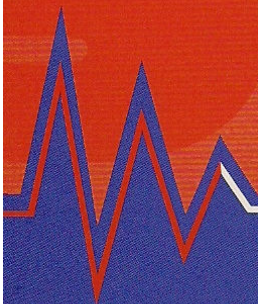


The North American

Institute of

NEURO-THERAPY



NEURO-THERAPY

TRAINING™

The SNYDER MICHAEL Method™

**North American Institute
of NeuroTherapy**
a school owned and operated by the
North American Institute of Clinical Therapy, Inc.

Basic program information:

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Owner-Instructor:

Marilyn Michael, B.A., N.T.S.

Catalog Date:

April 1, 2011

Program Components

Training manuals for each module
composed of two lessons each

CD's covering the material in each lesson
(one-on-one interaction takes the place of CD's for
resident training.)

SUBVERBAL SHIFTING Training Kit

- Video tape & DVD
- Extensive training manual
- SUBVERBAL SHIFTING Sound Stimulus



Now on CD's and DVD

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Published in the New Times Magazine Feb. 2000

**UNDERSTANDING EMOTION IS
CHANGING PSYCHOTHERAPY
By Marilyn Michael**

What is a negative emotion? What is this force that causes people so much psychological discomfort? What is this stimulus behind unhealthy, even bizarre behavior? What is this reaction that is proven to diminish immune responses and accelerate pain? Once having effective answers to the previous questions, an even more important question emerges: how does a person effectively manage this uncomfortable and destructive reaction?

The most modern and thorough answers to the question of what is negative emotion are coming from outside the field of psychology. They are coming from the varied scientific disciplines studying the mind body connection such as neurology, cellular biology, immunology, even the fascinating new discipline studying the interactions of the varied body systems, psychoneuroimmunology. This new knowledge of the nature of emotion is...

- Revolutionizing what are traditionally thought of as *mental experiences*.
- Laying the groundwork for changes in psychological theories.
- Calling into question, common ideas of what stimulates the uncomfortable experiences called negative emotions.
- Changing how therapists most effectively help clients make progress toward an important goal of psychotherapy, better management of negative emotions and their resulting destructive behaviors.

UNDERSTANDING THE BRAIN

Many methods that psychotherapists use, do not reflect current neurological understanding about the nature of emotion. This results from the fact that often, the work of psychotherapists does not move in tandem with the work of those unlocking the mysteries of the brain's hardware. Also, the fact that psychotherapy's image as an art with philosophical underpinnings, has led to distrust of scientific explanations, at times.

New tools are emerging that can enhance the methods of psychotherapists. Some fascinating secrets of mind body interaction have been uncovered.

- *Fact #1.* Mind and body are not separate, the actions of the body shape the actions of the mind in fact, *the body is an extension of the mind.*
- *Fact # 2.* There are things our body does, that are crucial parts of any mental experience. There is a *physiology of emotion* composed of physical and chemical reactions.
- *Fact # 3.* Since the time of Freud, there has been a common metaphor of the mind's functions. The image was of a conscious level that gathers information from the outside world, including negative information, and sends it to a subconscious level. The subconscious level theoretically received the negative input and reflected it back to the conscious, resulting in negative feelings and responses. This is now seen as a simplistic way of understanding the varied and complex processes of the mind specifically, negative emotion.

IMPROVING PSYCHOTHERAPEUTIC METHODS

Not only does this emerging information about the mind body connection change what has been thought of as the basis of emotion, it also broadens what therapists can do to diminish the effect of negative thoughts, memories or occurrences in a person's life. A new premise regarding the nature of emotional reactivity must have an impact on the tools used by psychotherapists. That premise is: *A person's response to a specific negative stimulus will be more or less intense as a result of their inner physical and chemical vulnerability to emotion in general. The thought, memory or occurrence is not the problem, it is their body's reactions to it, that is the problem.*

THE ROLE OF BELIEF

A psychotherapist was once asked "What is the dynamic element of change in the methods you use, and what actually produces change?" he replied, "Belief- the person's belief." His approach was one of counseling based on the premise that relief from the terrors or disturbances of negative emotion would come about primarily through cognitive means, through understanding the stimulus triggering the emotion. This

therapist was not wrong in seeing the person's achievement of belief as therapeutic.

