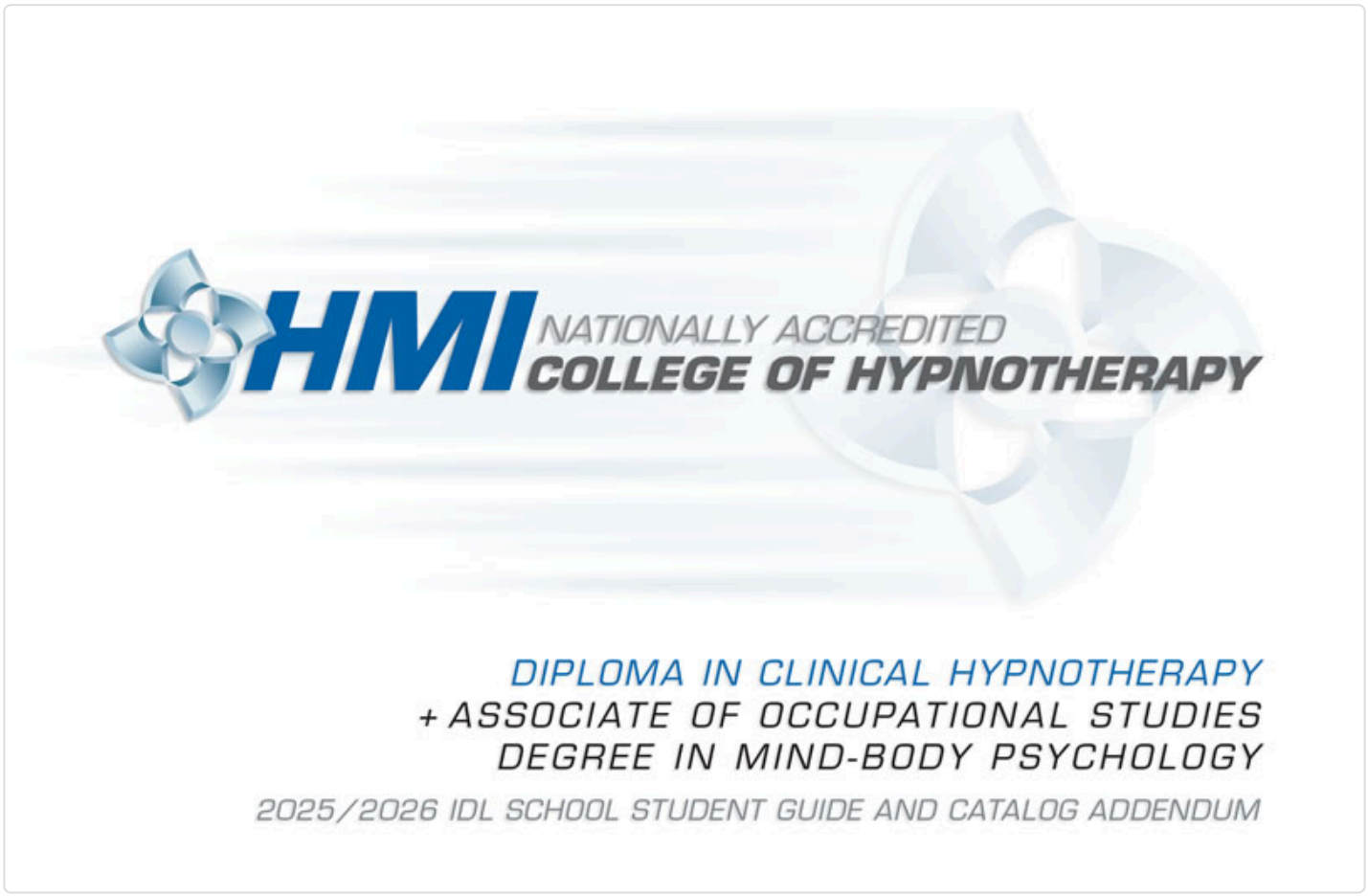
HMI College of Hypnotherapy

DIPLOMA IN CLINICAL HYPNOTHERAPY + ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN MIND-BODY PSYCHOLOGY

1,440 HOURS

2025/2026 IDL SCHOOL STUDENT GUIDE AND CATALOG ADDENDUM



This Document Includes: 2025 Campus Security Report

Hypnosis Motivation Institute
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Introduction

Letter from the Director

Welcome to the Hypnosis Motivation Institute (HMI), (College)

All of the Instruction staff and employees are committed to your right as a student to enjoy a safe and healthy learning environment. There are many benefits to be gained by participating actively as an HMI student. Along with the benefits come the responsibilities to respect the rights of others and be a productive member of the community.

This Student Handbook brings together the most important policies that affect student life. You are also responsible for knowing College policies, particularly those that address Academics and Student Conduct. Revisions of policies and program updates often occur during the year, so you are advised to consult the website for the latest information.

The faculty and staff are here to support and challenge you to achieve at the highest levels, both in and out of the classroom. We want you to succeed in all of your academic and co-curricular endeavors. Please seek us out and let us share in your success!

Sincerely,
George J. Kappas, MA, LMFT

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HMI IDL School Student Guide and Catalog Addendum

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the HMI School Performance Fact Sheet (https://hypnosis.edu/resident/docs/res-school-performance-fact-sheet.pdf) prior to signing an enrollment agreement.

The admissions process and all programs offered are in English. Students must be able to speak, read and write English at a level that enables them to understand the catalog, and catalog addendum.

If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

Successful completion of HMI's Hypnosis 101 Foundations in Hypnotherapy Course establishes the student's language capabilities and their eligibility to complete their residency training.

HMI Mission, Goals, and Objectives

It is the mission of HMI to continuously explore, within ourselves and others, how our subconscious mind can influence our behavior, affect the events of our lives, and empower us to achieve our dreams and goals. Our philosophy is based on the belief that the subconscious mind is a goal machine, dedicated and driven toward the fulfillment of a programmed path.

Our primary tenet is that all of the events of our lives, including "luck," both good and bad, is a manifestation of the energy that emanates from our subconscious mind. This energy continuously strives to fulfill the agenda for which it is programmed. Through research, education, and the clinical application of this tenet, HMI aspires to better the world by fostering a greater awareness of these principles, and the development of one's subconscious mind to be more congruous with their conscious desires.

HMI is Committed to these Broad Institutional Goals

1. To provide a program of hypnotherapy training that is educationally sound, up to date, of high quality, and demonstrably effective.
2. To publicly state and clearly demonstrate that HMI does not discriminate on the basis of age, race, ethnic origin, gender, sexual orientation, or religion.
3. To maintain fair, ethical, and clearly stated advertising, admission, and enrollment practices by accurately and fairly representing HMI and its services to all people.
4. To provide effective student services that recognize individual differences and ensure successful student retention, graduation, and success in professional and personal goals.
5. To demonstrate the value of HMI's training through satisfied students and graduates.
6. To ensure proper and ethical administration of all financial aspects of the institution.
7. To embrace voluntary self-regulation, which is inherent to the accreditation process.
8. To demonstrate a commitment to the people served by HMI through local community involvement and participation and well as Increased public awareness of Hypnotherapy and its benefits through public education.
9. To demonstrate the effectiveness of HMI hypnotherapy training by producing well trained professionals who are capable of conducting private practices that are both ethical and beneficial to the public.
10. To promote hypnotherapy continuing education and training programs of the highest quality and integrity that:

a. Upgrade the image and professional standing of Hypnotherapists and Hypnotherapy in the health sciences and the community at large by promoting higher educational and professional standards.
b. Increase acceptance of Hypnotherapy in the health-care field by promoting greater awareness and acceptance in the medical community and health-care institutions.
c. Increase public awareness of Hypnotherapy and its benefits through public education, advertising, and community services.

HMI School Mission Statement

It is the Mission of HMI's Hypnotherapy School to:

- Continually strive to provide the highest quality and most up to date Resident and Distance Education training possible that is educationally sound and demonstrably effective.
- Administrate, advertise, and operate the school in a manner that meets the spirit and standards of accredited schools and to ensure that standard through ongoing voluntary participation in the accreditation process.
- Recognize student's individual differences to produce competent and satisfied graduates that are prepared for self-employed private practice in hypnotherapy and/or applying hypnotherapy techniques in their existing profession.
- Instill in graduates the motivation to pursue the spirit of service to the community that HMI embodies.

Key Indicators for Achieving Our Goals and Fulfilling Our Mission

HMI relies on the following key indicators to determine how well we are achieving our goals and fulfilling our Mission:

- Happy and satisfied students and graduates who have met the requirements for certification in hypnotherapy and feel prepared to begin helping others.
- Happy HMI employees and staff who are dedicated to the mission of HMI.
- Compliance with all laws and standards.
- Continued improvement and innovations in the educational content and its delivery.

Program Goals

Students enroll in HMI's Training programs for these reasons:

- Gaining the skills to start a self-employed private practice.
- Meet the requirements for certification as a Master Hypnotist or Hypnotherapist with the American Hypnosis Association (AHA).
- Adding Hypnosis skills to an existing healthcare or complementary profession.
- Self-improvement/self-knowledge.
- Helping family and friends.

The course prepares students to become a "hypnotherapist" as described in the Dictionary of Occupational Titles of the U.S. Department of Labor. It should be noted that HMI's Founder, Dr. John Kappas, authored the original definition contained in the DOT for hypnotherapist, which remains in effect today.

079.157.010 HYPNOTHERAPIST: As defined in DICTIONARY OF OCCUPATIONAL TITLES published by the UNITED STATES DEPARTMENT OF LABOR

“Hypnotherapist: Induces hypnotic state in client to increase motivation or alter behavior pattern through hypnosis. Consults with client to determine the nature of problem. Prepares client to enter hypnotic state by explaining how hypnosis works and what client will experience. Tests subject to determine degrees of emotional and physical suggestibility. Induces hypnotic state in client, using individualized methods and techniques of hypnosis based on interpretation of test results and analysis of client’s problem. May train client in self-hypnosis conditioning.”

Diploma Program Learning Outcomes

1. Develop hypnotherapy techniques.
2. Evaluate client needs.
3. Obtain the skills necessary to start a self-employed private practice.
4. Meet the requirements for certification as a Master Hypnotist or Hypnotherapist with the American Hypnosis Association (AHA).

AOS Program Learning Outcomes

1. Critically examine foundations and main concepts in integrative psychology.
2. Demonstrate multi-cultural awareness and sensitivity to issues of diversity in psychology.
3. Develop the capacity to make distinctions between theoretical models and treatment approaches.
4. Evaluate the relationship of integrative psychology to hypnotherapy contexts.
5. Compare and contrast contemporary approaches to integrative psychology as they inform individual and group practice.
6. Demonstrate the capacity to present practice material from clinical internship.
7. Describe differences between psychotherapists and hypnotherapists in ethical scope of practice.
8. Discuss basic diagnostic categories and distinctions in psychology.
9. Develop the capacity to present cases using concepts from integrative psychology.
10. Discuss how self-reflection and awareness of strengths and growing edges impacts applied practice.

State Approval and Accreditation

Revised: 2025-02-05

The Hypnosis Motivation Institute, a private institution, is a dba of Behavioral Science Centers, a California, Public, non-profit corporation, 501(c)(3) classification, and is governed by the Board of Directors, George Kappas, Sandy Kappas, John (LJ) Kappas and Richard Ortiz.

HMI is licensed to operate an Accredited Institution by the Bureau for Private Postsecondary Education (BPPE). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, PO Box 980818, West Sacramento, CA 95798-0818, Website Address: www.bppe.ca.gov, Telephone and Fax Numbers: (888) 370-7589 or by fax (916) 263-1897, (916) 574-8900 or by fax (916) 263-1897. The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov. The Student Guide/Catalog Addendum is updated no less that yearly.

The Institution does not at this time have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

The Hypnosis Motivation Institute is accredited by the Accrediting Council for Continuing Education and Training (ACCET). ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency. ACCET is located at 1722 N Street, N.W., Washington, D.C. 20036. Phone: 1-202-955-1113; Website: ACCET.org.

Educational Facilities

HMI’s educational facilities include a 10,000-square-foot, professional suite, containing private hypnotherapy offices/Instructor Zoom broadcast stations; clinic reception office; clinic waiting room; student services, admissions offices; financial aid office; business office; staff lounge; four Video classrooms, two of which contain a video production facility; video post-production facility; multiple management offices and male/female restrooms. HMI’s facility was new as of February 1989 and was built to accommodate the handicapped. The clinic lobby and entrance are under 24-hour electronic surveillance. The school entrance, hallways and classrooms are under 24-hour electronic surveillance.

Admissions

Revised: 2025-05-21

The following is the criteria for selection of candidates for admission for all of HMI’s education programs. HMI reserves the right to reject an applicant and refund all deposit and tuition fees paid by said applicant. HMI does not discriminate on the basis of sex, race, ethnic origin, or religion. Hypnosis 101 students are considered applicants for the first eight weeks of enrollment and until such time they have met the requirements for admissions listed below.

The admissions process and all programs offered are in English. Students must be able to speak, read and write English at a level that enables them to understand the catalog, catalog addendum and all enrollment materials. If English is not the student’s primary language and the student is unable to understand the terms and conditions of the enrollment agreement the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

Successful completion of the HMI’s Hypnosis 101 Course establishes the student’s language capabilities and their eligibility to complete their advanced course enrollment.

Personal Interview: Each applicant must complete an online Admissions Application and have a personal interview on Zoom with an HMI Admissions Representative. During this process, the Admissions Representative will determine the applicant's interest, openness, and appropriateness for a future in counseling others and assist the candidate for selecting which HMI education program is best suited for them. This is the first step in becoming an "applicant" to the program. An applicant must successfully meet all of the following criteria in order to transition to enrolled student.

1. Must be at least 18 years of age.
2. Successful completion of the Hypnosis in History course.
3. Completion of HMI's online Admissions Application
4. Recommendation of Admissions Representative based on interview.
5. Completion of all tuition arrangements and/or Financial Aid paperwork and requirements.
6. Attendance at all scheduled classes during the "applicant" period.
7. Applicant must possess a computer, zoom equipment, wireless internet, and knowledge to properly access and utilize HMI's online educational interface as well as the ability to accurately represent oneself as a professional student on Zoom, with clear picture, sound, light, quiet space, and appropriate background for a classroom environment.
8. Applicant must maintain a working email and phone capable of receiving text messages.
9. Successful completion of the Hypnosis 101 course.
10. Sensitivity to the ethics and responsibilities of counseling others.
11. Applicants financial and life situation provides stability to support their ability to attend and complete one year of course work.
12. Applicant must exhibit emotional and mental health appropriate to the counseling field.
13. Applicant must provide verification of high school completion, equivalent GED, Bachelors or Master's Degree. Applicants without these educational verifications will not be eligible for Title IV aid or admission to the school. If the institution has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, the institution will evaluate the validity of a student's high school completion. Any educational degree provided for verification that is submitted as a part of your enrollment process must be in English or translated by a company specializing in transcript translation and must be evaluated by a company that states the degree's "equivalency to a degree" obtained in the United States. The cost of the translation and evaluation is to be paid by the student.
14. **HMI Enrollment Guarantee** – Your decision to pursue a career helping others as a Hypnotherapist is one of the most important decisions in your life today. Now you can make that decision with a feeling of confidence and security with the following guarantee: If at any time during the first sixty days of your enrollment, you, or HMI, determines the HMI school/program is not the right match, then your enrollment application is cancelled and there is no cost or obligation to continue, or explanation required by either party.

Additional Requirements for Admissions into HMI's AOS Degree Program

1. Successful completion of HMI's one-year, Clinical Hypnotherapy Diploma program.
2. Completion of AOS online Admissions Application.
3. PSR completion of three sessions and a pass score of 35 or higher.
4. Recommendation of AOS Admissions Committee based on performance during the applicants first year of study.
5. Completion of all tuition arrangements and/or Financial Aid paperwork and requirements.

Understanding the Law

Added: 2022-11-18

The practice of hypnotism is not prohibited by state law unless such practice constitutes the unauthorized practice of medicine or psychology (54 Ops.Cal. Atty Gen.62).

The practice of hypnotism may constitute the practice of medicine if the hypnotist holds him/herself out as practicing or practices a system or mode of treating the sick or afflicted, by diagnosing or treating “an ailment, disease or other physical or mental condition” within the purview of the Business and Professions Code Section 2052.

The practice of hypnotism is within the definition of the practice of psychology (Business and Professions Code Section 2903). Unless a person is licensed as a psychologist or exempted from the Psychology License Law requirements, the person cannot practice hypnotism (Business and Professions Code Section 2908).

The Psychology License Law contains two basic exemptions. The law does not prohibit an unlicensed person from utilizing hypnotic techniques;

a. By referral from persons licensed to practice medicine, dentistry or psychology.
b. Which offer avocational or vocational self-improvement and do not offer therapy for emotional or mental disorders.

Questions regarding the practice of Hypnosis or Hypnotherapy should be directed to the Board of Psychology at 1-916-920-6383.

Acknowledgement of Self-Employment Objective – Employment Disclaimer

Added: 2022-11-18

I do hereby acknowledge that the professional training offered at HMI is designed to lead towards the vocational objective of “Hypnotherapist”. I further acknowledge that I have been informed prior to enrollment that the vocational opportunities available as a Hypnotherapist are primarily that of “self-employment”. The self-employment opportunities available are for hypnotherapy private practice and/or teaching seminars or classes to the public on hypnotherapy and/or related subjects. Such self-employment opportunities require diligent effort on my part after completion of my training. HMI cannot and does not offer or guarantee any placement or employment.

Disclosures

Reasonable Outcome Expectations – Employment Disclaimer

HMI strives to provide its students with the most thorough and complete hypnotherapy training possible. HMI's training focuses on developing the skills of helping others. The reasons for enrolling and professional outcomes that individual graduates achieve from the education they receive at HMI vary greatly. HMI does not prepare students for "employment" in hypnotherapy, and there are no "employment" opportunities. HMI prepares students only for "self-employment" through their own marketing and development of a private practice.

The development of a private practice in hypnotherapy, or any other private-practice field, requires diligent effort and a reasonable period of time for development. A graduate's marketing results vary according to the level of effort invested, as well as his/her professional appearance, personality, and presentation.

HMI makes **no** representations that a majority of its graduates have careers in hypnotherapy. Although HMI follows the guidelines of its accrediting agency, with respect to surveys of its graduates (no sooner than 30 days after graduation), HMI does not conduct surveys of its graduates with respect to their post-graduate experiences over extended periods of time. As a consequence, HMI is unable to provide any data on the following:

1. The number of HMI graduates who support themselves from their work in hypnotherapy;
2. The average gross revenues of HMI graduates per week, per month, or per year; or
3. The average number of hours per week that HMI graduates work in the field of hypnotherapy.

HMI estimates that only a small percentage of its graduates go on to see more than 25 clients per week. HMI also estimates that a larger number of graduates see in the range of one to 20 clients per week. HMI estimates that perhaps the largest percentage of graduates do not use their training to see clients in a professional capacity at all, but rather apply the information and skills acquired in their existing professions toward personal self-improvement, or in interacting with family and friends.

As required by its accrediting agency, HMI requests of its graduates to sign a "Graduate Placement Statement," no sooner than 30 days after graduation. This form contains the following statements that the graduate is:

1. "Satisfied with the professional training received from HMI."
2. "Prepared to begin offering hypnotherapy services."
3. "Making satisfactory progress in their pursuit of self-employment in hypnotherapy and/or fields related to the hypnotherapy offered at HMI."
4. "Making satisfactory progress toward building a client base and earning training-related income."
5. "Am satisfied with self-employment as a hypnotherapist."

HMI reports on the number of graduates who sign these forms in the accompanying Student Performance Fact Sheet located in the Student Guide, Catalog Addendum. The Student Performance Fact Sheet provides the most up-to-date information regarding student satisfaction. This survey, however, cannot be relied upon to represent the views or success of any graduate or group of graduates subsequent to the time these forms are signed, in that HMI is not able to stay in contact with all graduates after graduation, and is neither required by current law, nor accrediting guidelines to do so; nor does it continue to survey graduates over extended periods of time. The survey results provided are for student applicant's review. The results of his/her personal, professional outcome may vary.

HMI's hypnotherapy programs prepare students in the art, philosophy, and techniques of hypnotherapy. Unlike other trade schools or vocational training programs, the opportunities available in the field of hypnotherapy are unique. There are no "jobs" available in the field of hypnotherapy, as there might be for other trades. Some of the

opportunities and/or objectives for hypnotherapy training are:

1. For individuals who wish to start a self-employed private practice by themselves or in association with other professionals.
2. For professionals in related fields who wish to use hypnotherapy techniques in conjunction with their current profession. Examples would include doctors, dentists, nurses, chiropractors, teachers, counselors, and other healthcare professionals.
3. For individuals who wish to learn hypnotherapy techniques to help themselves, their family members, children, friends, or wish to learn hypnosis for general interest.
4. For those who wish to teach self-improvement courses and/or self-help seminars to the public or corporate entities.

Students enrolling with the goal of a self-employed private practice in hypnotherapy must recognize that a self-employed private practice takes time and due diligence to accomplish. Success in private practice relies on the personality of the individual as well as their professional skills and personal abilities to start and maintain their own business.

Private practice starts with a few hours per week and builds slowly and gradually. Therapists in private practice set their own hourly rates and typically charge enough to compensate for the part-time nature of the profession. HMI does not and cannot promise or guarantee employment, nor level of income or wage rate to any student or graduate.

The school prepares students only for self-employment and does not and cannot provide placement services. HMI does however offer “placement assistance” in the form of extensive core classes in the 501 Residency program, i.e. Advertising and Promotion, Business Course, Speech Class, and the use of the HMI Clinical facility to begin building a private practice.

Student Video Release

Added: 2022-11-18

Classes and seminars conducted by HMI on campus and by Zoom are often videotaped. Students enrolled and/or attending these classes agree to be videotaped with the terms outline in this release.

I, the undersigned, being of legal age, and being legally capable of so contracting, consent to allow the Hypnosis Motivation Institute and John Kappas Inc., in Tarzana, CA, to use video and/or audio taped recordings of me obtained in the course of classes and/or seminars by Hypnosis Motivation Institute for media use and/or ongoing educational programs and publications.

I agree to allow the Hypnosis Motivation Institute and/or John Kappas Inc. the rights to publish, distribute, market and/or broadcast live the presentation, videotape, DVD, streaming video or any other video format in which I appear for educational, art, advertising or commercial purposes without any limitation or compensation of any nature to me throughout the world and in perpetuity.

I hereby release Hypnosis Motivation Institute and John Kappas Inc. from, and agree not to make any legal claims, or any other cause of action, whether know or unknown, for libel, slander, invasion of right of privacy or publicity, or any other claim or cause of action, based upon or relating to the videotaping to the exercise of any rights referred to herein.

This release shall be for the benefit of and shall be binding upon our successors, licensees, assigns, heirs and personal representatives. This release constitutes our entire understanding in connection with the videotaping and cannot be amended except by a written instrument signed by the parties.

Release of Liability Waiver

Added: 2022-11-18

I, the undersigned participant, acknowledge and understand that classes at Hypnosis Motivation Institute (“HMI”) and/or the American Hypnosis Association (“AHA”) can include experiential demonstrations or exercises. I also understand that these experiences can cause some people to feel emotions or trigger past associations that can on occasion cause discomfort. I understand that these feelings can also have a delayed effect. I fully understand that HMI and the AHA have not tried to contradict or minimize my understanding of these risks.

I hereby agree to take responsibility for my own mental/emotional health and make my own choices on attending and participating in these classes. I understand that I enroll in these classes at my own risk and that the risks have been disclosed to me before finalizing my enrollment.

In consideration for my acceptance as a class participant, I confirm my understanding of the following:

To the fullest extent allowed by law, I agree to waive and discharge claims against, release from liability, indemnify and hold harmless HMI and the AHA and their parents, subsidiaries and affiliates and their respective past and present officers, directors, stockholders, managers, members, partners, agents and employees (collectively, “Released Parties”) from and against any and all liability on account of, or in any way resulting from, my injury or damages, including emotional distress and psychological harm, that may arise from my participation in classes at HMI, even if caused by negligence of the Released Parties.

I understand and intend that the assumption of risk and release is binding upon my heirs, executors, administrators and assignors. This Waiver and Release is intended to be as broad and inclusive as is permitted by law. If any provision of this Waiver and Release is held to be invalid or legally unenforceable for any reason, the remainder of this Waiver and Release shall not be affected thereby and shall remain valid and fully enforceable.

By signing below I have read this Waiver and Release in its entirety and I freely and voluntarily choose to participate in classes at HMI and assume all risks of injuries and damages.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

Revised: 2025-05-21

“The transferability of credits you earn at Hypnosis Motivation Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Clinical Hypnotherapy is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Hypnosis Motivation Institute to determine if your credits or diploma will transfer.”

HMI does not award credit for prior experiential learning. HMI will accept the transfer of credit from another institution provided it meets the following criteria:

1. The student must submit a written request for credit transfer accompanied by an official transcript and course catalog from the school in which the credits were earned.
2. The student must have earned a 2.0 or better for all courses/credits to be considered for transfer and must have completed the program. The courses/credits must be for the study of hypnosis or hypnotherapy.
3. The credits considered for transfer must not exceed 4 credits.
4. The institution from which the credits were earned must be accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education and Accreditation.
5. The number of credits transferred will reduce the cost of tuition by a prorated amount. This prorated amount may reduce the amount of Title IV assistance the student is eligible to receive. The credits will be applied to the 401 Elective Course upon approval.

   Example Calculation: A student transfers 4 credits to HMI, where tuition is $720 per credit. Instead of paying full tuition for a 24-credit program, the cost is adjusted as follows:

   - **Standard Tuition:** 24 Credits x $720 = **$17,280**
   - **Adjusted Tuition After Transfer:** (24 – 4) x $720 = **$14,400**
6. All courses/credits transferred must be determined by HMI’s Director to be the equivalent of the course content provided at HMI.
7. The Institution has not entered into an articulation agreement with any other college or university.

All decisions regarding the acceptance of transferred credits will be provided in writing to the student. The student has the option to appeal all decisions in writing to HMI’s Director. All decisions regarding this appeal will be provided in writing to the student within 30 days of request.

Program Tuition, Fees, and Discounts

Revised: 2023-06-22

Clinical Hypnotherapy Diploma Program Course Costs/Discounts

- First Semester Cost: $8,649.00
- Second Semester Cost: $8,648.00

Total Cost of Program: $17,297.00 Student payments may be made to the HMI Business Office in the form of money order, cashier’s check, or credit card, (Visa or MasterCard). All workbooks for the program are included in tuition and provided in PDF format only. Continuing Education Students (CEU) may enroll in the first semester (Clinical

Hypnotherapy Diploma Program only) at the first semester cost listed above. CEU students are not eligible for Federal Grants or Loans, scholarships, or discounts.

Course Costs/Discounts

- First Semester Cost: $8,648.50
- Second Semester Cost: $8,648.50
- Total Cost of Program: $17,297.00

Tuition Discounts – Clinical Hypnotherapy Diploma Program

Hypnosis Motivation Institute (HMI) offers the Community Service Work Study Program as well as the following tuition discount programs. The goal of these programs is to make the cost of hypnotherapy training at HMI more affordable to students in need. These programs are offered to all eligible students, without exception, based on the criteria listed for each. HMI does not discourage any student from utilizing any or all Federal Aid they may be eligible for. The use of tuition discounts does not limit or restrict the student's access to Federal Financial Aid. The criteria used to determine eligibility is applied uniformly for all applicants applying during the same enrollment period.

HMI's Financial Aid Director meets with every student to assist them in understanding what programs they are eligible for and to help them maximize their options to reduce their tuition costs.

Family Discount – A $500 discount per student will be given to all students who enroll with the following family members and begin on the same start date.

a. Legally Married Spouses
b. Legal Domestic Partners
c. Legal Children
d. Legal Siblings

Community Service Work-Study Program – HMI's Community Service Work-Study Program is offered to all applicants as a supplement to assist in reducing the cost of tuition. The goal of this program is to make the cost of hypnotherapy training at the Institute more affordable to those students who may not otherwise have the funds to cover the cost of their education. The eligibility criteria for this program is discussed in your appointment with the Financial Aid Director. Reporting your fulfillment of this agreement: All pro bono services must be logged in the HMI online Client Contact log and marked as "Pro Bono". The log will tally your total Pro Bono sessions. When you have reached the number of sessions required by your agreement, take a screen shot or photo of the client log Pro Bono Total and email to Richard@Hypnosis.edu. Please note that all no charge clients are considered "Pro Bono" clients regardless of whether you got them on your own or HMI referred you the client.

Additional Costs of Internship

HMI Interns should plan ahead for the additional costs associated with establishing a private practice during the 501 course and after graduation. The following is a list of the additional costs that are either recommended or required for private practice and should be anticipated by the student. All costs listed are HMI's best estimates at the time of this publication and are subject to change.

Hypnotherapist Certification

Becoming a "Certified Hypnotherapist" is the goal of many HMI students. HMI recommends the American Hypnosis Association (AHA), as a certification body.

American Hypnosis Association Fees

The American Hypnosis Association (AHA) is a continuing education organization that is owned and operated by HMI Director, George Kappas. Membership is recommended and offers a variety of benefits, including newsletters, events, video rental library, hypnotherapy-related seminars, and conferences. The AHA sponsors monthly conferences and specialty workshops for fees ranging from $20 to $995. The approximate cost for initiation and first year's dues is $179. Membership in the AHA provides HMI residents the opportunity to earn elective credits required for graduation.

Professional Liability Insurance

All residents (501 students) who see clients in HMI's clinic are required to obtain and maintain professional liability insurance (not included in the cost of tuition), before they can begin seeing clients and during the time they continue to practice at HMI. Residents are responsible for obtaining their source for insurance. Insurance providers require each applicant to be a member of a professional association and to be certified by an organization. While the American Hypnosis Association (AHA) provides this requirement, other professional groups may also. Costs vary, but a Resident can expect to pay approximately $175 per year for insurance, with a $1-million/$3-million coverage.

Advertising and Promotion

HMI Residents learn to advertise and promote their private practice. It is recommended that each student plan to invest in advertising and promotion expenses. Students entering a self-employed, private practice should anticipate that many strategies for developing a clientele do require an investment and are not included in the tuition of HMI.

Associate of Occupational Studies Degree in Mind-Body Psychology Course Costs/Discounts

The total cost of HMI's second year of study is $17,379. Student payments may be made to the HMI Business Office in the form of money order, cashier's check, or credit card, (Visa or MasterCard). All workbooks for the program are included in tuition and provided in PDF format only. After federal grants, scholarships and discounts eligible students may receive, the average out-of-pocket cost to the student is reduced to approximately $10,392. That tuition is then divided into monthly payments of approximately $100 per month, beginning 18 months after you start your course. Prices are subject to change. If a student defers the payments on their diploma program and combines their financial aid for the first year and second year programs, their first payment of approximately $191 per month will begin 6 months after completion of their AOS degree, or approximately 30 months after they first enroll as a student at HMI.

Associate of Occupational Studies, (AOS) Continuity Discount

HMI Students who start their AOS Mind-Body Degree program within 90 days of the completion of their first year, Clinical Hypnotherapy program, are eligible for the AOS Continuity Discount of $100. This discount is effective as of June 20, 2023.

STUDENT'S RIGHT TO CANCEL AND REFUND RIGHTS

Revised: 2025-03-17

Cancellation Policy: You have the right to cancel and obtain a 100% refund of all monies paid if you cancel your enrollment after you sign the enrollment agreement and within 60 days after the first class you attend. Cancellation occurs when the student gives notice of cancellation by mail, fax, email, telephone, or person. Your notice of cancellation does not require a particular format, but the student must clearly state that he/she wishes to cancel the agreement and the date the cancellation is to take effect.

Refund Policy: All refunds and/or return of Title IV funds are made within 45 days of the Date of Determination (DOD). All withdrawal calculations and/or Return of Title IV calculations are performed using the student's last date of attendance.

Official Withdrawal: The Institute may terminate a student by applying the Institute's attendance, conduct and/or Satisfactory Academic Progress Policy at which time the Date of Determination is made within the attendance policy guidelines by the Director of Academic Services.

Unofficial Withdrawal: If a student ceases attendance without notification, the Date of Determination is no later than the 15th day after the student's last date of attendance.

Non-Return from Leave of Absence: Should the student not return from the leave of absence the Date of Determination is no later than 3 days after the expected date of return from leave of absence.

Student Requested Withdrawal: The Date of Determination is the day the withdrawal request is made by the student to the school.

All tuition monies will be refunded to the student for the following reasons:

1. If an applicant is rejected for enrollment by the Institute during the cancellation period.
2. If the program for which the student enrolled is cancelled.
3. If an applicant cancels prior to the start of scheduled classes, or never attends class.
4. If the student cancels his/her agreement for the course of instruction on or before midnight of the sixtieth day after the first class attended by the student.

If a student withdraws or is dropped from the program after 60 days of the first class attended, and has attended 60% or less of the semester, the school will remit a pro-rata refund. The Student's net tuition is divided equally between two (2) semesters (26 weeks each). Refund calculations are calculated per semester. Days in which the student was on an approved leave of absence are excluded from the pro-rata refund calculation.

The pro-rata refund amount shall be computed by multiplying the amount the student has paid for instruction by a fraction. The fraction is the amount of instruction time which the student **has not received**, but for which the student has paid, divided by the total amount of instruction time for which the student has paid. If the student paid less than the amount due under the schedule, they must pay HMI the balance within thirty (30) days from the date of determination. After having attended more than 60% of the semester, there is no refund.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds. If any portion of your tuition was paid from the proceeds of a loan, the refund will be sent to the lender or an agency that may have guaranteed the loan. Any remaining refund amount will first be used to repay any student financial aid programs from which you received benefits, in proportion to the benefits received. Any remaining amount will be paid to you.

Return of Title IV: As required by federal regulations, schools are required to perform a "Return of Title IV Funds" (R2T4) calculation when a borrower ceases to be enrolled at least half-time in a program of study for which the student has been paid. Under this requirement, Title IV funds must be returned if the total amount of funds the student received from the Title IV HEA program is greater than the amount of assistance earned based on the length of time the student was enrolled in the payment period. A portion of the refund will be returned to the programs from which the student was funded. If a student should default on a federal or state loan, both the following may occur; (1)

The federal or state government or a loan guarantee agency may act against the student; including garnishing an income tax refund; and (2) The student may not be eligible for any other government financial assistance at another institution until the loan is repaid.

The institution will determine the percentage of Title IV funds earned by a student based on the following principles.

- **Pro-Rata Schedule (Up to 60% Point):** A pro-rata schedule will be used up to the 60% point in the payment period. This schedule calculates the amount of Title IV funds the student has earned at the time of withdrawal. The percentage is based on the number of days the student spent in attendance or was scheduled to be in attendance.
- **After the 60% Point:** After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds they were scheduled to receive during that period. No unearned funds exist beyond this point.
- **Post-Withdrawal Disbursement:** Even after the 60% point, the institution must determine whether the student is eligible for a post-withdrawal disbursement. If eligible, the institution will disburse the student any earned but unpaid Title IV funds.

The order in which Title IV program funds must be returned is as follows:

- Unsubsidized Stafford loans
- Subsidized Stafford loans
- PLUS loans
- Pell Grants
- Supplemental Educational Opportunity Grants (SEOG)

Post-Withdrawal Disbursement: If a student is eligible for a post-withdrawal disbursement, the institution must notify the student within 30 days of the determination the student withdrew. The institution will disburse any earned but unpaid Title IV funds to the student within the specified time frame.

If the R2T4 calculation results in a credit balance on the student's account, the institution will disburse the credit balance no later than 14 days after the date of the R2T4 calculation.

Excess Title IV Funds: When performing the R2T4 calculation to determine a student's unearned portion of Title IV funds, if the calculated amount to be returned exceeds the school's portion, the excess funds become the student's responsibility. The student must repay the excess funds within a reasonable timeframe. Failure to repay the excess funds may result in ineligibility for future financial aid and referred to collections.

Academic Re-Entry
Revised: 2025-06-25

Clinical Hypnotherapy Program, AOS Program

Academic Re-entries are former students who, after applying and being approved, are re-admitted to the school. The re-entry process may take up to thirty days. A final determination is made by the re-entry committee. The following policies apply to all prospective academic re-entries:

1. All academic re-entries must apply in writing to the Director of Academic Services. The statement shall be emailed to Sandy@Hypnosis.edu. The written statement must explain the circumstances surrounding the original separation from the school and what has changed in the students' situation that allows them to re-enter school and progress in a satisfactory manner. The substance of the letter will determine the student's eligibility for re-entry.

