

Course Prospectus

Hypnotherapy with Psychotherapy



www.ccsluk.co.uk

INTRODUCTION

Thank you for your interest in the CCSL School of Hypnotherapy and Psychotherapy.

We have great pleasure in attaching further information on our Hypnotherapy and Psychotherapy courses which we hope you will find useful.

Our courses are designed in such a way that you develop a greater understanding of yourself, how you relate to others and how you can use this knowledge to master control of your own situation. For those of you who wish to become professional therapists then you can take our accredited options, built up with years of tradition that provide you with the skills and confidence necessary to become a practitioner in hypnotherapy and integrated with psychotherapy.

A great deal of care has been taken in providing a course that exceeds the high standards of our professional body, the General Hypnotherapy Register (GHR). Despite the need to meet these demands, we have ensured that our courses remain experiential rather than academic. Our membership of the GHR requires our staff to abide by high ethical standards throughout the training and we encourage our students go on to professional membership of the GHR.

We limit the number of student, ensuring that every student receives an opportunity to learn and develop at their own pace. We also encourage discussion and debate, to help student learn through by linking their areas of interest with the modules. Our courses are run by experts who practice what they teach, bring to life the course material. Your tutors range from Chartered Educational Psychologists to practising Hypnotherapists and Psychotherapists. You will also learn from each other and share your own research.

Regardless of your goal we aim to help ensure the course benefits you as an individual. This is what Jill, one of our previous students, has said about the practitioner course:

"..... we had all come for the same reason, to achieve a better understanding of ourselves and so enable us to help others. We all seemed to gel immediately and have since formed deep rooted respect, and friendships, both with each other and to our tutors, who have been our friends, as well as our mentors."

In addition to the information displayed on our web site www.ccslUK.co.uk, students of our professional courses receive full study details in the student handbook sent before they start their course. Our tutors and staff are also happy to answer any questions you may have. Their contact details are available on our web pages.



EDUCATIONAL AIMS

Our courses are designed for the benefit of everyone who is interested in hypnosis and hypnotherapy, not just those who are looking at a qualification in the profession.

Our educational aims are:

1. **Further the understanding**, knowledge and professional application of hypnosis within a therapeutic setting
2. **Provide the required professional training** to encourage and promote clinical excellence.
3. **Provide an ethical basis** for the ongoing practice and use of new skills
4. **Encourage individual research and divergent thinking** that enables practitioners to challenge current thinking and keep abreast of new techniques and developments.
5. **Provide pathways for opportunity both** for membership to professional organisations and career development.
6. **Gain confidence** through the supportive supervised practice of therapeutic skills.
7. **Encourage an integrative approach** to the use of hypnosis for the benefit of mental health.
8. **Cultivate an awareness of** intuitive skills based on prior knowledge and experience.
9. **Understand the value of clinical supervision** as a constituent to the therapeutic model and as duty to self and our clients.
10. **To promote the value of hypnotherapy** to the student, their supporters and the wider public.

"You made it all so understandable"



ABOUT OUR TUTORS

We believe that hypnotherapy and psychotherapy is best learnt from those who are accredited practitioners and have the necessary skills and experience to inspire, challenge, support and motivate you. In short, they know their subject and can teach!



Leela Turner is an accredited psychotherapist and college lecturer as who also runs a Hypnotherapy practice. In addition Leela is the School Director. Leela teaches students practical hypnotherapy skills and counselling skills on our certificate course.

Del Hunter is an accredited psychotherapist and also runs an East London Hypnotherapy practice. Del is the senior tutor for our for our counselling and hypnotherapy theoretical modules, as well delivering modules on the popular Cognitive Behaviour Therapy (CBT) skills.



Our tutors are all similarly experienced and qualified. They each deliver components of the course and when required can deputise for each other, ensuring that we maintain a consistent quality.

We invite guest lecturers to lead discussions and seminars on specialist subjects, making academic subject those around the works of Sigmund Freud and Carl Jung, lively and engaging. As Leela Turner reiterates, “no one ever leaves our courses without understanding the practical application of knowledge.” Involving guest lecturers also adds a new dimension to each of our courses and external involvement helps make our courses all the more rewarding for our students.

Brief biographies of our tutors and some of the guest lecturers, together with contact email addresses are displayed on our web site www.ccsluk.co.uk.

