



Portland School of Hypnosis

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Portland School of Hypnosis – NGH Hypnosis Certification Courses

150-Hour In-depth Course Outline / Syllabus

In this course, students will learn hypnosis using the performance method, gaining actual hands-on experience. Upon completion of the course, students are well trained and prepared to interact with clients in a professional setting as an NGH certified *Consulting Hypnotist*.

It is important to find your hypnotist voice during this training as it's the most important tool used in hypnosis. In order to achieve this ability to "speak in cursive" students' nightly homework assignment is to practice hypnosis with friends and relatives, or in front of a mirror, in between class meetings.

As part of your final exam, you will work with a real client, doing a full session, from the initial greeting to the debriefing.

Practicum hours (approximately 52) include:

- Students are responsible for reading the daily lessons ahead of time and having corresponding questions ready for each class period.
- By the end of the program, each student will have created a complete stand-alone program for self-hypnosis, which can be presented to groups of all sizes. This course can be a springboard for the hypnotist to be accepted as the expert on hypnosis in their community.
- By the end of the program, each student will present a 3-5 minute explanation of hypnosis, what it is, and how it works.
- Intensive study and answering of the take home quiz sent to each student at the end of each class meeting. Quiz answers will be reviewed at the beginning of class each Saturday, excluding the first day of class.
- The final exam, the NGH exam, is a take home exam and will be reviewed and corrected in class on the last day.

DAY 1

Lessons 1, 2 and 3: This includes all the preliminary material before actually hypnotizing, such as learning about the difference between the subconscious mind and the conscious mind and how hypnosis gives us access to the subconscious mind. Students will learn about the three phases of a hypnosis session: the induction, giving suggestions, emerging. Students will review an array of myths about hypnosis and the importance of demystifying hypnosis for the clients and the public in general. Students will learn about Chevreul's Pendulum and its appropriate use. Lessons 2 and 3 cover the various types and uses of preliminary suggestibility tests, and the favorable and unfavorable influences in regard to hypnosis.

Students will receive a variety of supplemental handouts and scripts.



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Practice: Speaking Skills with Clients—Students will practice suggestibility tests, progressive relaxation, and the use of Chevreul’s Pendulum with a partner. Students will observe and critique classmates practicing suggestibility tests. Each student plays the role of client and hypnotist as they practice hypnotizing each other using a progressive relaxation script.

DAY 2

Lessons 4, 5, 6, and 19: Learning about the necessary cautions of hypnosis and an examination of the history of hypnosis. Students learn how to conduct a client interview based on the information from a case history form. Students are introduced to the structure of a hypnosis session from start to finish. Students learn how to incorporate the NLP Swish Pattern to aid clients in behavior modification. Students will be introduced to the NLP Outcome Frame and will watch a demonstration on how to turn the Outcome Frame into a hypnosis script.

Understanding the Induction: Evaluate and analyze the induction; compare progressive relaxation with fractionation; understanding the “emergence” process and what to do when it does not work.

Practice: Students practice interviewing each other from mock client history forms. Students practice using different inductions, explaining hypnosis as if working with a client, doing suggestibility tests, and an emergence. Each student plays the role of client and hypnotist. Students practice the Swish Pattern with partner.

DAY 3

Lessons 7, 11 and 12: Examination of various explanations of depth levels, including the Arons Scale. How to tell what level your client is at, and understanding why it does or does not matter if you know what depth level they are at. Review and critique of additional inductions, including the Dave Elman induction. Learning how to revise, edit, and compile various components of different inductions to create a new one. Learning about deepening techniques and how and when to use them. Understanding the difference between positive and negative hallucinations.

Practice: Student practice using progressive relaxation from memory, with the addition of other metaphors, visualizations, deepeners and more. Each student plays the role of client and hypnotist.

DAY 4

"The Business of Conducting a Hypnosis Practice"– Taught by Robert Lilly – An overview of setting up and running a business. Topics touched on include: business plans, location, legal structure, tax status, selecting and registering a business name, tax ID numbers, licenses and permits, finances and accounting, websites, business cards, marketing, time management, and more. Alumni are invited to this portion of the training as a review. Students are encouraged to invite their spouse, business partner, consultant to this portion of the training. (Download the [PDF](#) for the most current version of the outline for this portion of the course.)



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Lessons 9, 22, 23, 24: Further exploration regarding the differences between the conscious and subconscious mind. Understanding the importance of imagery psychology and hypnosis. Reviewing additional scripts and techniques. Learning how to run a self-hypnosis workshop using an NLP Outcome Frame worksheet.

Practice: Demonstration on turning notes from an Outcome Frame into a hypnosis script. Students practice using notes from a mock interview, written on an Outcome Frame to be used as their script. Each student plays role as client and hypnotist.

DAY 5

Lessons 17: Understanding the HPA axis and its role in the fight or flight response. Students learn how to explain the physiological manifestation of stress and anxiety based on the HPA axis. Students are given a variety of scripts useful for stress related hypnosis sessions. Students watch and participate in an in-depth demonstration on treating stress with hypnosis.