2. Students applying for academic re-entry are subject to a $1,000, non-refundable, re-entry fee. Should the re-entry be denied the fee will be refunded within 30 days. Students are subject to any additional tuition costs and/or tuition increases upon re-entry. These costs will be determined by the Financial Aid Department.
3. Should the former student be approved for re-entry they will be provided an invoice which will be at the student's login page under "Order History/View your Invoices." Upon payment of the invoice the student will begin classes. The re-entry fee must be paid in full and is separate from any tuition fees.
4. Each re-entry applicant's academic record will be reviewed by the school and determination will be made as to what course work a student needs to repeat or complete in order to meet the minimum requirements for graduation (80%). How long it has been since your withdrawal from school will be considered when determining which, if any, classes, or semesters must be repeated. The time to complete this course work will be determined prior to re-entry.
5. Any student who was dropped from the program for disciplinary reasons is not eligible for re-entry.
6. All prior academic performance, conduct, and professionalism are used as a determining factor in the re-entry approval process.
7. Any student who separated from the school and did not fulfill his/her financial obligations to the school (including repayment of student loans), is not eligible for re-entry.
8. Re-entries must complete new academic and financial aid paperwork. All current policies regarding admission to the school apply to re-entries.
9. Each former student is only allowed one academic re-entry.

Campus Based Program(s) for 2024-2025

Revised: 2023-07-10

Federal Supplemental Educational Opportunity Grant (FSEOG): FSEOGs are awarded to undergraduate students with exceptional need – those with the lowest Expected Family Contribution (EFC) numbers. Federal Pell Grant recipients receive priority for FSEOG awards.

FSEOG Award Policy

When awarding FSEOG funds for an award year, the financial aid administrator first selects students with the lowest expected family contributions (EFC) who will also receive Pell Grants in that award year. This group is known as the FSEOG first selection group. The maximum amount of FSEOG award is $500.00 and the minimum amount of FSEOG award is $100.00.

The amount of the FSEOG award for the **first selection group** will be as follows:

- EFC from 0 to 1400 = $500.00
- EFC from 1401 to 2900 = $400.00
- EFC from 2901 to 4400 = $300.00
- EFC from 4401 to 5900 = $200.00
- EFC from 5901 to 6895 = $100.00

If HMI has remaining FSEOG funds after making awards to all Pell Grant recipients for that award year, the financial aid administrator will then select students with the lowest EFCs who are not receiving Pell Grants. This group of students is known as the FSEOG second selection group.

The amount of the FSEOG award for the **second selection group** will be as follows:

- EFC from 0 to 9999 = $500.00

Campus-based funds will continue to be awarded in this manner until all available funds for the award year have been exhausted. Students who do not qualify in the first award year, but become Pell eligible in the second award year will be treated as first time qualified and given the above award as scheduled.

Student Tuition Recovery Fund (STRF)

Revised: 2025-02-05

Effective **April 1, 2024**, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollar ($0.00) per one thousand dollars ($1,000) of institutional charges. (5, CCR section 76120). Institutions will still be required to complete and submit all STRF Assessment Reporting Forms on a quarterly basis and maintain specified student information for STRF-eligible students.

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924, and 94925, Education Code.

Veterans Information

Revised: 2022-05-17

Note: This section only applies to veterans and persons receiving VA benefits.

Hypnosis Motivation Institute is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.

Richard Ortiz is our Veterans Administration Certifying Official. Richard will monitor and maintain the integrity of the program ensuring the institution's compliance in accordance with Title 38, U.S. Code.

- Reimbursement to veterans and eligible persons – For information or for resolution of specific payment problems, the veteran should call the Department of Veterans Administration nationwide toll-free number at 1-800-827-1000.
- Catalog Effective 01/2024 through 01/2025.
- **Credit Evaluation Policy** – Students with previous training in the course to be pursued will be tested upon enrollment and given appropriate credit. Evaluation will be based upon a written exam, an oral exam, or both. Credits allowed will be recorded on enrollment record and the length of the course shortened proportionately. In addition, the student and the DVA shall be notified. **Note: All prior training must be evaluated.**
- For Post 9/11 GI Bill (Ch. 33) students and VA Vocational Rehabilitation and Employment (Ch. 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. All persons seeking enrollment must meet the general admissions policies. Those seeking to use VA Education Benefits must submit all prior transcripts for a transfer evaluation and submit one of the following a 22-1990, 22-1995, 22-5490, or a 22-5495 to the VA. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill/ (https://www.benefits.va.gov/gibill/).

In addition to our school's Attendance Policy the following has been included for Veterans:

- **Attendance** – Attendance will be monitored monthly for all students receiving veteran's benefits. If at the end of any given month attendance falls below 80% of scheduled program hours, the student will be placed on probation for the following month. If by the end of the probation period the student's overall attendance is not raised to at least 80% of scheduled hours, the Veterans Administration will be notified, and benefits will be interrupted.

- **Cutting Classes** – Cutting of classes will be considered as unexcused absences.
- **Make-Up Work** – Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance.
- **Progress Policy** – Progress will be monitored on a quarterly basis for students receiving veteran's benefits. If a student has not met satisfactory academic progress at the time of evaluation, they will be placed on probation for a maximum of 60 days. Should the student not fulfill the requirements of satisfactory progress, the Veterans Administration will be notified, and benefits will be interrupted.
- **Completion of Program** – All veteran students are required to complete the program within its published length (52 Weeks/1 Year). Failure to complete the program within the specified time frame will result in termination of their enrollment certification with the VA, and benefits will be interrupted.
- **Reinstatement** – Students may be reinstated into the program after their appeal has been processed and approved. If approved, the student will be eligible to receive benefits.

Readmission of Service-Members – HMI must promptly readmit a service member with the same academic status as he or she had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service.

Office Hours, Enrollment Periods, Holiday Schedule

HMI is open from 9:00 AM to 9:00 PM, Monday through Thursday, and Saturday from 9:00 AM to 4:00 PM.

HMI's Hypnotherapy Diploma Program offers new enrollment periods approximately every 4 weeks for 12 months of the year. Students starting on any given 101 start date would be scheduled to graduate approximately 12 months later.

The following holidays are observed, and the school and clinic are closed: Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Presidents Day, Martin Luther King Day, Thanksgiving, Christmas, and New Year's Day. If a major holiday lands on a day that usually has class, the class is then moved to the next business day. For example, if a major holiday is on a Monday, the scheduled class will automatically move to next business day which would be Tuesday.

International Students

Revised: 2024-07-30

HMI now offers 100% online Interactive Distance Learning. International Students can now take HMI's unparalleled hypnotherapy training and internship programs from anywhere in the world.

Because of this, HMI no longer offers I-20 Student Visa services. Also note that International Students are not eligible for U.S. Federal Financial Aid programs.

HMI's Hypnotherapy Training Programs

- 720-Hour Clinical Hypnotherapy Diploma (https://hypnosis.edu/resident/)
- 720-Hour Mind-Body Psychology Degree (https://hypnosis.edu/aos/)

Student Services

Student Service Hours

The HMI Student Services Department is the hub for all student activity and information. The Student Services hours are Monday through Thursday from 11:00 AM to 8:00 PM. Students are encouraged to email during open hours. A full staff contact list with emails and phone numbers are located at the student's online home page. All technical issues may be reported seven days a week to TechSupport@Hypnosis.edu (mailto:TechSupport@Hypnosis.edu). HMI's main phone is 818-758-2720. The Student Services is here to answer all students' questions on their academic progress and/or school policy and scheduling.

Student Housing: Hypnosis Motivation Institute does not provide on-campus housing and is not responsible for assisting students in finding or obtaining off-campus housing.

Technical Assistance

Revised: 2023-06-19

HMI's online interactive distance education does require a certain level of technical efficiency and equipment. We understand that our students are training to become hypnotherapists and not computer specialists. However, with the majority of hypnotherapy services now being provided on Zoom and 100% of HMI's education being provided via a combination of streaming video lectures and interactive Zoom classes, students must rise to a certain level of computer and Zoom proficiency. Don't despair, we are here to help and guide you every step of the way. Please do not hesitate to ask for our assistance.

For any technical questions, **especially time sensitive technical needs**, e.g. you can't find your video, your quiz or the link to the Zoom meeting that is about to start, please **DO NOT** email or call the school. Instead, **SEND A TEXT** immediately to 1-818-213-1066 (tel:1-818-213-1066).

We strongly suggest you add his name and number to your contacts on your phone now for quick reference when you need it. In the text be sure to include your full name and what technical assistance you require. He cannot help you without your full name and explanation of what is needed.

Hypnotherapy Practical Skills Review (PSR) and Choosing Your PSR Facilitator

Revised: 2025-07-15

It is the intention and goal of HMI that every student, prior to their graduation, receive individual attention, training, and feedback on their practical skills of hypnotherapy induction and suggestions, with emphasis on the elements of the “First Session” with their clients.

HMI provides students with three private sessions with a PSR Facilitator of their choice (from the list of approved PSR Facilitators on HMI’s website).

These sessions are provided to help students prepare for and complete their PSR, as well as: to assist with overcoming resistance or fears, provide answers to questions, advice on aspects of becoming a successful Hypnotherapist, and assist with motivation and encouragement to complete this important requirement for graduation. This personalized attention to students’ hypnotic inductions and suggestion giving skills provides a unique opportunity to fine-tune their proficiency in working in a clinical setting with their clients. In addition, it is HMI’s hope that each student finds that their PSR Facilitator also serves as a personal role model for their successful Hypnotherapy career. As such, please note that normal standards of professional etiquette apply.

Once a session has been confirmed between the student and their PSR Facilitator, it is the student’s responsibility to be punctual and prepared for the session. If for any reason the student must cancel their session, it is proper professional etiquette to give the PSR Facilitator a minimum of 24 hours’ notice. Failure to comply may result in the student receiving less than the three sessions provided by HMI.

Students’ PSR must be completed before receiving any Pro Bono clients from HMI and no later than 30 days prior to their graduation date. These first session elements include:

1. Pre-Induction Speech
2. Theory of Mind
3. Literal or Inferred Arm Raising Induction with Suggestion for Re-Hypnosis
4. Reactional Deepening Technique
5. Heavy Light Deepening Technique
6. Progressive Relaxation
7. One Inferential Suggestion
8. One Literal Suggestion
9. Count Up and Out of Hypnosis
10. Finger Spread to Test Post Suggestion to Re-Hypnosis, then Count Up and Out

In addition to working with their PSR Facilitator, students are encouraged to utilize these resources to practice their proficiency with these techniques:

- Careful review of the “Blueprint for Success – Building Blocks of the First Session” links located in the 101 and First Consultation class workbook.
- During weekly Practicum Workshops.
- By reviewing hypnotherapy sessions in the Elective Library and attending 501 Case History Series classes when available.

The PSR is a pass-fail demonstration, with a minimum score of 35 points (out of a possible 50) required for passing. During the student’s PSR, their PSR Facilitator will gauge the student’s proficiency on a scale of one to five points for each of the ten elements.

Students must successfully complete their 3 PSR sessions and achieve a passing score of 35 or higher and no less than 30 days prior to graduation in order to:

1. Be eligible to graduate with honors.
2. Be eligible to participate in HMI's Community Service Program.
3. Be eligible to apply for HMI's second year AOS program.

PSR Facilitators should hypnotize their students to provide a clear example and experience of a first hypnotherapy session as well as hypnosis in subsequent sessions, as time permits, to help them reduce stress, increase confidence and generally prepare them for a successful hypnotherapy career. Other areas of focus can include:

- Strategies for launching a successful practice and attracting success.
- Overcoming any roadblocks or barriers to successful completion of your training.
- Proficiency in other areas of practice including subsequent sessions, additional hypnosis techniques, etc.
- Passing your PSR Review.

Instructional Videos

- Blueprint for Success – Building Blocks of the First Session
  - Modern Version – Featuring HMI Instructor, Ted Moreno
  - Vintage Version – Featuring HMI Founder, Dr. John Kappas
- Practical Skills Review (PSR) Example with Elaine Perliss

Choose Your PSR Facilitator (https://hypnosis.edu/students/mentors/)

Transcripts and Student Records

A Clinical Hypnotherapy diploma and transcript are issued for the completion of the entire course. Additional or replacement transcripts may be issued at the cost of $25 each. Duplicate Certificates may be purchased for $75. Official transcripts sent to an educational institute are at no charge. The institution retains a transcript permanently and maintains pertinent records for a period of 7 years from the student's date of completion or withdrawal. The institution maintains records relating to federal financial aid programs as provided by federal law.

Graduation Benefits and Ceremonies

Revised: 2023-08-08

HMI Clinical Hypnotherapy Graduates are invited to attend a really fun online Zoom Graduation and Awards Ceremony. Graduates are also provided a link for their family and friends to watch. Graduates that choose to participate receive a graduate gift box with Cap and Gown, and HMI surprise gifts and memorabilia. There is a $50.00 charge to participate. You will receive an invitation at the appropriate time.

Clinical Hypnotherapy Graduate Benefits

HMI provides a wide variety of important benefits to graduates. We provide these benefits with the goal of being your partner in success for what we hope will be many, many years to come. These benefits, which become available to you on your HMI Personal Home Page as soon as you are officially listed as a graduate, include but are limited to:

1. One year of access to review your 101, 201, 301 and 501 course videos.
2. One year of access to a selection of HMI 401 Elective videos.
3. Lifetime access to Case Conference after graduation for advice and direction with clients.
4. Lifetime access to your Student Portal for access to your student workbooks.
5. Diploma, Graduate Transcript, and AHA Certificates to download or print at later dates.
6. Client Contact Log for you to continue to use for HIPAA friendly online client note management system.
7. Student and Graduate Facebook Group to network and stay connected with other HMI Graduates.
8. AHA Membership and Certification (Annual Fees Required).
9. HMI Graduate Directory (AHA Membership Required).
10. Important Hypnotherapy, HMI Text, and Email Announcements (keep your email and phone records current).

AOS Degree Graduate Benefits

AOS Graduates have all the same benefits as Clinical Hypnotherapy Graduates with the addition of 24 months access to all first and second year core classes starting from the time they graduate AOS.

Placement

Revised: 2023-03-29

Unlike other vocational colleges, the opportunities available in the field of hypnotherapy are for self-employment. The self-employment opportunities available are in hypnotherapy private practice, and/or teaching seminars or classes to the public on hypnotherapy and/or related subjects. Such self-employment opportunities require diligent effort by the graduate after completion of the training. HMI cannot and does not offer or guarantee any placement or employment and does not offer placement services.

See additional information in the section above, titled “Reasonable Expectations.” HMI does however offer “placement assistance” in the form of extensive core classes in the 501 Residency Program, i.e. Business Practices, Social Media Marketing, Speech Master, and the use of the HMI Clinical facility to begin building a private practice.

Professional Zoom Equipment and/or Office Space

Since the advent of the COVID-19 Pandemic, Hypnotherapy services have primarily transition to online services using services like Zoom. To represent oneself at a professional level in the counseling field, the student must be prepared to make an investment in a computer, camera, microphone, and special lighting equipment. HMI does provide guidance and education in purchasing and using this equipment, but the purchase expense is the student’s

responsibility and not included in the costs of tuition. If and when it is safe to do so, some students may also choose to rent office space for their private practice. HMI does not provide office space. The cost of renting office space is solely the responsibility of the student and is not included in tuition.

Policies

Satisfactory Academic Progress

Revised: 2024-03-18

Students enrolled in the Clinical Hypnotherapy or the Associate of Occupational Studies Programs must meet both “Qualitative” and “Quantitative” standard in order to successfully complete/graduate from the program. This policy applies to Title IV and non-Title IV students. All students enrolled in these programs are considered full-time.

Qualitative Standards: A Student must maintain an accumulative Grade Point Average of (C), (70% = 2.0), or better.

Quantitative Standards: At minimum, a student must complete the following at 25%, 50% and 75% of the program in order to graduate within the maximum timeframe allowed:

Clinical Hypnotherapy Diploma Program

12-month program, maximum time frame 18 months.

- **25% of Program:** A student must complete a minimum of 60 hours
- **50% of Program:** A student must complete a minimum of 240 hours
- **75% of Program:** A student must complete a minimum of 360 hours

AOS Degree Program

12-month program, maximum time frame 18 months.

- **25% of Program:** A student must complete a minimum of 60 hours
- **50% of Program:** A student must complete a minimum of 240 hours
- **75% of Program:** A student must complete a minimum of 360 hours

Increments for Evaluation: A formal review of student progress (qualitative and quantitative) is conducted at these percentage points. However, HMI may place a student on probation at any time during enrollment, if necessary.

Progress Reports: A student can view their progress report at any time via their online interface.

Consequences of Failure to Meet SAP Standards

Probation: If the student has not met the minimum qualitative and quantitative standards, they may be placed on probation and/or counseled. Students are notified in real-time at their student login if they are failing to meet Satisfactory Progress. Students placed on probation are notified by their assigned student counselor and email.

Length: The probation will last a minimum of 14 days.

Conditions: By the end of probation, the student must achieve the minimum qualitative and quantitative standards for that period or otherwise meet the terms of their probation. Students who fail to meet the terms of their probation will be notified by their assigned student counselor and by email.

SAP Status during Probation: Any student on probation at the mid-point is considered a student not in “satisfactory progress,” for the purpose of Title IV funding. No second disbursements will be made to the student’s account until satisfactory progress is achieved.

Consequences: Should a student not fulfill the requirements of satisfactory progress during the probationary period, they may be dropped from the course of study for which they enrolled, and Veterans Benefits and Title IV funding will be interrupted.

Appeals: Students wishing to appeal the unsatisfactory academic progress determination or resulting withdrawal must do so in writing, within 10 calendar days of receipt of notification from the school. The written request must include an academic plan of study demonstrating how the student will overcome the situation(s) that caused the lack of academic progress in the first place.

Mitigating Circumstances: If the student is appealing the unsatisfactory progress determination on the basis of mitigating circumstances, appropriate documentation should be included with the written appeal. Such documentation might include a physician's statement, accident report, or other substantiating statements.

School Official Who Decides: All appeals must be made to the Director of Academic Services. The Director is responsible for making any final decisions regarding appeals.

Timeframe for Reply: The student will be notified of the decision to reinstate within 30 days of receiving the student's appeal. If a student is not satisfied with the outcome of the appeal, the student may pursue additional avenues as outlined under "Formal Complaints," located in the Student Guide, Catalog Addendum.

Reinstatement: Students dropped for lack of satisfactory progress may be reinstated into the program after their appeal has been processed and approved. The maximum time frame to complete the program is 18 months.

Incomplete Grades: A grade of zero is assigned to any classes, exams or assignments not completed and is counted toward the student's accumulative Grade Point Average.

Course Withdrawals: Credit for those courses a student completed before withdrawing from the course of study may be considered as hours completed, in the event of an academic re-entry.

Course Repetitions: Any course repetitions are not credited.

Remedial Courses: HMI does not offer remedial courses of instruction or credit programs under remedial instruction.

Attendance/Completion/Grading Requirements

Revised: 2025-04-10

Qualitative Standards: A Student must maintain an accumulative Grade Point Average of (C), (70% = 2.0), or better.

Quantitative Standards: A student must complete a minimum of 80% of the total hours offered.

Attendance: For satisfactory progress, students must have a Zoom Meeting Attendance no less than once per week. If a student goes 10 days without a zoom meeting attendance, they will receive a "10-day out-of-attendance notice." Students who receive in excess of two "10-day Out of Attendance Notices" are subject to loss of eligibility to receive Honors and other Awards. Any student not in attendance for a period of fourteen days will be dropped from the program. Zoom meeting attendance credit is granted for Core Class Q&A's, Practicum Workshops, Case Conferences and AHA In-Person or Zoom Meeting Seminars.

Tardies/Early Departures: The HMI online system tracks the login time for each student. Students are expected to arrive to Zoom class on time. If a student arrives to Zoom class later than 15 minutes after the Zoom class has begun, the student will not receive credit for the class. Should a student need to leave their Zoom screen for a break or any other reason, they should leave their video on so the Instructor may observe them leaving and returning. Their absence from the Zoom room is not to exceed 10 minutes or it is assumed they have left the class and will not receive credit.

Class Makeups: Classes 101, 201, 301, 501, and AOS Lectures are all prerecorded for student access. Currently, recordings of Q&A classes are only available to AOS students. These recordings are available to students for class make-up or class review. Students do not get additional credit for reviewing the class on video if they attended the class in person. Making up a class on video provides the student with academic credit for that class but does not provide the student with attendance credit such as a last date of attendance.

Grade Point Average: GPA is calculated at the end of each Semester. The average GPA for all semesters becomes the overall “Grade Point Average” (GPA) for the entire course and is reported on the student’s transcript. GPA for each semester is calculated as the average of all Course Scores for that semester.

Course Scores: There is a quiz for each class/lecture. Quizzes for 101-301 courses are designed to prepare students for the exam(s) for each course.

Quizzes become available to students after they watch the video and after the scheduled Q&A for each class/lecture. It is suggested the student complete their quiz immediately after they attend the Q&A for each class.

After each Q&A the quiz is scored a "zero" until which time the student completes the quiz. Student have until the scheduled exam class for each module of each course (101-4P, 201-8, 201-16, 301-8, 301-16, 301-24 and the end of each 501 module) to complete their quizzes for that module. Students do not get credit for completing a class video until they have completed the quiz for that class.

Any quizzes not completed before the exam for that module will be remain a “zero” score and will be added to the calculation of the student's total course score. For the 101, 201 and 301 courses, quizzes count as 10% and exams count as 90% of your total course score. For the 501 core classes, all of the quizzes are weighted equally, and your course score is the average of all quizzes.

The questions missed on the quiz/exam will be automatically provided to the student along with tips on what part of the video or workbook to review for the answer to the missed question(s). Please note that every question on every exam has been reviewed and confirmed to have been answered in either the video lecture or the written workbook for that lesson.

A student has two attempts at any given class quiz or final exam. A student must score 70% higher on any given quiz or exam to pass. Quizzes scoring 70% and above may not be taken more than once. If a score is less than 70% on any given quiz/exam the student will be given one more opportunity to take that quiz/exam again. If they fail the quiz on the second attempt, they will receive a score of zero and that score will be used in the overall average.

It should be noted that all failed quiz scores are factored into your Quiz Score Average. The more quizzes you fail, the lower your Quiz Score Average. Final Exam score fails also are averaged into your Exam Score Average. If a student fails their Final Exam on the second attempt, there are no further attempts allowed and the student will have failed the course.

Student Attendance/Progress Expectations

Revised: 2021-10-13

After students complete the 101 course and enter the balance of the program they should expect to be responsible for the following workload:

1. Attendance of two classes/lectures per week via either a Live Zoom or makeup streaming video.
2. Attendance of a minimum average of 5 hours of elective course per week.
3. Attendance of 2 Practicum Workshops per month.
4. Must be in attendance of at least one Live/Zoom class per week, which can include any of the following:
    - Live Zoom Q&A

- Zoom Practicum Workshops
- Live Zoom Lectures
- Zoom Case Conferences
- Live Zoom AHA Seminars

Grading

Revised: 2023-03-29

Clinical Hypnotherapy Program/Grading

RES Semester 1 (S1)

Revised: Wed, Oct 28, 2026

101 Course
8 Classes
Grade on Exam/Quizzes
Exam = 90%, Quizzes = 10%

201 Course
16 Classes
Grade on Exam/Quizzes
Exams = 90%, Quizzes = 10%

301 Course
24 Classes
Grade on Exam/Quizzes
Exams = 90%, Quizzes = 10%

Course Scores/GPA Calculation
≥ 90 = 4.0

RES Semester 2 (S2)

Revised: Wed, Oct 28, 2026

Clinical Case History Series 1, 2, and 3
4 Classes Each Series
Grade on Quizzes

Business Practices
4 Classes and Business Plan = 4.0
3 Classes and Business Plan = 3.0
3-4 Classes and No Business Plan = 2.0
Grade on Quizzes/Business Plan

Counseling and Interviewing
4 Classes
Grade on Quizzes

Ethics in Therapy
2 Classes
Grade on Quizzes

AOS Degree Program/Grading

AOS Semester 3 (S3)

Revised: Mon, Dec 11, 2023

601 Course
8 Classes (601-1 through 601-8)
Grade on Quizzes

602 Course
8 Classes (602-1 through 602-8)
Grade on Quizzes

603 Course
8 Classes (603-1 through 603-8)
Grade on Quizzes

Client Contact/Clinical Internship
50 Contacts, 150 Hours S3, GPA Starts S4

Clinical Case Conference
12 Conferences S3, GPA Starts S4

AOS Semester 4 (S4)

Revised: Mon, Dec 11, 2023

604 Course
8 Classes (604-1 through 604-8)
Grade on Quizzes

605 Course
8 Classes (605-1 through 605-8)
Grade on Quizzes

606 Course
8 Classes (606-1 through 606-8)
Grade on Quizzes

Client Contact/Clinical Internship
S3 + S4 Total 100 Contacts/300 Hours
≥ 100/300 = 4.0
≥ 90/270 = 3.0
≥ 80/240 = 2.0

Class Make-Up Review on Video

Revised: 2025-04-10

Classes 101, 201, 301, and 501, Lectures are all prerecorded on video. These recordings are available to students for class make-up or class review. Students do not get additional credit for reviewing the class on video if they attended the class live on Zoom.

AOS Psych Lectures are all prerecorded on video. After AOS student attends Q&A class, link for Q&A video will become available.

After a student is marked as having attended any of these classes, they will be provided the video link on their HMI Student Page login that allows them to review the class lecture on video. This is a great way to review and enhance your learning process, even after graduation. After graduation, graduates have a year from the date of graduation to review all their class videos via your online student interface.

Student Comments/Quiz Feedback

Revised: 2022-12-16

Quiz Feedback: Your sincere comments/feedback are required for every online quiz you complete. Please be advised that your Comments/Feedback will be viewed by Instructors, students, and staff, unless you mark the comment “private”. If your experience was less than positive, you can relate that in your comments by making suggestions in a respectful and diplomatic way. Students should remember that providing diplomatic feedback, that is respectful of other people’s feelings is a skill required of every therapist – the quiz comments provide you with the opportunity to exercise that skill. Students who find themselves unable to provide respectful feedback will not receive credit for those completed quizzes. Elective course feedback must include comments that reflect on the content of each lesson and demonstrate that you watched the video(s).

Quiz Questions Complaints/Challenges: Students are welcome to submit any complaints/challenges to quiz questions by email to Esther@Hypnosis.edu. Students should consider that the success rates for all quiz questions are tracked by HMI and have all historically been answered correctly by other students at the rate of 75% or better. That does not mean that an Instructor did not miss something in their lecture or that the quiz question could be made clearer. We do appreciate your feedback on any quiz question you think should be changed. HMI does NOT however, change quiz scores or give credit for challenged quiz questions regardless of the circumstances. All quizzes are taken once with one opportunity to retake the quiz. We understand that some students want to achieve a 100% score on every quiz and become concerned if they feel they have unfairly missed a question. Please keep in mind that all your quizzes combined equal only 10% of your total course score. One individual quiz question therefore represents a small percentage of your overall course score. All questions on the Final exams for each course come from the quizzes themselves, so think of the quizzes as preparation for the final exam.

Out of Attendance Policy

HMI Resident School/IDL students have the ultimate in flexibility for attendance. Students attend a combination of prerecorded lectures and Live Q and A interaction with Instructors, via Zoom meetings. Students are expected to complete their scheduled prerecorded lectures each week and attend as many “Live” Zoom classes as they can. HMI offers up to 20 hours of Live Interactive Zoom classes per week. Students are required to attend no less than one “Live” Interactive Zoom Meeting per week. Students who do not attend a minimum of one “Live” Zoom meeting per week are considered “Out of Attendance.” Students who are out of “attendance” for 10 days will receive a “10-day Out-of-Attendance Notice.” Students who accumulate more than two 10-day, unexcused notices during the course of their enrollment will lose their eligibility to graduate with “Honors” and/or receive other HMI Awards.

Here are the penalties for 10-Day Out-of-Attendance Notices:

1. First 10-Day Unexcused Out of Attendance Notice: No Penalty, **First Warning**

2. Second 10-Day Unexcused Out of Attendance Notice: No Penalty, **Second Warning**
3. Third 10-Day Unexcused Out of Attendance Notice: **Student is ineligible to Graduate with Honors**

Excused Out of Attendance: If a student has to be out of attendance for 10-14 days, they may request a waiver of the penalty, in advance of receiving the 10-day notice. This request must be sent by email to Esther@Hypnosis.edu and provide the reason for the absence. Acceptable reasons may include, but are not limited to, illness, family issues, etc.

More than 14 Days Out of Attendance: Federal Regulations state that if a student is not in attendance/participating in a “Live interaction” Zoom class/meeting with Instructors for more than 14 days they will automatically be dropped from the program.

The following activities are used for “Live/Interactive Attendance” (counted in the Attendance Policy).

1. Attendance at a scheduled Zoom Q&A Lecture with an Instructor.
2. Attendance at a Workshop/Practicum via Zoom.
3. Attendance at a Zoom Case Conferences held Monday through Thursday from 6:00-7:00 PM and Saturday from 12:30-1:30 PM.
4. Attendance at an AHA Conference or Certification Course or attending via Zoom, provided the student has completed the course quiz.

Students are responsible for being aware of their last date of “Attendance” located on their student progress report, along with the number of days out of attendance. Plan ahead for days that HMI will be closed such as holidays. If your scheduled class is cancelled, you are still required to attend other activities held on campus as described above.

The following DOES NOT provide Attendance but does provide academic credit. For example:

1. Completing courses in the HMI Elective Library.
2. Completing 101-501 prerecorded classes/lectures on video without attending the Live Q&A via Zoom.

Seeing clients and logging the hours in the HMI online client log.

Leave of Absence Policy (LOA)

Revised: 2025-03-24

Leave of Absence (LOA) may be granted by **Sandy Kappas, Director of Academic Services (DAS)**.

All requests for Leave of Absence must be emailed to Sandy@Hypnosis.edu and must contain the following:

1. LOA beginning date (no earlier than the date of the request).
2. LOA return date (must be a date the school is open).
3. The reason for the Leave of Absence (medical, vacation, family issues, etc.).

Email requests may be sent 24 hours a day, 7 days a week, regardless of whether the school being open or closed.

A Leave of Absence will NOT be granted for the following reasons:

1. During the student’s first 60 days of enrollment in the program.
2. If the student is not currently in academic progress or on academic probation.
3. If a student is scheduled to begin their second semester with 501 Indoctrination.

4. If the student has failed to complete Financial Aid.

An approved Leave of Absence is subject to the following conditions:

1. Single LOA does not exceed 30 days. Total combined LOA days not to exceed 60 days in any enrollment period.
2. No more than two separate LOAs during any enrollment period.
3. No more than one extension per LOA and it must be requested by email to Sandy Kappas, Sandy@Hypnosis.edu **before** the student's expected return date.

Additional Conditions

1. The date of the email request for LOA must be **on or before** the student's 14th day out of attendance.
2. Should a student fail to return from LOA, the student will be dropped from the program and a drop calculation completed.

A leave of absence is a temporary break in a student's attendance during which the student is considered to be continuously enrolled. A leave of absence may be granted for emergency situations such as a serious illness, debilitating injury, or death in the immediate family. Extraordinary circumstances preventing the completion of the formal request and approval process (such as a car accident, unforeseen travel problems, family issues, illness, etc.), will be handled on a case-by-case basis by the Director of Academic Services: However, the required documentation must be gathered, and the application completed as soon as possible for the student to be granted the requested LOA.

Any leave of absence not requested as described above will be considered unapproved, and if a student does not request an LOA within a timeframe consistent with the Institute's consecutive absence policy (14 days), they will be dropped from the program. Please note, the Institute cannot initiate a leave of absence on behalf of a student or place an absent student on an LOA without first receiving a request from the student.

While on a Leave of Absence, students are not assessed any additional charges (above their tuition charges) stemming from the leave of absence. Upon returning from leave, the student will re-enter at the place in the program where they left, with the same satisfactory progress status they had at the beginning of their leave. While on leave of absence, a student may not participate in any programs and/or activities for which they initially enrolled.

For Financial Aid Students Only

If you have a student loan with HMI and do not return from your leave of absence, your enrollment will be terminated. Consequently, the grace period for your student loan will begin on the date your leave of absence started, which may result in an earlier repayment start date. For further details, please refer to the Exit Counseling Guide available in your student portal.

While a student is on an approved leave of absence, all Title IV funding and/or other funding will be put on hold until which time the student returns.

Student/Graduate Seeking Hypnotherapy with HMI Instructor

Added: 2022-05-18

Some of the most successful HMI graduates over the years have enhanced their HMI education by investing in private hypnotherapy sessions for themselves, independent of their enrollment at HMI. The benefits of having your own personal hypnotherapist for personal growth as well as advice and support with your own hypnotherapy practice during internship and possibly for years after graduation would seem self-evident. Many students and graduates choose HMI Instructors for to be their personal hypnotherapists for the obvious reasons of expertise and experience.

While HMI recognizes the value and benefits of such arrangements, it also wants students to be clear on the separation between your enrollment in HMI College of Hypnotherapy and your decision to have professional relationship with instructors as independent contractors. To ensure this clarity, HMI asks students and graduates who wish to work with HMI Instructors for hypnotherapy sessions to read, acknowledge, and agree to the following disclosure BEFORE hypnotherapy services are contracted.

Student/Graduate Seeking Hypnotherapy with Instructor Disclosure Form

As a student or graduate at HMI, I acknowledge, understand and agree to the following.

1. Instructors are HMI employees only for their work as Instructors. Their independent, private practice as a Hypnotherapist is not included in their HMI employment and HMI exercises no control over their independent hypnotherapy practice or the professional relationships they develop outside of HMI. In addition, it should be clear that HMI does not financially participate nor benefit from their private practice and/or hypnotherapy services that they may provide to students or graduates.
2. Students who wish to engage HMI Instructors for private hypnotherapy sessions understand that private sessions with an HMI instructor is a relationship separate and outside of their relationship with HMI, is not included in their enrollment or tuition, nor is it required in their HMI curriculum. Any costs, expenses or financial arrangements made with the Instructor for private hypnotherapy sessions is independent and separate from tuition, any financial relationship with HMI, or Federal Financial Aid.

Both Student and Instructor agree to hold HMI harmless and indemnifies HMI from any claims, liabilities, complaints, and/or legal actions that may result from their hypnotherapy sessions or agreements with HMI Instructors operating as independent contractors.

- Student/Graduate Seeking Hypnotherapy with HMI Instructor Disclosure Form (/students/forms/#Miscellaneous) (Fillable, Save, Send to Sandy@Hypnosis.edu)

Student Conduct

Student Conduct in the Zoom Classroom

Revised: 2025-06-18

1. Student Zoom accounts must be registered with their legal enrolled name and their name must be displayed on their Zoom screen at all times.
2. Student must display their live video in the Zoom room at all times. For students that do not have live video, the Student Center will be notified, and the student will not receive credit for that attendance. Should a student need to leave their Zoom screen for a break or for any other reason, they should leave their video on, so the Instructor can observe them leaving and returning. The student's absence from the Zoom room shall not exceed 10 minutes or it will be assumed they have left the class and will not receive credit.
3. Students are not to use chat to message other individuals during the Zoom class. This would be similar to talking or passing notes during class.
4. Students are not allowed to drive while attending Workshop Practicums and any HMI classes that require student participation. Those students will be asked to leave and will not get credit for the class.
5. A student's Zoom presence should be representative of their professional persona to clients in private practice. They should be professionally dressed, well lit, framed and their Zoom room staged. Your Zoom presence serves as confirmation that you are ready to see clients and serve as an example and inspiration to others in the room. Students should not be lying down or otherwise in any position that would be inappropriate if they were seeing a client.
6. Students must be diligent about background noise when in the Zoom room. Students should keep their microphones muted at all times unless instructed otherwise.
7. Students are not to eat, snack, drink alcoholic beverages, or smoke during class.
8. Students should use the "Raise Hand" feature in Zoom when they have a question or wish to comment.
9. The online system monitors login time for each student. Students are to arrive to Zoom meetings on time. If a student arrives to the meeting more than 15 minutes late the student will not receive credit for attendance.
10. The HMI Zoom classroom is to be a safe space for all students and Instructors. Please keep it a political free zone by no comments, jokes or commentary on politics or religion in the classroom.
11. Students are not permitted to record any HMI Classes and/or Zoom meetings and are prohibited from downloading, duplicating and/or recording any prerecorded HMI video classes. Students are not to screen-record any HMI Zoom classes or events. Any use of AI note taking tools are prohibited in all HMI Zoom classes.
12. HMI students are not permitted to bring guests, children, or spouses to any HMI Zoom classes. Only enrolled students are permitted in the Zoom classroom.
13. Three hour Zoom classes will call for a 15-minute break sometime during each class. Students are not to hold up the class or disturb the class by returning late.
14. **Soliciting:** HMI Students, Interns and Graduates are not to solicit for their private practice, or any other services or products, to other students, including but not limited to Zoom classes, break out practice sessions, or other HMI seminars, classes, or events.
15. Students are expected to be polite to their instructors and fellow students. HMI places high value on a professional atmosphere in the classroom and reserves the right to remove any student who disturbs the professionalism and/or conducive learning environment of the class. This includes challenging the instructors and/or hostile questions or statements.
16. Students are encouraged to ask questions but should keep in mind that no one student should dominate the class environment with questions or argumentative statements. A good rule of thumb should be that no one

student should be asking more questions than other students. Additionally, we request that students speak clearly and audibly when asking questions.

17. In order to maintain a comfortable learning environment, it is important that HMI Instructors remain in charge of the Zoom Class at all times. Students are to respect any instructor's request to turn on or off your camera, refrain from asking questions, or if you are asked to leave the Zoom room.
18. Students are prohibited from using green screens or any virtual backgrounds. Students are not to have TVs on in the Zoom rooms, and are not to be engaged in a phone call or conversations with other people in their homes during the Zoom class. Students must be well lit with good sound quality to participate in Zoom classes.
19. Students must adhere to HMI's The Golden Rule.
20. Students must adhere to HMI's Academic Integrity Policy.