“you have become a role model to me”



RESEARCH UNDERPINS OUR APPROACH

Rather than just being a collection of ideas, all of the training material and course content is underpinned by both clinical practice and research. Academic research can be very heavy going, and we plough through it so that you do not have to but research¹ clearly shows that effective treatment is improved further when supported by hypnosis. Add hypnosis to other therapies such as Cognitive Behavioural Therapy (CBT) or Transactional Analysis (TA) and the material on our course becomes a powerful voyage of self discovery that is also highly effective in helping others.

We encourage students to adopt an integrative approach to understanding the mind and applying this to therapy which means our courses cover a wide range of models and concepts, distilled into simple, practical examples that students can then replicate and develop. We have found that this rich mixture of knowledge serves to stimulate the minds of our students helping each to identify with a model of knowledge that relates to their existing beliefs, challenges some of the mistaken beliefs and dispels some of the myths. In essence, our approach develops knowledge through engagement with the subject.

During our courses you will be introduced to established masters like Sigmund Freud, Carl Jung and Eric Byrne, but you will also gain access to the work of modern day experts such as John Morton. Combined in an imaginative and engaging way, our courses show you how advances in technology link the brain and the mind with theory and then move these into much more practical use.



WHAT IS COUNSELLING?

Counselling is a process that involves skills of caring, listening, prompting and understanding. It is a way of relating to another person, enabling that person to explore his/her thoughts, feelings and behaviours, in order to reach a clearer self-understanding. That person is then helped to find and use his/her strengths so that he/she can cope more effectively with his/her life by making appropriate decisions or by taking relevant action.

We use a very well established three stages approach to counselling devised by Gerard Egan.

"for me, it was like a jigsaw puzzle that suddenly came to light"

¹ Besterio-Gonzalez, J & Garcia-Cueto E (2000) "The use of hypnosis in depression treatments/Utilización de la hipnosis en el tratamiento de la depresión mayor Psicothema, Vol 1



WHAT IS PSYCHOTHERAPY?

Psychotherapy is the application of psychological principles to the treatment of those suffering from disorders that are of psychological origin or that are exacerbated by psychological factors.

Our courses draw on the main theories and are not confined to a single approach. Hence we refer to this as integrative psychotherapy.

WHAT IS HYPNOSIS?

The earliest references to hypnosis date back to ancient Egypt and Greece. In fact the word 'hypnos' is the Greek word for sleep though the actual state of hypnosis is very different from that of sleep. There are many references to trance and hypnosis in early writings. As far back as 2600BC the father of Chinese medicine, Wong Tai, wrote about techniques that involved incantations and passes of the hands and the Hindu Vedas written (circa 1500BC) mentions hypnotic procedures. Trance like states (hypnologic states) also occur in many shamanistic, druidic, voodoo, yogic and religious practices. So, hypnosis is a phenomenon that exists and is widely acknowledged. Modern technology proves the existence of the state of Hypnosis, but is far from showing us exactly how it works.

WHAT IS HYPNOTHERAPY?

Hypnotherapy is, in essence, the application of Hypnosis into therapy. The surgeon James Braid used hypnosis to undertake surgery (he actually amputated limbs) and delivered healing to willing patients. More modern applications include painless birthing and convalescence techniques that aid recuperation after trauma. However, most of us are not doctors and do not claim to cure people. But we can use hypnosis to help others explore emotional disturbance and uncover subconscious reasons for behaviour or feelings. As suggested earlier, recent studies² have shown reliable psychological and physiological changes following hypnosis and in response to suggestions, our courses show you how!

WHO IS ELIGIBLE?

All students need to show evidence of the ability and willingness to undertake the necessary study and sufficient emotional maturity to cope with the demands of the course. However, we are not looking to set high barriers to entry and we find a mixture of ages and experience actually helps our students further their understanding and make sense of their studies. We also strive to introduce a mixture of cultures, sexes and abilities into each group, thereby expanding the knowledge of our students.

"We began as a gathering of curious people, we became great friends"

² see Barabasz *et al.*, 1999; Crawford, Knebel & Vendemia, 1998; De Pascalis, 1999; Gruzelier, 1998



During our courses you will be expected to share your life experience (appropriate to helping others) and to work with others in both tutorials and group work. We have noticed that that food is a common language and crosses cultures and generations as such; our students are encouraged to share their lunches. This approach helps assimilate diversity, something all students are required to display throughout the course

WHY IS ACCREDITATION IMPORTANT?

There are no laws in the UK regulating counseling, psychotherapy and hypnotherapy. There are a large number of bodies purporting to represent various arms of the profession. As such choosing a course can be difficult and a course provider even more so.



The certificate course is designed for those who have an interest in the specialised field of hypnotherapy and hypnosis and accepted as a practitioner certificate.