Throughout the centuries, powerful spiritual leaders have instilled intense belief in their followers, resulting at times in seeming miraculous psychological as well as physical changes. What is now offered is a more sophisticated understanding of why this seeming state of mind called *belief* has been so powerful in recreating well being.

Positive feelings such as *belief*, *happiness* or *confidence* are not just mental constructs. They are made up of physical and chemical reactions as well. Methods of changing, thinking and understanding about the negative things in life may help a person modify how they consciously perceive them. Only in a round about way, though, can changes in thought and understanding about things that happen help the person stimulate and sustain new, more healthy, physical and chemical responses in the face of those occurrences.

CONSTANT TRIGGERING OF NEGATIVE STIMULI

Traditionally, psychotherapeutic methods have been directed at more specific, though significant, negative stimuli in people's lives. Unfortunately, things that trigger the physical and chemical reactions of negative emotion happen constantly in the form of thoughts, memories and actual occurrences. For people to enjoy long-term emotional strength, they must be taught a method of daily management of these bodily reactions.

PHYSICAL AND CHEMICAL BASIS OF NEGATIVE STIMULI

Traditionally, psychotherapeutic methods have been designed to stimulate mental changes, but often have put little emphasis on changing physical and chemical processes. For people to enjoy long-term emotional strength, they must learn to directly diminish the physical and chemical aspects of fear, anger or depression.

THE EFFECTS OF A MENTAL STIMULUS

A woman may seek help when suffering from negative emotion which is stimulated by an incident of sexual abuse as a child. Whenever the memory is triggered directly or indirectly (a mental occurrence), she feels a familiar and uncomfortable experience

in her body (a physical and chemical occurrence) which she has come to refer to as anger. Her memory, the mental stimulus, triggered her physical response of anger.

- Certainly, how she thinks about the negative experience dictates the nature of the physical and chemical reactions triggered, so in a round about way: changing how she thinks about the occurrence can change her physical and chemical reactions to it.
- Helping her better understand the stimuli for the negative emotion can play an important part in lessening her uncomfortable feelings or destructive behaviors. With the emotion having a physical and chemical basis, though, treatment through understanding can only offer her temporary or partial relief from negative emotional eruptions.

Thinking differently about, or understanding her abuse, does not offer the woman tools for long term management of the mental and physical reactions triggered by memory of it. Further, the effects of methods of understanding are often not powerful enough to counter a new problem caused by negative emotions discovered by neurological researchers, *damage to the body from the physical and chemical aspects of negative emotions*.

NEW TOOLS FOR MANAGING EMOTION

Psychotherapy's methods are expanding. The neurological tool of SUBVERBAL SHIFTING is part of an evolution in psychotherapeutic methods. It is a method of teaching people how to regularly stimulate the hardware of the brain to respond in ways that directly diminish the physical and chemical reactions underlying negative emotion. SUBVERBAL SHIFTING directly effects the physiology of emotion.

SUBVERBAL SHIFTING gives psychotherapists a powerful new tool to achieve the traditional goals of psychotherapy.

- To help people achieve long-term relief from their emotional terrors and disturbances.
- To help people change resultant destructive behaviors.
But it goes much further encompassing the new goal of the psychotherapy-
- To help people diminish damage to the body caused by the physiology of negative emotion.

IMPROVING THE RESULTS OF ANALYTICAL MODELS

Analytically based therapeutic methods work to search out, uncover or even stimulate catharsis over certain specific, even though major, negative stimuli or occurrences in a person's life. These methods can now be enhanced by therapeutic tools like SUBVERBAL SHIFTING enabling the therapist to more directly lessen the reactions of the body to the emotional stimuli.

