments, and take the time they need to master concepts, which could be particularly advantageous for English language-learners; for students who are struggling in a particular subject; and for students who are juggling classes, part-time jobs, and family responsibilities.

- ▶ *Student motivation.* Some students may find asynchronous online work more engaging, as they can interact with the material when they are freshest and most productive. Instant grading tools, commonly used in online classes for some disciplines, enable students to test their understanding and get immediate feedback.

- ▶ *Fewer pressures on limited space.* Online education can reduce pressure on university facilities by freeing up classrooms.

- ▶ *Analytics and assessment.* Online exercises and assessments provide an opportunity to collect additional data on student learning that instructors can use to track individual student progress and to revise and improve course design.

- ▶ *Access and support.* Online classes provide vital access to place-bound populations and other groups traditionally underserved by institutions of higher education, if designed to be accessible to everyone (for example, with captions on videos and other features to make coursework accessible to students and faculty with disabilities). Accessibility can be seen as particularly important to public institutions, like the UW, with an educational mandate to serve the citizens of their states.

- ▶ *Technical issues.* Technical issues can be addressed centrally. For example, during the course design process a central service can efficiently and consistently provide captions on videos and otherwise make content fully accessible to students and faculty with disabilities.

The cons

- ▶ *Some students may struggle.* Online courses may be more effective for self-directed learners. They appear to work best for students who are mature, well organized, and have good time-management skills.

- ▶ *Community.* Online courses may not be able to replicate the vibrant intellectual and social community fostered by in-person education. In particular, online students may miss out on the many networking and mentoring opportunities available to on-campus students. However, in well-designed online classes, the opposite can be true—students who rarely speak up in face-to-face classes are drawn into conversations through mandatory online discussion board posts and peer-responses.

- ▶ *Instructor workload.* Faculty members often need training to use technology tools such as lecture-capture systems and learning management systems (LMSs), representing an additional time investment on their part. In online courses, instructors often seek to compensate for the lack of in-person

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interaction by maintaining a high degree of communication with students, which can be very time-consuming. The 2010-11 UW Faculty Council on Teaching and Learning Annual Report noted that the "time needed for development of on-line courses can be significant" and that "continuing mainte-nance of course content after initial implementation may also require significant faculty time."

▶ *Student support.* Some students, including those with disabilities, may struggle to use online tools and will likely need technological support.

▶ *Technical problems.* Invariably, technology problems arise. As the Illinois Online Network notes, "Unfortunately, it's not a question of if the equipment used in an online program will fail, but when." Servers can crash and cut students off from a class, individual personal computers can malfunction, and problems may arise with the site or LMS used to host the class. This presents a challenge not only for the instructor and their students, but also the department or university responsible for providing adminis-trative support and sufficient IT staff.

▶ *Access.* Some potential students have limited or no access to computers, the Internet, and/or assistive technology.

Hybrid classes: The best of both worlds?

▶ Ideally, hybrid classes combine the best attributes of both face-to-face and online formats into a course delivery method that is both flexible and accessible while providing an interpersonal experience with instructors and a physical connection to campus.

▶ Recent studies such as a 2010 U.S. Department of Education meta-analysis suggest that hybrid courses result in superior student learning outcomes, not necessarily due to the format itself, but because students often spend extra time reviewing course material.

▶ Students in hybrid courses also gain skills in communicating effectively in multiple modes.

▶ While the hybrid format combines the best qualities of online and face-to-face classes, it also retains the weaknesses of the two formats it comprises. For example, designing a hybrid course may take as much or more effort and time as an online class on the part of the instructor. Handling the dual envi-ronments and ensuring that they fit smoothly together can also pose an additional challenge to the instructor. Technological issues and troubleshooting may remain a hurdle for both the professor and students. And face-to-face sessions must still be designed to maximize active learning and student engagement. Above all, despite its recent growth, the infrastructure to support hybrid courses at all three campuses of the UW is still nascent.