We chose to have our courses accredited by the General Hypnotherapy Standards Council (GHSC). In part, our decision was because of the GHSCs' accreditation gives students access to the **General Hypnotherapy Register** (GHR). Our certificated course represents one hundred hours of taught study plus a further twenty hours of self study and practice. The GHR recognises this certificate as your entry to start in practice.

The web site skills for health web site (www.skillsforhealth.org.uk) provides useful and independent information regarding the competencies necessary to be a hypnotherapist. If your ultimate goal is to be helping others as hypnotherapist, then we suggest you ensure the course you choose exceeds those competencies. Naturally, ours do! Then, finding a provider will be much easier simply because you can eliminate those providers not meeting the standard.

For those seeking a purely *counseling* perspective, we recommend looking for courses accredited by the British Association for Counselling and Psychotherapy (BACP). The BACP recommends that in order to practice, you should have completed an appropriate *diploma*, (you will also need a counselling skills certificate). Guidance can be obtained www.bacp.co.uk.

"you have taught me to overcome my own fears"



COURSE REQUIREMENTS

Our integrative hypnotherapy and psychotherapy courses are substantially experiential, in other words, based on practice and not reliant on a mass of theoretical knowledge

We utilise many methods of delivery;

1. learning and practising skills in small groups and unsupervised
2. learning, from books, lectures, observation and discussions
3. learning about oneself, our motivation and how to sustain this
4. encouraging a supportive and collegiate self study groups
5. providing on-line repository for additional information



Throughout the course, you will be encouraged to develop an approach according to integrative principles (e.g. not relying on the one size fits all mindset but looking at different ideas). Our tutors do not proscribe interventions or dictate methods, they illustrate, with examples, different models, different techniques and different approaches that you may choose to use. We also explain the theory behind the tools.

Our highly informative and very informal lectures include the study of psychological subjects, showing not only the main theories but also about the people behind the theories. For instance, how can you consider mental illness without thinking about nerves and the brain, but you are not a doctor, so we not need you to learn complex causes and long latin names!

Using simple structures your tutors will help you assimilate knowledge and they will expect you to record case histories to build up evidence of your increasing knowledge (both of yourself and the subjects taught).

Throughout your course, opportunities are given to ask questions, challenge what is being said and to present (for open discussion) all elements of the course. You will also receive regular feedback tailored to your needs.

All students are encouraged to meet regularly between the course weekends to enhance skills and benefit from exchanging information with other students AND those who are already working in the caring professions. Optional study groups are organised for this purpose.

"it's been years since school and I had no idea I could still learn so much"



CLINICAL SUPERVISION

Clinical supervision can be thought of as a means through which the therapist ensures that their own thoughts, values, beliefs and emotions do not impact their understanding of what is being said by their clients.

For the certificate level this is kept to the minimum because not all those attending wish to become therapists. But we recognise that students need support too, and the structures of clinical supervision are an excellent means helping student's gain more from the course.

Therapists who are seeing clients privately are required to enter into formal supervision arrangements and as such, clinical supervision is a component of the course. All students on the Diploma course are expected to have one hour of supervision for each eight hours of practical work and the invaluable feedback they receive is usually included in their portfolio of evidence.

Foundation students are not required to have supervision, but access is available if it is required.

COURSES

At the time of writing, CCSL offer three courses for hypnotherapists (plus continuous professional development courses):

The **Foundation**, for those with an interest in the subject and who wish to experience hypnosis within a safe environment.

Practitioner certificate, for those wishing to enter practice or who have some knowledge of either NLP, Counselling or their life skills and experience is centred on helping others.

Diploma, for those who already have an accepted grounding in integrative hypnotherapy and are seeking to develop this knowledge and extend the range of skills they have.

In putting together these courses, we believe CCSL will fully equip you with the knowledge and tools to be a successful hypnotherapist but also the essential extra's to make your new career a success and a course that will enrich your life forever.

Not everyone who attends our courses choose to become professionals. But they still gain a massive knowledge on how to help themselves, their friends, family and work colleagues. Students also boast the holding of either the full certificate or the non assessed certificate.

"I am so happy to be receiving my first certificate, my very first academic award"



WHAT DOES PASSING THE COURSE MEAN

We do not require all students to complete both the theoretical and the practical modules. That is a matter of personal choice (although after some exam nerves are overcome, most do take both). As such, each course carries both a Theoretical certificate and a combined Practical and Theoretical certificate.



