



THE WELLNESS INSTITUTE

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

Personal Transformation Intensive (PTI) Leadership Program

Administrative Offices:

212 W. Ironwood Drive,

Coeur d'Alene, ID 83814

Phone: 800-326-4418

Email: heartcenter@wellness-institute.com



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Owners and Licensure

Owners and Administrators: The Wellness Institute is owned by Triad Learning Systems, LLC.

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

Workforce Training and Education Coordinating Board
128 – 10th Avenue Southwest
Olympia, Washington 98504
360-709-4600 ♦ pvsa@wtb.wa.gov

Business hours are from 8 a.m. until 5 p.m. Monday through Friday.

Course Description

The **Personal Transformation Intensive (PTI) Leadership Program** is the third level of training offered by The Wellness Institute. This training is offered in an online, interactive format through Zoom. Enrollment in this program is a one-year commitment. Participants will meet four times during the year.

This one-year training experience will build on advanced clinical skill-based training, providing participants with the opportunity to learn new psychotherapy techniques, refine skills, incorporate the advanced techniques already learned, and develop group leadership skills. The program expands further into the clinical areas of pre- and perinatal trauma, the differential diagnosis and treatment of trauma and shock, group psychotherapy dynamics and effective leadership, ego-state therapy with self-sabotaging shadow parts, Jungian and shamanistic practices of “soul work,” the relevance of unresolved developmental stages to unrealized human potential, existential issues of unfulfilled meaning in life, and somatically releasing energy blocks.

You will learn to facilitate groups of participants in Breath Therapy, hypnotherapy work, Energetic Psychodrama, and intensely therapeutic group processes. You will expand your areas of expertise to include a wide variety of emotional disorders, especially addictions, personality disorders, dissociation and relationship issues. Successful completion results in certification as a Personal Transformation Intensive facilitator.

Tuition and Additional Costs

- Tuition for **PTI Leadership** is \$3250 minus advertised discounts. There are no other required expenses.

Dates:

PTI Leadership meets four weekends (Fri-Sun) during the year. The dates are listed below (all times listed in Pacific Time). Full participation during all four weekends is required for certification.

Weekend 1: April

Weekend 2: June

Weekend 3: Aug

Weekend 4: Oct

Please see website for date details



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Registration: Registration forms will be provided by your instructor during the seventh weekend of Advanced Internship. Interested students should submit a completed registration form to 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, participants must complete the Six Day Hypnotherapy Certification Training and the Advanced Internship program, prior to beginning PTI Leadership.

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: 21 per weekend or 84 total hours.

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

Learning Objectives:

Weekend 1:

1. Identify the clinical skills involved in facilitating psychodrama
2. Evaluate your own level of clinical skill, and recognize areas in need of development
3. Refine skills in facilitating group dynamics and energy management

Weekend 2:

1. Diagnose and treat shock (Complex PTSD) – sympathetic and parasympathetic forms
2. Outline the essential differences between trauma, Complex Trauma and shock
3. Demonstrate leadership qualities relevant to facilitating psychodrama and treating shock, as evidenced by participation in practice sessions.



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Weekend 3:

1. Treat birth and prenatal issues in Energetic Psychodrama
2. Recognize and treat “toxic nourishment” and the “nourishment barrier”
3. Develop leadership qualities relevant to facilitating psychodrama, as evidenced by participation in practice sessions.

Weekend 4:

1. Recognize and treat dissociation as one form of resistance in Energetic Psychodrama
2. Distinguish the dissociative parts of the individual’s personality
3. Develop leadership qualities relevant to managing energy in a psychodrama group, as evidenced by participation in practice sessions.

