



# THE WELLNESS INSTITUTE

## **Professional Training & Certification in Hypnotherapy and Regression Therapy**

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### Mentorship Program

Administrative Offices:  
212 W. Ironwood Drive,  
Coeur d'Alene, ID 83814  
Phone: 800-326-4418  
Email: [heartcenter@wellness-institute.com](mailto:heartcenter@wellness-institute.com)



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## Course Description

The **Mentorship Program** is the fourth level of training offered by The Wellness Institute, offered in an online, interactive format. Enrollment in the Mentorship Program is a four-year course of study. Participants commit one year at a time and the group is closed to the cohort of students that began together in year one. The Mentorship Program meets during three weekends (Friday morning through Sunday evening) over a one-year period.

The Mentorship program provides clinicians with in-depth training on the shock/trauma continuum, shadow work, Jungian depth psychology, and group dynamics. This training will also develop clinical skills including intuition, energy management, facilitation of altered states of consciousness, inclusion of spiritual and soul levels, and exploration of transpersonal realms such as conception, the womb, dreams, archetypal energies, death, past lives, and the inner-life.

## Tuition and Additional Costs

- Tuition for **Mentorship** is \$2000 minus advertised discounts. There are no other required expenses.

**Registration:** Registration forms will be provided by your instructor during the final weekend of PTI Leadership. Interested students should submit a completed registration form to [heartcenter@wellness-institute.org](mailto:heartcenter@wellness-institute.org). We will review your application and get in touch within 1-2 business days to complete the registration process over the phone. Attendees must register at least one week prior to the first day of the training.

**Target Audience:** Psychologists, Psychiatrists, Social Workers, Marriage and Family Therapists, Counselors, Nurses

**Level:** Advanced

**Prerequisites:** The threshold admission requirement is a Master's degree in a mental health related field, from an accredited institution. In addition, all previous levels of The Wellness Institute training must be completed before beginning the Mentorship Program.

## Continuing Education Course Requirements:

- Attendees must be present for the entire weekend (Fri-Sun) to receive credit for that weekend. Instructor will take attendance at the start of each day, as well as after each break.
- Attendees must actively participate during the training, including all practice sessions (conducted in Zoom breakout rooms). Video participation is required so that instructors can assess engagement and progress during the course.
- At the conclusion of each weekend, you will be sent a link to complete a course evaluation online. Please complete this evaluation within 2 weeks. This is required in order to earn your CE credit.

**CE Credits:** 24 per weekend or 72 total hours.

**CE Certificate:** CE certificates will be mailed to attendee within 30 days of completing the course requirements (attendance and course evaluation).



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## Learning Objectives:

### Year 1, Weekend 1 | Conception Shadow Discovery

1. Identify the imprints absorbed at conception that belong to your mother or father.
2. Recognize how your original conception experience affected your nervous system – sympathetic and parasympathetic reactivity.
3. Identify, based on your original conception experience, of what are your basic existential issues.

### Year 1, Weekend 2 | Anima, Animus

1. Recognize your Immature Feminine and your Immature Masculine shadow aspects.
2. Identify your Mature Feminine and your Mature Masculine aspects.
3. Bring to clinical awareness Jung's observation that, in general, people *project* the immature aspect of the *contra-sexed* archetype: men project the qualities of the immature feminine onto the women in their lives, and women project the qualities of the immature masculine onto the men in their lives. Likewise, people tend to *identify with* (and self-judge) the immature aspect of the *same-sexed* archetype: men identify with the qualities of the immature masculine, and judge themselves, and women identify with the qualities of the immature feminine, and judge themselves.

### Year 1, Weekend 3 | Archetypes of the Tarot

1. Utilize the projective power of the symbols in the Tarot imagery to identify shadow aspects and recognize how they operate.
2. Identify what parts lost due to trauma may need to be healed and reclaimed.
3. Determine what will begin the integration of these shadow parts, the concrete steps needed to integrate the shadows, and find what is at the center or is central to your healing process?