Continuing the conversation

Classes in all formats (including face-to-face, online, hybrid) have distinct strengths and weaknesses. Perhaps the greatest strength of face-to-face courses is the degree to which they facilitate building relationships and commu-nity in and out of the classroom. Increasing access to "non-traditional" or place-bound students may be the greatest strength of online and hybrid courses, which enable universities to include people who desire a degree or certificate but who cannot come to campus regularly or at all. For public universities, like the University of Wash-ington, with a mission to educate the next generation of innovators and leaders, to serve the local community, and drive the economy by providing lifelong learning and re-training opportunities to the workforce, this goal of increasing access is especially significant and worthy of further consideration.

In hopes of further developing our conversations about these and other important issues related to online learning, the next report in this series will focus on instructor experiences with online teaching and educational technologies.

We welcome your comments, questions and suggestions. Please email edtrends@uw.edu.

Notes

[1] For some other examples of online education course classifications, see Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones, "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies," U.S. Department of Education Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service, revised September 2010, http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf, 5; Elaine Allen and Jeff Seaman, "Going the Distance: Online Education in the United States 2011," Babson Survey Research Group, November 2011, http://www.babson.edu/Academics/centers/blank-center/global-research/Documents/going-the-distance.pdf, 7; and UW Bothell's Learning Technologies website: http://www.bothell.washington.edu/learningtech/elearning/hybrid-learning/about-hybrid/hybrid-at-uwb.

[2] Find the first two reports: "Thoughts on Leading Change in Public Higher Education: Dr. James Duderstadt's Vision," October 30, 2012, and "Online Learning: Broadening the Conversation," December 3, 2012, on the Office of the Provost's website at http://www.washington.edu/provost/reports/.

[3]While massive open online courses (MOOCs) have recently come to the forefront of the conversation about online teaching and learning, they represent a small proportion of all classes offered online. As a result, this report does not address the strengths and weaknesses of the MOOC format. For a detailed analysis of the potential impact of MOOCs on higher education from the UW Office of Planning and Budgeting, see the May 14, 2012 brief, "Does the Advent of MOOCs Mean That Technology Will Finally Revolutionize Higher Ed?" available from http://opb. washington.edu/sites/default/files/opb/Policy/EdX_brief.pdf. Additional reporting on the "year of the mega-class" is available online through The Chronicle of Higher Education's MOOC portal at http://chronicle.com/article/What-You-Need-to-Know-About/133475/.

[4]For resources about course design and teaching strategies, see the UW Center for Teaching and Learning's faculty resource page on preparing to teach at http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/.

[5]The National Survey of Student Engagement considers "active and collaborative learning" a "benchmark" of "effective educational practice." See the 2012 Annual NSSE results, available from http://nsse.iub.edu/NSSE_2012_Results/pdf/NSSE_2012_Annual_Results.pdf, p. 31, for more information. For more resources about active learning, see the UW Center for Teaching and Learning's faculty resource page on student engagement at http://www.washington.edu/teaching/teaching-resources/promoting-student-engagement-through-active-learning/.

[6]However, there are some tools, such as Google Hangout and Adobe Connect, which do seek to replicate the in-person seminar or meeting online.

[7]One technique used by a growing number of University of Washington professors to re-engage students during face-to-face classes is "flipping the classroom." For more information about "flipping," see "The Flipped Classroom FAQ" from the Center for the Integration of Research, Teaching and Learning, available from: http://www.cirtl.net/node/7788. See also the December 16, 2012 Seattle Times article, "Washington college instructors are 'flipping' the way they teach," available from http://seattletimes.com/html/localnews/2019920197_flipping17m.html, which includes an interview with UW Biology professor Scott Freeman.