IMPROVING THE RESULTS OF BEHAVIORAL MODELS

Negative emotions often result in destructive behaviors. Methods of improving behaviors through behavioral retraining can be enhanced by teaching people tools like SUBVERBAL SHIFTING that enable them to lessen their physical and chemical vulnerability to the emotions that stimulated the behaviors.

MOVING BEYOND PSYCHOLOGICAL GAINS TO PHYSICAL HEALTH

There is clear scientific evidence that the physiology of negative emotion diminishes immune responses. Many who face the challenge of illness actively seek therapists who can help them play a more active role in the healing picture. They seek help to better manage the damaging physical and chemical responses that result from negative emotions such as fear, anger or depression.

The impact of negative emotions is not merely one of uncomfortable mental experiences. Effects on the immune system and other systems of the body occur as well. By teaching people to lessen the physical and chemical aspects of negative emotion, therapists can go beyond teaching people a way of maintaining psychological well-being, thus improved behavior. The therapist can now help the person improve and sustain better physical health.

Scope & Sequence of Material

Module One:

- Historical roots of therapeutic concentration
- Therapeutic concentration and theories of the mind

Module Two:

- Therapeutic concentration:
Reality and characteristics
- Therapeutic concentration:
Stages and benefits

Module Three:

- The formal induction:
A formula for analysis.
- Teaching the mental state:
Some basics

Module Four:

- Anatomy of an induction
- NeuroTherapy Training:
Therapeutic application

Module Five:

- Therapeutic considerations & personal history evaluation.
- Therapeutic tools & considerations

Module Six:

- Developing self control
- The psychological process:
Intellect and emotion

Module Seven:

- The psychological process:
Behavior
- Physical level symptoms:
Weight control

Module Eight:

- Visualization and tools
- Mental level symptoms:
Phobias

Module Nine:

- The mind and disease
- SUBVERBAL SHIFTING®
Taking psychology into the future

Module Ten:

- Chemical level symptoms:
The smoking program
- Brain dominance:
Therapeutic considerations

Module #1

Lesson 1

Lesson one offers an introduction and overview of the training program. Students learn the historical roots of mental state of concentration has been used to help people. This lesson offers fascinating background material on the past to present progression in uses of the mental state.

Lesson 2

Lesson two describes various theories explaining the nature of the state of mind students will help clients achieve. There is an in-depth discussion of the modern understanding of the state of mind as accepted by the Snyder Michael Method of NeuroTherapy Training.

How the levels of the mind, conscious and subconscious have been understood to function are discussed. Students learn of the more modern theory of how the mind works that has come out of current research. This new understanding of the levels of the mind is the basis of NeuroTherapy Training. This assures that students are trained in the most modern methods.

A Bibliography and list of relevant academic journals are included in this lesson.

Module #2

Lesson 3

Lesson 3 gives students a simple, graphical presentation of the brain, how it works that they can teach to clients. Various realities and characteristics of the concentrated mental state/hypnosis are discussed. Students learn about varied applications of using the state of mind.

Guidelines are discussed regarding professional development and use of audio tapes.

Lesson 4

In lesson 4 students learn to recognize the various stages of a concentrated mental state. Discussion begins about basic benefits from use of the mental state.

This lesson lays out a new approach to explaining and illustrating the **Pre-Induction Talk** unique to NeuroTherapy Training. That is the essentially important discussion period held with a person prior to guiding them into a concentrated mental state.

There is discussion of the emotional atmosphere that should exist as students begin to see people for the purpose of teaching them to benefit from the mental training process.

Module #3

Lesson 5

This lesson thoroughly discusses the induction of a concentrated mental state. Students learn of traditional induction techniques and why they will learn a more modern approach.

This lesson teaches the **Snyder Michael Multi Step Induction Process**. This method of guiding others into a concentrated state has important differences from traditional ways that have been used. These differences increase benefits to be gained from regular use of the mental state of concentration/hypnosis

The Snyder Michael Method of NeuroTherapy Training introduces a unique method of breaking down any induction into it's parts to assess strengths or weaknesses.

Lesson 6

Students have now begun to use the concentrated mental state with others for the basic purpose of relaxation and teaching people to use the mental state on their own. Lesson 6 discusses the nature of these teaching sessions and how to set the stage appropriately for professionalism and basic awareness of client responses.