On successful completion of a combined Practical and Theoretical certificate you will be entitled to:

- A signed and embossed **Practitioner or Diploma** certificate
- Use designation letters **cshp (cert)** or **Dip cshp** after your name.
- You are eligible to apply to join the General Hypnotherapy Register (GHR)
- On membership of the GHR,
 - Obtain Professional Indemnity Insurance at preferential rates
 - Use the designation letters **GHR (Reg)** after your name
 - A General Certificate in Hypnotherapy Practice
 - Use the designation letters **GQHP** after your name

For those who choose not to complete the practical assessments, you will receive a certificate to display on your wall that clearly proudly states your academic accomplishments.

Whatever your choice, whatever you dream, CCSL will help you.

ASSESSMENT

The course assessments are simple and straightforward and comprises three elements:

- A portfolio of case studies (relating theory to practice)
- A personal journal (relating your knowledge to your thoughts process)
- A practical assessment in the psychotherapy skills and techniques taught.

Full guidance and study advice is given on all of the assessments and examples of cases studies are provided.

In the event that a student has not achieved the required standard in any part of the assessments, the assessors may recommend that he/she be allowed to represent him/herself for a second assessment within six months.

The Diploma course does include a larger element of academic learning requirement, but is still delivered in the same, mainly practice based way.



INVESTMENT

As with all courses your investment is in two parts; time and money,

The taught component of the course is conducted at weekends, one weekend per month. These training days are from: 10.00am until 5.00pm.



There are at least two 20-minute tea breaks and a one-hour lunch break (to encourage integration, students are asked to bring lunch with them, to share with the students).



Optional supervised study groups of two hours per month are organised. These are often at the classroom (some students choose to arrange their own learning groups).

All students should allow at least four hours per month for cases studies, practical work and reading. This is an essential component of our course and will greatly help you practice what is taught.

The taught and study time stipulated for the accredited courses are:

Practitioner	8 weekends	100 taught hours
Diploma	10 weekends	140 taught hours

1. We expect most students to undertake at least two hours each week writing up their journals and completing the case studies.
2. Students wishing to further their knowledge will also wish to add further time for reading and personal research. This is optional but can add greatly to your overall level of satisfaction.
3. The course tutors and guest lecturers also run additional modules exploring key themes or allowing more detailed or supervised practice. These are entirely *optional* and you are welcome to attend and meet others from our courses or full time professional practitioners.

The fees comprise a small non-refundable deposit of £25 payable with your application.

Once accepted onto the course you will be asked to pay the full fee (see below). You may pay this by instalments using standing order, credit card, on-line bank payment, cheque and we even accept old fashioned cash.

“week two I am already signing up for the next course”



Finally student wishing to complete the end of course, at the time of publishing the fees are:

Foundation	£500	There is no assessment fee payable on this course.
Practitioner	£1,400	Assessment fee: £99 (only payable on the day of assessment)
Diploma	£1,600	Assessment fee: £99 (<i>only</i> payable on the day of assessment)

To help ensure you obtain refunds from employers, full receipts are provided once funds have cleared.

REFUNDS AND PAYMENTS

The full terms and conditions that apply to our courses are published on our web site and ask all students to be aware of their commitment before applying for a place.

At the time of writing, we do draw your attention to the following:

Once a student has embarked on the course, the full fee is due (although you may choose to pay this in equal monthly payments, one per course weekend).

It is in our interests to reduce administration costs, as such when you pay the full fee (in advance or by prep-paid cheques) discounts are often available.

Part of the course fee may be refunded only in circumstances where a genuine medical or family emergency exists, requiring that the student to be absent AND unable to complete the course. Proof of the genuine emergency will be required. For further details, please contact the course Director.

Alternative payments arrangements can be made available for payment of the course fee. These are made with the Course Director and will require that the last payment is made by the last date of the course. Please telephone for more details.

If, at anytime up to halfway through the course, you are dissatisfied with the course content and wish to remove yourself, then we offer a full refund of the unused portion of the course.

APPLICATIONS

To apply for a course you can submit the online application form and pay-online (or complete form at annex B and forward that, together with your deposit to the address on the form.



We will process your application as soon as possible and write to you confirming the outcome of your application. We regret that not all applications are successful and we reserve the right not to provide a reason. If you require further information, please telephone the Course Director.

As we have a professional responsibility to maintain a high standard of practice within the Hypnotherapy & Psychotherapy field, students will be constantly assessed by the School staff. If any student does not maintain the required standard of work, intellectually and interpersonally, then they will be asked to withdraw from the course.

A copy of our equal opportunities, applications, safety, complaints and ethics policies, will be provided to you along with your student handbook, acceptance letter and payment options form.