Appendix:

UW Online and Hybrid Learning: Current Degrees and Certificates

Online and hybrid graduate degrees

College of Built Environments
- ▶ Master of Infrastructure Planning and Management
- ▶ Master of Science in Construction Engineering

College of Arts and Sciences
- ▶ Master of Science in Computational Linguistics
- ▶ Master of Science in Computational Finance and Risk Management
- ▶ Master of Geographic Information Systems
- ▶ Master of Science in Applied Mathematics

College of Engineering
- ▶ Master of Science in Aeronautics and Astronautics
- ▶ Master of Aerospace Engineering
- ▶ Master of Aerospace Engineering in Composite Materials and Structures
- ▶ Master of Science in Civil Engineering: Construction Engineering
- ▶ Master of Science in Mechanical Engineering
- ▶ Master of Supply Chain Transportation and Logistics (requires one week in Seattle at start of program)
- ▶ Master of Sustainable Transportation

Information School
- ▶ Master of Library and Information Science

School of Nursing
- ▶ Master of Science in Clinical Informatics and Patient-Centered Technologies

School of Public Health
- ▶ Executive Master of Public Health (hybrid)

Online and hybrid certificate programs
- ▶ Android Application Development
- ▶ Applied Biostatistics
- ▶ Advanced Applied Biostatistics

- Biotechnology Project Management
- C++ Programming
- Cloud Computing
- Computational Finance
- Construction Management
- Data Science
- Database Management
- Decision-Making for Climate Change
- E-Learning Design and Development
- Embedded and Real-Time Systems Programming
- Facility Management
- Financial Risk Management
- Food, Nutrition and Health
- Gerontology
- Green Stormwater Infrastructure Design and Management
- Health Economics and Outcomes Research
- Heavy Construction Project Management
- Information Security and Risk Management
- Infrastructure Construction
- iOS and Mac Application Development
- Localization: Customizing Software for the World
- Medical Devices and Commercialization
- Microsoft Dynamics CRM
- Natural Language Technology
- .NET Development
- .NET Advanced Web Development
- Oracle Database Administration
- Paralegal Studies
- Professional Open Source Web Development
- Project Management
- Radiation: Sources, Detection, Imaging and Safety
- School Library Professional Endorsement (hybrid)
- SQL Server Specialist
- Statistical Analysis with R Programming
- Sustainable Transportation: Environmental Issues and Impacts
- Sustainable Transportation: Planning and Livable Communities
- Translational Pharmaceutics (hybrid)
- Virtual Worlds
- Web Technology Solutions

Online Classroom:

Video Camera:
- Canon is the brand of choice by Jason and Richard. Any Canon camera priced $300 and up will be a great choice.
- Be sure it has some kind of microphone input jack.
- Richard uses Canon XA10 with XLR input (https://amzn.to/2YXML5P)
- Jason uses Canon XF400 (https://amzn.to/2WraWft)
- The MEVO camera is a unique choice
- Your smartphone has a phenomenal camera.
- Any Logitech webcam priced $40 and up.

Camera Microphone:
- Rode Shotgun Mic NTG2 (https://amzn.to/2Wca8vv)
- Sony UWPD11/14 (https://amzn.to/2Z1v5Xb)
- Azden WLX-PRO (http://amzn.to/2boMB27)

Computer Microphone:
- Blue Yeti
- Blue Snowball
- ATR-2100USB

Video Editing Software:
- Adobe Premiere
- Adobe Premiere Elements
- iMovie
- Camtasia
- Screenflow

Audio Editing Software:
- Adobe Audition
- GarageBand
- Audacity
- Handbrake.fr

Video Hosting:
- YouTube (Listed and Unlisted)
- Vimeo Pro
- Wistia

Outsourcing:
- UpWork
- Outsourcely

Podcast Hosting:
- Libsyn
- YouTube

Email Automation:
- GetResponse
- Aweber
- Keap
- Mailchimp
- Infusionsoft

Videos for Class:
- Don't try to stream videos from the web in real-time. Download videos in advance from YouTube with a tool like: https://www.ytddownloader.com/

Creating a set:
- It is important to have dedicated recording and broadcasting space – background dividers – and a "set" that compliments your work. Make the background interesting.
- Don't overdo the certificates, AKA "wall candy."
- SHOW rather than TELL: Showcase your hypnosis center or training space by teaching several 3-5 minute helpful points in your space. Pull clips from live talks and integrate it into your marketing.