Timed Agenda

Weekend 1:

Friday (7.5 hours)

- 8:00 – 8:30 Optional morning inspiration/ chanting (not included in total instructional hours)
8:30 – 10:00 Hypnotherapy – Group processes
10:00-10:30 Break
10:30-11:00 Opening circle – Teaching & discussion: Instruction on leading meditations
11:00-12:00 Teaching & discussion: Facilitating psychodrama
12:00 – 1:00 Lunch
1:00 – 3:00 Experiential process 1 – psychodrama session
3:00 – 3:30 Break
3:30 – 5:30 Experiential process 2 – psychodrama session
5:30 – 6:00 Group discussion/review

Saturday (7.5 hours)

- 8:00 – 8:30 Optional morning inspiration/ chanting (not included in total instructional hours)
8:30 – 10:15 Introduction and review of previous instruction
10:15-10:45 Break
10:45-12:45 Experiential process 1 – psychodrama session
12:45 – 1:45 Lunch
1:45 – 3:45 Experiential process 2 – psychodrama session
3:45– 4:15 Break



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4:15 – 6:00 Experiential process 3 – psychodrama session

Sunday (6 hours)

8:00 – 8:30 Optional morning inspiration/ chanting (not included in total instructional hours)

8:30 – 10:15 Review of previous instruction

10:15-10:45 Break

10:45-11:00 Teaching and Discussion on breathwork

11:00-12:30 Clinical Breathwork Session 1 with a sitter

12:30 – 1:00 Lunch

1:00 – 2:30 Clinical Breathwork Session 2 with a sitter

2:30 – 4:00 Group discussion, review, feedback, alternate approaches.

Weekend 2:

Friday (7.5 hours)

8:00 – 8:30 Optional morning inspiration/ chanting (not included in total instructional hours)

8:30 – 10:00 Introduction and review of previous instruction

10:00-10:30 Break

10:30-11:00 Opening circle – Teaching & discussion: Instruction on leading meditations

11:00-12:00 Teaching & discussion: Facilitating psychodrama

12:00 – 1:00 Lunch

1:00 – 3:00 Experiential process 1 – psychodrama session

3:00 – 3:30 Break

3:30 – 5:30 Experiential process 2 – psychodrama session

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1:45 – 3:45 Experiential process 2 – psychodrama session

3:45– 4:15 Break

4:15 – 6:00 Experiential process 3 – psychodrama session

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8:30 – 10:15 Review of previous instruction

10:15-10:45 Break

10:45-11:00 Teaching and Discussion on breathwork

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12:30 – 1:00 Lunch



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1:00 – 2:30 Clinical Breathwork Session 2 with a sitter
2:30 – 4:00 Group discussion, review, feedback, alternate approaches.

Weekend 3:

Friday (7.5 hours)

8:00 – 8:30 Optional morning inspiration/ chanting (not included in total instructional hours)
8:30 – 10:00 Introduction and review of previous instruction
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Weekend 4:

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8:30 – 10:00 Introduction and review of previous instruction
10:00-10:30 Break
10:30-11:00 Opening circle – Teaching & discussion: Instruction on leading meditations



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11:00-12:00 Teaching & discussion: Facilitating psychodrama

12:00 – 1:00 Lunch

1:00 – 3:00 Experiential process 1 – psychodrama session

3:00 – 3:30 Break

3:30 – 5:30 Experiential process 2 – psychodrama session

5:30 – 6:00 Group discussion/review

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10:15-10:45 Break

10:45-11:00 Teaching and Discussion on breathwork

11:00-12:30 Clinical Breathwork Session 1 with a sitter

12:30 – 1:30 Lunch

1:00 – 2:30 Clinical Breathwork Session 2 with a sitter

2:30 – 4:00 Group discussion, review, completion.

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+



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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.

Accreditations

The Program satisfies the training requirements of the National Board for Certified Clinical Hypnotherapists (NBCCH), and is approved by many licensing Boards, including:

The Wellness Institute, provider number 1581, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. The Wellness Institute maintains responsibility for this course. ACE provider approval period: 5/30/22-5/30/25. Social workers completing this course receive 84 clinical continuing education credits.

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.



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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.

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
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	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.

In the Clinical training learn to use hypnosis to augment your treatment of:

- Addictions, Eating Disorders
- Fears, Phobias, Anxiety Disorders, and PTSD
- Incest and Sexual Abuse
- Stress-related Illness, Mind/Body Connection
- Birth Trauma
- Pain Control and Anesthesia
- Dissociative Disorders, DID

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.

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