The Golden Rule

HMI expects every student to treat the HMI Employees and other staff with respect in all interactions. HMI has a zero-tolerance policy towards any physical or verbal abuse of HMI Employees, Staff, or fellow students. We expect students to treat employees and fellow students with the same respect, kindness, and sensitivity that they would like to be treated.

HMI students are training to become counselors and interact with individuals with a variety of levels of vulnerability and sensitivity. HMI views the student's ability to communicate with HMI Employees and/or fellow students and their ability to maintain relationships with employees and fellow students as an indication of their appropriateness to deal with vulnerable clients as well. Any breach of this rule is grounds for probation, suspension, or termination of enrollment.

No Therapy with Other Students

HMI Students are not to engage in therapeutic relationships with other students. In addition to traditional hypnotherapy or counseling, other forms of student therapeutic relationships to be avoided include, massage, psychic readings, tarot-card readings, Reiki and other forms of energy healings, astrology readings, chiropractic, herbology, and any other relationship that is outside the exclusive scope of discussing coursework and practicing inductions. It is really in the best interest of a student's education and harmonious relations with the other students that we require all students to strictly adhere to this policy.

Student/Instructor Boundaries Policy

Added: 2022-02-23

Students and Instructors are to respect professional boundaries. The following are prohibited by students and instructors:

1. Email communication between student and Instructors with the exception of a request for Mentorship or Mentor exceptions below. Student questions about course material are to be directed to Instructors during class, case conference, practicum workshops or other scheduled instruction sessions. All other questions regarding academics, policies, progress etc. are to be directed to Student Services.
2. Facebook friend requests, messaging, and other social media communications.
3. Phone calls, texting, and letters.
4. Socializing in-person or online.
5. Solicitation of services, events or products from Instructor to student or vice versa.
6. Exchange of currency for anything other than private hypnotherapy services.

Exceptions to the above include communications between student and their HMI Mentor. It is up to the Mentor if they wish to offer group Mentee Zoom Meetings or authorize email Q&A support. Student's should remain respectful of the Mentors time and ask questions in regularly scheduled classes over private Q&A. Please be mindful that it takes much more time and energy to provide a written response than to answer a question in class. In addition, no other students benefit from a private Q&A. Any other exceptions are to be requested in writing to Sandy Kappas at Sandy@Hypnosis.edu.

Unsolicited Student-to-Student Contact Policy

Added: 2025-11-21

HMI is committed to maintaining a safe, respectful, and professional learning environment for all students. To support this standard, students are expected to engage with one another only in ways that are appropriate, welcomed, and aligned with the academic purpose of the institution.

Unsolicited or unagreed-upon contact from one student to another is strictly prohibited.

This includes any communication—whether in person, by telephone, text message, email, social media, or any digital platform—that is initiated without the recipient's permission, is unwanted, or continues after the recipient has expressed a desire for no further contact.

Conduct that may violate this policy includes, but is not limited to:

- Initiating repeated or persistent contact that the other student has not agreed to or has declined.
- Attempting to obtain personal contact information without consent.
- Contacting a student outside of school-related purposes when communication is unwelcome.
- Any behavior that creates discomfort, intimidation, or a disruption to the educational environment.

Students must respect the boundaries, privacy, and preferences of their peers always.

Violation of this policy may result in conduct action, up to and including disciplinary sanctions as outlined in the Student Guide.

No Marketing of Services or Products

HMI students are not permitted to market, sell, or solicit, nor collect names and addresses of other students – on campus or off – for any services, classes, or products of any kind. Violation of this policy can result in immediate expulsion from the program for which they enrolled.

Student Conduct and Termination

HMI students are highly motivated and interested in their studies. Should any student engage in any behavior which, in the opinion of the Director, is potentially injurious to himself or others, potentially damaging to the school or its facilities, disruptive to a comfortable learning environment, or unbecoming or inappropriate for a counseling professional, such behavior is considered unacceptable.

Any student who engages in unacceptable behavior, or for whom HMI receives a complaint of unacceptable behavior, will receive a written Student Conduct Notice. Such notice will outline the behavior in question and/or suggestions for improvement. The student then has the opportunity to respond to this Student Conduct Notice. Failure to correct problematic behavior, or the student's engagement in a variety of problematic behaviors, can result in the student either being placed on probation or being dismissed from school. Students whose behavior is considered extreme may be dismissed from school without the benefit of a Conduct Notice.

HMI Interns are subject to an even higher standard of student conduct. HMI Interns must display attitudes, ethics, professional attire, Zoom presence and/or professional office setting that inspire HMI's confidence and comfort in referring pro bono clients to the Intern. Any breach in that confidence can result in HMI not referring pro bono clients and or termination of student enrollment.

Academic Misconduct

Academic misconduct is subject to disciplinary action. Pending resolution of the case, a student charged with academic misconduct may be asked to discontinue attending class. Reasonable measures should be taken to protect the privacy of everyone involved in a case. Cases involving other members of the College community will be handled by the appropriate authority and process.

Standards of Classroom Behavior

Primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any inappropriate, prohibited, or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period and may be referred to the Director or the Director of Academic Services.

Conduct Rules and Regulations

HMI expects that its students will strive for high standards of honor and good citizenship and that they will conduct themselves, both on and off-campus, in a manner that reflects credit on themselves and the College. The following, while not exhaustive, represents misconduct subject to conduct action:

1. Conduct which threatens or endangers the health or safety of any person including physical abuse, verbal abuse, threats, intimidation, harassment, and/or coercion.
2. Sexual Assault. Sexual assault charges involving students will be handled in accordance with the College's Sexual Assault Policy.
3. Sexual Harassment. Sexual harassment will be handled in accordance with the College's Policy on Sexual Harassment.
4. Harassment. In this Code 'harassment': (a) is the use, display, or other demonstration of words, gestures, imagery, or physical materials, or the engagement in any form of bodily conduct, on the basis of race, color, national or ethnic origin, alienage, sex, religion, age, sexual orientation, or physical or mental disability, which has the effect of creating a hostile and intimidating environment sufficiently severe or pervasive to substantially impair a reasonable person's participation in College programs or activities, or use of College facilities; (b) must target a specific person or persons; and (c) must be addressed directly to that person or persons.
5. Possession of a weapon. A "weapon" includes explosives, metal knuckles, and knives with blades more than three (3) inches long, firearms including guns, air/pellet guns, paint guns, gun replicas (including facsimile water pistols) or any other instrument used or designed to be used to intimidate, threaten, and/or injure any person.
6. Reckless, disorderly, or lewd conduct that occurs on or off-campus.
7. Recklessly interfering with normal College or College-sponsored activities, including but not limited to studying, teaching, research, administration, or fire, police, or emergency services.
8. Initiating or causing to be initiated any false report, warning or threat of fire, explosion, or other emergency.
9. Unauthorized entry or use of College facilities. This also includes unauthorized possession, duplication, or use of keys or access cards to any College premises.

10. Unauthorized or inappropriate use of College computers, e-mail, or network; or other violations as specified by the most current Computer Use Policy published by HMI Information Technology Services. It may also include unauthorized use of electronic or other devices to record any person while on College premises without his/her prior knowledge, or without his/her effective consent.
11. Violating the terms of any disciplinary sanction imposed in accordance with the Code.
12. Furnishing false information to the College or a College Official or withholding information that may impede an investigation.
13. Violation of the College Alcohol and Other Drugs Policy: Alcohol Policy.
14. Forgery, unauthorized alteration, or unauthorized use of any College document or instrument of identification.
15. Substantially interfering with the freedom of expression of others.
16. Attempted or actual theft of and/or damage, including littering, to College property or the property of others. Departments may have additional regulations and/or requirements dealing with conduct and/or use of College funds or property.
17. Violations of other College regulations, rules, or policies.
18. Conduct that could result in the violation of any federal, state, or local law.
19. Actions by a student's guest that violate College policies.
20. HMI policy prohibits HMI Employees, Instructors and Mentors from having any secondary relationships with students outside the scope of their job description. Specifically, Employees, Instructors and Mentors are not to have any business relationships, personal relationships and/or social relationships outside of HMI, and are advised against being Facebook friends, email, or text buddies. We ask HMI students to honor this policy as well as maintain respectful Instructor/Student boundaries.

Dress Code

Revised: 2025-08-25

When you attend HMI classes on Zoom, you are considered to be on the "HMI Campus" and must adhere to the HMI dress code that is required for all students. You have enrolled to become a counseling professional and that starts the day you enroll. Your professional attire in the Zoom classrooms positively affects you and your classmates both on a conscious and subconscious level.

The following attire is recommended:

1. Button dress shirts and tops
2. Sport coats and professional jackets and sweaters
3. Ties and other business accessories
4. Business casual

The following items are considered unprofessional attire for students.

1. Clothing that is overly revealing, including low cut tops, tops with narrow straps, or garments that expose the chest or torso.
2. T-Shirts (No Logos, Graphics, or Writing)
3. Hats
4. Shorts
5. Workout Clothes/Athletic Attire
6. Tattoos that are disruptive, offensive, or create an unsafe or uncomfortable environment for other students. Violent or graphic tattoos or ones that could be interpreted as promoting self-harm fall into the category of things

we would ask you to keep covered.

We teach students the technical skills necessary to become a hypnotherapist, but we also guide them in representing themselves as professionals. This is why we ask all students to cooperate and adhere to the directions offered here. Each time a student attends an HMI event, for whatever reason, they are expected to dress for the profession for which they are training.

Academic Integrity

Students are expected to conduct their studies and academic pursuits with honesty and integrity. For a student to claim credit for completing a streaming video lesson it is to be assumed that they actually watched the entire streaming video lesson. For a student to claim credit for attending an in-person course/lesson it is to be assumed that they attended the whole in-person class. Students are responsible for completing their own work, exams, and quizzes and for reporting accurate attendance through roll call or sign-in sheets. All of these are the school's basic assumptions for student integrity. A student's breach of this policy will threaten their eligibility for graduating with honors and may also result in a warning, probation and possible dismissal from the school, the decision of which is at the discretion of the school.

HMI Copyright Policy

All HMI educational materials, including books, workbooks, printed materials, video, DVD and streaming video, are protected by United States copyright laws. Students who engage in behavior that violates those copyright laws will be withdrawn from the program for which they enrolled and could be subject to penalties, both civil and/or criminal, as provided for under The U.S copyright law (Title 17, United States Code).Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

Drugs or Alcohol Policy

HMI policies prohibit the unlawful use, possession, or distribution of illicit drugs and alcohol, by any student, faculty, or employee on its property, or as part of any of its activities. Anyone in violation of this policy will be subject to immediate expulsion from the program of study and referred to the appropriate law-enforcement agency for prosecution.

Additionally, a person may be subject to local, State and Federal laws against illegal drug use and/or sales of illegal substances and face possible jail sentences and/or fines.

HMI recommends that any person encountering a substance-abuse problem take immediate action for rehabilitation. Each person should be aware there are many health risks associated with drug and alcohol usage and/or abuse. A person with this problem is encouraged to seek assistance in the mandatory counseling sessions that HMI training provides and/or other local counseling/rehabilitation programs. In addition to that assistance, HMI also provides this non-exhaustive list of referrals for assistance:

- Be Sober Hotline
  1-800-237-6237
- Cocaine Hotline
  1-800-262-2462
- Drug Abuse Information
  1-800-554-5437
- Drug Abuse Hotline
  1-800-241-9746
- Cocaine Anonymous
  1-800-839-1141
- Marijuana Anonymous
  1-800-766-6779

Drug and Alcohol Report

HMI is required to review its drug and alcohol substance abuse program once every two years to determine its effectiveness and to ensure that its sanctions are being enforced. During the 2016 and 2017 reporting period HMI recorded students and employees who were found in violation of the college's policy. The following table shows the number of those who were cited for alcohol or substance use during the reporting period and the reporting period in the previous Biennial Drug and Alcohol Report.

Drug and Alcohol Cases	**2019**	**2020**	**2021**	**2022**	**2023**
Alcohol Related	0	0	0	0	0
Drug Related	0	0	0	0	0
Fatalities	0	0	0	0	0
Totals	0	0	0	0	0

- Type of sanctions imposed for the above listed violations: **None to Report Alcohol Related**
- Reviewed By: Sandy Kappas, Director of Academic Services (DAS)

- Biennial Review Date: 07/01/2022

Attendance at AA/Al-Anon Meetings

HMI believes that students will greatly enhance their therapeutic skills and benefit personally by attending, both, AA, and Al-Anon meetings. HMI will provide a student with 3 hours of elective credit to attend the Malibu, Saturday night AA meeting and/or any AA/Al-Anon Meeting of one's choice. Students can receive credit for a maximum of (6) AA meetings and (6) Al-Anon meetings. These will be credited as elective hours. Students must submit the HMI AA/Al-Anon form, filled out and signed by the secretary of the meeting attended. These forms are available on the HMI student page under "Forms and Form Examples." In order to have the secretary sign the form, the student should drop it into the collection box when it comes around and retrieve the signed form from the secretary at the end of the meeting. Completed forms may be scanned and emailed to the Student Services staff. In addition, students must submit a one-page written summary of what they learned and how it can be applied to their hypnotherapy practice. This summary is to be submitted to their Student Counselor who will grade it as pass or fail.

Community Service Program

Revised: 2025-05-21

The opportunity to work with clients is one of the many unique training features offered to HMI Resident Students. Students are encouraged to begin implementing their marketing campaigns and promoting their own private practice to generate clientele as soon as they begin their Residency/Internship program. Students have the sole responsibility to generate their own clients, paid or unpaid, in order to fulfill their "twenty-four clinical hour" requirement to graduate. HMI receives requests from the public for "pro bono" (no charge) sessions that are scheduled with HMI students who have met the requirements to participate in the HMI Community Service Program.

HMI does not guarantee Community Service Program client referrals as a part of enrollment. Distribution of such clients is at HMI's sole discretion and can be influenced by a student's attitudes, communication skills, professional zoom appearance, satisfactory progress, adherence to HMI policies and more. Please be aware, it is up to the student to contact their assigned Community Service Program leads/requests and schedule them for their sessions.

In addition to the attributes listed above, the following criteria are required to be eligible to receive client referrals from HMI through the Community Service Program:

a. PSR completion of three sessions and a pass score of 35 or higher
b. Signed HMI Pro Bono Agreement
c. Proof of Malpractice Insurance
d. Membership in a Professional and Certification Organization
e. Academic progress in good standing
f. Approval of Zoom Room
g. Hours of availability to see clients that meet the needs of the client and the school
h. You must complete the "Getting Your Zoom Room Approved" course in the 401 Electives Library which includes watching a short video, reading the workbook, and taking the online quiz. You must be prepared to show your certificate of completion to the person approving your Zoom Room. You can even take a picture of it on your phone and show it to the person over Zoom.

Additional Guidelines

1. All Community Service Program client referrals must ONLY be seen via Skype or Zoom. No physical locations can be used to see HMI referred pro bono clients. Residents must have their "Zoom Room" approved by their

Student Counselor before being eligible to receive Community Service Program referrals. Zoom Rooms will be judged on their professionalism, quality in sound, video, framing, background, and overall visuals.

2. It is the Resident student's responsibility to connect with the client and schedule a mutually agreeable appointment.
3. All pro bono client sessions must be documented by completing a Client Contact Report at your student login (501 section), in order to receive academic credit for the hours.
4. HMI Residents are expected to see Community Service Program clients for as long as they are an active student and may opt to continue seeing a client beyond completion of their first year of study. There are no limits to the number of sessions a Resident can see their assigned client. HMI encourages the Resident students to get as much experience as they can from each client and expects the relationship between Resident and Community Service Program client to continue for as long as the client is motivated and willing to come to appointments.
5. HMI Resident students have the right to refuse a client referral or terminate the relationship if they feel the client is beyond their scope, makes them feel uncomfortable or for any other reason they wish. If for any reason the Resident does not wish to see the client assigned to them the student is to notify the Community Service Program Director in Student Services as soon as possible.
6. During the student's Internship, students are NEVER to attempt to change the relationship from HMI referred pro bono to a paid client.

If at the end of a student's Residency program (graduation), the client wishes to continue their hypnotherapy sessions they are to be given the following options:

1. 1. A graduate has the option to continue to see the assigned client for no charge for as many sessions as is mutually agreeable.
   2. A graduate can present the option for the client to be referred back to HMI's Community Service Program Director to be reassigned to another Resident student. If the client chooses to be referred back to HMI's Community Service Program, it is the Resident student's responsibility to notify HMI if this option is chosen.
   3. A graduate and client may come to a mutually agreeable fee and sign an "Acknowledge of Services and Fees" that memorializes that new arrangement.

Any violation of this policy and/or violations of HMI's generally accepted ethical boundaries and guidelines with clients can result in expulsion from school. If you have any questions or uncertainties about ethical boundaries or any other situations with a client while a student, you are to immediately bring them to the attention of the Director, George Kappas by emailing to George@Hypnosis.edu.

Clock Hour to Credit Hour Policy

For Academic Purposes: HMI is an ACCET approved institution and uses the following Carnegie clock-to-credit hour conversions for lecture and laboratory.

- **Lecture Hours:** Instructional hours consisting of theory or new principles.
- **Lecture Credit Hours:** Semester Credits – Must teach a minimum of 15 lecture hours to award 1 semester credit (divide lecture hours by 15).
- **Laboratory Hours:** Instructional hours consisting of supervised student practice of a previously introduced theory/principle during which practical skills and knowledge are developed and reinforced.
- **Laboratory Credit Hours:** Semester credits (divide laboratory hours by 30).
- **Internship Credit Hours:** Instructional hours consisting of supervised work experience activities related to skills/ knowledge acquired during the training program – Must participate in a minimum of 45 internship hours to award 1 semester credit (divide internship hours by 45).

For Purposes of Title IV Federal Financial Aid: For Financial Aid purposes HMI awards one semester credit for each 37.5 clock hours of study (course labs/practicum workshops, Internship, lectures, and homework) with the Clinical Hypnotherapy Program consisting of 900 Clock Hours/24 Semester Credits and the Associate of Occupational Studies Degree in Mind-Body Psychology consisting of 2292 Clock hours/56 Semester Credits.

Program Information

Hypnotherapy Course Description and Syllabus

HMI's Clinical Program is 720 clock hours/24 semester credits/42.4 Academic Credits and is one year in length. The program is divided into two semesters, each six months in length. The first semester consists of courses Hypnosis 101, 201, 301, and 401. The 101 course teaches you the practical skills of learning to hypnotize. The 201 course builds on that foundation by introducing you to all the different styles and modalities. The 301 course introduces the student to all the clinical applications. The 401 course bridges the gap between theory and practical application and is done concurrently with the 201, 301 and 501 courses. The second semester consists of the 501 Clinical Residency courses. The 501 Clinical Residency course divides its focus equally between the goals of building clinical skills and the business expertise to be successful in private practice.

Hypnotherapy Course – Semester One

Revised: 2023-12-11

- **Prerequisite:** Completion of HMI Admissions Procedure
- **Length:** 26 Weeks, 360 Hours, 12 Credits
- **Days/Times:** Class Schedule Varies, Weekdays, Weeknights, Saturdays
- **Quizzes, Exams:** For the 101, 201 and 301 courses, quizzes count as 10% and exams count as 90% of your total course score. For the 501 core classes, all of the quizzes are weighted equally and your course score is the average of all quizzes.

Hypnosis 101

- **Prerequisite:** None
- **Length:** 4 Weeks, Clock Hours: 24
- **Attend:** 4 Prerecorded Video Classes, 4 Classes of Q&A with Instructors, 4 Classes of Supervised Practice, All Q&A and Supervised Practice are Live on Zoom
- **Days/Times:** Tuesdays and Thursdays, Choice of 2 Class Times
  - **Zoom Q&A with Instructors**
    1. Tuesdays from 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
  - **Zoom Workshop/Practicum, Lecture and Supervised Practice**
    1. Thursdays from 3:00 PM to 6:00 PM Pacific Time
    2. 7:00 PM to 10:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:50
- **Homework Hours:** 3

Regardless of the student's background, the Hypnosis 101 class represents the first step in professional training. It is one of the most important, as well as the most fun and exciting of all the training steps, because it is here the foundation is laid for the "how to" skills of hypnosis. The result is a class full of demonstrations by instructors, as well as practice assignments.

The main focus of the 101 class is the “Emotional and Physical suggestibility and sexuality” concepts, created by HMI’s founder, Dr. John G Kappas. Greatly responsible for HMI’s success and reputation, these tools provide hypnotists with a behavioral profile that enables them to organize their linguistic pattern to perfectly match the suggestibility of the subject. Rendering virtually everyone hypnotizable, this unique concept has been heralded as one of the few real breakthroughs in the field in the last 100 years.

Another important concept presented in the 101 class is the “Message Unit Theory of Hypnosis,” providing students a precise understanding of exactly what hypnosis is, how it is created, and the differences between self-hypnosis, hetero-hypnosis, and environmental states. The focus of the 101 class is equally dedicated to understanding these vital theoretical foundations as it is in acquiring the fundamental skills of how to test suggestibility, interpret the results, and hypnotize the subject according to his or her unique suggestibility pattern.

Homework Hours

In addition to the scheduled 101 classes, students are expected to read the text book and Student Workbook assignments for each class and successfully complete an online class quiz for 101 class lectures 1-4. Students are awarded one homework hour for reading the workbook and completing each online class quiz.

Clinical Hypnosis 201

- **Prerequisite:** Completion of Hypnosis 101
- **Length:** 8 Weeks, Clock Hours: 48
- **Attend:** 16 Prerecorded Video Classes, 16 Live Q&A with Instructors, 24 Elective Hours
- **Days/Times:** Mondays and Wednesdays, Choice of 2 Class Times
  - **Zoom Q&A with Instructors**
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:60
- **Homework Hours:** 14

The 201 class is two months in length, and is divided into two sections, each section is one month long. These sections rotate monthly, and students may begin at either section. There is a new start day for 201 approximately every four weeks, so 101 students rarely have to wait more than a week before the next 201 class begins.

The Clinical Hypnosis 201 class begins with the premise that the student, having successfully completed the 101 class, possesses knowledge of testing the individual suggestibility of their subjects and hypnotizing them accordingly. Utilizing the skills earned in the 101 Class, the 201 student is then introduced to a broad array of styles and strategies available to then in guiding the hypnotized client.

There is perhaps no field of study more diversified and divided on what is the best approach in theory and application than the field of counseling. Because of this, HMI’s 201 classes provide a different instructor for each class night, thus acquainting the student with a wide variety of clinical orientations. HMI’s instructors include Psychologists, Marriage and Family Therapists, Counselors who specialize in working with children, NLP Trainers, and Imagery Specialists, all of diverse orientations.

In learning from each of these different specialists, the 201 student develops the ability to match his or her therapeutic style and strategy to the individual needs of the client or case.

The 201 students continue to attend Workshop/Practicums throughout their 201 course. Students are encouraged to attend approximately one per week, or as many workshops as their time permits.

Homework Hours

In addition to the scheduled 201 classes, students are expected to read the Student Workbook assignments for each class and successfully complete an online quiz for each class lecture. Students are awarded one homework hour for reading the workbook and completing each online class quiz.

Hypnotherapy 301

Revised: 2024-01-05

- **Prerequisite:** Completion of Clinical Hypnosis 201
- **Length:** 12 Weeks, Clock Hours: 67
- **Attend:** 24 Prerecorded Video Classes, 24 Live Q&A with Instructors, 36 Elective Hours
- **Days/Times:** Tuesdays and Thursdays, Choice of 2 Class Times
  - **Zoom Q&A with Instructors**
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:75
- **Homework Hours:** 24

The 301 Course is divided into three rotating sections with a new group of students joining the classes every month. Like the 201 Course, the 301 Course also features a different Instructor for each lesson.

Students in 301 complete two prerecorded video lessons per week and attend a live Zoom Q&A interactive discussion with Instructors and peers for each lesson.

The 301 course is designed to prepare students for the rigors of internship by focusing on the skills of risk assessment, clinical note taking and managing a private practice. In addition, the 301 course focuses on the treatment of the presenting issues, the student will most likely be encountering in their hypnotherapy practice.

In addition to the 24 unique lectures and live Q&A discussions with Instructors, students are also encouraged to lean into their attendance and participation in Practicum Workshops. 301 students are also encouraged to start attending the 501 Clinical Case Conference and Clinical Case History Series courses presented in second semester. Previewing these important clinical courses further prepares the 301 student to start seeing real clients in the Community Service Program and private practice.

Homework Hours

In addition to the scheduled 301 classes, students are expected to read the Student Workbook assignments for each class and successfully complete an online quiz for each class lecture. Students are awarded one homework hour for reading the workbook and completing each online class quiz.

Electives 401

- **Length:** 52 Weeks
- **Days/Times:** Scheduled Independently
- **Semester 1 Requirement:** 178 Hours
- **Semester 2 Requirement:** 135 Hours

- **Total Clock Hours:** 313 (Average 5 Hours Per Week)
- **Total Homework Hours:** 150

In addition to the core curriculum of 101, 201, 301 and 501 courses, HMI students are provided the opportunity to choose their area of focus and/or design part of their own training using the HMI Electives – 401 Module. HMI Elective Courses are done concurrently with Semester 1 and 2 (101, 201, 301 and 501) core classes. Elective Hours are done outside of the regularly scheduled class times. Students are not limited to the Elective Hour requirements listed, some students complete hundreds of hours above that during their 12 months of study.

There are two ways to earn elective hours:

1. Elective Course Library

HMI provides hundreds of hours and over 20 different elective courses to choose from in the Elective Course Library. The Elective Library is a streaming video library that can be accessed from the student's online interface. Students may access the Elective Hours Library any time day or night, and can complete these Elective Hours on their own schedule. This flexibility can help students who are juggling work and family schedules in addition to school. The Elective Hours Library contains a wide variety of courses including many vintage courses/videos featuring HMI Founder Dr. John Kappas. This gives students the opportunity to benefit from HMI's long and rich history as a pioneer in the hypnotherapy field.

2. Elective Courses, Seminars and Conferences

HMI students can also earn Elective Hours by attending continuing education seminars and conferences in the hypnosis field. The American Hypnosis Association (AHA) offers continuing education seminars live on Zoom many weekends per month. These seminars offer specialty certifications in NLP, Therapeutic Imagery, Pre and Post Surgery, ADHD, Childbirth, Past-Life Regression, Reiki, Energy Healing, and much more. The AHA also offers conferences featuring guest speakers live on Zoom, and in their online library that provide the opportunity to earn Elective Hours. AHA membership fees are not included in tuition. AHA continuing education courses Certification Courses are not required and also not included in HMI tuition. For a listing of AHA Seminars please see the AHA Calendar at https://hypnosis.edu/aha/calendar/ (https://hypnosis.edu/aha/calendar/).

3. Earning Outside Elective Hours

Added: 2022-02-01

HMI allows a maximum of 20 hours to be submitted as elective study hours from outside seminars or conventions. All seminars or conventions must be directly related to the study of hypnotherapy and must be provided from a recognized national association of hypnotherapy and/or State approved school of hypnotherapy. Students must complete the Verification of Elective Hours form provided in the Student Forms section and submit to the Student Services Department. In addition, students may also submit hours of attendance to AA, NA, or Al Anon meetings using this form as well. Any private hypnotherapy sessions with an HMI Mentor, beyond the initial three sessions, may also be reported using this form. (Submission of additional mentor hours (over the initial three sessions must be signed by the mentor. Submission of AA meetings must be signed by the secretary of the meeting (not required during covid). Out side seminars must include a copy of the completion certificate.

Homework Hours

Elective courses require online quizzes or written essays. Students are not awarded elective hours until those quizzes or written assignments are completed! Students are awarded 0.5 homework hours for each 1.0 hour of elective course.

Practicum Workshops

- **Prerequisite:** Current enrollment in 201-501
- **Length:** 52 Weeks, Clock Hours: 72
- **Attend:** 4 Practicum Workshops are scheduled each week Live on Zoom, attend as many as your schedule permits. You are required to complete an average of 2 Practicum Workshops per month.
    1. Wednesday 12:00 PM to 3:00 PM Pacific Time
    2. Thursday from 3:00 PM to 6:00 PM Pacific Time
    3. Saturday from 9:30 AM to 12:30 PM Pacific Time
    4. Saturday from 1:30 PM to 4:30 PM Pacific Time
- **Instructor/Student Ratio:** 2:75

Twelve (12) Practicum Workshops are required during Hypnotherapy (Semester One). Twelve (12) Practicum Workshops are required during Clinical Hypnotherapy (Semester Two). Students are encouraged to attend as many Practicum Workshops as they are able. After completion of the required workshops for first and second semesters, any additional Practicum Workshops will be credited towards the elective hour requirement for Semester Two.

Practicum Workshops are required and essential for becoming a successful hypnotherapist. Practicum Workshop is the time and place to practice hypnotic inductions and technique.

Practicum Workshops are held on weekdays and Saturdays. Workshops are non-sequential and feature different instructors and focus on different hypnotic techniques in each workshop. If a student misses a workshop, the student can make it up by attending the next workshop.

There is a “PW” tab in your online student interface (which stands for Practicum Workshops). Once logged into your student interface click the PW tab to see the schedule of the upcoming workshops. You also use this tab access the links to the Zoom meeting for each workshop. Each workshop uses a unique link.

You must be a currently enrolled student to attend Practicum Workshops. Students at any level 101-501 are encouraged to attend on a weekly basis or as often as possible.

Grading

The Workshop course grade is determined by the total number of workshops attended during the entire enrollment.

Hypnotherapy Course – Semester Two

Revised: 2023-12-11

- **Prerequisite:** Completion of Semester One
- **Length:** 26 Weeks, Clock Hours: 360, Credits: 12
- **Attend:** 1-2 Prerecorded Video Classes Per Week Plus Live Q&A with Instructors
- **Days/Times:** Weekdays, Weeknights, Choice of 2 Class Times
  - **Zoom Q&A with Instructor**
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Quizzes, Exams:** Students must complete each online class quiz and exams with a score of 70% or higher. For the 501 core classes, all of the quizzes are weighted equally and your course score is the average of all quizzes. Completion of each online quiz/exam is one homework hour. All additional homework hours are listed for each course.

Semester Two at HMI represents your transition from student to Intern to working professional. HMI Interns start working with clients from all over the world via Zoom. Interns discuss their work with clients with HMI Senior Staff Instructors in group supervision classes. Case Conferences are offered five days a week.

From watching classes anytime, day or night to interacting with Instructors and fellow students learning to market your private practice, and getting clinical experience all from the comfort and safety of your home, starting a new career has never been more convenient.

In addition to Internship, students continue to attend one or two prerecorded classes per week, plus live Q&A with Instructors via Zoom. These classes include the applied skills of advertising, marketing, business practices, therapeutic ethics, counseling skills, group presentation skills, and much more. This combination of classroom instruction, client contact, and group supervision define the experience of Semester Two.

Internship Indoctrination

- **Prerequisite:** Completion of 301
- **Length:** One Class, 2 Hours
- **Attend:** Weeknight
- **Instructor/Student Ratio:** 1:50

In preparation for the start of your Clinical Residency Course (Semester Two), this Internship Indoctrination class walks you through the basics of how HMI Internship works. You will be instructed on the policies and procedures of seeing clients in the HMI Clinic, being supervised by Staff Instructors, how to document your clinical hours and meet the requirements for graduation. You will also be instructed on how to take the necessary steps for professional practice as listed in the description below.

Internship/Client Contact

- **Length:** 24 Client Contacts, 72 Hours
- **Days/Times:** Hours Scheduled Independently
- **Instructor/Student Ratio:** N/A

A total of 24 client contact sessions are a part of HMI’s internship program. This provides the 501 students the opportunity to start working with clients with the benefit of clinical supervision.

Students are responsible for getting their own clients by following the guidelines of their advertising and promotion classes. The 501 students are free to charge whatever they wish for their professional services, (Community Service clients are no charge). Student fees may range from no charge to $100 (or more) per session.

Grading and Documentation of Client Hours

For each client session the student must complete an online Client Contact Hours report documenting the preparation for each client, concepts learned during each contact, and the post contact review. The student is awarded 3.0 course hours for each client session. Students do not receive credit for client sessions unless the online client report is completed.

Clinical Case History Series Parts 1, 2, and 3

- **Length:** 12 Weeks, Clock Hours: 36
- **Attend:** Live on Zoom, 12 Classes, 1 Per Week
- **Days/Times:** Weekdays, Weeknights, Choice of 2 Class Times
    1. 3:00 PM to 6:00 PM Pacific Time
    2. 7:00 PM to 10:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:75
- **Homework Hours:** 12

The course consists of (3) class series, each meeting once per week for four weeks. This course features HMI Staff Therapists conducting three series of therapy sessions, four weeks each, with a real client demonstrating the process and procedures of clinical hypnotherapy from beginning to end.

Grading and Homework Hours

Your course grade will be the average of all your quiz scores for the series. Students receive 4 hours of homework for each class series for studying the workbook and completing the online quizzes. Three class series equals a total of 12 homework hours.

Business Practices

- **Length:** 4 Weeks, Clock Hours: 12
- **Attend:** 1 Prerecorded Video Class Per Week, 1 Live Zoom Q&A with Instructor
- **Days/Times:** Live Zoom Q&A, Weekdays, Weeknights, Choice of 2 Class Times
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:75
- **Homework Hours:** 4

This course meets once per week for four (4) weeks. The Business Practices course makes the development of their own business plan fun by creating teams of students to brainstorm and develop a vision for their hypnotherapy practice.

Grading and Homework Hours

Students must complete three online quizzes and one exam. The class grade is the average quiz/exam/Business Plan scores. Students are required to complete a written business plan to submit in the final class meeting. The class grade is the average quiz, exam and Business Plan scores. Students receive 4 hours of Homework for studying the workbook and completing the online quizzes and exam.

Counseling and Interviewing

- **Length:** 4 Weeks, Clock Hours: 12
- **Attend:** 1 Prerecorded Video Class Per Week, 1 Live Zoom Q&A with Instructor
- **Days/Times:** Live Zoom Q&A, Weekdays, Weeknights, Choice of 2 Class Times
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:75
- **Homework Hours:** 28

This course meets once per week for four (4) weeks. The Counseling and Interviewing course demonstrates and guides students through the process of clinical note taking skills, evaluation of clients' appropriateness for Hypnotherapy, and the practice of directive and nondirective counseling and interviewing techniques.

Grading and Homework Hours

Students must complete three online quizzes and one exam. The class grade is the average quiz and exam scores. Students receive 4 hours of Homework for studying the workbook and completing the online quizzes and exam.

Ethics in Therapy

- **Length:** 2 Weeks, Clock Hours: 6
- **Attend:** 1 Prerecorded Video Class Per Week, 1 Live Zoom Q&A with Instructor
- **Days/Times:** Live Zoom Q&A, Weekdays, Weeknights, Choice of 2 Class Times
    1. 4:00 PM to 5:30 PM Pacific Time
    2. 7:30 PM to 9:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:75
- **Homework Hours:** 2

This course meets once per week for two (2) weeks. The Ethics in Therapy course prepares the student for a successful, ethical, and spiritually sound career in hypnotherapy that is fulfilling for both the therapist and their clients.

Grading and Homework Hours

Students must complete an online exam for each class night. The class grade is the average exam scores. Student receive 2 hours of Homework for studying the workbook and completion of the online exams.

Social Media Marketing

- **Length:** 4 Weeks, Clock Hours: 12
- **Attend:** 1 Prerecorded Video Class Per Week, 1 Live Zoom Q&A with Instructor
- **Days/Times:** Live Zoom Q&A, Weekdays, Weeknights, Choice of 2 Class Times

    1. 3:00 PM to 6:00 PM Pacific Time
    2. 7:00 PM to 10:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:50
- **Homework Hours:** 4

This course meets once per week, for four (4) weeks. Learn to use Social Media Marketing to distinguish your services and attract your ideal clients. People are researching online for services now more than ever and social platforms overwhelm the search rankings. HMI prepares students to occupy a professional and authentic presence in the market through Facebook, Instagram, YouTube, Podcasting, and more.

Grading and Homework Hours

Students must complete three online quizzes and one exam. The class grade is the average quiz and exam scores. Students receive 4 hours of Homework for studying the workbook and completing the online quizzes and exam.

Speech Master

- **Length:** 4 Weeks, Clock Hours: 12
- **Attend:** 4 Classes, 1 Per Week
- **Days/Times:** Weekdays, Weeknights, Choice of 2 Class Times
    1. 3:00 PM to 6:00 PM Pacific Time
    2. 7:00 PM to 10:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:50
- **Homework Hours:** 4

This course meets once per week, for four (4) weeks. Important to the development of a private practice is the ability to deliver a professional presentation to the public or private groups.

HMI's Speech-Master course utilizes the internationally recognized "Toastmasters" technique to systematically hone your skills and ability to comfortably communicate your services to any individual or group. This course will prepare the student to master their ability to deliver a powerful and professional public presentation.