COURSE CONTENT

The certificate level syllabus provided is integrative and is a LEARN BY DOING or 'hands on' programme (i.e. this is not a theory lecture course).

The diploma course has a higher academic content and includes an end of course written assessment as well as oral and practical skills assessments.

All students will be expected to participate fully in the course content and in particular, the experiential learning.

A recommended reading list is provided in the student hand-book, it is not required reading and all relevant notes will be provided to you. The reading list will help you to further your knowledge, and explore areas of personal interest.

This year students with internet access will have an on-line support service (the course newsgroup) which will facilitate student communication between course dates, access additional support materials, enable you to check the course calendar and develop on-line discussion groups. Access to this service is not part of your course but an enhancement to your study. Full details are provided in your Student Handbook.

All our courses are subject to continuous evaluation and where appropriate, are modified reflect current thinking and best practice.

"I found the online forum a great help to share my ideas with the other students"

DATES

The current open course dates are published on our web site or available by email from info@ccsluk.co.uk.

LAST WORDS:



*"The course has been brilliant and has gone beyond my expectations.
I can't wait to attend every week when I learn even more."*

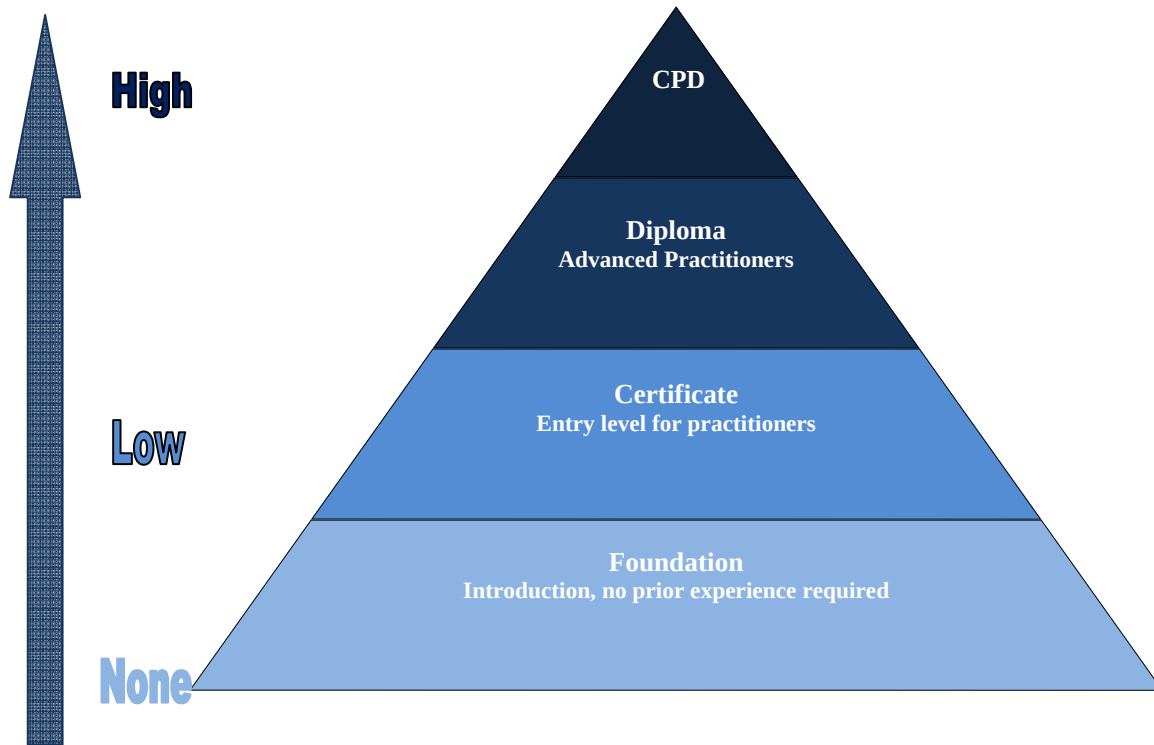
Train in hypnotherapy



APPENDIX A

WHICH COURSE IS FOR YOU?

Your current expertise



Course	Entry Requirement	Outcome
Foundation 3 months	None, this is an ideal level to start, regardless of your reason for interest	You will be able to use hypnosis and understand its application
Practitioner Certificate 8 months	None, but the foundation is very useful	GHSC qualification issued by the GHR
Diploma 12 months	cshp (cert) or GHSC or Full time study in counselling plus foundation course	GHR accredited with advanced skills and knowledge
CPD courses 1 day	Requires prior knowledge of counselling theory and hypnotherapy skills	Advanced practical skills demonstrating CPD



Note: There are no legislative requirements to enter practice however, the General Hypnotherapy Register (GHR) recommends that all practitioners hold a GHSC (our certificate course exceeds this requirement and for GHR registration).