Module #4

Lesson 7

The induction process is, basically, the words used to help someone into a concentrated state and stimulate specific benefit from the process. This lesson, titled Anatomy of an Induction teaches students how effective inductions are structured. Here the induction is dissected into its parts. Students become proficient at developing this essential therapeutic tool on their own and judging the effectiveness of induction material they may encounter. (This is unique to the Snyder Michael Method of NeuroTherapy Training.)

Lesson 8

By this time, through instruction and practice with others, the student is familiar with the mental training approach and how to help people integrate it into their daily lives. This lesson offers an overview of the therapeutic framework that is at the basis of the Snyder Michael Method of NEURO-THERAPY Training. A core concept, **The Basic Therapeutic Cycle**, is introduced. This lesson begins the understanding of how to use the mental state with others for the purpose of enabling them to gain self-control over specific symptoms.

The subject of chemical imbalances and the role they may play in specific symptoms are discussed. An important process called The Juice and Snack Routine is taught. It is a way of helping people keep their brain's fuel, glucose (sugar,) at more effective levels.

Module #5

Lesson 9

Lesson 9 introduces a method of history taking and a process of basic client record keeping.

There is a discussion of various motivations that may bring people to seek help. The lesson offers new look at the rapport that develops between the client and the NEURO-THERAPY Specialist.

Lesson 10

Lesson 10 begins to paint a picture of setting the change process in motion. Students learn to viewing change through the client's eyes.

There is a muscular reaction when an emotional reaction occurs. The Neuromotor Finger Reaction Process, is a technique that helps NeuroTherapy Specialists to heighten their sense of what general areas may be emotionally affecting clients. This technique helps specialists to enhance their natural intuitiveness about a client's emotional concerns.

Module #6

Lesson 11

The Snyder Michael Method of NeuroTherapy Training offers a more realistic look at people's motivation or, more often, lack of motivation and ability to change. This course offers a powerful method of helping people that is based on building self control and an internal ability to change. This fascinating lesson maps out the key concept of NEURO-THERAPY Training; helping clients develop self control.

Lesson 12

Lesson 12 begins a two-lesson discussion of the field of psychology. It simplifies the seeming complexities of varied psychological methods by illustrating the basic psychological responses that lie at the root of people's symptoms.

The Snyder Michael Method of NeuroTherapy Training accepts that there are certain realities of society and human interaction that can and do initiate, develop and perpetuate people's symptoms, be they physical, chemical or mental in nature.

Lesson 12 introduces the first psychological reality, Intellectual vs. Emotional expression. The predominant response demanded from people is the suppression of emotion. It is clarified how this method automatically begins improving that tendency. Techniques are introduced for enabling the client to understand these changes. (Different from other therapeutic approaches, people's responses that shape their lives are viewed as emerging from the interaction of the physical, chemical and mental levels not primary the cognitive or mental level. Likewise, improvement in responses to life comes from improving the functions of all three levels, not just doing cognitive work.)

Module #7

Lesson 13

Lesson 13 continues the discussion of the field of psychology. The second major psychological reality shaping people's lives and symptoms are the nature of behaviors that make up human interaction, broken more specifically into Aggressive, Non-Assertive, and Assertive responses. This discussion illustrates how the facts of peoples lives produce a predominance of the damaging Aggressive and Non-Assertive responses. Students learn how the Snyder Michael Method of NeuroTherapy Training sets in motion natural internal processes that result in improved behavioral responses. .

Lesson 14

Applications of this approach extend beyond helping people gain Self Control over symptoms of a psychological nature. Lesson 14 provides a framework for using NeuroTherapy Training with clients desiring weight control. This method offers an effective way for people to gain long term Self Control over symptoms be they primarily physical, chemical or mental in origin.

The Basic Therapeutic Cycle is refined at this point allowing the specialist to apply it more specifically to the client seeking self control in weight management or in other similar symptoms, more physically based.