Grading and Homework Hours

Students must complete three online quizzes and one exam. Students are required to prepare and present two speeches during class. The class grade is the average quiz, exam and speech scores. Students receive 4 hours of Homework for studying the workbook and completing the online quizzes and exam.

Therapeutic Journaling

- **Length:** 4 Weeks, Clock Hours: 12
- **Attend:** 4 Classes, 1 Per Week
- **Days/Times:** Weekdays, Weeknights, Choice of 2 Class Times
    1. 3:00 PM to 6:00 PM Pacific Time
    2. 7:00 PM to 10:00 PM Pacific Time
- **Instructor/Student Ratio:** 1:50
- **Homework Hours:** 4

This course meets once per week, for (4) weeks. Therapeutic Journaling can be a powerful adjunct to your hypnotherapy practice. This course guides students through a four-week journey by guiding them through a series of journaling assignments to be completed between classes. Utilizing ideomotor response to tap powerful subconscious resources, HMI students experience firsthand the benefits and how to apply them with their private practice clients.

Grading and Homework Hours

Students must complete three online quizzes and one exam. The class grade is the average quiz and exam scores plus the class participation scores. Students receive 4 hours of Homework for studying the workbook and completing the online quizzes and exam.

Clinical Case Conference/Supervision

- **Length:** 26 Weeks, Clock Hours: 24
- **Days/Times:** Mondays through Thursdays and Saturdays, Choice of 2 Class Times
  - **Live Zoom with Instructor**
    1. Mondays through Thursdays from 6:00 PM to 7:00 PM Pacific Time
    2. Saturdays from 12:30 PM to 1:30 PM Pacific Time
- **Instructor/Student Ratio:** 1:75

HMI Interns receive their clinical supervision in the intimate setting of a small group via Zoom. Scheduled five days a week and featuring a different supervisor each day, Interns discuss their clinical work with supervisors and receive advice, direction, and feedback between each session they have with clients. Students learn not only from the direct advice provided for their clients, but from the advice provided by their peers as well. HMI provides an online Client Contact Log to document and track supervised hours.

Grading

The course grade is determined by the number of Case Conferences attended.

One-On-One Practical Skills Review

- **Length:** 3 Hours, 3 Sessions
- **Days/Times:** Scheduled Independently
- **Instructor/Student Ratio:** N/A

Students receive three private sessions with an Instructor for a one-on-one review of their practical hypnotic skills. This personalized attention to their hypnotic induction and suggestion giving skills serves as a final fine tuning for their work in clinical internship. These three private sessions can also assist you with your motivation, fears, and questions about private practice, and serve as your personal role model for a successful hypnotherapy career.

Additional Elective Hours

Students are awarded 9 hours of elective credit for the following: Students are expected to prepare the required paperwork to apply for their City Business License, Malpractice Insurance, and any applications necessary to join professional organizations and certification bodies. Approval of the required paperwork allows the student to participate in HMI’s Community Service Program. One quiz is required at the completion of the class which counts at one homework hour for reviewing the workbook materials and completing the quiz.

HMI Community Service Program

Another key feature of HMI's training is the option for students to be assigned hypnotherapy clients from HMI's Community Service Program. Community Service clients provide Interns the opportunity to start gaining real world counseling experience with a wide range of clients and presenting issues. The value of having access to real clients, clinical experience and daily instructor guidance, is alone worth far more than the total tuition of the program.

Diploma Program Outline

Revised: 2023-12-11

Clinical Hypnotherapy Program	Weeks	Clock	Title IV Credits	Academic Credits	Homework
101 Hypnosis	8	24	0.8	1.6	3
201 Clinical Hypnosis	16	48	1.6	3.2	16
301 Hypnotherapy	24	72	2.4	4.8	24
Practicum Workshops	12	36	1.2	1.2	
401 Elective Courses	24	178	5.9	11.9	89
501 Internship Indoctrination	1	2	0.1	0.1	1
Semester One (6 Months)		**360**	**12.0**	**22.8**	**133**
Clinical Case History Series 1	4	8	0.267	0.533	6
Clinical Case History Series 2	4	8	0.267	0.533	6
Clinical Case History Series 3	4	8	0.267	0.533	
Business Practices	4	12	0.4	0.8	
Counseling and Interviewing	4	12	0.4	0.8	4
Ethics in Therapy	2	6	0.2	0.4	2
Social Media Marketing	4	12	0.4	0.8	18
Speech Master	4	12	0.4	0.8	
Therapeutic Journaling *	4	12	0.4	0.8	4
Clinical Case Conference/Supervision	24	24	0.8	1.6	
One-On-One Practical Skills	3	3	0.1	0.2	
401 Elective Courses	24	135	5.0	9.0	61
Internship/Client Contact	24	72	2.4	1.6	36
Practicum Workshops	12	36	1.2	1.2	
Semester Two (6 Months)		**360**	**12.0**	**19.6**	**137**
Total Program (12 Months)		**720**	**24.0**	**42.4**	**270**

Clinical Hypnotherapy Diploma Instructors and Classes List

201	**Instructor**
Hypnotic Modalities	George Kappas
Neuro Linguistic Programming 1	Joe Tabbanella
Neuro Linguistic Programming 2	Joe Tabbanella
Ericksonian Hypnosis	Michael Kamins
Hypnotic Regression/Past Life	Lisa Machenberg
Dream Therapy	George Kappas
Fears and Phobias	Elaine Perliss
201 Review and Test	Lois Lorback
First Consultation	John Melton
Therapeutic Imagery 1	Cheryl O’Neil
Therapeutic Imagery 2	Cheryl O’Neil
Mental Bank Program	George Kappas
Hypno-Diagnostic Tools	Tanya Nord
Emotional Freedom Technique	Susie Kappas
Law and Ethics	John Brown
201 Review and Test	Katt Lowe
301	**Instructor**
Emotional and Physical Sexuality 1	George Kappas
Emotional and Physical Sexuality 2	George Kappas
Family Systems	Tanya Nord
Healing the Inner Child 1	Cheryl O’Neil
Healing the Inner Child 2	Cheryl O’Neil
Introduction to Handwriting Analysis	Elaine Perliss
Advanced Law and Ethics	Bruce Bonnett

201	**Instructor**
301 Review and Test	Michael Kamins
Risk Assessment and Crisis Intervention	Randy Kasper
Introduction to Business and Internship	Elaine Perliss
Clinical Note Taking	Betsy Bates Freed
Introduction to Mind-Body Psychology	Karen Veloz
Stop Smoking/Vaping 1	John Melton
Stop Smoking/Vaping 2	John Melton
Advertising and Promotion	George Kappas
301 Review and Test	Katt Lowe
Low Blood Sugar	Susie Kappas
General Self Improvement	Susie Kappas
Substance Abuse	Steven Stinnett
Medical Hypnosis	Lisa Machenberg
Habit Control	Ted Moreno
Sexual Dysfunction	Lisa Machenberg
Driving Anxiety and Social Phobias	Ted Moreno
301 Review and Test	Michael Kamins
501	**Instructor**
501 Indoctrination	Sandy Kappas
Business Practices 1	Elaine Perliss
Clinical Case History Series 1	Staff
Clinical Case History Series 2	Staff
Clinical Case History Series 3	Staff
Counseling and Interviewing	Tanya Nord
Ethics in Therapy	Lisa Machenberg
Social Media Marketing	Tricia Carr

201	**Instructor**
Speech Master	Mario Pescatore
Therapeutic Journaling 1	Lois Lorback
HMI Community Service Program	CS Coordinator
Exit Interview	Staff

AOS Program Outline

AOS Degree Program Course		**Clock**	**Title IV Credits**	**Academic Credits**	**Homework**
Hypnosis in History		1	0.0	0.1	
Hypnosis 101		24	0.8	1.6	3
Clinical Hypnosis 201		48	1.6	3.2	16
Hypnotherapy 301		72	2.4	4.8	24
401 Elective Courses		482	16.0	32.0	223
Practicum Workshops		72	2.4	2.4	
Internship Indoctrination		2	0.1	0.1	1
Business Practices		12	0.4	0.8	6
Counseling and Interviewing		12	0.4	0.8	6
Clinical Case Conference/Supervision		48	1.6	3.2	
Clinical Case History Series 1, 2, and 3		24	0.8	1.6	12
Clinical Internship		372	12.0	8.3	
Ethics in Therapy		6	0.2	0.4	3
Social Media Marketing		12	0.4	0.8	6
Speech Master		12	0.4	0.8	6
General Education					
Therapeutic Journaling	*	12	0.4	0.8	6
CBT, ACT, and Positive Psychology	***	36	1.2	2.4	18

AOS Degree Program Course		Clock	Title IV Credits	Academic Credits	Homework
Mind-Body Psychology	**	36	1.2	2.4	18
Diagnostic Systems in Psychology	***	36	1.2	2.4	18
Transpersonal Psychology	***	36	1.2	2.4	18
Depth Psychology	***	36	1.2	2.4	18
Existential Humanistic Psychology	***	36	1.2	2.4	18
Total General Education		**228**	**7.6**	**15.2**	**114**
Total Program		**1,440**	**48**	**77**	**429**
Humanities and Fine Arts	*				
Natural and Physical Sciences	**				
Social and Behavioral Sciences	***				

AOS Degree in Mind-Body Psychology Courses and Instructors

Revised: 2024-05-29

6 General Education Clinical Psychology Courses

- Weeks: 52
- Lecture: 1 to 100 Maximum
- Q&A: 1 to 50 Maximum
- Case Conference: 1 to 50 Maximum
- Q&A Live on Zoom: Thursdays from 4:00 PM to 5:30 PM and 7:30 PM to 9:00 PM (Pacific Time)

The Psychology Lecture Series features a one-year progression of lessons/lectures, followed by an interactive Q&A session with the Instructor on Thursdays. Students are to complete reading assignments from selected texts between each lecture and Q&A session. Lectures are recorded and are available to students for makeup or review. Q&A sessions on Thursdays are offered at two convenient times providing students the flexibility to attend one or the other.

Core Instructors

1. Betsy Bates Freed, PsyD
2. Glen Hartelius, PhD
3. Johanna Hays, PsyD
4. Randy Kasper, PhD
5. Terry Marks-Tarlow, PhD
6. Indhushree Rajan, PhD
7. Juliet Rohde-Brown, PhD

8. Matthew Silverstein, PhD
9. Vicki Stevens, PhD
10. Radhule Weininger, PhD, MD

1. CBT, ACT, and Positive Psychology

Adjunct Professors

- Betsy Bates Freed, PsyD
- Randy Kasper, PhD
- Terry Marks-Tarlow, PhD
- Victoria Stevens, PhD

Course Description

Cognitive Behavioral Therapy (CBT) expands upon the traditional classical and operant conditioning models of understanding about behavior and furthers the exploration into core beliefs and themes in patterned thinking and the impact on behavior. Positive Psychology emerged as an outbranch of operant conditioning, emphasizing the idea that if helplessness can be learned, then positive feelings may be learned as well.

Course Outline

- Week 1: The Basics of CBT (Betsy Bates Freed, PsyD)
- Week 2: CBT Treatment Examples (Betsy Bates Freed, PsyD)
- Week 3: CBT and Gender, Multicultural, and Group Considerations (Victoria Stevens, PhD)
- Week 4: Positive Psychology Core Principles (Betsy Bates Freed, PsyD)
- Week 5: Clinical Intuition, Positivity, and Growth Models (Terry Marks-Tarlow, PhD)
- Week 6: Transcendence in Positive Psychology (Randy Kasper, PhD)
- Week 7: ACTs Six Core Processes and Life Map (Randy Kasper, PhD)
- Week 8: Connecting with the Future Self in ACT (Victoria Stevens, PhD)

2. Mind-Body Psychology

Adjunct Professors

- Betsy Bates Freed, PsyD
- Johanna Hays, PsyD
- Randy Kasper, PhD
- Terry Marks-Tarlow, PhD
- Indhushree Rajan, PhD
- Victoria Stevens, PhD

Course Description

The paradigm is shifting in therapy and inviting transdisciplinary and integrative frameworks in applied models of care. While psychoneuroimmunology set the stage for embracing ancient understandings of the crucial relationship between mind-body-spirit, current research in psychoneuroimmunology, affective regulation, somatic psychology, vagal system therapy, and health psychology, among others, advocate for approaching whole person wellness. This course will take you through a variety of mind-body contexts in therapy.

Course Outline

- Week 1: Mind-Body Psychology in Context (Betsy Bates Freed, PsyD)
- Week 2: Cultivating Body Awareness and Somatic Systems (Johanna Hays, PsyD)
- Week 3: Anchoring and Energetic Development (Randy Kasper, PhD)
- Week 4: Subtle Movement, Sound, and Silence in Therapy (Victoria Stevens, PhD)
- Week 5: Ancient Wisdom Traditions and Creating Healing Stories (Indhushree Rajan, PhD)
- Week 6: Attachment, Interpersonal Neurobiology and Affect Regulation (Terry Marks-Tarlow, PhD)
- Week 7: Mindfulness in Mind-Body Psychology (Radhule Weininger, PhD, MD)
- Week 8: The Sensorimotor System, Trauma, and Mindfulness (Victoria Stevens, PhD)

3. Diagnostic Systems in Psychology

Adjunct Professors

- Betsy Bates Freed, PsyD
- Johanna Hays, PsyD
- Randy Kasper, PhD
- Victoria Stevens, PhD

Course Description

It is important to know when hypnosis is contraindicated with certain psychological features. Developmental and systemic implications will be discussed as well as how to distinguish between issues of adjustment as opposed to more complex issues such as psychosis. This course will review the Diagnostic Manual and relevant examples of what to look for in working with a variety of individuals and families.

Course Outline

- Week 1: DSM Overview (Victoria Stevens, PhD)
- Week 2: Post Traumatic Stress Disorders (Victoria Stevens, PhD)
- Week 3: Personality Disorders and Schizophrenia/Dissociative Disorders (Victoria Stevens, PhD)
- Week 4: Borderline Personality Disorder (Victoria Stevens, PhD)
- Week 5: Distinctions in Bipolar Diagnosis (Betsy Bates Freed, PsyD)
- Week 6: Schizoaffective and Schizotypal Features (Randy Kasper, PhD)
- Week 7: Levels of Depression and Anxiety (Johanna Hays, PsyD)
- Week 8: Addictive Behaviors (Victoria Stevens, PhD)

4. Transpersonal Psychology

Adjunct Professors

- Glen Hartelius, PhD
- Randy Kasper, PhD
- Terry Marks-Tarlow, PhD
- Indhushree Rajan, PhD
- Victoria Stevens, PhD

Course Description

Transpersonal Psychology is a field or school of thought in psychology centered on the spiritual aspects of human life. The term Transpersonal Psychology was first introduced in the 1960s by psychologists such as Abraham Maslow and Victor Frankl. Transpersonal therapy is transformational in that it explores the whole person with special attention to how states of consciousness contribute to such an approach. This course will review eight core aspects of transpersonal therapy and applications.

Course Outline

- Week 1: Transpersonal as an Integrative Whole/All Person Psychology (Glen Hartelius, PhD)
- Week 2: Transpersonal as a Scientific Whole Person Psychology (Glen Hartelius, PhD)
- Week 3: Transpersonal as an Embodied Psychology (Victoria Stevens, PhD)
- Week 4: Transpersonal as a Psychology of Diversity (Indhushree Rajan, PhD)
- Week 5: Transpersonal as a Relational, Transformative Psychology (Victoria Stevens, PhD)
- Week 6: Play, Creativity, Metaphor and Transformative Processes (Terry Marks-Tarlow, PhD)
- Week 7: Transpersonal as an Ecopsychology (Randy Kasper, PhD)
- Week 8: Transpersonal as a Spiritual Psychology (Glen Hartelius, PhD)

5. Depth Psychology

Adjunct Professors

- Johanna Hays, PsyD
- Randy Kasper, PhD
- Terry Marks-Tarlow, PhD
- Indhushree Rajan, PhD
- Juliet Rohde-Brown, PhD
- Victoria Stevens, PhD
- Radhule Weininger, PhD, MD

Course Description

Depth Psychology refers to approaches to therapy that are open to exploration of the subtle, unconscious, relational, and transpersonal aspects of human experience. A depth approach may include therapeutic traditions that explore the unconscious and involve the study and exploration of dreams, complexes, and archetypes. Embedded in

humanistic principles, it is strength affirming and focuses on meaning-making, the psyche, human development, personality formation, and individuation.

Course Outline

- Week 1: Contemporary Psychoanalysis (Victoria Stevens, PhD)
- Week 2: Psychoanalytic Intersubjectivity and Therapy (Terry Marks-Tarlow, PhD)
- Week 3: Jungian Approaches to Therapy (Victoria Stevens, PhD)
- Week 4: Archetypes, Shadow, Complexes (Radhule Weininger, PhD)
- Week 5: The Transcendent Function, Dreams, and Trauma (Johanna Hays, PsyD)
- Week 6: Fairytales and Art in Depth Psychology (Johanna Hays, PsyD)
- Week 7: Post-Jungian Therapy, Cultural and Collective Contexts (Juliet Rohde-Brown, PhD)
- Week 8: Depth and Near-Death Experience (Randy Kasper, PhD)

6. Existential/Humanistic Psychology and Diversity

Adjunct Professors

- Betsy Bates Freed, PsyD
- Terry Marks-Tarlow, PhD
- Indhushree Rajan, PhD
- Matthew Silverstein, PhD
- Victoria Stevens, PhD

Course Description

Emerging from philosophical considerations about human existence, Humanistic/Existential approaches to therapy are most interested in present moment awareness and authenticity. Making meaning out of the inevitability of death and the capacity for intimate relationship with self and others are main aspects of this approach as well. Questions of being-ness are forefront in this approach and applications may be focused on the context of individuals, couples, families, groups, and sociocultural frameworks.

Course Outline

- Week 1: Existential Psychology (Victoria Stevens, PhD)
- Week 2: Human-Centered Psychology and Diversity (Randy Kasper, PhD)
- Week 3: Gestalt Psychology (Victoria Stevens, PhD)
- Week 4: LGBTQ Culture, Intergenerational Trauma, and Resilience (Matthew Silverstein, PhD)
- Week 5: Family Systems and Diversity (Randy Kasper, PsyD)
- Week 6: Feminist Psychology (Indhushree Rajan, PhD)
- Week 7: Constructivist and Narrative Psychology (Randy Kasper, PhD)
- Week 8: Existential/Humanistic Psychology as an Awe-Based Approach (Betsy Bates-Freed, PsyD)

AOS Required Texts and Reading Assignments

The syllabus for each course identifies the required texts and reading assignments for that specific course. Some texts and readings are used in multiple courses. The cost of the recommended textbooks is approximately $651 and not included in the cost of tuition.

1. Sharf, R. (2016). Theories of Psychotherapy and Counseling: Concepts and Cases (6th Edition) (https://amzn.to/3j6nyn2), Cengage Learning (also available as ebook).
2. Peterson, C. (2006). A Primer in Positive Psychology (https://amzn.to/3xILill). Oxford University Press (also available as ebook).
3. Aposhyan, S. (2004). Body-Mind Psychotherapy: Principles, Techniques, and Practical Applications (https://amzn.to/3gRE0pI). W.W. Norton & Company.
4. Marks-Tarlow, T. Solomon, M. Seigel, D.J. (2017). Play and Creativity in Psychotherapy: Norton Series on Interpersonal Neurobiology (https://amzn.to/2UyTgiD). W.W. Norton & Company.
5. Mehl-Madrona, L. (2007). Narrative Medicine: The Use of History and Story in the Healing Process (https://amzn.to/3zRseD8). Inner Traditions/Bear.
6. Ventura, E. (Ed.) (2017). Casebook for DSM-5: Diagnosis and Treatment Planning (https://amzn.to/3j5J9fg). Springer Publishing Company.
7. Friedman, H. and Hartelius, G. (2013). The Wiley-Blackwell Handbook of Transpersonal Psychology (https://amzn.to/3qjELei) (also available in online format).
8. Optional: Aizenstat, S. and Bosnak, R. (Eds.) (2009). Imagination and Medicine: The Future of Healing in an Age of Neuroscience (https://amzn.to/3xKn9uC). Spring Journal.

Note: As an Amazon Associate, HMI may earn commissions from qualifying book purchases.

Journal Articles

1. Marks-Tarlow, T. (2014). The Interpersonal Neurobiology of Clinical Intuition (https://www.tandfonline.com/doi/abs/10.1080/00377317.2014.923712). Smith College Studies in Social Work, 84, 219-234.
2. Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration (https://onlinelibrary.wiley.com/doi/10.1002/1097-0355(200101/04)22:1%3C67::AID-IMHJ3%3E3.0.CO;2-G). Infant Mental Health Journal: Official Publication of The World Association for Infant Mental Health, 22(1-2), 67-94.
3. Canino, G. and Alegrio, M. (2008). Psychiatric diagnosis: Is it universal or relative to culture? (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3104469/) Journal of Child Psychology and Psychiatry, 49(3): 237-250. doi: 10.1111/j.1469-7610.2007.01854.x
4. Conn, S. A. (1998). Living in the earth: Ecopsychology, health and psychotherapy (https://psycnet.apa.org/doiLanding?doi=10.1080%2F08873267.1998.9976972). The Humanistic Psychologist, 26(1-3), 179-198.
5. Hartelius, G. (2016). Transpersonal is a Whole Person Psychology (https://digitalcommons.ciis.edu/ijts-transpersonalstudies/vol35/iss2/2/). International Journal of Transpersonal Studies, 35(2), iii–vi.
6. Hartelius, G. (2019). Science and a whole person psychology: Can participatory empiricism ease the way forward? (https://digitalcommons.ciis.edu/ijts-transpersonalstudies/vol38/iss1/2/) International Journal of Transpersonal Studies, 38(1), iii–xv.
7. Kunisue, Y., & Schavrien, J. (2011). Yamato Kotoba: The Language of the Flesh (https://digitalcommons.ciis.edu/ijts-transpersonalstudies/vol30/iss1/16/). International Journal of Transpersonal Studies, 30(1), 165–170.
8. Hartelius, G. (2014). The Imperative for Diversity in a Transpersonal Psychology of the Whole Person (https://digitalcommons.ciis.edu/ijts-transpersonalstudies/vol33/iss2/2/). International Journal of Transpersonal Studies,

33(2), iii–iv.

9. MacDonald, D. A., Friedman, H. L., Brewczynski, J., Holland, D., Salagame, K. K. K., Mohan, K. K., Gubrij, Z. O., & Cheong, H. W. (2015). Spirituality as a Scientific Construct: Testing its Universality Across Cultures and Languages (https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0117701). PLoS One, 10(3), Article e0117701
10. Myers, S. (2003). Relational Healing: To Be Understood and to Understand (https://journals.sagepub.com/doi/10.1177/0022167802238815). Journal of Humanistic Psychology, 43(1), 86–104.
11. Whitford, H. S., Oliver, I. N., & Peterson, M. J. (2008). Spirituality as a core domain in the assessment of quality of life in oncology (https://onlinelibrary.wiley.com/doi/abs/10.1002/pon.1322). Psycho-Oncology: Journal of the Psychological, Social and Behavioral Dimensions of Cancer, 17(11), 1121–1128.
12. Marks-Tarlow, T. (2011), Merging and Emerging: A Nonlinear Portrait of Intersubjectivity During Psychotherapy (http://www.markstarlow.com/wp-content/uploads/2017/03/Merging-and-Emerging.pdf). Psychoanalytic Dialogues, 21 (1), 110-127.
13. Kalsched, D. (Date). Trauma, Innocence and the Core Complex of Dissociation (https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-5922.12333), Journal of Analytical Psychology Vol. 62, No. 4, pp. 474-500.
14. Schneider, K. (2011). Awakening to an Awe-Based Psychology (https://www.tandfonline.com/doi/abs/10.1080/08873267.2011.592464), The Humanistic Psychologist, Vol 39(3), Jul-Sep 2011, 247-252.

Academic Awards and Information

Educational Awards vs. Hypnotherapy Certification

It is important to note that your HMI Educational Award, the Diploma in Hypnotherapy and/or AOS Degree and your AHA Hypnotherapist Certification are not one and the same and are in fact, each awarded from a different organization. Your Diploma in Hypnotherapy and/or AOS Degree is awarded from your school, Hypnosis Motivation Institute (HMI). Certification as a Hypnotherapist is optional and awarded from the American Hypnosis Association (AHA).

Earning your Diploma from HMI is what qualifies you to apply for Certification. It is an option graduates choose to qualify themselves in the eyes of consumers and other professionals by certifying they have met the standards of a notable independent agency. This would be in addition your HMI School Diploma.

The same is true for graduates of Law School and becoming licensed as an Attorney, or a Psychology graduate becoming licensed as a Psychologist. Your educational award qualifies you to apply for the credential, but they are not one and the same.

After successful completion of Semester one in HMI IDL School you will have met all the requirements for certification as “Master Hypnotist” with the American Hypnosis Association (AHA). It is your option to seek that Certification at that time should you wish to represent yourself as “Certified” during second semester Internship/Residency Program.

When you graduate and earn your Diploma in Hypnotherapy, you will have completed a combination of practicum workshops, case conferences and documented clinical hours to become eligible for certification as “Certified Hypnotherapist” with the American Hypnosis Association (AHA).

For students who go on to enroll and graduate from HMI’s second year of study (AOS Degree Program) they will become eligible for certification as “Certified Clinical Hypnotherapist” with the American Hypnosis Association (AHA).

The American Hypnosis Association (AHA) does have some restrictions on membership for those convicted of certain felonies. For more detailed information please email the AHA directly for details on this subject and/or State Laws and Regulations for the Practice of Hypnotherapy

Laws governing the practice of hypnotherapy vary State to State. There are no Federal regulations. Every State have different requirements and those requirements are subject to change at any time. It is the student's responsibility to ascertain the requirements to practice in their State before enrolling. It can be difficult in some circumstances to decipher the requirements or lack thereof in some States.

HMI will provide whatever assistance it can to facilitate this process but cannot guarantee the interpretation of every State law because many laws are subject to different interpretation depending on the viewpoint of the reader. As of this publication date, there are no States that license Hypnotherapists or have set requirements for required hypnotherapy training in order to practice in that State. Some States do require "Registration" for Hypnotherapists and some states may have testing requirements for general public services, but none have a specific requirement for hypnotherapy training.

Become a Certified Hypnotherapist

Added: 2023-03-10

Achieving Certification in Hypnotherapy is the goal of most HMI Students and Graduates. HMI recommends the American Hypnosis Association (AHA) for your Hypnotherapy Certification. Certification by the AHA assures the public that you have…

1. Met the highest standards of education and preparation.
2. Pledged to follow a standard of ethics and professional conduct.
3. Are meeting ongoing continuing education requirements after graduation.



Certified Master Hypnotist (/catalog/images/stephanie-wright-certified-master-hypnotist-2x.jpg)



Certified Hypnotherapist (/catalog/images/stephanie-wright-certified-hypnotherapist-2x.jpg)



Certified Clinical Hypnotherapist (/catalog/images/stephanie-wright-certified-clinical-hypnotherapist-2x.jpg)

American Hypnosis Association Certification Levels and Requirements

Certified Master Hypnotist (CMH) – HMI's 300-hour Diploma in Hypnotherapy Program fulfills all the requirements for Certification as "Master Hypnotist" with the American Hypnosis Association. No additional testing is required.

Certified Hypnotherapist (CHt) – HMI's 720-hour, 1-year, Diploma in Clinical Hypnotherapy Program fulfills all the requirements for Certification as "Hypnotherapist" with the American Hypnosis Association. No additional testing is required. There is no fee for upgrading from one level to another.

Certified Clinical Hypnotherapist (CCHt) – HMI's 1440-hour, 2-year, Clinical Hypnotherapy plus AOS Mind-Body Psychology Degree Program fulfills all the requirements for Certification as "Clinical Hypnotherapist" with the American Hypnosis Association. This title is reserved for individuals that have met the requirements of Certified Master Hypnotist above, and also possess an accredited Masters, PhD, or AOS Degree in Psychology.

Educational Awards, Transcripts, Student Records

Added: 2022-02-23

A Clinical Hypnotherapy diploma and transcript are issued for the completion of the entire course. Additional or replacement transcripts may be issued at the cost of $25 each. Duplicate Certificates may be purchased for $75. Official transcripts sent to an educational institute are at no charge. The institution retains a transcript permanently

and maintains pertinent records for a period of 7 years from the student's date of completion or withdrawal. The institution maintains records relating to federal financial aid programs as provided by federal law.

HMI Honors Award – Hypnotherapy Diploma Program

HMI awards recognition to those students who demonstrate a passion for hypnotherapy through their outstanding academic achievement.

HMI Honor Roll Criteria

Revised: 2025-07-09

1. Completion of HMI's Hypnotherapy training program within 13 months of the students 101 start date. For example: 101 Start is 01/28/2025 – thirteen months is to the end of 02/2026. This allows for holidays and breaks. Leave of Absences (LOA) will be subtracted from the total time in school.
2. Enrollment in the Community Service program must be for a minimum of four (4) months prior to graduation. This ensures students have adequate time to gain experience, build rapport, and provide consistent support to their assigned clients. It also offers clients the courtesy of continuity, which is essential for their progress and for the intern's growth as a hypnotherapist.
3. Final grade point average of 3.8 or above.
4. Cannot "fail" on any course module.
5. Have received no more than two unexcused "10-Day Out of Attendance Notices."
6. Have received Zoom Room approval from Student Counselor or Director of Community Service.
7. Complete a minimum of 24 Client Contact Pro Bono Sessions (from the Community Service Program or clients obtained on your own) as documented in the HMI online client contact report form.
8. No violations of the Student Conduct Policy and/or no notations of behavior unbecoming of a professional.
9. PSR completion of three sessions and a pass score of 35 or higher.

HMI Honor Students will receive an upgraded Clinical Hypnotherapy Diploma acknowledging them as an "Honors Graduate." Honors Graduates are eligible to list this accomplishment on their Hypnotherapist Directory Listing as well as their website and other professional representations.

HMI High Honors Award

Revised: 2025-05-13

Same as all the above with the addition of:

- Have completed a minimum 48 Community Services Contacts/Sessions and a minimum of five (5) positive ratings from Community Service Client Surveys, and approval from the Director of Community Service Program as per Client Reviews, and interaction with the Program Director.

HMI Director's Award

Revised: 2022-07-27

The HMI Director's Award is awarded to those **Honors Award** recipients who can document the completion of the following 12 steps:

Note: More information on Director's Award criteria, including examples, can be found on the students online Home Page.

HMI Academic Achievement Award

Candidates for the Academic Achievement Award must have earned:

1. 4.0 or higher GPA
2. Honors Graduate
3. Minimum 318 Elective Hours
4. Have completed the Dr. Kappas Atlanta Series
5. Have completed certificates for at least one of the below from each category:
    - Certified Imagery Master or Certified NLP Practitioner
    - Certified in Stop Smoking/Vaping and/or Certified in Weight Loss
    - Certification in at least one other AHA Certification Course
6. Positive feedback and record of positive attitude and interaction from HMI Employees
7. Rank in the top 15 of graduating class based on the criteria above

HMI Clinical Achievement Award

Candidates for the Clinical Achievement Award must have earned:

1. Academic Achievement Award
2. Director’s Award
3. Top 5 in Clinical Achievement Hours (as logged in HMI Online Client Log)
4. Minimum 35 Case Conference Hours
5. Certificate for Staff Class Series with Dr. John Kappas

Founders Club Membership

The single greatest honor and support you can give HMI is the referral of interested friends or family to enroll as HMI students. This allows the school to grow stronger, organically. The stronger we become, the more services we can offer and the better we can support and represent you as an HMI graduate.

We ask that every student make it their personal goal to enroll at least one friend or family member as an HMI student during the twelve months you are enrolled. For those of you thereafter, we will bestow upon you membership into the HMI Founders Club and the benefits that come with it. Becoming a member of HMI’s Founders Club means you are recognized as an important part of an exclusive fraternity of individuals, who like Drs. John and Alex Kappas, have personally contributed to the future of HMI. To all the future members of the HMI Founders Club, we say thank you for sharing our dedication to HMI and the love Dr. Kappas had for hypnosis and the wonders of the subconscious mind.

Exclusive Access to 12 Vintage Dr. Kappas Manuscripts, Publications, and Special Video Access

What better way to say thank you for supporting HMI’s future than to share with you HMI’s past. Now for the first time ever, HMI Founders Club Members will have exclusive online access to the complete collection of twelve Vintage Dr. Kappas manuscripts and publications that until now have been locked in a vault; being saved and protected by his family. These historical documents reveal the evolution and development of Dr. Kappas’ thoughts, theories and teachings regarding; hypnotherapy, E&P, and the subconscious mind. This complete collection is a must for the true-blue, die hard Dr. Kappas/HMI student and graduate. With six different versions of E&P alone, this collection is your invitation to travel the Path of Discovery that took Dr. Kappas 40 years to traverse.

Founders Club Membership Just Got Much More Valuable!

Founders Club Members now get an All-Access Graduate Pass to review their entire HMI training online for one year. They can request this one-year access at any time, now or in the future. The Grad Pass provides access to the most up to date training offered at HMI. Please note, Distance Grads will access the Distance program and Resident Grads will access the Resident program. If you are already a Founders Club Member just let us know when you would like your Grad Pass to start.

Criteria for Membership

1. You must be a currently enrolled HMI student or Graduate in good standing.
2. You must refer a student who; enrolls in the HMI Resident course or Distance Education Advanced Course and remains successfully enrolled for a minimum of 90 days.
3. You must notify HMI of your referral in writing/email, prior to them starting school.
4. The new student must enroll at least 30 days after your own enrollment.

Administration

Administration and Corporate Information

HMI Founder

John G. Kappas, PhD, MFT – Psychotherapist, Hypnotherapist, and author, Dr. Kappas founded the Hypnosis Motivation Institute in 1968. Dr. Kappas' innovative concepts are the product of his 35 years of experience helping others to dramatically shape and enhance the powerful forces of their subconscious mind.

Dr. Kappas' clients included an A-list of top celebrities, athletes, business giants, and even a moon-walking astronaut. Despite his passing in 2002, Dr. Kappas continues to influence HMI students and graduates through his extensive body of work, including many books and hundreds of hours of video instruction.

Director

George J. Kappas, MA, LMFT – Psychotherapist and Hypnotherapist, Mr. Kappas has served as the leading force of the Hypnosis Motivation Institute. Under Mr. Kappas' direction, HMI has achieved the distinction of being the first college of hypnotherapy to attain National Accreditation. With more than 34 years of dedication to the growth and development of HMI, Mr. Kappas' greatest contribution is his ability to communicate and educate with humor and honesty the many fascinating and extraordinary concepts developed at the HMI institute. Mr. Kappas serves on HMI's Board of Directors.

Director of Academic Services

Sandy Kappas – Ms. Kappas has more than 30 years of experience with HMI as an administrator, instructor, and Hypnotherapist. Ms. Kappas oversees the day-to-day operations of HMI and the progress of all HMI students. Ms. Kappas is responsible for the institution's compliance with Federal, State, and Accreditation regulations and serves on HMI's Board of Directors.

Corporate Information

The Hypnosis Motivation Institute is a dba of Behavioral Science Centers, a California Non-Profit Corporation, 501(c)(3) classification, and is governed by the Board of Directors, George Kappas, Sandy Kappas, John (LJ) Kappas and Richard Ortiz.

Grievance Policy and Procedures – Complaints

A person who believes that he or she has been harassed, subjected to discrimination, or retaliated against, may make use of one or more of several alternatives, including:

1. Directly informing the person involved that the conduct is offensive;
2. Reporting the situation to the Designated College Officer or supervisor in his or her organizational hierarchy, as appropriate;
3. Seeking assistance from an advisor or the Designated College Officer;
4. Filing a complaint with the Designated College Officer.

A complaint may be processed through either or both of the following options:

- **Option A: Informal Complaint** – Involves discussing the complaint or providing the complaint in writing with the DCO and choosing options for its resolution;
- **Option B: Formal Complaint** – Involves a written complaint and an investigation which results in a finding and a recommended action.

Informal resolution before filing a formal complaint is not always the most appropriate action and students have the right to request a formal resolution at any time.

If a complaint of harassment, discrimination or retaliation is brought against anyone charged with reviewing, deciding, or enforcing the informal or formal complaint process, that person shall be removed from any role in the processing of that complaint. An officer of comparable or higher rank shall assume his or her duties until the complaint is resolved.

Option A: Informal Complaint

The Designated College Officer is available to assist students, faculty, administrators, and staff in resolving complaints of all types of harassment, informally. A written or verbal informal complaint is lodged by informing the DCO of the alleged harassing behavior; the DCO will work with the complainant in seeking to stop the behavior. The DCO is trained in informal conflict resolution and will work to resolve disputes with these methods. Informal resolution generally does not involve any disciplinary sanctions.

Informal complaints should be concluded expeditiously. If there is no satisfactory resolution of an informal complaint, the complainant has the option of filing a formal complaint (Option B). Even if a complainant has not used the informal resolution process, she/he may file a formal complaint at any time in the process.