The level three and four courses include the following elements:

Counselling skills

Gerard Egan model
What is a model/theory
Developing your own style
Antecedence
Practical use of:
 1. Cognitive Therapy
 2. Transactional analysis
 3. Gestalt
Bereavement and grief
Closing and Endings
Relationships, sex and birth order

Hypnotherapy Skills

Types of inductions
Deepners and tools
Eriksonian approach
Elman (pain management)
Patterns and modulations
Working with modalities
Neuro linguistics
Suggestions
Hypnotic interventions
Weight loss
Stop smoking
Hypnoanalysis
Working with phobias

Self development skills

Learning styles
Communications
Note taking
Research skills
Self hypnosis
Culture and values

Basic psychology

Maps of the mind
Contribution of
 1. Sigmund Freud
 2. Carl Jung
 3. Anton Beck
 4. Alfred Adler
 5. Albert Ellis

Professional standing

Ethics
Legislations
Associations
Codes of ethics
Record keeping
Data protection
Clinical supervision

Commercial

Contracts
Insurance
Web site and marketing
Sales tools
Advertising
Business development

We continually assess, review and update the course content, material and method. As such it is necessary for us to reserve the right (whilst maintaining the accredited syllabus), to effect changes in emphasis in any part of this prospectus. The material on our accredited courses will never be less than the standard determined by the accreditation body and wherever possible we exceed their requirements. The Sector Skills Council for the UK health sector (www.skillsforhealth.org.uk), publishes solutions that deliver a skilled and flexible UK workforce in order to improve health and healthcare. CCSL exceeds these requirements.



APPENDIX B – Course Application

I apply for the course:

To apply for the course commencing:

Application Form

Full Name: Mr/Mrs/Miss/Ms/Dr
Address:

Postcode:

Contact Telephone:

Email:

1. Please attach to this application form an A4 page telling us about your; background, education, professional qualifications and your reasons for your interest in the course.
2. Please indicate any medical conditions you have which you think we should know about.
3. Please read our standard terms and conditions for all courses:
www.carelineschool.co.uk/media/files/Trading_terms_and_conditions0308_signed.pdf
4. The current course fees are displayed on the web site and available on application and will be confirmed once your application has been accepted..

Declaration:

I wish to apply for a place on the above course, and enclose my application form and an outline of my previous experience PLUS the non-refundable deposit of £25 (*please make cheques made payable to Careline Commercial Services Limited or CCSL*).

I have read and agree to the terms and conditions of the course.

I am aware that if I am accepted the full fee of £..... is due for payment. I am aware that the additional examination fee is due on the last weekend of accredited courses. I will pay by the following means:

- (a) *equal monthly instalments by standing order/online payment
- (b) *single cheque or postal order payment
- (c) *cash paid each month
- (d) * other, please state.....

Signed Date.....
**delete as appropriate.*

Send your completed application and deposit to:

Del Hunter, Careline Commercial Services, 5 Blackhorse Lane, London,
E17 6DN or scan and email to: info@carelineschol.co.uk



STANDING ORDER MANDATE

Your Bank Details

To the manager:

Postal Address of Bank:

Post Code:

Standing Order To:	Nat West Bank Plc
Beneficiary's Name:	Careline Commercial Services Limited
Bank Sort Code:	60 – 13 - 26
Account Number:	46541829
Reference:	OL HYPPsy

Regular Amount: £ _____

Date of first payment: - -

Frequency: Monthly/Quarterly/Yearly (please delete as appropriate)

Last payment date: - -

Special Instructions:

Please Debit my/our account as follows:

Bank Sort Code: - - Account Number: _____

Full Name(s) (printed): _____

Your Postal Address: _____
Post Code: _____

Contact Telephone Number: _____

Signature(s): _____

Your banks/building society may decline some payment instructions

Please post the completed mandate form to your bank

If you have any questions about this standing order mandate, please contact
Peter Harragan, CCSL, 5 Blackhorse Lane, London, E17 6DN 020 8626 3118



APPENDIX C

Miscellaneous

The open courses run each year and start dates are published on our web site.



www.carelineschool.co.uk

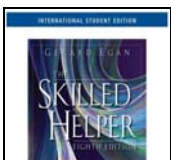
Students are also provided with access to an online forum

www.carelineschool.co.uk/links.html

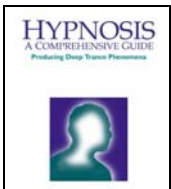
To protect our students, this is a closed forum and not in the public domain (e.g. it is not a yahoo newsgroup). Access is provided only to registered students

Teaching dates are confirmed when you are offered a place on the course. In addition to the formal teaching dates, optional study dates will be agreed with you and your colleagues. These study dates provide you with the opportunity to work with your fellow students, with access to a tutor.