### Year 2, Weekend 1 | Jungian Type, Functions, & the Inferior Function

1. Identify one's dominant, auxiliary, and inferior functions.
2. Become aware of the interrelationship between the functions and the shadows.
3. Learn how one's inferior function provides a doorway of access to the unconscious.

### Year 2, Weekend 2 | Dream Journeying

1. Discover your fear of reaching your potential; your rage that wants to destroy the world that is causing so much pain; the part that is always tantalized with the prospect of satisfaction and always disappointed; your sense of entitlement that the world owes you; your indulgence in every pleasure and satisfaction of every desire; and your longing to know the meaning of your existence.
2. Learn how one's dreams communicate the essence of this wisdom, and how to decipher the meaning of dreams.
3. Become familiar with two dominant methods of interpreting the meaning of dreams.

### Year 2, Weekend 3 | Active Imagination

1. Know and be able to use Jung's Active Imagination process.
2. Be prepared to use clinically the Active Imagination process in conjunction with dream interpretation.
3. Combine the dream journeying form of dreamwork with the Dream Enactment therapy session method.



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### **Year 3, Weekend 1 | Psychoid Realm (Active Imagination)**

1. Recognize the interaction between the Psychoid realm and Active Imagination process.
2. Develop facility in entering the imagination and enactment of the imaginal elements.
3. Learn a shamanic approach as well as a clinical approach to subtle energy therapeutic work.

### **Year 3, Weekend 2 | Autonomous Complexes**

1. Complexes are dissociated parts of the mind with an archetype at its core, holding clusters of memories together in an unconscious grouping which is dissociated from the rest of mental functioning and serves healthy as well as pathological purposes.
2. Mirroring – projecting the central archetype that is the Center of the Self outward onto an object in the world that represents an image of the ego's potential, and then identifying with that projection.
3. Differentiating the ego, autonomous complexes, inferior function, and psychoid realm energies.

### **Year 3, Weekend 3 | Mana Initiation Process (Inner Visionary)**

1. Assimilate Jung's approach to Individuation and Initiation.
2. Recognize three forms of the Mana: The Magician, The Fool, and The Trickster
3. Be prepared to work with the Future Self, to assess it through body sensations and behaviors, and to direct one's current course to fulfilling a specific potential future self.

### **Year 4, Weekend 1 | The Enchanting Autonomous Complex, The Transcending (Trance-ending) Autonomous Psyche**

1. To recognize the many forms of Complexes: splinter personalities; persecutors; spiritual aspirants, agents for the self, or the "inner self helper"
2. The transcendent function (resolution of "tension of the opposites"): when the ego-complex enters into dialogue with an 'other voice' within, assimilation of fragments occurs. "The confrontation of these two positions generates a tension charged with energy and creates a living, third thing . . . a living birth that leads to a new level of being, a new situation, synthesis. It takes place when the Trickster and other related complexes stop resisting, give up attachment to limiting beliefs, and vow to "fight no more forever".
3. To identify and to form a therapeutic alliance with the autonomous psyche, or objective psyche, or transpersonal psyche – "a dynamic, illuminating, dividing, and therefore uniting, factor".

### **Year 4, Weekend 2 | Authority Archetypes (Spiritual Advisor)**

1. Learn to use the Authority Issues Questionnaire to discover judgments and obstacles when someone has authority over me; judgments and obstacles when I have authority over others; and who were the progenitors of these patterns.
2. Recognize the "Prometheus Complex" - the desire not only to surpass one's father and mother and one's teachers but, extended further, to deny any authority, to defy the gods
3. Learn and clinically implement a process for exploring and resolving the Authority complexes: "Meeting Your Spiritual Advisor."

### **Year 4, Weekend 3 | Immature Authority and Self-deception**

1. Recognize two models for conceptualizing self-deception (being both the perpetrator and the victim of a deception), including a positive form.
2. Be prepared to use clinically the Theory of Structural Dissociation by Nijenhuis and



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associates – development of an “emotional” part of the personality (EP) and an “apparently normal” part of the personality (ANP).