Option B: Formal Complaint

1. The complainant makes a formal written complaint describing the time, place, and details of the alleged harassment in writing to the DCO. The complainant may also provide the DCO with a list of witnesses. The “respondent” in this document refers to the person against whom a charge of harassment has been alleged.
2. The DCO shall promptly investigate the complainant’s allegations, including interviewing the complainant, the respondent, and any witnesses identified by the parties or through the investigation process, and examining any relevant records or physical evidence. After concluding the investigation, the DCO may, in his/her discretion, issue a written report, including a recommended action.
3. The DCO’s recommendation and/or written report shall be forwarded to the Director, who shall either ratify or modify the recommendation. The decision of the Director shall be final. The complainant shall be notified in

writing of the disposition of the complaint, consistent with any appropriate considerations of privacy that may be involved. Disposition will include any appeal rights that are applicable.

Location of Records

If the investigation following any complaint does not result in a finding of violation of this policy, records will not become a part of any individual's personnel or student file. If the respondent is found to have violated this policy, however, records of the case will become part of the permanent personnel or student file of the offending party. Questions regarding access to records may be directed to the Designated College Officer.

Accommodations and Sanctions

HMI will intervene promptly and effectively to put an end to harassment, discrimination, or retaliation. The accommodation or sanction will be consistent with the seriousness of the offense and will be designed and imposed in a manner reasonably calculated to end such behavior. Disciplinary sanctions may consist of one or any combination of the following in the sole discretion of the College and in accordance with its policies:

- Verbal warning;
- Written warning;
- Performance of community service;
- Completion of an educational program;
- A letter in the individual's personnel or student file;
- Probation;
- Suspension;
- Expulsion; and
- Termination of employment.

Grievance Procedure Time Frame and Appeal Process

Students may file a grievance through an informal and/or formal process within 180 days. Complaints will be addressed by the college, according to the procedure, within 60 to 90 days, or may be beyond 90 days due to extenuating circumstances.

If either the complainant or respondent believes that the decision is unjustified, or that proper procedures for investigating, reviewing or hearing a complaint under this policy have not been followed, or that the discipline imposed is disproportionate to the offense or otherwise disagrees with the disposition of the complaint, he/she may submit a request for reconsideration of our finding within 15 calendar days of receipt of written notice of the findings, to the Designated College Officer, the Director or his/her designee. The decision on the appeal shall be issued to the complainant in a timely fashion and shall be final.

For education purposes there are many forms of discrimination. The institution has provided the following for the purpose of further clarification of some of the more common forms of discrimination.

Sexual Harassment: HMI is a community of faculty, students, administrators, and staff dedicated to the purposes of teaching, scholarship, and service. The College is committed to providing equal opportunity in education and employment and will not tolerate sexual harassment. To fulfill this commitment, the College must maintain an environment in which individuals are judged and rewarded solely on the basis of relevant factors such as ability, prior experience and accomplishments, effort, and performance. The environment also must be one in which all employees and students can pursue their work and education free from coercion, intimidation, and exploitation.

Sexual harassment is a form of discrimination that undermines the community the College seeks to maintain. The College is dedicated to bringing about an end to sexual harassment by providing education, informal assistance in resolving situations, and, where appropriate, a formal complaint process that includes disciplinary procedures.

Sexual harassment violates federal and California law, including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, California Education Code Section 200 et seq., and the California Fair Employment and Housing Act. The College will not tolerate conduct that violates any of these laws or that otherwise creates an environment which is not conducive to work or education.

When sexual harassment occurs between teacher and student or between supervisor and subordinate, it exploits unfairly the power inherent in a faculty member's or supervisor's position.

Through grades, wage increases, recommendations for graduate study, promotion and the like, a teacher or supervisor can have a decisive influence on the career of a student, staff member, or faculty member, both at the College and beyond. Although instances of sexual harassment where a power differential exists between the persons involved are commonly cited, the College also recognizes that sexual harassment occurs between peers. Despite the circumstances, sexual harassment, like other forms of intimidation, exploitation, or coercion, interferes with the personal freedom of others. As such, it is unethical, unprofessional, illegal, and unacceptable.

This policy applies to all members of the College community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with HMI. Any member of the College community may file a complaint under the procedures outlined below, and every member of the community is covered by the prohibitions contained herein.

Definition of Sexual Harassment: The College recognizes the following as sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following circumstances:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. Submission to or rejection of the conduct by the individual is used as the basis for any employment or academic decision affecting the individual including, but not limited to, decisions involving benefits and services, grades, honors, programs, or activities available at or through the educational institution;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or of creating an intimidating, hostile or offensive environment for work or learning.

Examples of Sexual Harassment: Sexual harassment can either be quid pro quo harassment, or "hostile environment" harassment. Within the guidelines set forth in the previous definition, a wide variety of conduct may qualify as sexual harassment in the workplace or educational setting. It is impossible to list all potential behaviors, but the following is a partial list of conduct prohibited by the law and this policy when it occurs under the conditions outlined in the definitions stated above:

1. Sexual contact that is not freely agreed to by both parties, including inappropriate touching, hugging, or fondling.
2. Coercion for the purpose of sexual relations including subtle pressure for sexual activity.
3. Unwelcome direct propositions of a sexual nature, including those occurring in situations that begin as reciprocal attractions, but later cease to be mutual.
4. Comments, questions, or statements of a sexual nature; epithets or jokes relating to gender or sexual orientation; remarks of a sexual nature about a person's body or clothing; remarks or speculation about sexual activity or sexual orientation directed at another; suggestive or obscene letters, notes, e-mails, phone calls, or invitations.

5. Sexual gestures, displaying of pornographic pictures, cartoons, or objects.
6. Any conduct or pattern of conduct that has the purpose or effect of creating an uncomfortable or hostile working, learning, or campus living environment for third parties who are witness to the harassment; or any consensual relationship where third parties (i.e., fellow employees or classmates) are disadvantaged by the relationship.

Non-Discrimination (Students with Disabilities): HMI is committed to providing equal educational opportunities for students with disabilities, who are otherwise qualified, in an academic environment free from harassment and discrimination. In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), and state and local requirements regarding students and applicants with disabilities, HMI does not discriminate on the basis of disability in the administration of its education-related programs and activities. Under these laws, no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the College.

Definition: An individual with a disability is one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

Accommodations: The College is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in the College's programs. The College accommodates students with disabilities on an individual basis. Individual students receive reasonable and necessary accommodations based upon specific information and assessment data documented by a qualified professional.

The College shall make modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of disability against a qualified disabled applicant or student.

The College also shall take steps as are necessary to ensure that no disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

Notification to Accrediting Agency and/or State Agency

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint.

Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

In the event that a student has exercised the institution's formal student complaint procedure, and the problems or issues have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing (by email or mail) to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
    a. Name and location of the ACCET institution;
    b. A detailed description of the alleged problem(s);

c. The approximate date(s) that the problem(s) occurred;

d. The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;

e. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;

f. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and

g. The status of the complainant with the institution (e.g. current student, former student, etc.).

3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

Send To:

ACCET
Chair, Complaint Review Committee
1722 N Street, NW Washington, DC 20036
Telephone: 1-202-955-1113
Email: Complaints@ACCET.org
Website: ACCET.org
Note: Complainants will receive an acknowledgement of receipt within 15 days.

And/Or:

Bureau for Private Postsecondary Education
PO Box 980818, West Sacramento, CA 95798-0818
Telephone: 1-916-431-6959, Fax: 1-916-263-1897, Toll Free 1-888-370-7589
Email: BPPEDCA.CA.gov
Website: BPPE.CA.gov

A student or any member of the public may file a complaint about this Institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 toll-free or by completing a complaint form, which can be obtained the bureau's website BPPE.CA.gov.

Notice of Nondiscriminatory Policy as to Students

The Hypnosis Motivation Institute School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Non-Discrimination (Students with Disabilities): HMI is committed to providing equal educational opportunities for students with disabilities, who are otherwise qualified, in an academic environment free from harassment and discrimination. In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), and state and local requirements regarding students and applicants with disabilities, HMI does not discriminate on the basis of disability in the administration of its education-related programs and activities. Under these laws, no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the College. All applicants must possess an ability to benefit from HMI's training. The applicant's physical,

mental, and emotional capabilities must be such that they have the ability to successfully market themselves and provide ethical and professional services as a Hypnotherapist in private practice. All rejections of applicants, based on ability to benefit, are subject to final approval by the Institute's Director.

Felony Convictions and Eligibility for Certification and/or Professional Liability Insurance: For applicants looking to get certified with the American Hypnosis Association (AHA) and/or professional liability insurance for private practice, please note that both the American Hypnosis Association (AHA) and the insurance company have the following requirements.

Inform their professional body, in writing, of any alteration in circumstance which would affect either their position or ability as practitioners.

Inform their professional body, in writing, of:

a. any complaint (of which they are aware) made against them
b. any disciplinary action taken against them by any professional body
c. any criminal offense of which they have been convicted

Make available all relevant information requested as a result of investigation by any duly appointed complaints and disciplinary officer, without hindrance (whether implied or actual) or unreasonable delay and comply fully with all requirements inherent within any appropriate complaints and disciplinary procedure to which they subscribe.

Harassment

HMI provides a work and academic environment free of unlawful harassment, discrimination, or retaliation. This section presents this general HMI policy.

Unlawful harassment is defined as severe and/or persistent conduct in any form based on sex, race, color, age, national origin, disability, religion, sexual orientation, or any other characteristic protected by state or federal laws, as well as all forms of sexual intimidation and exploitation that creates a hostile or intimidating environment that is likely to interfere significantly with an individual's work or education or adversely affect an individual's living conditions.

The College will not tolerate any conduct that constitutes unlawful harassment, discrimination, or retaliation. Complaints of this nature will be promptly and thoroughly investigated and appropriate action, including disciplinary measures, will be taken when warranted. Faculty, students, and staff at all levels, are responsible for maintaining an appropriate environment for study and work. This includes taking appropriate corrective action to prevent and eliminate harassment, discrimination, or retaliation.

It is a violation of this policy for any member of the HMI community to retaliate against any person who has filed a formal complaint or sought advice through the processes described in this document. It is also against College policy to retaliate against anyone who has participated in any manner in such processes. This provision applies to the respondent and all third parties. Violations are subject to discipline up to and including expulsion or termination.

The College has invested a special responsibility in the Designated College Officer (DCO) to handle such complaints. This Designated College Officer is responsible for receiving and processing all formal and informal complaints.

The DCO is carefully trained to provide support to victims of harassment, discrimination, or retaliation. Any member of the HMI community may request assistance from the DCO in understanding how to utilize this policy. The Designated College Officers (DCO) for harassment, discrimination or retaliation complaints is:

Sandy Kappas
Director of Academic Services
18607 Ventura Boulevard, Suite 310
Tarzana, California 91356
Sandy@Hypnosis.edu
1-818-758-2720

Family Education Rights and Privacy Act (FERPA)

For the purposes of this policy, HMI uses the following definitions of terms:

Definitions

Student: Any person who is or was enrolled at HMI.

Education Records: Any record (in handwriting, print, OR computer) maintained by HMI that is related to a student except:

- A personal record kept by a staff member if it is kept in sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- An employment record of an individual, whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
- Records maintained by Campus Safety if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and Campus Safety does not have access to education records by the College.
- Records made or maintained by Emmons Health Center, if the records are used only for the treatment of a student and made available only to those persons providing treatment.
- Alumni records which contain information about a student after he or she is no longer in attendance at the College, and which do not relate to the person as a student.

Annual Notification

A college is required by Section 99.7 of the FERPA regulations to provide students annual notification of their FERPA rights. Students of HMI will be notified of their FERPA rights annually by publication in the HMI Student Guide, Catalog Addendum which is published to each student upon enrollment.

Right to Inspect Education Records

HMI students are legally entitled to view the contents of their own education record.

Academic Records

Students are required to give advance notice in writing of at least 48 hours to the Registrar's Office to view their academic record. Opportunities to view this information are limited to regular office hours and under the supervision of office staff.

The file containing the Student Academic Record may not be removed from the Registrar's Office. Definition of the Student Academic Record: Includes all information contained on the student's official transcript, plus copies of letters to HMI concerning Leaves of Absence or Withdrawals from the College, Leave of Absence/Withdrawal Forms,

transcripts from other colleges or universities, miscellaneous notes or material affecting the student's transcript (changes, corrections, etc.), Applications for Admission, Application Essays, ACT Assessment College Reports. Duplication of Student Academic Record:

Right of College to Refuse Access

HMI reserves the right to refuse to permit a student to inspect the following records:

- The financial statement of the student's parents.
- Letters and statements of recommendation for which the student has waived his or her right of access, or which were maintained before January 1, 1975.
- Records connected with an application to attend HMI.
- Those records that are excluded from the FERPA definitions of education records.

Refusal to Provide Copies

HMI reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

- The student has an unpaid financial obligation to the College.
- There is an unresolved disciplinary action against the student.

Exceptions to FERPA Non-Disclosure Provisions

A. The Patriot Act

Recent amendments to FERPA permit educational agencies and institutions to disclose – without the consent or knowledge of the student or parent – personally, identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. (An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party.) In addition to allowing disclosure without prior written consent or prior notification, this provision amends FERPA's record keeping requirements. As a result, FERPA, as amended, does not require a school official to record a disclosure of information from a student's education record when the school makes that disclosure pursuant to an ex parte order. Further, an educational agency or institution that, in good faith, produces information from education records in compliance with an ex parte order issued under the amendment "shall not be liable to any person for that production."

B. Lawfully Issued Subpoenas and Court Orders

FERPA permits educational agencies and institutions to disclose, without consent, information from a student's education records in order to comply with a "lawfully issued subpoena or court order" in three contexts. These three contexts are:

1. **Grand Jury Subpoenas** – Educational agencies and institutions may disclose education records to the entity or persons designated in a Federal grand jury subpoena. In addition, the court may order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response.
2. **Law Enforcement Subpoenas** – Educational agencies and institutions may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with Federal grand jury subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response.

3. **All Other Subpoenas** – In contrast to the exception to the notification and record keeping requirements described above, educational agencies or institutions may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action. Additionally, schools must comply with FERPA's record keeping when disclosing information pursuant to a standard court order or subpoena.

C. Health or Safety Emergency

FERPA permits non-consensual disclosure of education records, or personally identifiable, non-directory information from education records, in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Any release will be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency.

D. Law Enforcement Unit Records

The College may disclose information from "law enforcement unit records" to anyone – including federal, State, or local law enforcement authorities – without the consent of the parent or eligible student. FERPA specifically exempts from the definition of "education records" – and thereby from the privacy restrictions of FERPA – records that a law enforcement unit of a postsecondary institution creates and maintains for a law enforcement purpose. A "law enforcement unit" is an individual, office, department, division, or other component of a postsecondary institution that is officially authorized or designated by the institution to: (1) enforce any federal, State, or local law; or (2) maintain the physical security and safety of the school.

E. Disclosures to the Immigration and Naturalization Service (INS)

The Immigration and Naturalization Service (INS) requires foreign students attending an educational institution under an F-1 visa to sign the Form I-20. The Form I-20 contains a consent provision allowing for the disclosure of information to INS. This consent is sufficiently broad to permit an educational institution to release personally identifiable information of a student who has signed a Form I-20 to the INS for the purpose of allowing the INS to determine the student's nonimmigrant status. Students that have an M-1 or J-1 visa have signed similar consents and education records on these students may also be disclosed to the INS.

Drug, Alcohol and Substance Abuse

HMI does not permit the sale, possession, or consumption of alcoholic beverages on school property and adheres to and enforces all state underage drinking laws. In addition, HMI does not permit the possession, use, or sale of illegal drugs by its employees and/or students and adheres to and enforces all state and federal drug laws. The violation of these policies by students or employees may results in expulsion, termination, and/or arrest.

For the complete policy on drug and alcohol abuse and a list of Substance Abuse Education Programs available, refer to the Drug-Free School/Drug-Free Workplace Annual Disclosure located in the Student Guide/Catalog Addendum.

Students are required to give advance notice in writing of at least 48 hours to the appropriate office to view their education record. Opportunities to view this information are limited to the regular office hours and are under the supervision of office staff.

The file containing the Student Education Record may not be removed from the office.

HMI will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the records. A school official is:
    - A person employed by HMI in an administrative, supervisory, academic or research, or support staff position.
    - A person employed by or under contract to the College to perform a special task, such as an attorney, auditor, or consultant.
2. A school official has a legitimate educational interest if the official is:
    - Performing a task that is specified in his or her position description or contract agreement.
    - Performing a task related to the discipline of a student.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local education authorities, in connection with audit or evaluation of certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid to determine the eligibility amount, or condition of the financial aid, or to enforce the terms and conditions of the aid.
5. To state and local officials or authorities if specifically required by state law that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the College or contracting with HMI to perform a service otherwise performed by the College.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who is claimed as a dependent for income tax purposes.
9. To comply with a judicial order of a lawfully issued subpoena.
10. To appropriate parties in a health or safety emergency.
11. To individuals requesting directory information so designated by the College.
12. The results of any disciplinary proceeding conducted by the College against alleged perpetrator of a crime of violence to the alleged victim of that crime.

Record of Request for Disclosure

HMI will maintain a record of all requests for, and/or disclosure of, information from a student's education records except for requests from the student him or herself, a school official as defined, a party with a written request from the student or a party requesting the directory information. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information.

Directory Information

HMI designates the following items as Directory Information: student's name, parents' names, permanent address, telephone number(s), date and place of birth, major field of study, dates of attendance at the College, post office box number, e-mail address, jobs held on campus, dates worked on campus, salary paid while holding a campus job, student photograph, and degrees and awards received.

The College may disclose any of these items without prior written consent, unless notified in writing to the contrary (to the Students Services Office) by the end of the second week of classes.

Correction of Education Records

Students have a right to request that their records be corrected if they believe they are inaccurate, misleading, or in violation of their privacy rights. Following is the procedure for correcting education records:

1. A student must direct a written request to the appropriate College official to amend a record. In so doing, the student should identify the part of the record she or he wants amended and specify why she/he believes is inaccurate, misleading or in violation of her or his privacy rights.
2. The College may comply with the request, or it may decide not to comply. If it decides not to comply, the College will notify the student of the decision and advise her/him of her/his right to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy.
3. If the College decides that the challenged information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.
4. If the College decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that she or he has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
5. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If HMI discloses the contested portion of the record, it must also disclose the statement.

Register to Vote Notice

You can apply to register to vote by filling in the **online application** at https://rtv.sos.ca.gov/elections/register-to-vote (https://rtv.sos.ca.gov/elections/register-to-vote). If you have any questions, visit the Frequently Asked Questions at https://www.sos.ca.gov/elections/frequently-asked-questions (https://www.sos.ca.gov/elections/frequently-asked-questions), contact the Secretary of State's Elections Division at 1-800-345-8683 or by email at https://www.sos.ca.gov/contact-information (https://www.sos.ca.gov/contact-information).

Hypnosis Motivation Institute – 2025 Annual Security Report

Revised: 2025-09-26

In order to be compliant with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act reporting requirements, Hypnosis Motivation Institute (HMI) prepares the Annual Security Report and distributes notification of the report's availability to Staff, Faculty and Students by October 1st of each year. Notification is sent by email and posted on the HMI website. Prospective students receive the direct website link during the application process and receive an Acknowledgement of Receipt which they sign upon enrollment.

This report contains required policies and procedures in addition to crime statistics for Clery Act reportable crimes that occurred either on campus or on the public property immediately adjacent to a campus during the previous three calendar years. These crime statistics are reported for this campus location and are compiled from information provided by School Directors, other school officials and local law enforcement agencies.

HMI's campus geography is described as 18607 Ventura Blvd., Suite 310, Tarzana, CA 91356, and the upper and lower parking lots immediately adjacent to campus. HMI's public property is described as the sidewalks immediately adjacent to the parking lots and the sidewalks directly across the street from the parking lots. Also described as HMI's public property are the sidewalks immediately in front of the campus on Ventura Blvd and the sidewalks directly across the street from HMI. HMI does not have any recognized student organizations with non-campus locations and therefore does not monitor or record criminal activity that may take place at such locations nor maintain any records of incidents at such locations.

Campus Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires postsecondary institutions to disclose the number of instances in which certain types of crimes have been reported in any building or on any property owned or controlled by this institution that is used for activities related to the educational purpose of the institution and any public property immediately adjacent to and accessible from the school.

In compliance with that law, the following tables reflect this institution's crime statistics for this campus for the calendar years listed below. Crimes are disclosed under the year in which they were reported. HMI does not maintain any on-campus student housing facilities. This report, in its entirety, may be accessed by the general public at https://ope.ed.gov/campussafety/#/ (https://ope.ed.gov/campussafety/#/). A paper copy of entire report to be provided upon request.

Criminal Offenses Reported	On Campus	Public Property 2024	On Campus	Public Property 2025
Murder/Non-Negligent Manslaughter	0	0	0	0
Negligent Manslaughter	0	0	0	0
Sex Offenses – Forcible	0	0	0	0
Sex Offenses – Non-Forcible	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Domestic Violence	0	0	0	0
Dating Violence	0	0	0	0
Stalking	0	0	0	0
Arrests Reported				
Weapons Laws Violations	0	0	0	0
Drug Abuse Violations	0	0	0	0
Liquor Law Violations	0	0	0	0
Referred for Disciplinary Action				
Weapons Laws Violations	0	0	0	0
Drug Abuse Violations	0	0	0	0

Criminal Offenses Reported	On Campus	Public Property 2024	On Campus	Public Property 2025
Liquor Law Violations	0	0	0	0

Note: There have been no reported hate crimes for the above reported years and there have been no reported incidents of domestic violence, dating violence, and stalking for the above reported years.

Reporting of Criminal Offenses

HMI strives to provide a safe environment for both its students and employees. In order to achieve this goal, HMI requires both its employees and students to immediately report criminal activity or other emergencies to the School Director, Director of Academic Services, or the nearest available school official and/or in the event of an emergency or serious threat to the campus community to directly contact the local law enforcement agency or other emergency response agency by dialing 911.

Criminal offenses may also be reported to the HMI's Title IX Coordinator, Sandy Kappas by calling 1-818-758-2720 or writing to Sandy@Hypnosis.edu.

Victims or witnesses that wish to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics may do so by calling 1-818-758-2720.

Campus Law Enforcement

HMI does not employ campus security personnel, does not have a campus police department, or maintain agreements or working relationships with local law enforcement agencies.

Any criminal activity occurring on-campus should be **immediately** reported to the School Director, Director of Academic Services, or the nearest available school official. Students and staff are also encouraged to promptly and accurately report criminal activity to local law enforcement agencies when the victim of such crime elects or is unable to make such a report.

Security of and Access to Campus Facilities

During business hours, HMI's campuses are open to employees, guests, and approved vendors and contractors. During non-business hours, campuses are secured with door locks, alarm systems, and security cameras and are accessible only by designated key holders. HMI may also have regular inspections and preventative maintenance work performed by approved vendors to ensure that such security measures remain in working order.

Disclosure of Disciplinary Proceeding Results

All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified, in writing, concurrently about the outcome of the complaint. If the alleged victim of a crime of violence or non-forcible sex offense is deceased as a result of the crime or offense, the results of the disciplinary proceedings shall be provided, upon request, to the next of kin of the alleged victim.

Registered Sex Offenders

The United States Department of Justice maintains a national database of registered sex offenders which allows the public to search for information regarding registered sex offenders within a state. This database can be accessed online by visiting https://www.nsopw.gov/ (https://www.nsopw.gov/).

Emergency Notifications and Evacuations

The School Director/Associate Director is the designated Campus Safety Authority and is responsible for ensuring that the campus is prepared in an emergency situation. Evacuation maps are posted at each exit door within the campus. An Evacuation Procedures and Emergency Numbers Sheet must also remain posted at each campus.

The School Director/Associate will determine if there is a significant threat at the campus that requires the immediate notification of students and staff and is responsible for ensuring that all staff and students are notified accordingly. Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees on the campus, the emergency notification will be made immediately and without delay.

The School Director/Associate will be responsible for confirming the emergency, determining the content of the notification, and initiating the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. The School Director/Associate will contact the necessary agency (i.e. Fire Department, Police Department, etc.) and continue to communicate any necessary information with the agency and ensure that all staff and students assemble in the predetermined safe area.

In the event of an emergency, students, and staff on campus at the time of the occurrence will be notified of the emergency situation by the notification by the School Director/Associate. Fire alarms are located within the campus premises and will be activated in the event of a fire or other emergency.

HMI will also attempt to contact students and staff members not present on campus via reasonable means to inform them of any threat to the health or safety of students or employees occurring on the campus. HMI will also use such means to contact students and staff in the event of campus closures due to inclement weather or other emergency situations.

Timely Warnings

Upon notification and identification of a Clery Act reportable crime that occurs on campus or surrounding the campus’s general geographic area and represents a serious or continuing threat to the health and safety of students and employees, the School Director will issue a Timely Warning Notification to the campus students and staff as soon as pertinent information is available. This notification will take the form of a verbal or written announcement in order to aid in the prevention of similar occurrences. The notification will withhold the names and other identifying information of victims as confidential. HMI will ensure that all classes, students, and staff are notified of the warning.

Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking

HMI is committed to providing an educational, employment, and business environment free of sexual harassment and sexual violence. HMI provides helpful warning signs of abusive behavior and future risks in the section below in efforts to prevent any form of sexual misconduct. Incoming students and staff will be provided with this information to promote the awareness and prevention of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking and may also visit https://www.justice.gov/archives/ovw/protecting-students-sexual-assault (https://www.justice.gov/archives/ovw/protecting-students-sexual-assault) for additional information.

- Information regarding the definitions of domestic violence, dating violence, sexual assault, stalking, and consent.
- Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against someone else.
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks.
- Possible sanctions or protective measures that may be imposed following the results of an institutional disciplinary proceeding regarding rape, acquaintance rape, domestic violence, dating violence, sexual assault, or stalking.
- Procedures victims should follow if a sex offense, domestic violence, dating violence, sexual assault, or stalking has occurred.
- Procedures for institutional disciplinary action in cases of alleged domestic violence, dating violence, sexual assault, or stalking.
- Information about how the institution will protect the confidentiality of victims.
- Information regarding the availability of existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims.
- Information regarding options for, and available assistance in, changing academic or working situations, if so requested by a victim and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to police or local law enforcement.

Sexual harassment and acts of sexual assault, including rape, acquaintance rape, and other forcible and non-forcible sex offenses, domestic violence, dating violence, and stalking are prohibited by HMI. Any student who feels that he or she is the victim of any of these crimes has the right to seek redress of the grievance through the procedures indicated below. Victims will also be provided a written notification of these procedures.

A student who feels they are the victim of sexual harassment may attempt to resolve the matter informally by bringing a complaint to the Title IX Coordinator. Upon receipt of the complaint, the Title IX Coordinator will inform the complainant in writing of their formal recourse, that informal mediation will not be used to resolve sexual violence complaints, and that they have the right to file a separate criminal complaint for allegations relating to sexual violence, domestic violence, dating violence, and stalking. The Title IX Coordinator will, with the permission of the complainant, attempt to resolve the conflict informally by informing the individual alleged to have caused the grievance that the complaint has been filed, seek to find out the facts, and if both parties desire it, arrange a meeting to try to resolve the differences. In the event that an attempt at informal resolution is unsuccessful, or if the complainant deems that informal resolution is undesirable, the Title IX Coordinator will stop the informal resolution process and assist the complainant in filing a formal complaint.

In the event of sexual violence, domestic violence, dating violence, and stalking, a formal complaint process will be used. The complainant will address their complaint to the Title IX Coordinator, if the individual alleged to have caused the grievance is another student, or if the individual alleged to have caused the grievance is a faculty or non-faculty employee.

A formal complaint will be made in writing by the complainant, addressed to the above-mentioned HMI officials, stating in detail the nature of the complaint, any relevant dates, and the names of any potential witnesses. In a situation deemed to be an emergency by the Title IX Coordinator, the individual alleged to have caused the grievance or complaint may be temporarily transferred pending the outcome of the case.

Anyone who feels they have been the victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking should notify the proper school official immediately. The alleged victim also has the option to notify appropriate law enforcement authorities, including local police. The School Director or other school official will assist in notifying these authorities if the victim so chooses. The victim also has the right to decline to notify such

authorities. Notification of the alleged offense should occur immediately due to the importance of preserving evidence as may be necessary for the proof of criminal domestic violence, dating violence, sexual assault, or stalking, or in obtaining a protection order. Victims may also have rights regarding obtaining orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court. Any student or employee who reports that they have been a victim of domestic violence, dating violence, sexual assault, or stalking, whether the offense has occurred on or off campus, will be provided with a written explanation of their rights and options regarding procedures following the offense, procedures for disciplinary action and sanctions to be imposed, victim confidentiality, counseling services, and accommodations options.

All proceedings and records concerning sexual harassment, sexual assault, domestic violence, dating violence, and stalking complaints shall be confidential to the extent permitted by law and HMI will protect the confidentiality of victims, including ensuring that any publicly available recordkeeping will be accomplished without the inclusion of identifying information about the victim. Such proceedings shall provide a prompt, fair, and impartial investigation and resolution and be conducted by individuals qualified to conduct an investigation and hearing process that protects the safety of victims and promote accountability. In the event of a formal complaint in writing, the school officials receiving the complaint will initiate an investigation within two weeks to determine whether there is a reasonable basis for acting. A preponderance of the evidence will be used as the standard of evidence during any institutional conduct proceeding arising from a complaint regarding sexual assault, domestic violence, dating violence, and stalking. HMI officials need not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own investigation and, if needed, may take immediate steps to protect the student in the educational setting. The alleged victim also has the right to change their academic or working situation after an alleged sex offense occurs, if requested and reasonably available.

Both the accused and the accuser are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. Both the accused and the accuser shall be simultaneously informed, in writing, of the following: 1) the outcome of any institutional disciplinary proceedings with respect to the alleged sex offense, domestic violence, dating violence, or stalking, 2) the institution’s procedures for the accused and the victim to appeal the results of the institutional disciplinary proceeding, 3) any change to the results that occurs prior to the time that such results become final, 4) when such results become final.

Following a final determination of an institutional disciplinary procedure regarding rape, acquaintance rape, domestic violence, dating violence, sexual assault or stalking, possible sanctions for substantiated accusations include suspension or termination of the employee’s employment or the student’s enrollment. Alleged sexual violence against another may also constitute a crime resulting in additional, independent law enforcement investigation outside of HMI’s Grievance Procedure. In addition, complainants who make accusations of sexual harassment, sexual violence, domestic violence, dating violence, or stalking in bad faith may be subject to equivalent disciplinary action.

HMI does not employ any pastoral or professional counselors. Contact information for local and national support and counseling services including those for rape and sexual assault support and counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims is posted and available for viewing by students and staff at each campus location.

Below is a list of contact information for several national support services:

- National Domestic Violence Hotline
  1-800-799-7233, https://www.thehotline.org/ (https://www.thehotline.org/)
- National Sexual Assault Hotline
  1-800-656-4673, https://www.rainn.org/ (https://www.rainn.org/)
- US Department of Health & Human Services
  1-800-662-4357, https://www.hhs.gov/ (https://www.hhs.gov/)

- National Alliance on Mental Illness
  1-800-950-6264, https://www.nami.org/ (https://www.nami.org/)
- National Organization for Victim Assistance
  1-800-879-6682, https://trynova.org/ (https://trynova.org/)
- National Legal Services Corporation Database
  https://www.lsc.gov/about-lsc/what-legal-aid/i-need-legal-help (https://www.lsc.gov/about-lsc/what-legal-aid/i-need-legal-help)

Definitions

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, as determined by the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual and or physical abuse or the threat of such abuse and does not include acts covered under the definition of domestic violence.

Domestic Violence: A felony or misdemeanor crime of violence committed by one of the following: 1) a current or former spouse or intimate partner of the victim, 2) a person with whom the victim shares a child in common, 3) a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, 4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or 5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Sexual Assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting program.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Consent: Consent is a voluntary, knowing, active, and affirmatively communicated willingness to participate in a particular sexual activity or behavior.

Bystander Intervention Tips

If you see someone in danger of domestic violence, dating violence, sexual assault, or stalking:

- Take the initiative, step in, offer assistance and ask if the person needs help. Make sure to evaluate the risk of the situation first. Call 911 instead of putting yourself into danger.
- Distract either person at the scene to intervene but don't be antagonistic.
- Have others intervene with you if it is safe to do so. This may have a greater influence on the perpetrator and increase your safety.
- If the offender is known to you, ask them to leave the potential victim alone.
- Remain at the scene as a witness instead of leaving. The perpetrator will be less likely to commit the assault with a witness there.

Help to prevent situations of domestic violence, dating violence, sexual assault, or stalking by:

- Traveling with friends to parties or other events rather than by yourself. Check in with each other frequently and leave together.

- Trust your intuition and don't be afraid to call for help or let someone know if you are worried about your safety or the safety of someone else.
- If you see someone is intoxicated, offer to call them a cab home.

Warning Signs of Abusive Behavior

- Past abuse and minimizing those occurrences
- Threats of violence or abuse
- Breaking objects
- Use of force during an argument
- Jealousy about who you are talking to and how your time is being spent
- Controlling behavior
- Quick involvement and pressuring you into a committed relationship
- Unrealistic expectations of perfection
- Isolating you from your support system of family and friends
- Blaming others for problems and feelings
- Hypersensitivity
- Explosive behavior and mood swings

Risk Reduction and Avoiding Potential Attacks

1. Avoid isolated areas and dimly lit places. Always be aware of your surroundings.
2. Make sure your cell phone is always with you and charged in case you need to call for help.
3. Use a buddy system, especially when walking around at night.
4. Avoid being alone with someone you don't know or don't trust.
5. Carry a noisemaker, such as a whistle, and a small flashlight on your keychain.
6. Avoid giving out personal information to someone you don't know (phone number, address, etc.).
7. In case of an emergency, dial 911.

Hypnosis Motivation Institute

18607 Ventura Boulevard, Suite 310
Tarzana, California 91356-4154
1-818-758-2700 (tel:1-818-758-2700)
https://hypnosis.edu/

HMI Hours of Operation (Pacific Time)
10:00 AM to 9:00 PM – Mon, Tue, Wed, Thu
Closed Fri, Sat, Sun, and Holidays

Privacy Policy (/legal/privacy) / SMS Terms (/legal/sms) / Contact (/hmi/contact/) / Directions (/hmi/directions) (https://www.facebook.com/HMICollegeOfHypnotherapy/)

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HMI NATIONALLY ACCREDITED COLLEGE OF HYPNOTHERAPY

DIPLOMA IN CLINICAL HYPNOTHERAPY
+ ASSOCIATE OF OCCUPATIONAL STUDIES
DEGREE IN MIND-BODY PSYCHOLOGY

2025/2026 INTERACTIVE DISTANCE LEARNING SCHOOL CATALOG

Welcome to the Hypnosis Motivation Institute

Founded in 1968 by Drs. John and Alex Kappas and celebrating over 50 years of excellence, HMI is a Non-Profit Organization that holds the distinction of being America's First Nationally Accredited College of Hypnotherapy.

Featuring the convenience, flexibility, and safety of learning from home, HMI features 24 Hypnotherapy Instructors, 10 Graduate Level Instructors of Clinical Psychology, 900 hours of prerecorded video lessons and 1,000 hours of interaction with Instructors.

Certified Hypnotherapist: *HMI's first year of study results in a Diploma in Clinical Hypnotherapy, which fulfills all the requirements for Certification as "Certified Hypnotherapist".*

Certified Clinical Hypnotherapist: *Graduates of HMI's first year of study now have the option to apply for a second year of study resulting in a 2-year, Accredited Associate of Occupational Studies (AOS) Degree in Mind-Body Psychology.*

The combination of your Diploma in Clinical Hypnotherapy plus your AOS Degree in Mind-Body Psychology fulfills all the requirements for Certification as Certified Clinical Hypnotherapist.

For additional details and updated information on this program, or changes in fees or content, please go to: https://Hypnosis.edu/Catalog/Addendum

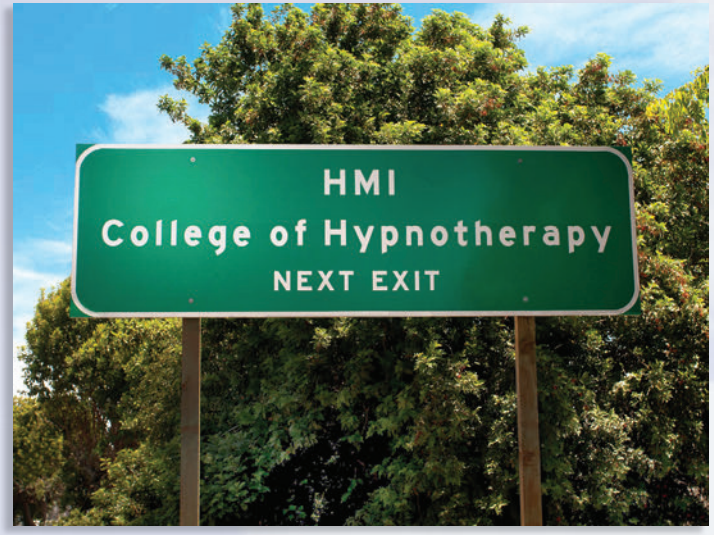


HMI Circa 1968 Opening Day – Brothers, John and Alex Kappas

1968–2025



HMI Circa 2025 – Father and Son, George and LJ Kappas





"Attending HMI was a life changing experience for me. I didn't just learn a new career, HMI gave me the tools and knowledge of the human mind, body and spirit that resulted in a personal transformation unlike any other I have known before. As a bonus, I acquired the skills to help others do the same. This was the best investment of my life that resulted in my most rewarding career I have ever had. Take the leap, you will thank yourself later."