All teaching notes required are provided as part of the course. In addition, students are provided with the following text books to support their learning.



Level three students receive a copy of the main counselling book, "The Skilled Helper: A Problem-management and Opportunity Development Approach to Helping," by Gerard Egan



Level four students receive a copy of the main text book "Hypnosis: A Comprehensive Guide" by Tad James

Please note, the text books, course material and content are subject to change



APPENDIX D

A brief modern history of treating those with mental illness.

Mental disorder is often broken into two parts. The major mental illness (psychosis) and the minor mental illnesses (neurosis) and these have been with us since the turn of time.

Psychiatry, the now mainstream branch of medicine, deals with the many incidences of psychosis that effect society whereas neurosis have often been left to what Edward Shorter (Shorter, 1977) calls the nonpsychiatrists (e.g. GP's Psychologists and Therapists).

At first glance such a remark by shorter could be seen as a slight, but in fact he is simply drawing the attention to the distinction between the types of illness when he continues to point out that "these so called minor mental illnesses are often highly debilitating and can reduce a person to a mere skeleton of their former self." It is also interesting to note that some 6% of the entire UK population suffer a mental illness of some kind and of those who end up needing to be admitted to hospitals for in-house treatment, the majority have previously reported minor symptoms to their GP in the year preceding their admission. So clearly, there is a case for identifying and treating minor mental illness.

What then, are these neuroses?

At first thought it might be quite simple to diagnose and then separate different conditions by simply listing them.

To gain insight into an accepted and widely used example way to categorise mental illness we can turn to the American Psychiatric Association, who have published a large tome; the Diagnostic and statistical Manual of Mental Disorders (or DSM for short). Now on its fourth edition (so referred to as the DSM IV), the manual acknowledges a number of difficulties in classifying mental illness, and in particular highlights those problems that arise from;

- the reason why the person is seeking to diagnose the illness,
- factors relating to clinical judgement (e.g. how to compare and contrast),
- the almost abstract ethical and cultural considerations that impact us all and what can be considered factors relating to other (e.g. what might seem as unusual behaviour in one society may be acceptable in another),
- general medical conditions (e.g. a person taking medication may, as a side effect, display the symptoms of depression or anxiety).

The DSM IV also acknowledges that other criteria such as their severity (or impact) are likely to effect the classification of these illnesses.

So determining what is and what is not a major or minor mental illness is no easy task. It is unlikely that the lay person could achieve this as even trained experts have much difficulty.

Therefore that it can be argued that you are looking at a career that is still in its infancy, with much still to be learned.



You can also expect, as a nonpsychiatrist, that clients will present themselves with a real and wide ranging set of issues, ranging from the love sickness to hypochondria. One of your first problems is how, and our course highlights many of the modern, humane, models?

But before embarking on this course, it is useful to recognise the role of history in treating mental illness.

A history of treating neurosis

As we have surmised, mental illness could be anything from pregnancy and homosexuality to love sickness and grief. In fact, anyone could be called insane, and family members of the wealthy were often confined and locked up on the whim of parents, husbands and those who controlled the tightly run communities in which we all lived in the seventeen and eighteen hundreds. What *is* generally agreed is that the treatment was often confined to grim and barbarous places known as asylums. In the UK, the oldest Asylum is that of Bethlem (or Bedlam), founded in the middle ages.

Bethlem enjoyed a degree of reputation because the patients there were paid for by their wealthy families however, as we know from William Hoggarths' *Rakes Progress*, 1733 (pictured right,) even this degree of comfort involved the patient lying almost naked, manacled to the floor, head shaved and being explored by a doctor. Indeed the very name Bedlam conjures up chaos and madness and perhaps this gives rise to the very fear many people attach to mental illness.