3. Know the Hallmarks of Developmental Authority: Perspective, Use of Power, Timeframe, and Receptivity to Feedback.

### Distance Learning Description

All courses are taught online. Students must be able to access Zoom (via computer, tablet, etc) to participate in our courses. Video participation is required in order to monitor attendance, engagement, and progress during the course. Practice sessions will be conducted in small groups via Zoom Breakout Rooms.

### System Requirements:

Internet: broadband wired or wireless (3G or 4G/LTE)

Speakers and a microphone: built-in, USB plug-in, or wireless Bluetooth

Zoom-Supported Browsers

- Windows: Internet Explorer 11+, Edge 12+, Firefox 27+, Chrome 30+
- macOS: Safari 7+, Firefox 27+, Chrome 30+
- Linux: Firefox 27+. Chrome 30+

### Instructors and Qualifications

Our exceptional faculty are distinguished scholars and practitioners who have first-hand experience in influencing and changing human behavior and in teaching clinical skills to their students; administrators, consultants, educators, advisors, practitioners, and professionals in their respective fields. They are drawn from mental health and the academic community to assist our students in reaching their educational objectives. They are selected for their interest in promoting self-learning, professional expertise, real-world experience, academic background, and ability to communicate their knowledge and experience to our students.

**David Hartman, LCSW.** David is one of the founders of The Wellness Institute. During his career, he has specialized in trauma resolution and the use of altered consciousness for healing and spiritual growth.

**Diane Zimmeroff, LMFT.** Diane is one of the founders of The Wellness Institute. In her career, she has specialized in trauma resolution and the use of altered consciousness for healing and spiritual growth.



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## Facilities

The Wellness Institute previously operated classes at 29407 Webster Road E, Graham WA 98338. Due to Covid-19 restrictions, in-person classes were discontinued in March 2020 and all courses are now offered online.

## Code of Conduct

The following conduct is unacceptable and will not be tolerated:

1. All forms of bias including race, ethnicity, gender, disability, national origin, and creed as demonstrated through verbal and/or written communication and/or physical acts.
2. Sexual harassment including creating a hostile environment and coercing an individual to perform sexual favors in return for something.
3. All types of proven dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, forgery, and alteration or use of institution documents with intent to defraud.
4. Intentional disruption or obstruction of teaching, administration, disciplinary proceedings, public meetings and programs, or other school activities.
5. Theft or damage to the school premises or damage to the property of a member of the school community on the school premises.
6. Violation of the law on school premises. This includes, but is not limited to, the use of alcoholic beverages or controlled dangerous substances.

## Credit for Previous Training

The Wellness Institute does not grant transfer credit in certification programs for work previously completed.

## Student Complaint/Appeal Process

While the Wellness Institute endeavors to maintain a congenial and responsive atmosphere for its students conducive with its educational purposes, it recognizes that from time to time, misunderstandings and disagreements may arise during the course of a student's enrollment. In response to this situation, The Wellness Institute has established procedures to resolve problems and ensure fair adjudication of student rights.

### Informal Procedures

Initially, disagreements, complaints, misunderstandings, and grievances can be resolved by The Wellness Institute by using informal discussion, exchanges, persuasion, and other informal procedures. It is the intent of this policy to maximize these informal procedures so long as such measures prove effective. The formal procedure provisions of this policy should be set in motion only when the informal procedures prove to be or manifestly will be ineffective. It is expected that the great majority of cases will continue to be handled in accordance with informal procedures.

### Complaint

If a student feels that he or she has been treated unfairly or unjustly by an employee, online mentor, learning coach, or professor with regard to an academic process such as grading, testing, or assignments, the student must submit a written statement of the grievance to The Wellness Institute, office of the President, who with the Academic Officer is the final authority on all academic matters. Nothing in this policy prevents the student from contacting the Workforce Board (the state licensing agency) at 360-709-4600 at any time with a concern or a complaint.



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## Cancellation and Refund Policy

A student may request cancellation in any manner. Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule.