Practice: Students practice delivering hypnosis for stress using notes from mock interview. Each student plays role of client and hypnotist.

DAY 6

Lesson 8: Students learn a variety of techniques for suggestion management. Students regroup, gathering all materials and categorizing inductions, deepeners, Outcome Frames, and all paperwork related to doing a full client session. Watch demonstration on a full hypnosis session from greeting the client at the door to collecting payment and scheduling next session.

Practice: Pulling it all together. Practice, practice, practice! Students practice from beginning to end: Interviewing client from case history form, gathering information and creating a personalized script from the NLP Outcome Frame, and then, using induction of choice, do a full session of hypnosis. Each student plays role of client and hypnotist.

DAY 7

Lesson 16: All about weight loss and hypnosis. Students learn about the wide variety of approaches to treating weight concerns with hypnosis. It's not always about weight loss! Students are given a variety of scripts and metaphors used with weight management clients. Students learn to interview clients using the *Intuitive Hypnosis Weight Reduction Questionnaire* in conjunction with the NLP Outcome Frame. Students observe and participate in class demonstration of a weight loss hypnosis session from start to finish.

Practice: Students practice interviewing clients using the *Intuitive Hypnosis Weight Reduction Questionnaire*, improving their ability to “read between the lines” and fine tuning their ability to decipher the best techniques, strategies, and metaphors to use with any given client.

DAY 8



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Practice Day: Full day of practice and demonstrations on hypnosis and weight loss. Through repeated practice, students become very familiar with the *Weight Reduction Questionnaire* and develop the skill of eliciting helpful information from client during the interviewing process. Students practice full hypnosis sessions for weight loss from beginning to end. Students practice, using various scripts such as “Food as a Prop,” “Beach/Trunk,” etc., in conjunction with the NLP Outcome Frame and the *Weight Reduction Questionnaire*.

DAY 9

Lesson15: All about tobacco! Learning about hypnosis and smoking/chewing cessation. Understand the role of self-talk and the problems with habit formation and cessation. Review and/or modify the *Intuitive Hypnosis Tobacco Use Questionnaire* form used with clients. Develop an outline to be followed for a smoking session, including the practice of future pacing, in addition to the NLP Outcome Frame. Students will learn how to incorporate EFT to diminish cravings for tobacco.

Practice: Practice the pre-talk for smokers/chewers. Practice the induction and suggestions with a class member. Students practice weaving in all the information from the *Tobacco Use Questionnaire* form, the Outcome Frame, and their notes, for a comprehensive session on smoking cessation.

DAY 10

Lessons 20, 21: Students learn about and add the skill of behavioral assessment and goal setting to their tool box.

Practice Day: From beginning to end, students observe and participate in hypnosis demonstrations of hypnosis sessions for tobacco cessation. Students develop and practice seamless transitions pulling together information from case history, *Intuitive Hypnosis Tobacco Use Questionnaire* form, and the NLP Outcome Frame to facilitate successful hypnosis sessions on tobacco cessation.

DAY 11

Lessons 10, 13, 18: Review and study of ethics as put forth by the NGH. Learning about what we, as consulting hypnotists, can and cannot say and/or do regarding the treatment of insomnia, depression, etc. Understanding the pros and cons of various mechanical aids often used in hypnosis. Which ones are right for you, which ones are right for your clients?

Students begin working with “real” client volunteers doing a full hypnosis session with volunteers from the community. Pulling it all together, filling in the gaps. Practice, practice, practice!

Practice: Students choose which areas of practice are most beneficial to them at this point: interviewing from the case history; weight loss; smoking; transitioning from the induction to the suggestions? Weaving it all together, learning to speak in cursive, building confidence.

Continue working with volunteers until each student has completed a full session as a consulting hypnotist.



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DAY 12

Lesson 14: Students learn about the use of hypnosis for anesthesia management. Demonstration of glove anesthesia. Students continue working with “real” client volunteers from community until each student has completed their client session. Students practice inducing glove anesthesia with each other.

Students are given the NGH Take Home Exam to complete and bring back; due on day 14.

Practice: Students continue working with “real” client volunteers from community until each student has completed their client session. Students practice inducing glove anesthesia with each other.

DAY 13

Lesson25: Students learn about age regression, how and when to use it, including the danger to the novice hypnotist of using regression. Discussion of past life regression and how to accommodate client requests regardless of your beliefs about the validity of past life lives. Discussion and exploration of the Law of Attraction and how it does or does not fit in with hypnosis.

Practice: Final opportunity for students to practice in class.

DAY 14

Graduation Day:

- Review NGH exam answers, clarify
- Student presentations on hypnosis
- Graduation Ceremony
- Graduation Lunch at *Seasons and Regions*

"The Business of Conducting a Hypnosis Practice – Part Two" – Taught by Robert Lilly – A review of what was covered on Day 4 and Questions and Answers. NOTE: This session will only occur if the students desire it *and* if they have questions for Robert.