Kristen Luman, CHt
Honors Graduate

★★★★★

Top 12 Features of HMI College of Hypnotherapy

1. *America's First Nationally Accredited College of Hypnotherapy, 57 years of experience as a College and Clinic of Hypnotherapy.*
2. *Accredited Diploma in Clinical Hypnotherapy which fulfills all of the requirements for Certification as a Hypnotherapist (CHt) with the American Hypnosis Association.*
3. *Accredited Associate of Occupational Studies Degree (AOS) in Mind-Body Psychology which fulfills all of the requirements for Certification as a Clinical Hypnotherapist (CCHt) with the American Hypnosis Association.*
4. *12 Senior Hypnotherapy Instructors each with 15+ years clinical experience.*
5. *10 Clinical Psychology professors from nine prestigious graduate schools.*
6. *Up to 18 months of supervised clinical internship.*
7. *Includes training in marketing and advertising.*
8. *Over 900 hours of prerecorded video instruction lessons to choose from.*
9. *Option to attend up to 1,000 hours of interaction with Instructors and practice with peers via Zoom.*
10. *Study, practice, and start your new career all from the safety of your home, no travel required.*
11. *Earn While You Learn – Start marketing your private practice and charging fees while still in school.*
12. *Federal Financial Aid allows eligible students to start with no money down and no payments for 18 months.*

The Most Interesting, Impactful and Rewarding "Work From Home" Career Ever!



The Event: *Imagine if you will a new career, helping others from around the globe and from the safety and comfort of your own home.*

On March 17, 2020, many people in America woke up to discover the vulnerability of their jobs, careers, and lifestyles to a worldwide pandemic.

This uncertainty with our traditional careers and freedom of movement is not expected to completely end anytime soon. We could return to normal life for a few months only to find ourselves and our world quarantined again.

The Revolution: *Never in the history of counseling services have we seen a social revolution this dramatic. Before March 17, 2020, there was only a small market of people willing and able to consider Zoom or streaming counseling services in their home.*

Today there are over 200 million Americans using Zoom on a regular basis for work, to interact with friends and family, and to receive a wide variety of consulting and counseling services.

The Result: *Now your entire hypnotherapy practice can be conducted completely from your in-home Zoom office. No lease, no travel, no traffic, or parking issues, etc. From the comfort and safety of your home you can share rewarding, and impactful professional hypnotherapy services with people from all around the globe. Embracing a worldwide telehealth revolution, you too can provide your clients not only a caring, sensitive, and empathetic ear, but also a unique and powerful physical and emotional experience with the potential to provide relief from stress, fear, self-doubt, overload, and much, much more.*

Let HMI and our unparalleled team of Instructors be your partners to train and prepare you for this wonderful opportunity to help yourself, your community, and the world from the safety and convenience of your home.



HMI's IDL Programs
NOW Flexible and Accessible from Around the World!

HMI's IDL Programs just became the most flexible, accessible, convenient, and boundaryless training programs ever! Now, no matter where you live in the world, no matter what your work schedule, childcare schedule, or transportation limits are, HMI Interactive Distance Learning (IDL) provides you with the ultimate in flexibility and learning options.

Good News/Bad News: *For more than 50 years, the "Good News" was that HMI's "former" Resident School offered the most intensive, extensive, thorough, rigorous, and Nationally Accredited Hypnotherapy Training anywhere in America and possibly the world. The "Bad News" was that you had to live in the Los Angeles, California area for a year to attend. With the requirements of being on-campus two evenings a week, plus many Saturdays, only those who lived close enough to campus and whose schedules allowed them to brave the LA traffic three to four times a week, had the option to attend. Many students even considered relocation to attend, only to discover that the cost of relocation and living in LA for a year was generally 3 to 4 times the cost of tuition.*

Now it's All Good News: *HMI's new Interactive Distance Learning (IDL) program now offers you the most extensive, interactive hypnotherapy training program available today, delivered directly to the safety and convenience of your own home. Never before has this level of accredited hypnotherapy training, course hours, Instructor interaction, and supervised clinical internship been available anywhere outside the Los Angeles, California area. Offering the ultimate in flexibility and accessibility features up to 20 hours per week of live Instructor interaction via Zoom, supervised clinical internship, marketing and advertising training, and after graduation support. As if that wasn't enough, consider that eligible students can start HMI IDL with no money down and no payments for 18 months with the first 60 days of attendance offered to you with a money-back guarantee, and you will begin to realize the uniqueness of this program. Just keep turning the pages of this catalog and we think you will find every page continues to assure that you've finally found the level of professional hypnotherapy training you have been looking for.*

Earn an Accredited Diploma and Degree

Earning your Accredited Diploma in Clinical Hypnotherapy with the additional option of a second year of study for your Associate of Occupational Studies Degree in Mind-Body Psychology, plus 18 months of clinical internship, provides you the highest achievement and most extensive training, available in hypnotherapy today.



What is School Accreditation?

When researching a school, you're likely considering cost and programs offered, but are you checking for accreditation? This is arguably one of the most important factors.

Accredited schools and colleges earn their accreditation from agencies authorized by the U.S. Department of Education who oversee the quality, integrity, and educational outcomes. In order to become accredited, schools and colleges must go through a lengthy process of review and continued on-campus visits to demonstrate their worthiness and integrity.

HMI is Accredited by the Accrediting Council for Continuing Education and Training (ACCET), an accrediting agency recognized by the U.S. Department of Education.

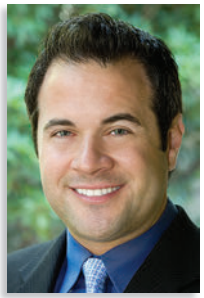


HMI Accreditation and Approvals

ACCET BPPE BRN



"I was already successful in business but wanted a career that was more personally rewarding. After looking at a variety of hypnotherapy schools, choosing HMI was easy. Considering their Accreditation, 50-year history, huge and experienced instruction staff, advertising, and business classes and after graduation support, it was really a no brainer. I think the success I am having in private practice now really confirms that decision."



★★★★★

Jake Rubin, CHt
Clinical Achievement Award

Why Choose an Accredited School?

Answer: Quality, integrity, and measurable outcomes. Unfortunately for the consumer, anybody can start a school or offer a hypnotherapy training course. They can give it any name they want, like the "American University of Hypnotherapy Training." Many claim they are approved by a "Board" such as the "International Board of Hypnotherapy." However, such claims mean nothing, because these "Boards" or "Hypnotherapy Associations" are private groups who make money by selling certifications.

Even "State Approved" or "State Licensed" is misleading. Most state agencies do not visit the school, do not review the curriculum, and make no claims about the quality of the education offered. State agencies do not police the schools regarding any claims they make on their website or advertising, so they can pretty much say anything they want.

How Can I Recognize a Diploma Mill?

These are some common characteristics of diploma mills:

- *Claim "Accreditation" but are not accredited by an accrediting agency authorized by the U.S. Department of Education.*
- *Offer degrees, diplomas, and certificates in an extremely short period of time.*
- *Make claims and assert facts and statistics for which there is no proof.*
- *Claim "Approval" by private business such as "Hypnotherapy Certification Agencies."*

What is Hypnotherapy Certification?

The most common question we hear is "Does your training make me a Certified Hypnotherapist?" It can be confusing to prospective students because every school claims to make you a "Certified Hypnotherapist," most in time frames from one week to 60 days. In addition, there are six or more "Certification Agencies," all representing themselves as "The One" you need to be "recognized."

Most have official-sounding names that sound like government or international agencies. Those official-sounding names, however, are nothing more than businesses selling "Certifications." None are government agencies, required for you to practice hypnotherapy, or play any role in your legal right to call yourself a "Hypnotherapist."

Now Ask Yourself These Important Questions...

How would you feel if you went to a Hypnotherapist and later discovered they only completed one week of training? How about two weeks? How about 60 days? There are no other helping professions including Nurses, Massage Therapists, Doctors, Dentists, Dental Assistants, etc., that allow you to graduate from an unaccredited school or be trained in a two-month crash course.

None of those professions would allow you to offer your services to the public after attending a school that only had one or two Instructors, or a school that traveled state-to-state offering 10-day trainings in hotel rooms. HMI recommends that you use the same standards for choosing your hypnotherapy education as you would for any other healthcare career.

Hypnotherapy Training Worthy of a True Healthcare Professional

Capitalizing on more than 50 years of experience, HMI offers Accredited Hypnotherapy Training and Clinical Internship programs that provide the education and professional preparation appropriate for the serious healthcare professional. Explore the pages that follow and see the carefully crafted progression of educational experiences that systematically and comfortably prepare you for the rigors of clinical internship and private practice.

After graduation you will forever hold your head high when displaying your Accredited Diploma in Clinical Hypnotherapy and AOS Degree in Mind-Body Psychology for both clients and professional colleagues alike.



Become a Certified Hypnotherapist

Achieving Certification in Hypnotherapy is the goal of most HMI Students and Graduates.

HMI recommends the American Hypnosis Association (AHA) for your Hypnotherapy Certification.

Certification by the AHA assures the public that you have…

1. *Met the highest standards of education and preparation.*
2. *Pledged to follow a standard of ethics and professional conduct.*
3. *Are meeting ongoing continuing education requirements after graduation.*

American Hypnosis Association Certification Levels and Requirements

Certified Master Hypnotist (CMH) – *Completion of Semester One of HMI's Clinical Hypnotherapy Program fulfills all the requirements for certification as "Master Hypnotist" with the American Hypnosis Association. No additional testing is required.*

Certified Hypnotherapist (CHt) – *HMI Graduates (who have earned their Diploma in Clinical Hypnotherapy) have completed both the classroom and supervised experience hours necessary to fulfill all the requirements for certification as "Hypnotherapist" with the American Hypnosis Association. No additional testing is required. There is no fee for upgrading from one level to another.*

Certified Clinical Hypnotherapist (CCHt) – *This title is reserved for individuals that have met the requirements of Hypnotherapist above, and also possess an accredited Masters, PhD, or AOS degree in Psychology.*

For more information about the American Hypnosis Association and the fees and annual dues of maintaining Certification, please visit their website at: https://Hypnosis.edu/AHA/Hypnotherapist/Certification

Alternative to a Traditional Psychology Degree?

Many students are choosing HMI's Diploma in Clinical Hypnotherapy and Associate of Occupational Studies Degree Program as an alternative to a traditional psychology degree. Why? Because a Bachelor's Degree in Psychology does not make you eligible to practice psychology. Practicing psychology requires a minimum of a Master's Degree. If you're 35-55+ years old it can be a hardship to return to school for a Bachelor's Degree just to get a "general education."

Even if you already have a Bachelor's Degree, time is still an issue when you consider that after the two years it takes to finish your Master's Degree in Psychology, you must still acquire 3,000 hours of Internship and pass a State Exam before you can begin private practice.

Top reasons to choose HMI as an alternative to a traditional psychology degree:

- *HMI's one- and two-year programs include clinical internship and the opportunity to "Earn While you Learn." Traditional psychology takes between 5 to 10 years before you can start your private practice.*
- *HMI Tuition is a fraction of the cost of a traditional graduate school of psychology.*
- *HMI training teaches you how to build a Zoom based private practice from the safety of your own home and the marketing and supervision psychology programs generally do not.*
- *HMI courses are fun, entertaining and prepare you to immediately begin helping people with a wide variety of self-improvement goals.*







Diploma in Clinical Hypnotherapy – 12 Months

HMI's one-year Clinical Hypnotherapy Training and Clinical Internship is 52 weeks and 720 clock hours in length.

Semester One – 26 Weeks, 360 Hours

• *Hypnosis 101*	*4 Weeks, 8 Classes, 24 Hours*
• *Clinical Hypnosis 201*	*8 Weeks, 16 Classes, 48 Hours*
• *Hypnotherapy 301*	*12 Weeks, 24 Classes, 72 Hours*
• *Elective Courses 401*	*26 Weeks, 178 Hours*
• *Practicum Workshops*	*26 Weeks, 36 Hours*
• *Internship Indoctrination*	*2 Hours*

Semester Two – 26 Weeks, 360 Hours

• *Business Practices*	*4 Weeks, 4 Classes, 12 Hours*
• *Clinical Case Conference/Supervision*	*26 Weeks, 24 Hours*
• *Clinical Case History Series*	*12 Weeks, 12 Classes, 24 Hours*
• *Clinical Internship*	*26 Weeks, 24 Client Contacts, 72 Hours*
• *Counseling and Interviewing*	*4 Weeks, 4 Classes, 12 Hours*
• *Elective Courses 401*	*26 Weeks, 135 Hours*
• *Ethics in Therapy*	*2 Weeks, 2 Classes, 6 Hours*
• *One-On-One Practical Skills*	*3 Sessions, 3 Hours*
• *Practicum Workshops*	*26 Weeks, 36 Hours*
• *Social Media Marketing*	*4 Weeks, 4 Classes, 12 Hours*
• *Speech Master*	*4 Weeks, 4 Classes, 12 Hours*
• *Therapeutic Journaling*	*4 Weeks, 4 Classes, 12 Hours*



"HMI has changed my life. The Instructors, the students, the energy, the information, the lifelong friends you make, all of it. If they would let me enroll again I would. My only disappointing day at HMI was the day my classes ended. Even then you're connected with a community of graduates and the Instructors through online interactive clinical supervision sessions. I love my HMI Family and the new life and career they helped me achieve."

★★★★★

Anna Alagyozyan, CHt
Honors Graduate

Senior Hypnotherapy Instructor Credentials

One of the key features of HMI's training is 12 Senior Hypnotherapy Instructors with over 200 years of combined professional experience. Instructors are HMI Graduates with 10 to 25+ years of clinical experience. Every Instructor is active in the private practice of hypnotherapy and represents a specialized area of expertise within the field of Hypnotherapy. For biographies and photographs of HMI Instructors please see: https://Hypnosis.edu/Resident/Instructors

George J. Kappas, MA, LMFT
Licensed Marriage and Family Therapist
Certified Clinical Hypnotherapist

Bruce Bonnett, CCHt
Graduate Harvard Law School
Certified Clinical Hypnotherapist

Laura DeWitt, CCHt
Certified Clinical Hypnotherapist

Susie Kappas, CCHt
Certified Clinical Hypnotherapist
Certified Advanced EFT Practitioner

Katt Lowe, CCHt
Certified Clinical Hypnotherapist
Certified Reiki Master/Teacher

Lisa Machenberg, CCHt
Certified Clinical Hypnotherapist
Medical Hypnosis Specialist

John Melton, CCHt
Certified Clinical Hypnotherapist
Smoking-Cessation Specialist

Ted Moreno, CCHt
Certified Clinical Hypnotherapist
Certified High Performance Coach

Cheryl O'Neil, CCHt
Certified Clinical Hypnotherapist
Therapeutic Imagery Specialist

Elaine Perliss, CCHt
Certified Clinical Hypnotherapist
Handwriting Analyst

Mario Pescatore, CCHt
Certified Clinical Hypnotherapist

Joe Tabbanella, CCHt
Certified Clinical Hypnotherapist
Certified NLP Trainer



Dr. John G. Kappas
HMI Founder



Dr. Alex G. Kappas
HMI Co-Founder

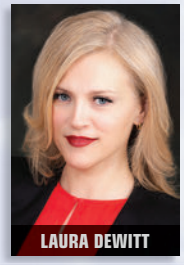


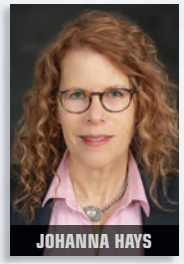
The Kappas Family Management Team
Susie, George, LJ and Sandy

Your Senior and Associate Hypnotherapy Instructors – An Instruction Staff Second-to-None

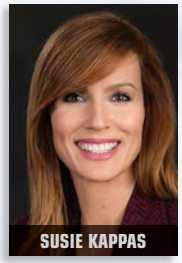

BETSY BATES FREED


BRUCE BONNETT

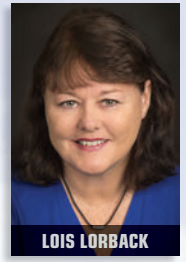

LAURA DEWITT


JOHANNA HAYS


GEORGE KAPPAS


SUSIE KAPPAS


RANDY KASPER

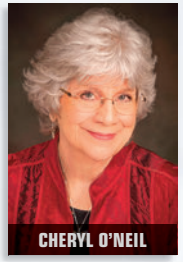

LOIS LORBACK


KATT LOWE

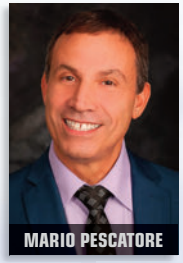

LISA MACHENBERG


JOHN MELTON


TED MORENO


CHERYL O'NEIL


ELAINE PERLISS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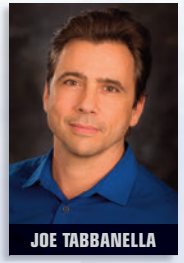
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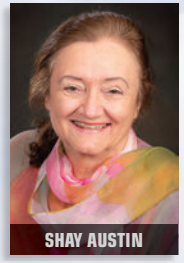
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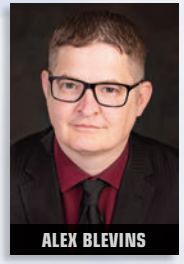
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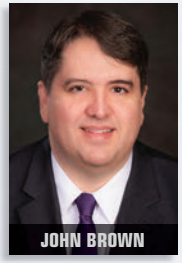
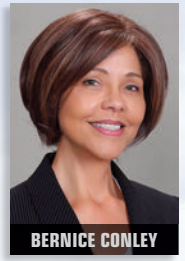

JOHN BROWN


SHELBY BROWN


JOE BURNS


TRICIA CARR


CATHERINE COLEMAN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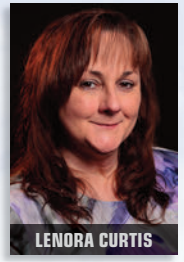
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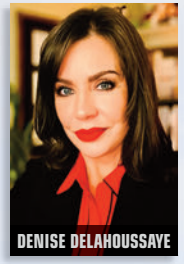
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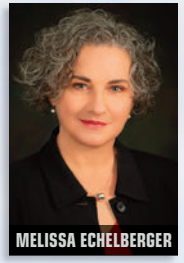
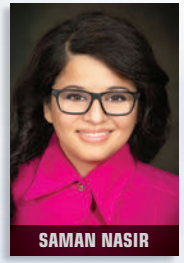
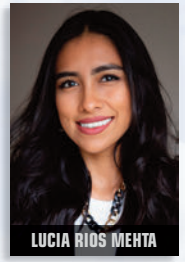

MELISSA ECHELBERGER


STEPHANIE MCCRAY

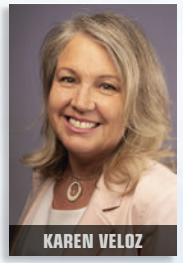

SAMAN NASIR


LUCIA RIOS MEHTA


DON ROBÉRT


JESSICA SANTIAGO

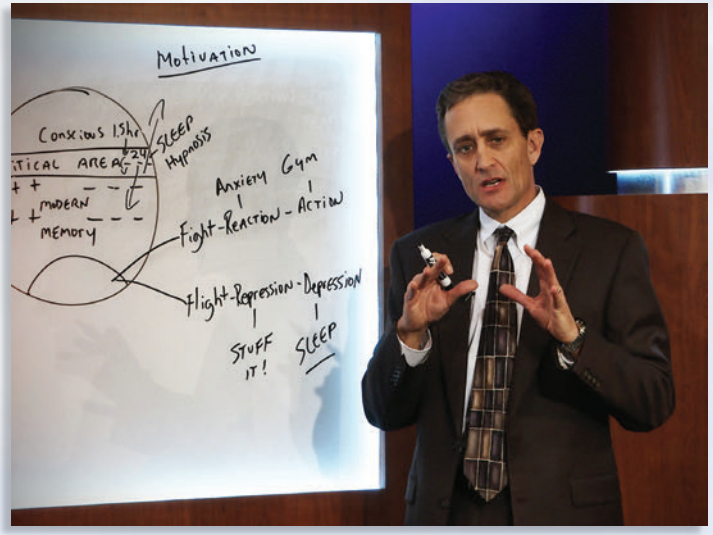

STEVEN STINNETT


KAREN VELOZ

Hypnosis 101

- ***Length:*** *4 Weeks, Clock Hours: 24*
- ***Attend:*** *4 Prerecorded Video Classes*
  8 Live Q&A with Instructors
- ***Days/Times:*** *Tuesdays and Thursdays, Choice of 2 Class Times*
  - ***Zoom Q&A with Instructors***
    1. *Tuesdays from 4:00 PM to 5:30 PM Pacific Time*
    2. *7:30 PM to 9:00 PM Pacific Time*
  - ***Zoom Lecture and Supervised Practice***
    1. *Thursdays from 3:00 PM to 6:00 PM Pacific Time*
    2. *7:00 PM to 10:00 PM Pacific Time*





The Hypnosis 101 course represents the first step in your HMI journey. Many students consider it one of the most fun and exciting stages of the training. Featuring two HMI Staff Instructors, Hypnosis 101 is balanced between lecture, demonstrations, and supervised practice, with the express purpose of teaching you the foundations of what hypnosis is and "How to Hypnotize."

Enrollment Guarantee – *The 101 course serves as a trial period. Successful completion is required to complete your enrollment application. If at any time during the first sixty days of your enrollment, you or HMI determines that this school/program is not the right match, then your enrollment application is cancelled and there is no cost or obligation to continue, or explanation required by either party.*



Practicum Workshops – Semesters One and Two

- ***Length:*** *52 Weeks, Clock Hours: 72*
- ***Attend:*** *5+ Practicum Workshops are scheduled each week Live on Zoom, attend as many as your schedule permits.*

    1. *Tuesdays from 10:00 AM to 1:00 PM Pacific Time*
    2. *Wednesdays from 12:00 PM to 3:00 PM Pacific Time*
    3. *Thursdays from 3:00 PM to 6:00 PM Pacific Time*
    4. *Saturdays from 9:30 AM to 12:30 PM Pacific Time*
    5. *Saturdays from 1:30 PM to 4:30 PM Pacific Time*
    6. *Additional times and days listed in the Student Guide*

Practicum Workshops provide students the opportunity to perfect the skills of hypnotic inductions and hypnotic techniques by practicing with other students under the supervision of HMI Instructors.

Students attending Practicum Workshops receive live demonstrations via Zoom and are then placed in Zoom Breakout Rooms of two students each, to practice, while instructors move group to group offering advice, direction, and feedback.

HMI offers over 15 hours of supervised practice every week. Students are encouraged to attend as many Practicum Workshops as they can per week. A minimum of 36 Practicum Workshop hours are required for each Semester One and Two for a total of 72 hours for the year.



"One of the biggest reasons I wanted an in-person training program is the opportunity to have hands-on practice with a teacher in the room. I'm the kind of person who just learns better if I can practice in-person, ask questions directly and get that immediate feedback. When I read that HMI offers up to 12 hours a week of supervised practice with other students, I knew that was the program for me."

★★★★★

Richard Cicetti, CHt
Director's Award

Clinical Hypnosis 201

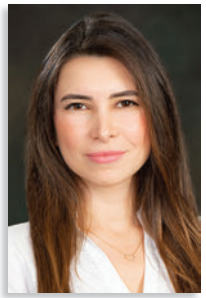
- ***Length:*** *8 Weeks, Clock Hours: 48*
- ***Attend:*** *16 Prerecorded Video Classes*
  16 Live Zoom Q&A with Instructors, 24 Elective Hours
- ***Days/Times:*** *Mondays and Wednesdays, Choice of 2 Class Times*
  - ***Zoom Q&A with Instructors***
    1. *4:00 PM to 5:30 PM Pacific Time*
    2. *7:30 PM to 9:00 PM Pacific Time*

The 101 Course lays the foundation for hypnosis theory and learning how to hypnotize. The 201 Course builds upon that foundation by introducing you to a wide variety of hypnotherapy styles, theories, and modalities. Each lecture features a different Instructor, representing their expertise on each style or modality. Students complete two prerecorded video lessons per week and attend a live Zoom Q&A, interactive discussion with Instructors and peers for each lesson.

201-1 – Hypnotic Modalities

Featuring HMI Director George Kappas, MA, LMFT, at his philosophic best, this entertaining lesson explores a unique and alternative perspective on the hypnotherapy profession. Starting with a definition of what constitutes a "Hypnotic Modality," Mr. Kappas breaks down the three essential elements for all hypnotic modalities and how we identify hypnotic modalities in society under a variety of different names.





"I absolutely loved my 201 Course. Every class opened my eyes to a new and exciting style and technique in hypnosis. It is in 201 that you begin to experience the depth of the Instruction Staff and their collective experience and expertise in so many aspects of hypnotherapy. Every class was fun and exciting. I could feel my energy and excitement rising every time I rode up the elevator to the campus."

★★★★★

Begum Uz, CHt
Honors Graduate



201-2 – Neuro Linguistic Programming Part 1

Neuro Linguistic Programming (NLP) enjoys a strong following with both therapists and clients. In this lesson, Certified NLP Trainer and Hypnotherapist Joe Tabbanella introduces NLP and the techniques of "anchoring a state of excellence into your client's subconscious mind," how to "reframe" a problem to take away its negative impact, and how to "pace" and then "lead" your client to a more resourceful state.

201-3 – Neuro Linguistic Programming Part 2

In part 2 of this NLP series, Certified NLP Trainer and Hypnotherapist, Joe Tabbanella demonstrates NLP strategies to assist your clients in achieving their desired outcomes, how to develop states of excellence for yourself or your clients through role modeling, and how to recognize and interpret the subconscious patterns that are a constant in all therapy sessions to create the change they seek.

201-4 – Ericksonian Hypnosis

HMI Ericksonian Hypnosis expert Joe Tabbanella, CCHt, introduces the life, work, and language patterns of one of the most well-known Hypnotherapists in history, Dr. Milton Erickson. In this lesson Mr. Tabbanella demonstrates how Hypnotherapists can use these patterns and the "Meta-Model" to provide clients an alternative perspective on their issue and a path to create the change they seek.



"My HMI experience was nothing short of outstanding! Instructors are completely relatable, knowledgeable, and very concerned with students realizing their personal best. Every Instructor specializes in a different subject matter and has their own individual style, which enabled me to identify characteristics of each to incorporate into my own personal style. We are completely supported throughout the program and after graduation."

★★★★★

Jayne Goldman, CHt
Honors Graduate

201-5 – Hypnotic Regression/Past Life

Regression has been commonly associated with hypnosis since the days of Freud. In this class Lisa Machenberg, CCHt, explores the past and present of hypnotic regression and the many controversies and legalities surrounding it. The techniques of age regression as well as past life regression and their appropriateness and ethics are explored fully as Lisa relates HMI's discretionary use of this most controversial of hypnotic tools.

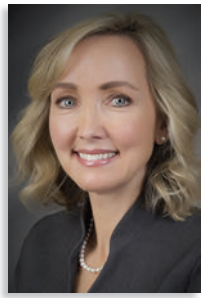
201-6 – Dream Therapy

Listening to the client's subconscious is as important, if not more, than the giving of hypnotic suggestion. Understanding dreams provides us that opportunity and more. HMI provides an approach to Dream Therapy that is simple, powerful, and effective. Presented in his unique style of humor and metaphor, HMI Director George Kappas, MA, LMFT, outlines his inviting style and strategy for Dream Therapy.

201-7 – Fears and Phobias

From mild symptoms to acute disorders, fears and phobias commonly hold people back from achieving their full potential. Every therapist will eventually have clients who fall somewhere in this range of symptomology. In this lesson HMI Instructor Elaine Perliss, CCHt, introduces HMI's Circle Therapy and its comparison to standard Systematic Desensitization to demonstrate the hypnotic extinction of fears and phobias.





"Attending HMI College of Hypnotherapy is one of the best decisions I have ever made. The curriculum is extremely thorough and taught by the top in this field of work. By the end of the year, one can begin a career in hypnotherapy with absolute confidence. The things I have learned have given me the understanding and ability to live my best life and help others do the same."

★★★★★

Linda Pallini, CHt
Academic Achievement Award



201-8 – Review and Test

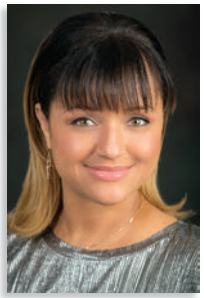
The 201 course is divided into two rotating sections. It does not matter which section the student does first. In the Review and Test class, HMI Instructors conduct a thorough review of each half of the 201 course. This is the student's opportunity to ask questions and seek clarity on any concepts or content from the previous classes in the section of the course before taking the exam.

201-9 – First Consultation

The First Consultation is your most important session. In this insightful lesson HMI Instructor John Melton, CCHt, shares his 20+ years of private practice experience to explain how the first session is used to lay the foundation of the therapeutic journey. Breaking down key elements in Dr. Kappas' approach, Mr. Melton defines what he calls the "Pillars" of therapy that will determine his hypnotic strategy.

201-10 – Therapeutic Imagery 1

Certified Clinical Hypnotherapist and Therapeutic Imagery Trainer Cheryl O'Neil, CCHt, shares her 20+ years of experience as she introduces you to the wonderful world of Imagery. In this introductory lesson you will begin your discovery of Imagery in relationship to Hypnosis and how to fill your Hypnotherapy toolbox with a large selection of options that will empower you and help your clients to achieve their goals.



"HMI was the best professional decision I've ever made! This school is a wonderful blend of science, psychology, and metaphysics. The staff has exceeded my expectations time and again. I'm so grateful to receive a top-notch education in Hypnotherapy and Therapeutic Imagery. My clients can trust me because I am working from a solid foundation of in-depth training and mentorship. I will forever be a cheerleader of this institution."

★★★★★

Stephanie Nicole Wright, CHt
Clinical Achievement Award

201-11 – Therapeutic Imagery 2

In part 2 of this Imagery series, Cheryl guides you deeper into the Imagery experience as she explores the mind/body connection and the uses of Imagery in health. Cheryl also explores images and symbols from the subconscious and demonstrates how the Imagery processes can provide important messages for discovery and insight, while providing rich material from which to build suggestions.

201-12 – Mental Bank Program

Created by HMI Founder Dr. John Kappas, the Mental Bank Program is a powerful tool to help you and your clients reprogram your subconscious mind to attract more success, happiness, and prosperity. This 5-minute-a-day behavioral tool is a must for every hypnotherapy practice. HMI Director George Kappas provides a personal and entertaining presentation that both instructs and motivates you to start your Mental Bank tonight.

201-13 – Hypno-Diagnostic Tools

Katt Lowe, CCHt, introduces the use of "Hypno-Diagnostic Tools," a phrase HMI coined to describe a collection of techniques designed to give the subconscious mind a voice, helping to reveal the underlying beliefs that shape the emotional responses and automatic behavior of the client. Through her guidance and demonstration, you can begin exploring these fascinating tools with both yourself and your clients.





"HMI is the most comprehensive training course I have ever had. HMI truly covers every aspect of hypnotherapy in a year-long program. The founder, Dr. John Kappas, Ph.D., was responsible for HMI achieving National Accreditation by the US Department of Education. I look for these kinds of credentials when I am searching for the best school. And I found it in HMI! I highly recommend it!"

★★★★★

Hanneke C. P. Hermsen, CHt
Academic Achievement Award



201-14 – Emotional Freedom Technique

Certified EFT Trainer Susie Kappas, CCHt, introduces Emotional Freedom Technique (EFT) and how to use it as an extraordinary addition to your hypnotherapy practice. EFT is like acupressure for the emotions. It uses gentle tapping on the body's energy meridians while tuned into an issue. It balances your energy around that issue and releases negative thoughts, events, pain, fear, stress, cravings, and so much more.

201-15 – Law and Ethics

The legal and ethical "Scope of Practice" of a Hypnotherapist is without question the most important aspect of your HMI training and perhaps the greatest element that separates HMI Graduates from others. HMI Director George Kappas, MA, LMFT, provides a surprisingly entertaining lesson, including when and how to work under referrals from Medical Doctors and Psychotherapists, and the necessary forms and documents to do so.

201-16 – Review and Test

The 201 course is divided into two rotating sections. It does not matter which section the student does first. In the Review and Test class, HMI Instructors conduct a thorough review of each half of the 201 course. This is the student's opportunity to ask questions and seek clarity on any concepts or content from the previous classes in the section of the course before taking the exam.



"Of all the many strengths that HMI's program has to offer, perhaps the most important is how thoroughly they prepare you in the subject of Law and Ethics. From the Director, with 40 years of experience, to a Harvard Law Graduate who is also the President of the Hypnotherapists Union, the instruction and expertise could not be stronger. HMI's law and ethics training helps me feel confident when working with other professionals."

★★★★★

Marva Jackson, CHt
Academic Achievement Award

Hypnotherapy 301

- ***Length:*** *12 Weeks, Clock Hours: 72*
- ***Attend:*** *24 Prerecorded Video Classes*
  24 Live Q&A with Instructors, 36 Elective Hours
- ***Days/Times:*** *Tuesdays and Thursdays, Choice of 2 Class Times*

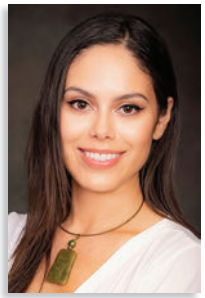
The 301 Course is divided into three rotating sections with a new group of students joining the classes every month. Like the 201 Course, the 301 Course also features a different Instructor for each lesson.

Students in 301 complete two prerecorded video lessons per week and attend a live Zoom Q&A interactive discussion with Instructors and peers for each lesson.

The 301 course is designed to prepare students for the rigors of internship by focusing on the skills of risk assessment, clinical note taking and managing a private practice. In addition, the 301 course focuses on the treatment of the presenting issues, the student will most likely be encountering in their hypnotherapy practice.

In addition to the 24 unique lectures and live Q&A discussions with Instructors, students are also encouraged to lean into their attendance and participation in Practicum Workshops. 301 students are also encouraged to start attending the 501 Clinical Case Conference and Clinical Case History Series courses presented in second semester. Previewing these important clinical courses further prepares the 301 student to start seeing real clients in the Community Service Program and private practice.





"The 301 Course is when we got to start seeing the Senior Instructors work with real clients in the classroom. For me that is when all the pieces of the puzzle started coming together. I can't imagine a more important teaching strategy for how to apply the learning in the real world. The client cases were so varied and fascinating. The experience really shows you what type of people seek Hypnotherapy and what the results can be."

★★★★★

Jade Calkins, CHt
Honors Graduate



301-1 – Emotional and Physical Sexuality 1

Developed by HMI Founder Dr. John Kappas, PhD, LMFT, the model of Emotional and Physical Sexuality (E&P) is without question, one of HMI's most powerful tools for understanding and predicting the behavior of clients. In this lesson, HMI Director and Marriage Family Therapist George Kappas will introduce you to the E&P model in a presentation you are not likely to forget.

301-2 – Emotional and Physical Sexuality 2

In E&P Part 2, Mr. Kappas expands on the model of E&P to explain the influences of ethnicity, incongruities, defense mechanisms and other possible mitigating factors in the relationship behavior of clients. This class leaves students with a greater confidence and assimilation of the E&P model and their ability to apply it in a therapeutic setting.

301-3 – Family Systems

Presented by Randy Kasper, PhD, the Family Systems model provides the Hypnotherapist with an alternative outlook on the client's symptoms as functional in the context of the subconscious forces inherent in romantic and family relationships. This understanding opens the door for HMI graduates to work in conjunction with LMFTs and LCSWs, whose clinical viewpoint originates from this basic tenet.

"HMI is hands down the most extensive and all-encompassing education I found to become a Certified Hypnotherapist. The program delves into all areas of hypnotherapy and includes business and marketing classes. The classes are conducted by knowledgeable, caring and experienced teachers. I learned so much, not only about my clients, but about myself, which has been an invaluable experience."



★★★★★

Cherry Bligh, CHt
Academic Achievement Award

301-4 – Healing the Inner Child 1

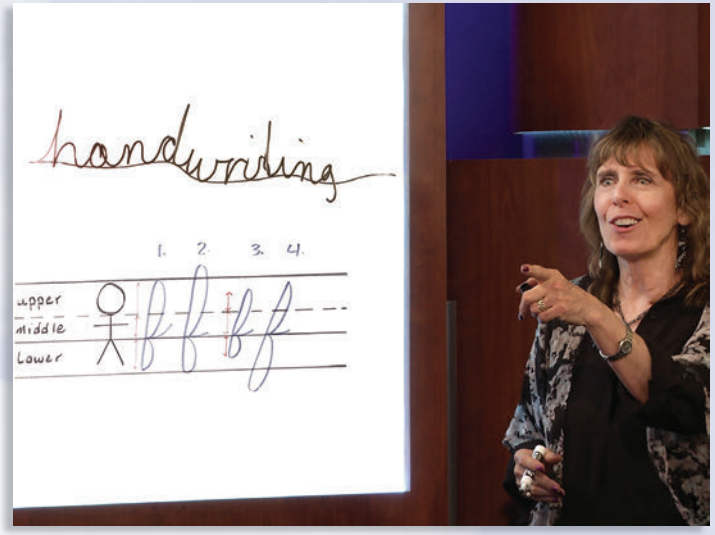
Inner child work is an effective and highly relied upon therapeutic technique for many hypnotherapists. In this two-part certification course, you will learn how to identify and connect with the hurt inner child in the subconscious mind of your adult client. Cheryl O'Neil, CCHt, will guide you in the skills set of using inner child imagery work for freeing the client from the limiting and negative impacts of a hurt inner child. This class provides two group imagery experiences.