On video, explain a concept and then demonstrate as if the viewer was across from you. Engage by asking TDS questions

Examples:

Leading statements:
"And those thoughts you had yesterday..." the human mind cannot process hearing this phrase, without at some level searching internally for some thoughts or other that it had yesterday, to make the subject of the sentence.

"The many colors that fruit can be" likewise starts the human mind considering even if briefly, different fruit sorted by color.

"You did it again, didn't you!" This everyday manipulative use of TDS usually sends the recipient looking internally for some "it" they may have done for which blame is being fairly given. Regardless of whether such a matter can be identified, guilt or anger may result.

"There has been pain, hasn't there" the mind of a patient suffering an illness will find it very hard or impossible to hear or answer this sentence without conducting internal searches to verify whether this is true or not, or to find an example if so.

"You'd forgotten something [or: some part of your body], hadn't you?" the mind usually checks through the various things, or parts of the body, on hearing this, seeing if each in turn has been forgotten.

Textual ambiguity:
"Do you remember line dancing on the steps?" Without sufficient context, some statements may trigger TDS in order to resolve inherent ambiguity in the interpretation of a posed question. Do I remember a bygone fad called "line dancing on the steps"? Do I remember personally engaging in dancing in the past? Do I remember my routine practice dancing by focusing on the steps of the dance? Do I tend to forget about dancing when I am standing on steps?

"Penny-wise and pound the table dance to the beat of a different drummer". The mixing of cliché and stock phrases may trigger TDS in order to reconcile the discrepancies between expected and actual utterances in sequence.

VIDEO LENGTH

- Longer isn't better.
- Make as many videos needed to explain a topic and demonstrate it, bearing in mind 20 minutes is a long time online.
- 30 minutes is an eternity, and may run into online buffering issues.

Start creating a directory of people who can be in your videos as subjects. Rent them if you need to (Google their names).

Use markerboard / Easel Post-It Pads (https://amzn.to/2W9PBHU)

Use background image

Do not overkill greenscreen. Amateur (SuccessFit first incarnation).

Insert slides with key points.
Add note taking forms (SuccessFit)
1-2 fonts
1-2 transition styles
Learn to crop video
Overbusy backgrounds.
Sound is the most important aspect of video.

VIDEO-ARCHIVE EVERYTHING YOU DO.

Become self-referential.

Advanced Materials?
Digital access vs. package in the mail
Be aware of last-minute signups
  "The live event stands on its own…"

FINAL THOUGHTS

When Stubb had departed, Ahab stood for a while leaning over the bulwarks; and then, as had been usual with him of late, calling a sailor of the watch, he sent him below for his ivory stool, and also his pipe. Lighting the pipe at the binnacle lamp and planting the stool on the weather side of the deck, he sat and smoked.

In old Norse times, the thrones of the sea-loving Danish kings were fabricated, saith tradition, of the tusks of the narwhale. How could one look at Ahab then, seated on that tripod of bones, without bethinking him of the royalty it symbolized? For a Khan of the plank, and a king of the sea and a great lord of Leviathans was Ahab.

Some moments passed, during which the thick vapor came from his mouth in quick and constant puffs, which blew back again into his face. "How now," he soliloquized at last, withdrawing the tube, "this smoking no longer soothes. Oh, my pipe! hard must it go with me if thy charm be gone! Here have I been unconsciously toiling, not pleasuring- aye, and ignorantly smoking to windward all the while; to windward, and with such nervous whiffs, as if, like the dying whale, my final jets were the strongest and fullest of trouble. What business have I with this pipe? This thing that is meant for sereneness, to send up mild white vapors among mild white hairs, not among torn iron-grey locks like mine. I'll smoke no more-"

He tossed the still lighted pipe into the sea. The fire hissed in the waves; the same instant the ship shot by the bubble the sinking pipe made. With slouched hat, Ahab lurchingly paced the planks.