Each town and village had its own form of place to take care of the insane. The Dickensian view of workhouses is well known to readers, they too played host to the insane, but so too did prisons. Little is known of the how these places actually treated patients but they certainly suffered. For many of these interns enjoyed little more than locked rooms where the patient would live out their wretched existence awash in their own body fluids. It is also known that these miserable souls were often beaten for petty wrong doings and suffered open wounds and sores that festered until their odour fouled the air. In such an environment, it is little wonder that their only visitors were fee paying onlookers who came to jeer and jest and spread fear to the public at large.

For those who were not confined to such places, there was little comfort either. In 1817 a Member of Parliament said "there is nothing so shocking as madness in the cabin (house)..... When a strong man or women get the complaint the only way to manage is by making a hole in the floor of the cabin, not high enough for the person to stand up in, with a crib over it to prevent his getting up. The hole is about five feet deep and they give the wretched being his food there, and there he generally dies."



So, a glance through the history of Europe is not a pleasant place for those with mental illness, “far from the fabled poems of the jolly village idiot gabbling through summers fields and cared for by good gentlefolk.”

The seed of change can be traced back to 1750's when William Battie (medical Officer at St Lukes Hospital in London and subsequently owner of two large private *madhouses*) wrote his “treatise on madness” which espoused some therapeutic benefits to asylums but, perhaps more importantly, he emphasised the curability of mental disorders.

Batties work was taken up by a young Italian, Vincenzo Chiarugi, who took the time to print a set of guiding rules that would govern treatment of mental disorders in the Bonofazio hospital (Tuscany) and so it is argued, Psychiatry was born and with it came much wider discussions on the treatments for those with mental illness.

With this regulation in treatment, theories on causation moved from those relating to the nerves towards those of a biological (and genetic) background and later, to what some historians call “romantic psychiatry” or *die Pyschiker*. Romantic psychology deserves an explanation because it argues that the brain (biology) and genetics are not responsible for the disturbances but the personal history and social surroundings that lead to bubbling away of the soul. Thus emerged a divergence in thinking that remains as broader to today than it was two hundred years ago.

It is useful to be reminded at this stage that mental disorders included all those who choose to be different from the heavily regulated pathway of our well ordered and tightly controlled society and not just those whose illness manifested itself in physical ways. However, not everyone was confined to the asylum (or a pit in the house).



There is much evidence, showing that a humane approach to treating nervous disorders also existed alongside . This was supported by those who saw mental

illness as having roots in organic substance, and so could be cured. Spas, known for their curative properties, became excellent places for those with money all manner of illnesses to assemble, and take the cure.

Those with mental health issues were no exception. Bath in England and Nenndorf (Germany) are well known but a plethora sprung up around Europe. In 1813, a Milanese physician Augustus Bozzi-Granville (Granville), established a large practice for the wealthy in London and wrote much about his tours of the spas of Europe. Granville even went so far as to suggest that some spas were good for the cure of insane patients, thus spa physicians, became so called experts in mental illness. It is little wonder therefore that the presence of the mad, created a real problem for the spa town authorities!

It is here that capitalism played a crucial role in helping to determine the future of mental illness. As the large numbers of patients were being seen by so called nervedoctors, these doctors began to share their knowledge and so it so became apparent that some conditions,



such as the vapours often reported in wealthy women, were not suitable for treatment in an asylum and alternative treatments were being explored.



And thus at the right moment in time, Sigmund Freud (1856 – 1939) wrote, what many doctors had known, that was that many patients craved for a more personal connection and thus doctors were given a model (psychoanalysis) which could help them treat patients on an emotional level. Talking therapies had been born. It is at this point in time that our courses begin.

On our course you will read how Anton Mesmer who inspired the Scottish surgeon James Braid (whom coined the phrase Hypnosis) and read of the twentieth century masters of hypnotherapy such as Erikson and Dave Elman.

Depending on the level of course, students will explore and practice some of the major models that have helped shape the modern therapeutic landscape.

Recommended reading:

Shorter, E. (1977). *A History of Psychiatry, from the era of the asylum to the Age of Prozac*. Canada: John Wiley & Sons, inc. This exciting book will vividly bring to life the history of treatment on those with mental illness and whilst off subject, it is excellent background material.

Research link:

A mental health history including asylum and community care periods, with links to Andrew Roberts' book on the Lunacy Commission and other mental health writings, and the asylums index and word history can be found at: <http://www.mdx.ac.uk/WWW/STUDY/mhhtim.htm>

Contemporary Research on Hypnosis

Studies showing reliable psychological and physiological changes following hypnosis and in response to suggestions can be found through Barabasz *et al.*, 1999; Crawford, Knebel & Vendemia, 1998; De Pascalis, 1999; Gruzeliér, 1998.