301-5 – Healing the Inner Child 2

Part 2 of two-part series delves into Unfair Hurt. A variety of hypnotherapeutic strategies are discussed, as well as how to build a positive subconscious system to replace the hurt child system of long ago. A six-session plan is explored, and hypnotherapist Tip Sheets are provided and hypnotic journeys, suggestions, phrases, and imagery nanos, round out the Healing the Inner Child Handbook. This class also provides a demo, and two more group imagery experiences.

301-6 – Introduction to Handwriting Analysis

Another pioneering concept by Dr. John Kappas was his extensive use of handwriting analysis as an "ideomotor response" that provides valuable insights to the client's subconscious behaviors and personality traits. In this lesson Elaine Perliss, CCHt, will introduce you to the art and science of Handwriting Analysis, demonstrating the most important elements to immediately begin analyzing your handwriting as well as your client's.

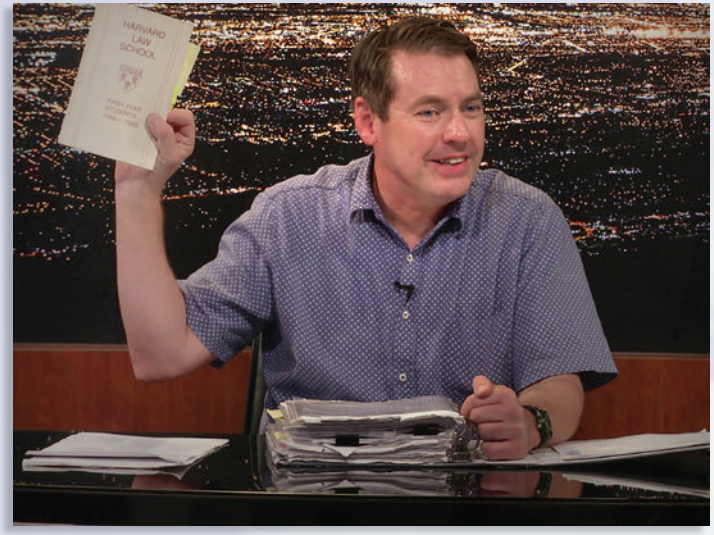




"You will be blown away at what you will receive when you choose HMI. I began with my primary specialty of hypnotherapy, expanded into other specialties offered at HMI and now have a well-rounded business that offers one-on-one coaching, group workshops, speaking engagements, employee training and more. The possibilities are endless."

★★★★★

Jessica I. Morales, CHt
Clinical Achievement Award



301-7 – Advanced Law and Ethics

Bruce Bonnett, CCHt, combines his experience as a Certified Clinical Hypnotherapist, past President of the Hypnotherapists Union, and Harvard Law Graduate, to deliver this important presentation on Advanced Law and Ethics. This class includes specifics on the use of disclaimers and recommended practices to limit liability, how laws vary state to state, region by region and clear guidance for the road to professional success.

301-8 – Review and Test

The 301 course is divided into three rotating sections. It does not matter which section the student does first. In the Review and Test class, HMI Instructors conduct a thorough review of each section of the 301 course. This is the student's opportunity to ask questions and seek clarity on any concepts or content from the previous classes in the section of the course before taking the exam.

301-9 – Risk Assessment and Crisis Intervention

The feeling of "safety" for both you and your client is without question the most important part of your new hypnotherapy practice. Establishing that feeling starts with a good initial intake that includes risk assessment and scope of practice. It also includes being prepared to handle crisis situations should they arise in your client's life. Licensed Clinical Social Worker, Randy Kasper, PhD, will guide you through this important skill set.



"HMI is the best thing I've ever done in terms of self-help/helping others! Since graduating, not only have I helped others achieve their inner sense of well-being, I've been happier and more self-aware. This is not a weekend warrior course; this is like a graduate school for higher minded people, psychologists and medical personnel... and anyone else wanting to practice the art of Hypnotherapy."

★★★★★

Mira Wilder, CHt
Honors Graduate

301-10 – Introduction to Business and Internship

Internship is the most important part of your HMI education. In this class, HMI Instructor, Elaine Perliss, CCHt, guides students through the essential first steps for success in Internship, so they can hit the ground running the week they enter 501. This class includes an introduction to starting your Business Plan, guidelines for setting up a practice, qualification to receive clients through HMI's Community Service Program, and more.

301-11 – Clinical Note Taking

The skill and practice of clinical note taking is what separates professionals in the art of counseling from non-professionals. In this important class, Licensed Psychologist, Betsy Bates Freed, PhD, will teach you the purpose, form and execution of professional clinical note taking and how it will supercharge your private practice and connection with clients. HMI provides interns an online HIPAA friendly secure clinical note taking application to use during internship.

301-12 – Introduction to Mind-Body Psychology

Hypnotherapy is considered by many the ultimate therapeutic modality for tapping into the healing potential of the mind-body connection. In this introductory lesson, Karen Veloz, CCHt, will show you how Transpersonal Psychology, Somatic Psychology, Depth Psychology, Positive Psychology, Cognitive Behavioral Therapy, Attachment Repair and more, can be effectively incorporated into your hypnotherapy practice.





"Thank you, HMI, for providing online clinical supervision groups after we graduate. The ability to ask questions and get advice, even after we graduate, is just one more reason why HMI is the best. The HMI Clinical Supervisors are not only experienced, but helpful and caring too. Just knowing they are always there to assist gives me a feeling of confidence and support. I am so proud to be an HMI Graduate."

★★★★★

Justin Hickerson, CHt
Honors Graduate



301-13 – Stop Smoking/Vaping 1

Feeling 100% competent and prepared to assist clients to stop smoking is the cornerstone of a successful hypnotherapy practice. Many people initially seek hypnotherapy to stop smoking and then afterward decide to work on other personal goals. HMI Senior Instructor John Melton, CCHt, shares his more than 25 years of experience helping people to stop smoking and the step-by-step strategies and procedures he has honed for successful results.

301-14 – Stop Smoking/Vaping 2

In part 2 of this certification course, John Melton, CCHt, shares how to apply his stop smoking strategies to the exploding demand for helping people to stop vaping and chewing tobacco. In both classes, you will be provided a wealth of information and materials making you feel 100% confident in your knowledge and preparedness to help people to stop smoking, vaping, and chewing tobacco. Your certification will testify to your expertise.

301-15 – Advertising and Promotion

Advertising, promotion, and business practices are important skill sets for students who desire a private practice in hypnotherapy. In the first lesson of this 5-part series, HMI Director George Kappas, MA, LMFT, will outline a simple 12-step process that will serve as the foundation of your marketing strategy. These simple and effective steps will guide you on the launch of the private practice you desire.



"Credibility and trust are the qualities that mean most to me, that's why I chose HMI. The fact that they are accredited, feature a dozen Instructors, each with 20 years' experience and offer an onsite Clinical Internship, were all key factors in my decision to enroll. I don't believe I could have found this depth of knowledge at any other school. I found not only the school I was looking for, but a career helping others that I absolutely love."

★★★★★

Brian Beth, CHt
Academic Achievement Award

301-16 – Review and Test

The 301 course is divided into three rotating sections. It does not matter which section the student does first. In the Review and Test class, HMI Instructors conduct a thorough review of each section of the 301 course. This is the student's opportunity to ask questions and seek clarity on any concepts or content from the previous classes in the section of the course before taking the exam.

301-17 – Low Blood Sugar

Dr. John Kappas was a pioneer in the Mind/Body connection, and revealing how our diets and blood sugar fluctuations can affect our mood and behavior. In this fun and enlightening lesson, Susie Kappas, CCHt, teaches us how understanding the effects of low blood sugar can greatly enhance your hypnotherapy practice. She provides a detailed understanding of the syndrome as well as strategies that can provide your clients life-changing results.

301-18 – General Self Improvement

Susie Kappas, CCHt, teaches how to create life-long habits that support your goals. It is those daily habits and tiny routines that make big dreams come true! Presenting the Hypnotherapist as powerful Life Coach for the subconscious mind, Susie, in her sweet and lively way, will fill your toolbox with the day-to-day tried and true workhorses of a successful hypnotherapy practice. This class is as personally empowering as it is fun.





"Nothing compares with the experience of watching the Senior Staff work with real clients in the classroom. The wide variety of both Instructors and clients provides a truly comprehensive learning experience. I'm not aware of any other school that offers that. The three months of Clinical Case Presentation classes in 301 totally prepares you to start seeing clients in Internship. Thank you, HMI, for always striving to be the best."

★★★★★

Maleya Tran, CHt
Honors Graduate



301-19 – Substance Abuse

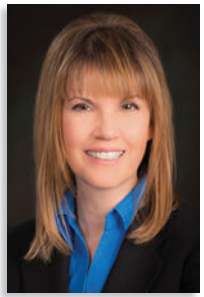
Substance abuse is a pervasive issue in society today. It would be almost impossible to be in private practice for any length of time without encountering clients who may or may not realize they have this issue. Using humor and personal experiences, HMI Director George Kappas, MA, LMFT, provides a frank presentation of what the role of the Hypnotherapist should be in the treatment of substance abuse.

301-20 – Medical Hypnosis

Hypnosis is a clinically proven adjunctive tool for the treatment of a wide variety of medical issues. HMI Instructor Lisa Machenberg, CCHt, demonstrates how to work in conjunction with medical professionals and how hypnotic pain control techniques can assist with childbirth and pre- and post-surgery applications. Lisa's 25+ years of experience makes her the perfect guide for your introduction to this important field of study.

301-21 – Habit Control

Habit Control Hypnosis is commonly associated with quitting smoking and losing weight. Many Hypnotherapists make a comfortable living from these two areas alone. HMI Instructor Ted Moreno, CCHt, shares his considerable experience and expertise to demonstrate how you too can help people to successfully lose weight, stop smoking, and overcome other habits such as nail biting, tardiness, study habits and more.



"HMI is such a great adjunct or alternative to a traditional psychology degree. My psychology Graduate School didn't offer sufficient direction on starting or marketing a private practice. HMI's 12-point plan for launching your private practice alleviated my biggest concerns about starting this new career. It was so specific, and they provided not just the guidance but all the tools as well. Now I am starting and loving my new career."

★★★★★

Valerie J. Garrett, LMFT
Academic Achievement Award

301-22 – Motivational Interviewing

Motivational Interviewing (MI), supported by over 200 randomized controlled trials is a collaborative, client-centered counseling style for eliciting behavioral change by helping clients to notice and resolve therapeutic resistance and ambivalence. Join HMI's AOS Professor Dr. Randy Kasper in this information packed, experiential seminar, that will prove to be a game changing addition to your Hypnotherapy toolbox.

301-23 – Driving Anxiety and Social Phobias

Driving anxiety is one of the most searched keywords for self-improvement. Social anxiety, including agoraphobia is also a highly prevalent and sought after service. Hypnotherapy is the treatment of choice for both of these issues. Success with these issues requires a thorough understanding of the psychology interplay that underlies these two common maladies. Let expert Ted Moreno, CCHt, show you how to master the treatment for these two important services.

301-24 – Review and Test

The 301 course is divided into three rotating sections. It does not matter which section the student does first. In the Review and Test class, HMI Instructors conduct a thorough review of each section of the 301 course. This is the student's opportunity to ask questions and seek clarity on any concepts or content from the previous classes in the section of the course before taking the exam.





"I've gotten multiple degrees from prestigious universities along my journey. No educational experience has been as rewarding as HMI. It's been absolutely life-changing. I feel incredibly fortunate to have had the opportunity to be able to experience this process! If your passion is to help others along their journey of life, this is the best place you can go! Truly incredible."

★★★★★

Kyle Michael Dory, CHt
Honors Graduate



Elective Courses 401

- ***Length:*** *26 Weeks, Clock Hours: 178*
- ***Attend:*** *Scheduled Independently*

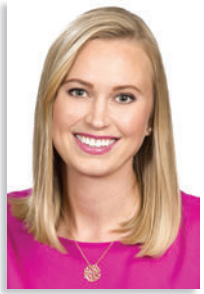
HMI Elective Courses provide students the opportunity to self-direct a portion of their curriculum to match their individual interests and professional goals. Elective Courses run concurrent with both Semesters One and Two. Students have two options to earn these hours.

Elective Course Library – *The HMI Elective Course Library includes 1,500 hours of streaming video featuring more than 200 Guest Speakers and hundreds of live therapy recordings with clients on a vast array of presenting issues and are included in the cost of tuition.*

Elective Courses, Seminars and Conferences – *Students also have the option to earn Elective Hours by attending specialty certification seminars and hypnotherapy conferences by the American Hypnosis Association (AHA).*

Elective Courses can provide students the opportunity to earn additional certifications in such subjects as NLP, Therapeutic Imagery, Past-Life Regression, ADHD, PTSD, and more.

Please note these seminars and conferences offered by the AHA and other Hypnotherapy Associations generally do require additional fees and are not included in the cost of HMI Tuition. A calendar for those events listing dates, costs and hours can be found at: https://Hypnosis.edu/AHA/Calendar/



"HMI Elective Courses allowed me to personalize my education to match my preferences for my Hypnotherapy training. Receiving specialized certifications in Hypnosis and Childbirth, ADHD and Pre- and Post-Surgery served my professional goals. Other students focused on certification in EFT, Energy Healing and Reiki to match their interests. The wide range of choices available at HMI means there is something for everyone."

★★★★★

Lauren Berman, CHt
Academic Achievement Award

Clinical Hypnotherapy Course 501 – Semester Two

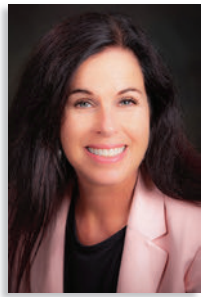
- ***Length:*** *26 Weeks, Clock Hours: 360*
- ***Attend:*** *1-2 Prerecorded Video Classes Per Week*
  1 Live Zoom Q&A with Instructor
- ***Days/Times:*** *Weeknights, Choice of 4 Class Times*
  - ***Zoom Q&A with Instructors***
    1. *4:00 PM to 5:30 PM Pacific Time*
    2. *7:30 PM to 9:00 PM Pacific Time*

Semester Two at HMI represents your transition from student to Intern to working professional. HMI Interns start working with clients from all over the world via Zoom. Interns discuss their work with clients with HMI Senior Staff Instructors in group supervision classes. Case Conferences are offered five days a week.

From watching classes anytime, day or night to interacting with Instructors and fellow students learning to market your private practice, and getting clinical experience all from the comfort and safety of your home, starting a new career has never been more convenient.

In addition to Internship, students continue to attend one or two prerecorded classes per week, plus live Q&A with Instructors via Zoom. These classes include the applied skills of advertising, marketing, business practices, therapeutic ethics, counseling skills, group presentation skills, and much more. This combination of classroom instruction, client contact, and group supervision define the experience of Semester Two.





"Clinical Internship was the main reason I chose HMI. Even before I discovered the great Instructional staff, course curriculum, extensive library and student camaraderie, the fact that HMI included an on-site, six-month clinical internship that included a professional office, clinical supervision, and clients, told me everything I needed to know about the integrity of this school. The opportunity to earn while I learn, made the tuition costs seem like a bargain."

★★★★★

Carol Benton, CHt
Academic Achievement Award



Internship/Client Contact

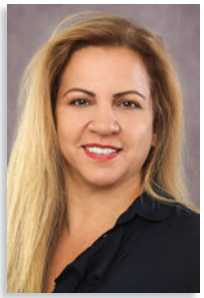
- ***Length:*** *26 Weeks, Clock Hours: 72*
- ***Attend:*** *Hours Scheduled Independently*

Internship is a unique and important benefit of HMI training. HMI Interns start seeing clients via Zoom, at the six-month point in their training. This provides HMI Interns real world counseling experience while they are still in school and meeting with HMI Instructors weekly for clinical advice, direction, and guidance. In addition to working with clients provided by HMI's Community Service program, HMI Internship also provides students the opportunity to start promoting their hypnotherapy services, charging fees and building their private practice for a true Earn While You Learn experience.

Clinical Case Conference/Supervision

- ***Length:*** *26 Weeks, Clock Hours: 24*
- ***Attend:*** *Mondays through Thursdays and Saturdays*
  Choice of Times: Mornings, Afternoons, Evenings

Featuring HMI's Senior Staff Instructors, each with 10 to 25+ years of clinical experience, Interns receive their clinical supervision in the intimate setting of a small group via Zoom. Scheduled five days a week and featuring a different supervisor each day, Interns discuss their clinical work with supervisors and receive advice, direction, and feedback between each session they have with clients. HMI also provides Interns a HIPAA compliant online Client Contact Log for clinical notes and to track and document their supervised experience hours.



"Nothing prepared me for private practice more than the clinical internship I did at HMI. I can't imagine that people would consider doing this work after a crash course and no supervised internship. The experience of seeing clients, marketing my practice, and being guided, week-by-week, session-by-session by the experienced instructional staff at HMI, is what I believe to be the foundation of my success in hypnotherapy."

★★★★★

Ayelet Bisson, CHt
Academic Achievement Award

HMI Community Service Program

Another key feature of HMI's training is the option for students to be assigned hypnotherapy clients from HMI's Community Service Program. Community Service clients provide Interns the opportunity to start gaining real world counseling experience with a wide range of clients and presenting issues. The value of having access to real clients, clinical experience and daily instructor guidance, is alone worth far more than the total tuition of the program.

Clinical Case History Series Parts 1, 2, and 3

- ***Length:*** *12 Weeks, Clock Hours: 24*
- ***Attend:*** *Live on Zoom, 12 Classes, 1 Per Week*
- ***Days/Times:*** *Weeknights, Choice of 4 Class Times*

1. *3:00 PM to 5:00 PM Pacific Time*
2. *7:00 PM to 9:00 PM Pacific Time*

This course features HMI Senior Staff Instructors conducting three series of therapy sessions, four weeks each, with a real client, demonstrating the process and procedures of clinical hypnotherapy from beginning to end.

Clinical Case History presentations provide HMI students real world modeling of hypnotherapy practice, with the opportunity to ask questions and dissect the process from the first session through the fourth. In addition, HMI's Elective Library offers hundreds of hours more of these recorded hypnotherapy sessions, each categorized under a variety of presenting issues.





"I wanted a training program that included a strong curriculum in marketing, advertising, and business practices. Most graduate schools in Psychology either gloss over this or don't include it at all. I now have the cutting-edge digital marketing skills that are so necessary these days and the business course really pulled it all together. These classes combined with the strong clinical work really helped me pursue my new career with confidence."

★★★★★

Amelia Fortes, CHt
Clinical Achievement Award



Counseling and Interviewing

- ***Length:*** *4 Weeks, Clock Hours: 12*
- ***Attend:*** *1 Prerecorded Video Class Per Week*
  1 Live Zoom Q&A with Instructor
- ***Days/Times:*** *Live Zoom Q&A, Weeknights, Choice of 4 Class Times*
  1. *4:00 PM to 5:30 PM Pacific Time*
  2. *7:30 PM to 9:00 PM Pacific Time*

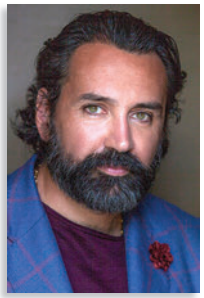
The Counseling and Interviewing course demonstrates and guides students through the process of clinical note taking skills, evaluation of clients' appropriateness for Hypnotherapy, and the practice of directive and nondirective counseling and interviewing techniques.

Ethics in Therapy

- ***Length:*** *2 Weeks, Clock Hours: 6*
- ***Attend:*** *1 Prerecorded Video Class Per Week*
  1 Live Zoom Q&A with Instructor
- ***Days/Times:*** *Live Zoom Q&A, Weeknights, Choice of 4 Class Times*
  1. *4:00 PM to 5:30 PM Pacific Time*
  2. *7:30 PM to 9:00 PM Pacific Time*

The Ethics in Therapy course prepares the student for a successful, ethical, and spiritually sound career in hypnotherapy that is fulfilling for both the therapist and their clients.

"Watching real clients coming in with all sorts of presenting issues and problems in the Clinical Case History Series, you really get to see what private practice is like. Seeing the clients progress over a series of weeks and sessions provides a roadmap of what to do in hypnotherapy. That experience combined with the Counseling and Interviewing classes was the type of clinical training I was hoping to find."



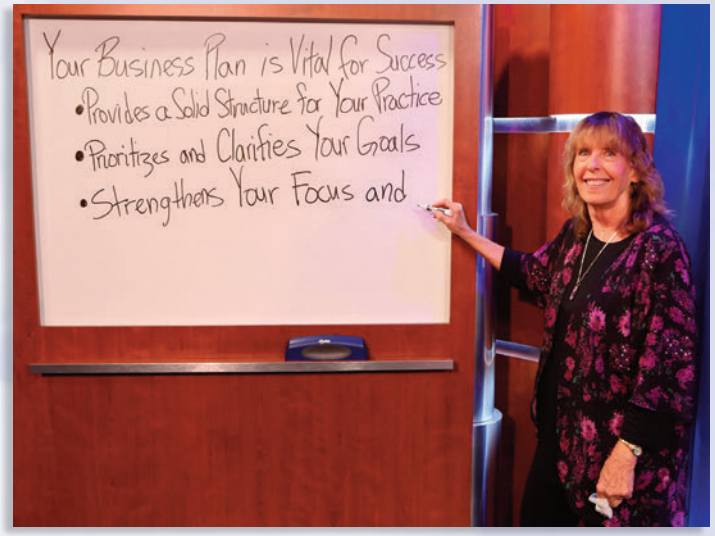
★★★★★

Leonardo Lupori, CHt
Clinical Achievement Award

Business Practices

- ***Length:*** *4 Weeks, Clock Hours: 12*
- ***Attend:*** *1 Prerecorded Video Class Per Week*
  1 Live Zoom Q&A with Instructor
- ***Days/Times:*** *Live Zoom Q&A, Weeknights, Choice of 4 Class Times*
  1. *4:00 PM to 5:30 PM Pacific Time*
  2. *7:30 PM to 9:00 PM Pacific Time*

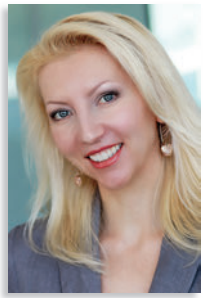
Learning the skills of managing a private practice business is just as important as learning the skills of providing the hypnotherapy service itself. You can't have one without the other. The Business Practices course makes the development of your business plan fun by creating teams of students to brainstorm and develop a vision for their hypnotherapy practices.



One-On-One Practical Skills Review

- ***Clock Hours:*** *3*
- ***Attend:*** *Scheduled Independently*

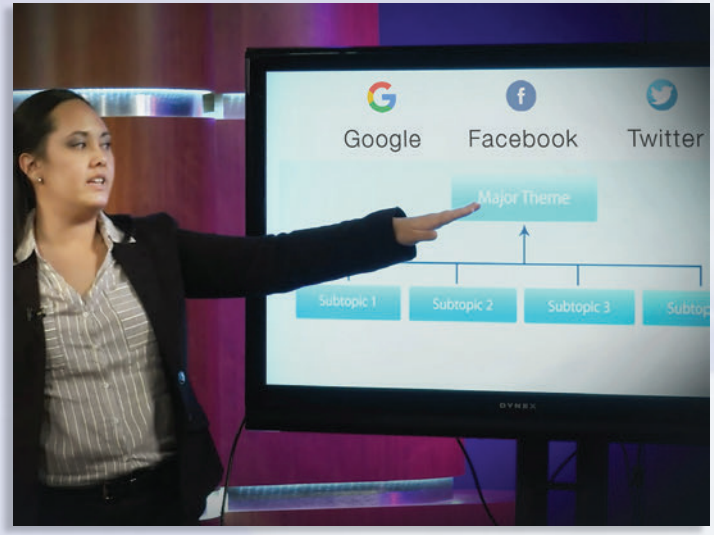
Students receive three private sessions with an instructor, for a one-on-one review of their practical hypnotic skills. This personalized attention to their hypnotic induction and suggestion giving skills serves as a final fine tuning for their work in clinical internship. These three private sessions can also assist you with your motivation, fears, and questions about private practice, and serve as your personal role model for a successful hypnotherapy career.



"The support and confidence I gained from interacting with my fellow students in workshops, classes and even at breaks and study groups, was a benefit I didn't take into consideration when I first enrolled at HMI. With 120 plus other students enrolled at that same time, with the same goals, interests and aspirations, you are actually enrolling in a community and a family that can last a lifetime."

★★★★★

Lyudmyla Rybak, CHt
Academic Achievement Award



Social Media Marketing

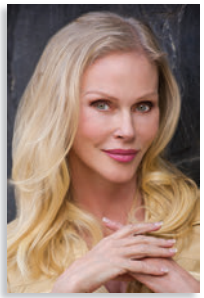
- ***Length:*** *4 Weeks, Clock Hours: 12*
- ***Attend:*** *4 Classes, 1 Per Week*
- ***Days/Times:*** *Weeknights, Choice of 4 Class Times*
  1. *3:00 PM to 6:00 PM Pacific Time*
  2. *7:00 PM to 10:00 PM Pacific Time*

Learn to use Social Media Marketing to distinguish your services and attract your ideal clients. People are researching online for services now more than ever and social platforms overwhelm the search rankings. HMI prepares students to occupy a professional and authentic presence in the market through Facebook, Instagram, YouTube, Podcasting, and more.

Speech Master

- ***Length:*** *4 Weeks, Clock Hours: 12*
- ***Attend:*** *4 Classes, 1 Per Week*
- ***Days/Times:*** *Weeknights, Choice of 4 Class Times*
  1. *3:00 PM to 6:00 PM Pacific Time*
  2. *7:00 PM to 10:00 PM Pacific Time*

HMI's Speech Master course provides a comfortable and systematic means to develop and improve professional presentation skills before groups and in your practice. Many HMI students are pleasantly surprised at how fun, supportive, and beneficial this experience proved to be for them.



"HMI far exceeded all my expectations. The Instructors are world class and the Internship is unparalleled. And to top it all off, my relationship with my HMI Mentor was unbelievable. She gave me unconditional love and held my hand every step of the way. HMI and my Mentor made sure that I was prepared for success. My private practice dreams came true and it's even better than I imagined."

★★★★★

Margaret Register, CHt
Clinical Achievement Award

Therapeutic Journaling

- ***Length:*** *4 Weeks, Clock Hours: 12*
- ***Attend:*** *4 Classes, 1 Per Week*
- ***Days/Times:*** *Weeknights, Choice of 4 Class Times*
  1. *3:00 PM to 6:00 PM Pacific Time*
  2. *7:00 PM to 10:00 PM Pacific Time*

Therapeutic Journaling can be a powerful adjunct to your hypnotherapy practice. This course guides students through a four-week journey by guiding them through a series of journaling assignments to be completed between classes. Utilizing ideomotor response to tap into powerful subconscious resources, HMI students experience firsthand the benefits and how to apply them with their private practice clients.

Specialty Elective Courses

- *Length: 26 Weeks, Clock Hours: 135*
- *Days/Times: Scheduled Independently*

Students pursue Elective Courses throughout Semesters One and Two. Elective Courses and the Elective Course Library enable students to explore their specialty interests and to self-direct a portion of their training from a combination of Live on Zoom Seminars, Elective Course Video Library, and Zoom Q&A with Instructors. For a description of courses and costs go to: https://Hypnosis.edu/AHA/Calendar/





"I found the HMI Elective videos featuring Dr. John Kappas to be one of the richest sources for insights and understanding on the subtleties of hypnosis and therapy. The opportunity to learn directly from HMI's Founder and watch him work with so many different clients supercharged my understanding of the process and really helped prepare me for the clinical internship program that followed."

★★★★★

Jeffrey E. Williams, CHt
Academic Achievement Award



Congratulations... Your Future Awaits!

Upon completion of HMI's first year of training and internship, you are awarded HMI's Nationally Accredited Diploma in Clinical Hypnotherapy and have qualified for your designation as "Certified Hypnotherapist" with the American Hypnosis Association (AHA).

As you progress to your second year of study to earn your AOS Degree in Mind-Body Psychology, you then begin another 12 months of internship and clinical supervision under licensed Psychologists as you continue building your hypnotherapy practice and clinical experience.

The Trifecta of Hypnotherapy

ACCREDITED DIPLOMA



AHA CERTIFICATION



CONTINUING EDUCATION



Tuition Costs – Federal Financial Aid

Because HMI is a Nationally Accredited College of Hypnotherapy, eligible students are able to utilize Federal Financial Aid programs like they would any other accredited college.

Eligible students can start their hypnotherapy training with no money down and no payments for 18 months. This gives you one full year of building your private practice before you make your first payment of approximately $98 per month towards tuition.

The total cost of HMI's tuition for the first year of study, the Diploma in Clinical Hypnotherapy Program is $17,297. But, after federal grants, scholarships and discounts eligible students may receive, the average out of pocket cost to the student is reduced to approximately $9,500. That tuition is then divided into monthly payments of approximately $98 per month, beginning 18 months after you start your course. Prices are subject to change.

After speaking with an HMI Admissions Representative, your next step is to have a Zoom meeting with the Financial Aid Office to determine your eligibility to receive financial aid. During this appointment, the Financial Aid Officer will be able to tell you which financial aid programs you are eligible for and how they work. There is no cost or obligation for this appointment.

HMI tuition covers the entire first year of hypnotherapy training, including your education, six-month clinical internship, and clinical supervision. The additional instruction in marketing, business practices, and digital advertising included in the second semester makes HMI a smart investment in your education.

FAFSA
FREE APPLICATION FOR FEDERAL STUDENT AID



"The ability to start my training and not make any payments for 18 months seemed incredible to me. Six months into the training I started my internship and private practice and began charging fees as a Hypnotherapist. I earned income for a whole year before making my first $98 payment towards tuition. The added savings of not having to rent an office or pay for supervision made this one of the smartest investments of my life."

★★★★★

Steven Lee Stinnett, CHt
Clinical Achievement Award



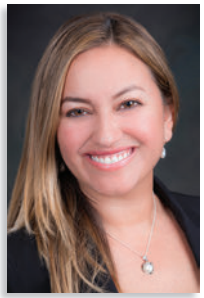
Determining Eligibility

If you are a U.S. citizen, or have a Green Card and are not currently in default on any Federal Student Loan, then you are eligible for Federal Financial Aid programs. Your eligibility is not determined by your credit score, bad debt, IRS problems or because your income is too high or too low.

There are a variety of different Federal Financial Aid programs, as well as community service discounts available. After the initial Zoom interview with Admissions, applicants can then schedule a Zoom meeting with HMI's Financial Aid Officer to determine their financial aid eligibility. All Financial Aid and tuition options are done through the Financial Aid Office and can be done from the convenience of your own home.

HMI Students May Apply For...

- *Federal Stafford Loan – Subsidized and Unsubsidized*
  https://StudentAid.gov/understand-aid/types/loans/subsidized-unsubsidized
- *Federal Plus Loan – Parent Loan*
  https://StudentAid.gov/plus-app/
- *Community Service Discount*
  https://Hypnosis.edu/Catalog/Addendum#Course-Costs-Discounts
- *Federal Pell Grant – FAFSA – Free Application for Federal Student Aid*
  https://StudentAid.gov/h/apply-for-aid/fafsa



"Federal Financial Aid made it possible for me to attend the Hypnosis Motivation Institute, change my career and change my life. HMI made the application process simple and easy. Richard explained everything and completed the application with me in less than an hour. Providing me the first four weeks of the 101 course to change my mind if I wasn't 100% sure, eliminated any doubts or fears I had. As it turns out, I was sure and still am."

★★★★★

Margarita Sanchez Carrillo, CHt
Academic Achievement Award

HMI's New Associate of Occupational Studies Degree in Mind-Body Psychology

HMI is now proud to offer a new "one-plus-one" educational program. This one-plus-one means that graduates of HMI's one-year Diploma in Clinical Hypnotherapy program now have the option to apply for a second year of study resulting in a 2-year, Accredited Associate of Occupational Studies Degree.

After completing the combined two years of applied learning, which includes 18 months of clinical internship, HMI graduates enter private practice with a winning combination of an Accredited Diploma in Clinical Hypnotherapy and an Associate of Occupational Studies Degree in Mind-Body Psychology. This combination provides students the most extensive and thorough preparation for a career in Hypnotherapy available anywhere in the world today.



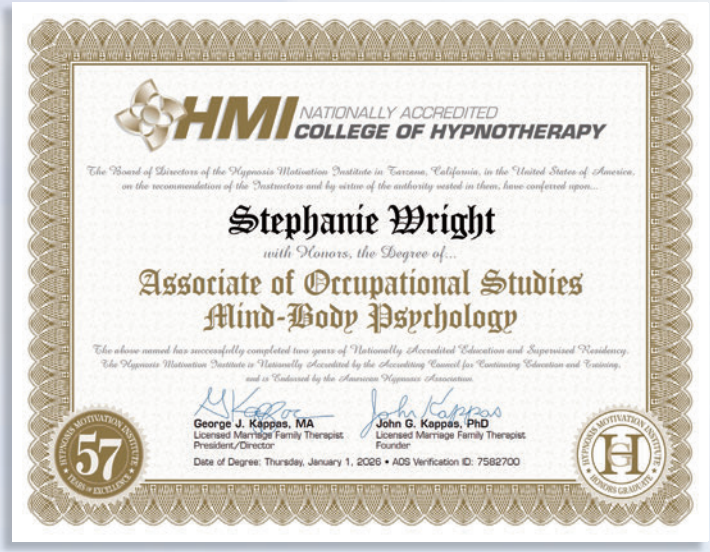
A Second Full Year of Study

As students reach the end of their one-year, Diploma in Clinical Hypnotherapy Program, we conduct exit interviews every month for each graduating group. For many years we have heard from these new graduates that they wished we offered a "second year" of study. For some time, we have pondered what that "second year" of study might look like. What would be the purpose? How would it benefit them? What need would it fulfill?

In the pages that follow we hope to address those questions and more as we proudly introduce HMI's new Associate of Occupational Studies Degree in Mind-Body Psychology.



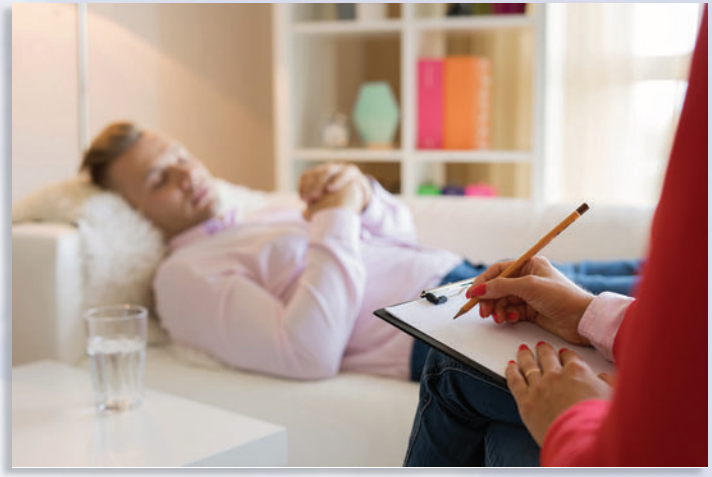




Top 12 Features of HMI's Associate Degree in Mind-Body Psychology

1. *Receive a graduate level equivalent education in Mind-Body Psychology without the requirement of a bachelor's degree.*
2. *Earn a degree in Mind-Body Psychology for a fraction of the cost of graduate school.*
3. *Includes clinical supervision from Clinical Psychologists.*
4. *Gain an additional 12 months of clinical internship and supervision.*
5. *In-depth training to recognize and understand DSM disorders.*
6. *Interactive Distance Learning (IDL) allows you to attend classes from anywhere in the world.*
7. *Additional year of Supervised Internship/Case Conference classes.*
8. *Evening and Saturday class schedules.*
9. *12 months additional access to HMI's Elective Course Library and the Psychotherapy.net Library.*
10. *Opportunity to build your professional library of clinical psychology texts.*
11. *Qualify for Certified Clinical Hypnotherapist (CCHt).*
12. *Professionally represent yourself with the impressive combination of an Accredited Diploma in Clinical Hypnotherapy and an Accredited Degree in Mind-Body Psychology.*

The AOS Degree Program Story



Hypnotherapists in various states across the country generally work in two areas of private practice:

1. *"Vocational and avocational self-improvement as long as it does not constitute the treatment of emotional or mental disorders."*
2. *Working as adjunct professionals "under referral of persons licensed to practice medicine, psychology or dentistry."*

Your first year, the Diploma in Clinical Hypnotherapy Program provides the foundational education in behavioral science and applied psychology with an emphasis in hypnotherapy, to assist clients with Vocational and Avocational self-improvement. The second year, the AOS Mind-Body Psychology program provides a broad overview to prepare Hypnotherapists to work as an adjunct to licensed health professionals. This "One-Plus-One" program offers the student the option to tailor their hypnotherapy outcomes specifically for their professional goals.