1. The school must refund all money paid if the applicant is not accepted. This includes instances where a starting class is canceled by the school.
2. The school must refund all money paid if the applicant cancels within five business days (excluding Sundays and holidays) after the day the contract is signed or an initial payment is made, as long as the applicant has not begun training.
3. The school may retain an established registration fee equal to 10 percent of the total tuition cost, or \$100, whichever is less, if the applicant cancels after the fifth business day after signing the contract or making an initial payment. A "registration fee" is any fee charged by the school to process student applications and establish a student record system.
4. If training is terminated after the student enters classes, the school retains the registration fee (#3 above), plus a percentage of the total tuition as described in the following table:

If the student completes this amount of training:	The school may keep this percentage of the tuition cost:
One week or up to 10%, whichever is less	10%
More than one week or 10% whichever is less but less than 25%	25%
25% but less than 50%	50%
50% or more	100%

5. When calculating refunds, the official date of termination is the last day of recorded attendance:
  - a. When the school receives notice of student's intention to discontinue the training program;
  - b. When the student is terminated for a violation of a published school policy which provides for termination; or,
  - c. When a student, without notice, fails to attend classes for 30 calendar days.
6. All refunds must be paid within 30 calendar days of the student's official termination date.

## Financial Aid or Placement Assistance

The Wellness Institute does not offer financial aid or placement assistance.

## Student Evaluation Techniques

Students are evaluated by instructors through direct supervision of the experiential practice of clinical techniques. Progress in the particular course of study will be measured by demonstration of skill level during practice sessions. Students will be notified in writing if at any time their progress toward certification is deemed to be inadequate by faculty.

## Nondiscrimination

The Wellness Institute does not discriminate against students or potential students on the basis of race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.



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## Accommodation Policy for Students with Disabilities

To ensure that its programs, activities, and services are accessible to all matriculating students, The Wellness Institute is committed to providing reasonable accommodations for students with documented disabilities in accordance with federal and state laws and regulations, including the Americans with Disabilities Acts of 1990 (ADA). Documented disabilities may include a learning disability; attention deficit disorder; a visual, hearing, or mobility impairment; a physical or mental illness; or food allergy. A reasonable accommodation is one that is consistent with the academic standards of the Institute and does not require substantial course or program alteration or result in the lowering of academic standards. Final authority for determining appropriate and effective accommodations rests with The Wellness Institute and is based on the nature of the course or program and the individual student's disability-related need. [It must be understood that arrangements for equipment, recorded text, interpreters, housing assignments, testing and other accommodations require advance notice.]

Incoming students with documented disabilities who wish to seek accommodation need to make their needs for accommodation known to the Registrar, who will determine what accommodations may be appropriate and necessary and will communicate in writing with the instructor of the course involved regarding specific recommended accommodations. Faculty members play an important part in determining whether suggested accommodations are appropriate in the context of their course design and evaluation. The student should meet with the instructor during the first week of classes to discuss the accommodations. It is not uncommon for the instructor to fine tune the accommodation request with the student. If a student is dissatisfied with an instructor's decision or the implementation of accommodations, it is the student's responsibility to notify the Registrar who can intervene to attempt to address a student's concerns.

The following definitions apply to terms as they are used in this policy.

**Disability.** Defined by the Americans with Disabilities Act (ADA) to be a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment. To qualify as a disability under the ADA, the impairment must be permanent or of extended duration.

**Reasonable Accommodation.** Defined by the ADA as actions that may include: making existing facilities used by faculty and staff readily accessible to and usable by individuals with disabilities; job restructuring, part-time or modified work schedules, allowing work from home or other remote location; reassignment to a vacant position, acquisition or modifications of equipment or devices, appropriate adjustment or modifications of examinations, training materials, or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

This school is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the:

**Workforce Board**  
**128 – 10th Avenue SW**  
**Box 43105**  
**Olympia, Washington 98504**  
**360-753-5662 ♦ [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)**  
**[www.wtb.wa.gov](http://www.wtb.wa.gov)**



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