So often is the case that clients' vocational and avocational goals overlap or rest on the cusp of crossing over into areas of DSM diagnosis. The Mind-Body Psychology Degree is designed to address those cases in which Hypnotherapists are called upon to work in conjunction, or under referral of licensed psychotherapists.

The goal of the AOS Degree Program is not to train Hypnotherapists to do psychotherapy, but to put them on a more equal educational footing with psychotherapists in order to open doors and foster greater working relationships between to the two disciplines, enabling clients to receive the best of both philosophies and applied applications.

Taken a step further, HMI's AOS Degree Program represents a revolution in hypnotherapy training, integrating graduate-level clinical psychology education into an applied vocational training for professional Hypnotherapists. Never before has a Hypnotherapist had the opportunity to enhance their general knowledge of psychology and the human condition to this level without the time, cost, or prerequisite requirements of traditional graduate school of psychology.

The AOS Degree Program Story

HMI's AOS program offers these three benefits to graduates of its Hypnotherapy training:

1. *Education in Mind-Body Psychology to better prepare them for interacting and assisting medical and psychological professionals.*
2. *Access to graduate-level psychology professors and concepts that might otherwise be unavailable to them.*
3. *An additional year of Clinical Internship, supervised practical experience, and more in-depth applications of psychology models to their hypnotherapy practice.*

The opportunity to study directly under psychology professionals and become better acquainted with their terminology, concepts, and methodologies, elevates their status and preparedness in the eyes of referring medical and mental health care providers.

The average age of an HMI student is 44 years of age. For these students, the requirement of a four-year general education degree before being able to access graduate-level courses in psychology, means that exposure to those courses, concepts, and opportunities to learn from graduate-level Instructors may be logistically and financially beyond their reach.

Unlike other fields of study, in psychology the first four years are a truly general education degree. It isn't until you get to the graduate level that you get any real training on the actual clinical applications and practice of psychology.

It is not hard to imagine that the prospect of attending a general education degree program full-time for four years before being able to study the types of course that really appeal to you, would dissuade many of working adult supporting themselves and a family.

After graduation from HMI's Diploma in Clinical Hypnotherapy Program, some graduates are motivated to pursue higher levels of education by applying to master's or doctorate degree programs in psychology. The majority of HMI students however (over 60%), do not have a bachelor's degree and are not eligible to do so.

Year One – Associate of Occupational Studies Degree

*HMI's Year One is 52 weeks and 720 clock hours and results in a Diploma in Clinical Hypnotherapy. * General Education Course*

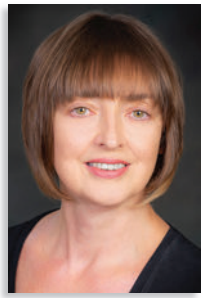
Semester One – 26 Weeks, 360 Hours

Hypnosis 101	*4 Weeks, 8 Classes, 24 Hours*
Clinical Hypnosis 201	*8 Weeks, 16 Classes, 48 Hours*
Hypnotherapy 301	*12 Weeks, 24 Classes, 72 Hours*
Elective Courses 401	*26 Weeks, 178 Hours*
Practicum Workshops	*26 Weeks, 36 Hours*
Internship Indoctrination	*2 Hours*

Semester Two – 26 Weeks, 360 Hours

Business Practices	*4 Weeks, 4 Classes, 12 Hours*
Clinical Case Conference/Supervision	*26 Weeks, 24 Hours*
Clinical Case History Series	*12 Weeks, 12 Classes, 24 Hours*
Clinical Internship	*26 Weeks, 24 Client Contacts, 72 Hours*
Counseling and Interviewing	*4 Weeks, 4 Classes, 12 Hours*
Elective Courses 401	*26 Weeks, 135 Hours*
Ethics in Therapy	*2 Weeks, 2 Classes, 6 Hours*
One-On-One Practical Skills	*3 Sessions, 3 Hours*
Practicum Workshops	*26 Weeks, 36 Hours*
Social Media Marketing	*4 Weeks, 4 Classes, 12 Hours*
Speech Master	*4 Weeks, 4 Classes, 12 Hours*
*Therapeutic Journaling *	*4 Weeks, 4 Classes, 12 Hours*



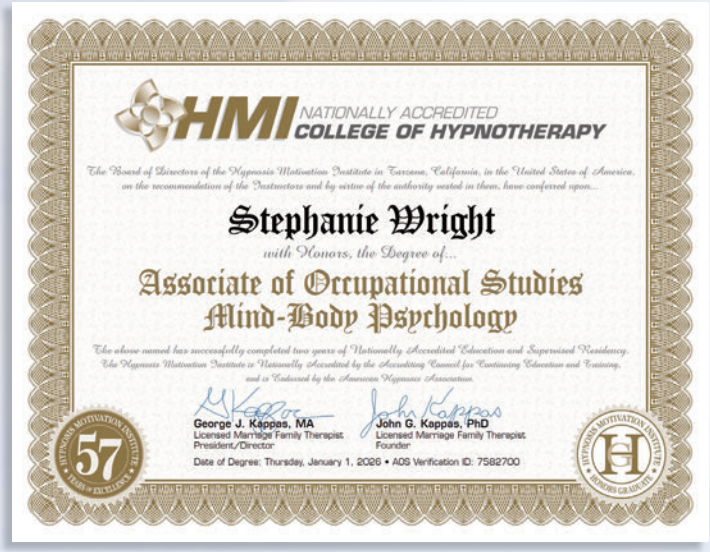


"HMI has changed my life. The Instructors, the students, the energy, the information, the lifelong friends you make, all of it. If they would let me enroll again I would. My only disappointing day at HMI was the day my classes ended. Even then you're connected with a community of graduates and the Instructors through online interactive clinical supervision sessions. I love my HMI Family and the new life and career they helped me achieve."

★★★★★

Anna Alagyozyan, CHt
Honors Graduate





Two-Year Associate of Occupational Studies Degree

*HMI's two-year program includes the 720 hours from year one, and the 720 hours from year two, for a total of 104 weeks, 1,440 hours and 77 academic credits that results in an Associate of Occupational Studies Degree in Mind-Body Psychology. * General Education Courses*

Year One – Diploma in Clinical Hypnotherapy

• *Hypnosis 101*	*4 Weeks, 8 Classes, 24 Hours*
• *Clinical Hypnosis 201*	*8 Weeks, 16 Classes, 48 Hours*
• *Hypnotherapy 301*	*12 Weeks, 24 Classes, 72 Hours*
• *Elective Courses 401*	*52 Weeks, 313 Hours*
• *Clinical Hypnotherapy 501*	*52 Weeks, 93 Hours*
• *Clinical Internship/Client Contact*	*52 Weeks, 72 Hours*
• *Clinical Case Conference/Supervision*	*52 Weeks, 24 Hours*
• *Practicum Workshops*	*52 Weeks, 72 Hours*

Year Two – AOS Degree in Mind-Body Psychology

• *Psychology Lecture Series **	*52 Weeks, 216 Hours*
• *Clinical Internship/Client Contact*	*52 Weeks, 300 Hours*
• *Clinical Case Conference/Supervision*	*52 Weeks, 24 Hours*
• *Clinical Research Course*	*52 Weeks, 80 Hours*
• *Elective Courses*	*52 Weeks, 100 Hours*

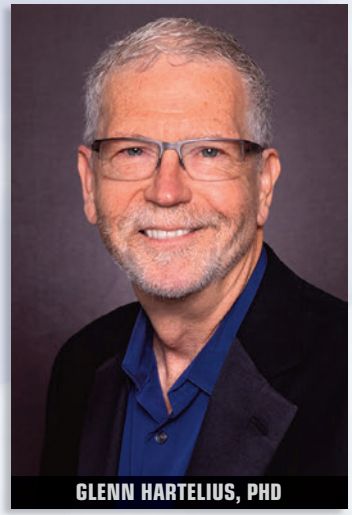
Graduate Level Psychology Instructors from these Universities

Imagine if you could hand pick your choice of graduate-level professors from the top Universities in Southern California and then assemble them to empower your hypnotherapy practice with a broad education in Mind-Body Psychology, that teaches you the newest, most interesting, innovative, and applied models and concepts in psychology and alternative health available today. Then imagine that this personally interactive, comprehensive education was delivered to you in just one year, all from the convenience of your own home. HMI's Associate in Occupational Studies Degree in Mind-Body Psychology does that and more.



Your AOS Degree Faculty – HMI's A-Team for Clinical Psychology


BETSY BATES FREED, PSYD


GLENN HARTELIUS, PHD

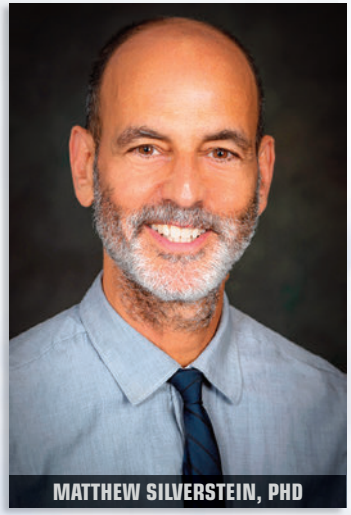

JOHANNA HAYS, PSYD


RANDY KASPER, PHD


TERRY MARKS-TARLOW, PHD


INDHUSHREE RAJAN, PHD


JULIET ROHDE-BROWN, PHD


MATTHEW SILVERSTEIN, PHD


VICTORIA STEVENS, PHD


RADHULE WEININGER, PHD, MD

Professor Betsy Bates Freed, PsyD



Dr. Betsy Bates Freed enjoyed a 30-year career as a medical journalist (Internal Medicine News, Pediatric News) before becoming a licensed clinical psychologist. She has worked with the Cancer Center of Santa Barbara, The Family Medicine Residency Program at Glendale Adventist Medical Center, and the Children's Clinic of Santa Barbara County.

In addition to her psychotherapy practice, she has been teaching at both Colorado State University and Antioch University Santa Barbara for a number of years, supporting students through their writing and research process and educating doctoral students about integrative approaches to psychological care. A past president of the Santa Barbara County Psychological Association, she remains actively involved on their Board of Directors.

Professor Glenn Hartelius, PhD



Dr. Glenn Hartelius is an internationally known scholar in transpersonal psychology and is the editor of the International Journal of Transpersonal Studies (IJTS), the Secretary of the International Transpersonal Association and member of the Association for Transpersonal Psychology Board of Directors.

Glenn serves as Associate Professor for the East-West Psychology department and is the founding Director of the online PhD degree in Integral and Transpersonal Psychology at the California Institute of Integral Studies in San Francisco, California, where he also teaches. He has taught graduate-level courses at the Institute of Transpersonal Psychology, Naropa University, Saybrook University, and Middlesex University.

As a scholar, he has published professionally in both psychology and Near-Eastern archeology publications and garnered over 140 citations in the literature.

Professor Johanna Hays, PsyD



Dr. Hays has been an educator of doctoral students in clinical psychology at Antioch University Santa Barbara for a number of years. She has presented her work for Division 30: Society of Psychological Hypnosis at the annual national convention of the American Psychological Association and at Pacifica Graduate Institute, among others.

An alumna of HMI, Dr. Johanna Hays has a deep understanding of the benefits of hypnosis in psychological and physical health and wellness. She is a trauma specialist, as well as a body-based therapist and works closely with the symptoms and reactions in the body as well as with thoughts, feelings, and emotions. Her doctoral work involved post-Jungian, depth psychology approaches. In this approach, therapist and client gently explore feelings, dreams, unconscious processes, and motivations, and connect with the wisdom of the psyche.

Professor Randy Kasper, PhD



Randy Kasper, PhD, LCSW, BCD, has been a professor at the Graduate School of Social Work California at CSU (Dominguez Hills and San Marcos) for 12 years, where she specializes in clinical practice and internship supervision. She is on faculty as Clinical Supervisor with the American Institute for Mental Imagery where she studied and worked with the late Dr. Gerald Epstein for almost 30 years. She also taught Group Dynamics and Theory in Alliant International University's doctoral forensic psychology program.

She has been a featured guest on various television shows and featured in print. She has led hospital-based programs for Addictive Disorders, Domestic Violence and Employee Assistance. She is/has been on boards of Imagery International, the Employee Assistance Program Association, Making Right Choices, ContinuingEdCourses.net, and National Repertory Theatre. She maintains a private practice as a therapist, trainer, and supervisor in Southern California.

Professor Terry Marks-Tarlow, PhD



Terry Marks-Tarlow, PhD, is a Licensed Clinical Psychologist (PSY8853) in private practice in Santa Monica, California. She is a Visiting Professor at Italian Universita Niccolo Cusano London, an Adjunct Professor at Pacifica Graduate Institute, a Core Faculty Member of the Insight Center, Los Angeles, a Research Associate at the Institute for Fractal Research in Kassel Germany, and a Faculty Member at California Institute of Integrative Studies, CIIS.

She is on the Board of Directors of the Los Angeles County Psychological Association (LACPA), where as Community Outreach Co-Chair, she curates an annual exhibition of visual and performance arts, "Theater of the Mind: The Psychotherapist as Performing Artist". Recently she was awarded by LACPA's highest honor: Distinguished Service to the Field of Psychology. Her book, Awakening Clinical Intuition, also recently received the Gradiva Nomination for Best Book.

Professor Indhushree Rajan, PhD



Dr. Rajan is a licensed clinical psychologist and teaches in the doctoral Clinical Psychology program and the Depth Psychology: Integrative Therapy and Healing Practices doctoral specialization at Pacifica Graduate Institute. She teaches courses such as Multicultural Psychology and Trauma, Imaginal and Experiential Practices, Foundations of Depth Psychology, and Psychopathology, and she facilitates practice consultation groups. Her work has been published in several peer-reviewed psychological journals and books.

She has spent over 20 years working with child, adolescent, and adult survivors of physical, sexual, and psychological trauma, in diverse cultural and socio-economic communities in California, among others. She has spoken worldwide at psychological conferences on a variety of topics having to do with trauma including, medical trauma, human trafficking, issues impacting immigrant populations, intersectionality, attachment, and identity as well as soul consciousness and spirituality. In 2008 Dr. Rajan founded the non-profit, Project Satori.

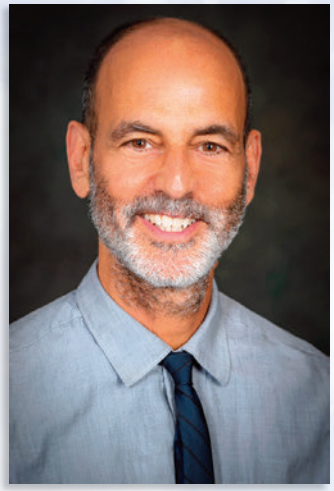
Professor Juliet Rohde-Brown, PhD



Juliet Rohde-Brown, PhD is the Chair for the Depth Psychology: Integrative Therapy and Healing Practices doctoral specialization program at Pacifica Graduate Institute. She has been teaching psychology in higher education venues for over 20 years. Her clinical doctoral internship was completed at the C.G. Jung Institute of Los Angeles and she has worked clinically in private practice and hospital settings.

Before becoming a licensed clinical psychologist, she did integrative work as a hypnotherapist and trained in neuropsychological assessment and in-patient settings, among others. She is a board member with the nonprofit organizations, Tierra Sagrada and Restorative Justice Resources and serves as a mentor with the Spiritual Paths Foundation. She has presented on psychological and interspiritual topics internationally, led and co-led retreats and workshops, and her book is entitled Imagine Forgiveness.

Professor Matthew Silverstein, PhD



Dr. Matthew Silverstein has been working in private practice since 1997. He was first licensed as a Marriage and Family Therapist (2001) and subsequently became licensed as a Clinical Psychologist in California (2014) (PSY26733). He currently is a core faculty member at Antioch University, Los Angeles, where he founded and directs the Spiritual and Depth Psychology Specialization within the Master of Clinical Psychology Department.

He was also a founding member of the LGBT Specialization at Antioch University. He is an adjunct faculty member at Pacifica Graduate Institute's clinical psychology doctoral program, where he received his doctorate in 2005. He received his Master of Clinical Psychology degree from Antioch University, Los Angeles. He holds an MFA in theater direction, from the University of Washington and received his BA degree from the University of Pennsylvania.

Professor Victoria Stevens, PhD



Victoria Stevens, PhD, is a licensed clinical psychologist and psychoanalyst, as well as an adjunct faculty member of Pacifica Graduate Institute in the Clinical Psychology PsyD and PhD, and Depth Integrative Healing PhD programs. She is also on the faculty at UC Santa Barbara and is an assistant Professor for the Clinical Psychology Program at Antioch University at Santa Barbara where she co-created and is founding faculty for the Somatic Certification and Concentration program at Antioch SB with a focus on Trauma Treatment.

She holds an MA and PhD in clinical psychology from The Chicago School of Professional Psychology, and specialized certifications in Hypnosis and the Treatment of Victims and Perpetrators of Violent Crimes. Her psychoanalytic certification is from the Psychoanalytic Center of California, mentored by James Grotstein, and she has studied interpersonal affective neurobiology with Allan Schore for ten years.

Professor Radhule Weininger, PhD, MD



Radhule Weininger, PhD, MD, a clinical psychologist, teaches mindfulness, dreamwork, and somatic contexts at Pacifica Graduate Institute in the Depth Psychology: Integrative Therapy and Healing Practices doctoral specialization. She has taught doctoral students in clinical psychology at Antioch University Santa Barbara as well. She has been supervising doctoral and post-doctoral psychological assistants from UCSB and other doctoral programs and has taught mindfulness workshops at UCSB for staff.

Radhule has a psychotherapy practice, in which she sees individuals and groups. Integrating psychodynamic, Jungian and Gestalt psychotherapies, she is finding innovative ways to complement Western with Buddhist psychology. She is a successful author and founder of the One Dharma Sangha and co-founded the non-profit Mindful Hearts Foundation.

Your AOS Curriculum – Psychology Lecture Series

6 General Education Clinical Psychology Courses

- ***Weeks:*** *52, Lecture Hours: 216*
- ***Attend:*** *48 Prerecorded Video Classes, 48 Live Q&A with Instructors*
- ***Q&A Live on Zoom:*** *Thursdays from 4:00 PM to 5:30 PM and 7:30 PM to 9:00 PM (Pacific Time)*

The Psychology Lecture Series features a one-year progression of Zoom lessons/lectures, recorded live in the HMI Studio, followed by an interactive Q&A session with the Instructor on Thursdays. Students are to complete reading assignments from selected texts between each lecture and Q&A session. The recorded lectures can be watched anytime day or night. Q&A sessions on Thursdays are Live on Zoom and offered at two convenient times, providing students the flexibility to attend one or the other.



Do you think you could walk into a prestigious graduate-level school of psychology and dictate to them exactly what courses, psychology theories, models, and applications that interest you, and then have those Psychology courses delivered directly to your home? Well, that's exactly what HMI did and what they are now offering you.

In the pages that follow you will find a hand-picked, carefully crafted series of lectures, topics, courses, and lessons specifically designed and tailored for you the HMI Hypnotherapist. There is nowhere else in the world where this level of training and education is available outside of the university setting. And we can't say it enough times, at a fraction of the cost!

CBT, ACT, and Positive Psychology

Course Description

Cognitive Behavioral Therapy (CBT) expands upon the traditional classical and operant conditioning models of understanding about behavior and furthers the exploration into core beliefs and themes in patterned thinking and the impact on behavior.

Positive Psychology emerged as an outbranch of operant conditioning, emphasizing the idea that if helplessness can be learned, then positive feelings may be learned as well.

Adjunct Professors

Betsy Bates Freed, PsyD
Antioch University Santa Barbara
Colorado State University

Randy Kasper, PhD
California State University San Marcos

Terry Marks-Tarlow, PhD
California Institute of Integral Studies
Pacifica Graduate Institute

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Course Outline

Week 1: *The Basics of CBT*
Week 2: *CBT Treatment Examples*
Week 3: *Case Conceptualization, Assessment, and the Therapeutic Alliance*
Week 4: *Positive Psychology Core Principles*
Week 5: *Clinical Intuition, Positivity, and Growth Models*
Week 6: *Transcendence in Positive Psychology*
Week 7: *ACTs Six Core Processes and Life Map*
Week 8: *Connecting with the Future Self in ACT*



Mind-Body Psychology

Course Description

The paradigm is shifting in therapy and inviting transdisciplinary and integrative frameworks in applied models of care. While psychoneuroimmunology set the stage for embracing ancient understandings of the crucial relationship between mind-body-spirit, current research in psychoneuroimmunology, affective regulation, somatic psychology, vagal system therapy, and health psychology, among others, advocate for approaching whole person wellness. This course will take you through a variety of mind-body contexts in therapy.

Adjunct Professors

Betsy Bates Freed, PsyD
Antioch University Santa Barbara
Colorado State University

Johanna Hays, PsyD
Antioch University Santa Barbara

Randy Kasper, PhD
California State University San Marcos

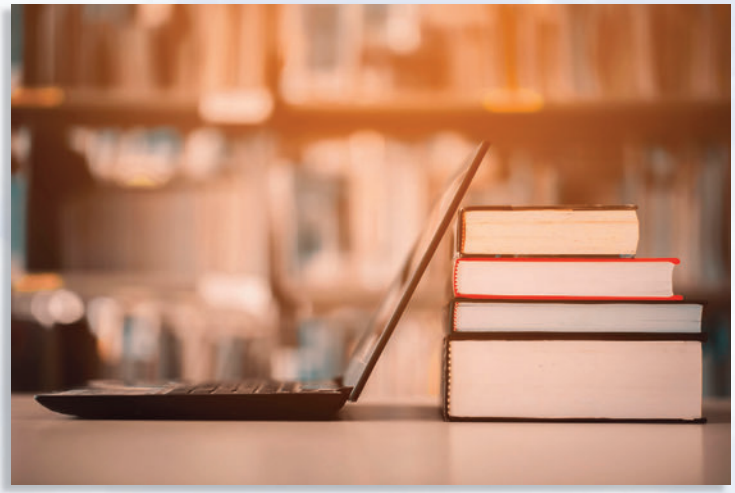
Terry Marks-Tarlow, PhD
California Institute of Integral Studies
Pacifica Graduate Institute

Indhushree Rajan, PhD
Pacifica Graduate Institute

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Course Outline

Week 1: *Mind-Body Psychology in Context*
Week 2: *Cultivating Body Awareness and Somatic Systems*
Week 3: *Anchoring and Energetic Development*
Week 4: *Subtle Movement, Sound, and Silence in Therapy*
Week 5: *Ancient Wisdom Traditions and Creating Healing Stories*
Week 6: *Attachment, Interpersonal Neurobiology and Affect Regulation*
Week 7: *Mindfulness in Mind-Body Psychology*
Week 8: *The Sensorimotor System, Trauma, and Mindfulness*



Diagnostic Systems in Psychology

Course Description

It is important to know when hypnosis is contraindicated with certain psychological features. Developmental and systemic implications will be discussed as well as how to distinguish between issues of adjustment as opposed to more complex issues such as psychosis.

This course will review the Diagnostic Manual and relevant examples of what to look for in working with a variety of individuals and families.

Adjunct Professors

Betsy Bates Freed, PsyD
Antioch University Santa Barbara
Colorado State University

Johanna Hays, PsyD
Antioch University Santa Barbara

Randy Kasper, PhD
California State University San Marcos

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Course Outline

Week 1: *DSM Overview*
Week 2: *Post Traumatic Stress Disorders*
Week 3: *Personality Disorders and Schizophrenia/Dissociative Disorders*
Week 4: *Borderline Personality Disorder*
Week 5: *Distinctions in Bipolar Diagnosis*
Week 6: *Schizoaffective and Schizotypal Features*
Week 7: *Levels of Depression and Anxiety*
Week 8: *Addictive Behaviors*



Transpersonal Psychology

Course Description

Transpersonal Psychology is a field or school of thought in psychology centered on the spiritual aspects of human life. The term Transpersonal Psychology was first introduced in the 1960s by psychologists such as Abraham Maslow and Victor Frankl.

Transpersonal therapy is transformational in that it explores the whole person with special attention to how states of consciousness contribute to such an approach. This course will review eight core aspects of transpersonal therapy and applications.

Adjunct Professors

Glenn Hartelius, PhD
Middlesex University
California Institute of Integral Studies

Randy Kasper, PhD
California State University San Marcos

Terry Marks-Tarlow, PhD
California Institute of Integral Studies
Pacifica Graduate Institute

Indhushree Rajan, PhD
Pacifica Graduate Institute

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Course Outline

Week 1: *Transpersonal as an Integrative Whole/All Person Psychology*
Week 2: *Transpersonal as a Scientific Whole Person Psychology*
Week 3: *Transpersonal as an Embodied Psychology*
Week 4: *Transpersonal as a Psychology of Diversity*
Week 5: *Transpersonal as a Relational, Transformative Psychology*
Week 6: *Play, Creativity, Metaphor and Transformative Processes*
Week 7: *Transpersonal as an Ecopsychology*
Week 8: *Transpersonal as a Spiritual Psychology*



Depth Psychology

Course Description

Depth Psychology refers to approaches to therapy that are open to exploration of the subtle, unconscious, relational, and transpersonal aspects of human experience. A depth approach may include therapeutic traditions that explore the unconscious and involve the study and exploration of dreams, complexes, and archetypes.

Embedded in humanistic principles, it is strength affirming and focuses on meaning-making, the psyche, human development, personality formation, and individuation.

Course Outline

Week 1: *Contemporary Psychoanalysis*
Week 2: *Psychoanalytic Intersubjectivity and Therapy*
Week 3: *Jungian Approaches to Therapy*
Week 4: *Archetypes, Shadow, Complexes*
Week 5: *The Transcendent Function, Dreams, and Trauma*
Week 6: *Fairytales and Art in Depth Psychology*
Week 7: *Post-Jungian Therapy, Cultural and Collective Contexts*
Week 8: *Depth and Near-Death Experience*

Adjunct Professors

Johanna Hays, PsyD
Antioch University Santa Barbara

Randy Kasper, PhD
California State University San Marcos

Terry Marks-Tarlow, PhD
California Institute of Integral Studies
Pacifica Graduate Institute

Indhushree Rajan, PhD
Pacifica Graduate Institute

Juliet Rohde-Brown, PhD
Pacifica Graduate Institute
C.G. Jung Institute of Los Angeles

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Radhule Weininger, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute



Existential/Humanistic Psychology and Diversity

Course Description

Emerging from philosophical considerations about human existence, Humanistic/Existential approaches to therapy are most interested in present moment awareness and authenticity. Making meaning out of the inevitability of death and the capacity for intimate relationship with self and others are main aspects of this approach as well.

Questions of being-ness are forefront in this approach and applications may be focused on the context of individuals, couples, families, groups, and sociocultural frameworks.

Adjunct Professors

Betsy Bates Freed, PsyD
Antioch University Santa Barbara
Colorado State University

Terry Marks-Tarlow, PhD
California Institute of Integral Studies
Pacifica Graduate Institute

Indhushree Rajan, PhD
Pacifica Graduate Institute

Matthew Silverstein, PhD
Antioch University Los Angeles
Pacifica Graduate Institute

Victoria Stevens, PhD
Antioch University Santa Barbara
Pacifica Graduate Institute
University of California Santa Barbara

Course Outline

Week 1: *Existential Psychology*
Week 2: *Human-Centered Psychology and Diversity*
Week 3: *Gestalt Psychology*
Week 4: *LGBTQ Culture, Intergenerational Trauma, and Resilience*
Week 5: *Family Systems and Diversity*
Week 6: *Feminist Psychology*
Week 7: *Constructivist and Narrative Psychology*
Week 8: *Existential/Humanistic Psychology as an Awe-Based Approach*



Internship/Client Contact

- ***Length:*** *52 Weeks, Client Contacts: 100, Internship Hours: 300*
- ***Days/Times:*** *Hours Scheduled Independently*

HMI's AOS program provides students an additional year of supervised internship. AOS Interns are required to complete a minimum of 100 more client contacts/300 hours of supervised experience.

During the twelve months of AOS Internship students are encouraged to continue to develop their private practice marketing skills and are allowed to charge professional fees and build their practice and income during Internship.



AOS Lecture Review and Clinical Case Conference

- ***Length:*** *52 Weeks, Clock Hours: 24*
- ***Days/Times:*** *Tuesdays from 6:00 PM to 7:00 PM*
  Saturdays from 12:30 PM to 1:30 PM (Pacific Time)

Saturday Clinical Case Conference provides AOS students the opportunity to meet with AOS Professors weekly to discuss how to integrate what they are learning in their AOS psychology lectures, into their work with their hypnotherapy clients in internship.

Tuesday Lecture Review is a guided peer discussion where AOS students can discuss among themselves and with an AOS Professor, their thoughts, feelings, concerns, and comments about each week's AOS lecture.



Specialty Elective Courses

- ***Length:*** *52 Weeks, Lecture Hours: 100*
- ***Days/Times:*** *Scheduled Independently*

Students pursue Elective Courses throughout semesters one and two. Elective Courses and the Elective Course Library enable students to explore their specialty interests and to self-direct a portion of their training. Students have the following options to fulfill their elective hour requirement.

Specialty Certification Seminars – *The American Hypnosis Association (AHA) conducts a wide variety of specialty certification seminars throughout the year. These seminars are generally held on Saturdays or Sundays or weeknight evenings. In addition, the AHA conducts a wide variety of continuing education courses and guest lectures and conferences. Some of these are free to AHA Members and many require additional costs, not included in tuition.*

HMI Elective Course Library – *This library contains over 1,600 hours of lectures, recorded therapy sessions, research articles, documentaries and courses, all designed to supplement your hypnotherapy education. These elective course hours are logged electronically and provide online quizzes and exams that allow you to earn Elective Hours.*

Clinical Research Course

This Clinical Research Course provides a comprehensive overview of the clinical research that supports the effectiveness of Hypnotherapy in 53 of the most common applications that a Hypnotherapist may encounter in private practice. Instructor, Bruce Bonnett is a graduate of Harvard Law school where he learned the value and skill of finding the answers to your client's needs by reviewing the research.

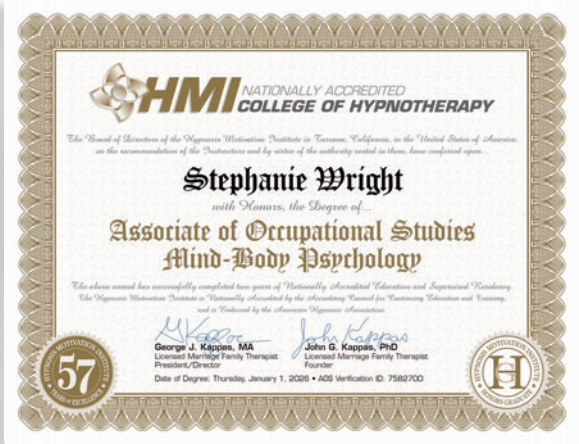
Once you are fully aware of the research available you will be able to quickly access it, refer to it and even print out specific study results in a usable format to share with clients and healthcare professionals. Mr. Bonnett also conducts weekly Q&A live on Zoom, answering questions and providing guidance on the proper use of clinical research as a valuable resource in your hypnotherapy practice. You must successfully complete all 53 quizzes and passed the course with an average score of at least 70%.

The Four Cornerstones – The New Gold Standard for Hypnotherapy Training

ACCREDITED DIPLOMA



ACCREDITED DEGREE



AHA CERTIFICATION



CONTINUING EDUCATION







Federal Financial Aid

HMI's AOS Degree Program, like our Diploma in Clinical Hypnotherapy Program, provides eligible students the option and opportunity to utilize Federal Financial Aid to finance their tuition costs.

Federal Financial Aid offers the AOS degree student options to start their degree program with no money down and no payments for 18 months.

In addition, students enrolling in the AOS Degree Program have the option to defer their payments on the first year of study for another 18 months. This provides the student a full 30 months of study, internship, marketing, and building of their private practice in hypnotherapy, before they make their first payment.

Tuition

The total cost of HMI's second year of study is $18,287. But, after federal grants, scholarships and discounts eligible students may receive, the average out-of-pocket cost to the student is reduced to approximately $10,392. That tuition is then divided into monthly payments of approximately $108 per month, beginning 18 months after you start your course. Prices are subject to change.

If a student defers the payments on their diploma program and combines their financial aid for the first year and second year programs, their first payment of approximately $206 per month will begin 6 months after completion of their AOS degree, or approximately 30 months after they first enroll as a student at HMI.

Admissions

Enrollment in HMI AOS Degree Program is limited and not guaranteed. Students do not apply for year two until second semester of year one. Applicants will be selected by committee on merit based on their performance in their first-year program.

After Graduation

HMI and the American Hypnosis Association have partnered to provide students and graduates access to more than 100 world-class online Specialty Certification and Continuing Education Seminars to supplement and continue their education during and after graduation.

These affordable courses are conducted live on Zoom and provide you cutting edge professional development for your hypnotherapy career.

Specialty Certification and Continuing Education Seminars

- *Cognitive Behavioral Therapy*
- *Hypnosis and ADHD*
- *Hypnosis and Pain Management*
- *Hypnosis and Weight Loss*
- *Hypnosis for Immune Disorders*
- *NLP Practitioner Training*
- *Past Life Regression Therapy*
- *Pre and Post Surgery Hypnosis*
- *Therapeutic Imagery Training*
- *Trauma Recovery Hypnosis – and more...*

For a complete listing of courses descriptions, costs and details please visit https://Hypnosis.edu/AHA/. For a calendar of AHA Seminars Live on Zoom visit https://Hypnosis.edu/AHA/Calendar/.









Membership in the American Hypnosis Association

Affiliated with HMI College of Hypnotherapy is our sister organization, the American Hypnosis Association (AHA). HMI recommends students and graduates join the AHA for access to specialized certifications and continuing education after graduation.

The AHA specialty certification seminars are scheduled throughout the year via Zoom. See the AHA Calendar at: https://Hypnosis.edu/AHA/Calendar/

Membership in the AHA is open to anyone with an interest in hypnosis, with a yearly membership fee ranging from $139 to $179 per year.

AOS Students Get Free Access to Psychotherapy.net

Learning therapy without watching videos is like learning to play the flute by reading a book about Mozart.

"There's no better way to become a great therapist than to watch great therapists in action. And there's no better collection of great therapists on video than what's available on Psychotherapy.net."

HMI provides AOS Students with free, anywhere, anytime access, to videos on Psychotherapy.net which offers the best training in the fields of Psychotherapy, Counseling and Social Work. This is a great way to learn from other practitioners, stay current in the field… and best of all, they're free for AOS Students under HMI's Psychotherapy.net Group Membership!

Six Easy Ways to Explore and Learn More

Here are six free, fun, and easy ways to help you discover if a career helping others as a Certified Hypnotherapist might be right for you.

1. Take a Free Class Online

HMI offers a wide variety of free self-improvement classes online. This is a great opportunity for you to see what hypnotherapy and HMI classes are all about. Read the descriptions and pick a class that interests you.
https://Hypnosis.edu/Streaming/

2. View HMI's Documentary Series "HYPNOTIZED"

Watch as real clients receive professional hypnotherapy sessions in the HMI classroom. Their life-changing transformation provides an intriguing and educational experience that will demonstrate exactly what the career of Hypnotherapy is like. Watch it free at: https://Hypnosis.edu/Hypnotized/

3. Watch Hypnosis TV – 24/7

Hypnosis TV is just another reason why you'll want HMI to be your partner in success for your Hypnotherapy education. Streaming 24 hours per day, 7 days per week, Hypnosis TV features live Hypnotherapy sessions, self-improvement classes, guest speakers and a variety of original programming. Download the Hypnosis TV Channel on your Roku, iPhone, iPad or Android phone or tablet. Watch Hypnosis TV on your personal computer or other device at: http://HypnosisTV.com/









4. Hypnosis in History – Free Online Course

Begin your HMI journey right now with instant access online to your first introductory lesson. A prerequisite for your application to HMI is the successful completion of our Hypnosis in History Course. This course will take you from the Ancient Egyptians through modern day, tracing the existence and evolution of hypnosis over the past 5,000 years. Enroll online at: https://Hypnosis.edu/History/Register/

5. Online Admissions Application and Personal Interview

Our online Admissions Application and personal interview with an Admissions Representative will help answer all your questions, explain in detail the scheduling of classes. We are happy to explore how our flexible schedule can accommodate and meet your personal needs. We schedule interviews via phone or Zoom on Mondays through Saturdays from 11:00 AM to 8:00 PM Pacific Time. Your application will become available upon completion of your Hypnosis in History course.

6. Begin Risk Free – HMI Enrollment Guarantee

Your decision to pursue a career helping others as a Hypnotherapist is one of the most important decisions in your life today. Now you can make that decision with a feeling of confidence and security with the following guarantee: If at any time during the first sixty days of your enrollment, you or HMI determines that this school/program is not the right match, then your enrollment application is cancelled and there is no cost or obligation to continue, or explanation required by either party.

HMI NATIONALLY ACCREDITED
COLLEGE OF HYPNOTHERAPY



HYPNOSIS MOTIVATION INSTITUTE

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