Module #8

Lesson 15

Lesson 15 offers a new use of visualization for more effective use of the concentrated mental state. The Snyder Michael Method of NeuroTherapy Training teaches a more modern look at the process of visualization. Older approaches using to therapy have used symptom-directed visualization to help people change. Newer neurological information shows that these approaches can actually lessen the effectiveness of the mental state to produce desired changes. The more passive use of visualization used in this method is explained at this point.

Techniques for working with athletes are part of this lesson. Procedures for specific memory enhancement techniques is taught.

Lesson 16

Fear is at the basis of all problems. NeuroTherapy Training is the most powerful method of controlling all three aspects of fear, physical, chemical and mental.

Lesson 16 teaches students how to help client's with the very basic fear-based symptom of phobias or anxiety attacks. This offers a framework for helping client's with other more psychologically based symptoms.

Module #9

Lesson 17

The major emphasis of the initial research with mental training/hypnosis that lead to development of NeuroTherapy Training was with clients facing severe, often life-threatening illness. Symptoms are viewed in this approach as physical, chemical and mental weaknesses in the body. People with severe illnesses are affected in all three areas. This approach, more than many others, can help client's develop self-control over fear and pain. NeuroTherapy Training includes techniques giving people more mental control over viral activity.

(A primary guideline in developing this method was that every process used be explainable in a very clinical way. The clinical nature of this method has brought respect from those treating people facing disease, especially disease of viral origin. This will, inevitably increase demand for those trained in this method as people seek to play a more active role in the healing picture.)

Lesson 18

Lesson 18 teaches the technique that sets NeuroTherapy Specialists work apart . SUBVERBAL SHIFTING® is a mental training technique unique to the Snyder Michael Method of NeuroTherapy. More current neurological research has shown that change must occur in the process or eruption of emotion. SUBVERBAL SHIFTING involves use of a sound stimulus to bypass conscious processing ability. It is the key component of the Snyder Michael Method of NeuroTherapy Training. This process, in line with current neurological understanding, is used as a way of stimulating a shift in neurological activity that has the effect of improving psychological and physical well-being. *Truly taking psychology into the future!*

Module #10

Lesson 19

Lesson 19 trains students in the highly effective Snyder Michael 6 day Smoking Program. As this is an approach that improves all three levels in a person, physical, chemical and mental, it can, realistically, build long-term Self Control over the symptom of a smoking and other damaging addictions. A person can gain Self Control over a smoking addiction in a short period of time. People will not only quit smoking comfortably without gaining weight or replacing it with something else, but they also learn to control stress and chemical imbalances lying at the root of this symptom. The smoking program has been referred to as "*A 50,000 Mile Tune Up*" because, as with the approach to other symptoms, it treats the causes behind the symptoms from which the person is suffering. (Numerous graduates of this training have used the Smoking Program as a foundation for building up their clientele).

Lesson 20

There is much current discussion of the role of the brain's right and left hemispheres. More than other therapeutic approaches, the process of using concentration therapeutically demands a clearer understanding of specific mental functions. The role of brain dominance in shaping people's lives and responses is discussed. This is offered as well as the important and fascinating observations about brain functions that have come out of research with this method.

Program Objectives

Newtonian physics in a Quantum era

Those who choose the North American Institute of NeuroTherapy Training are guaranteed the broadest understanding of using mental training to help people. This method has been called the most modern approach to clinical hypnotherapy and as taking meditation into the future.

The author Fritof Capra in his book the Turning Point described the methods of psychotherapy today as though practicing Newtonian physics in a Quantum era. There has been a great evolution in understanding about the brain and the mind-body connection. NeuroTherapy Training reflects that new knowledge and is based on the most modern model for clinical hypnotherapy, the neurological model. (see description of neurological model in Q&A.)

Those entering the field of psychotherapy

For those entering the field of psychotherapy, NeuroTherapy Training is a complete approach to helping people. Students become teachers/coaches. They learn to use mental training and other tools to help people develop self control over physical, chemical and mental weaknesses.

Practicing therapists and body workers

For students who are practicing therapists trained in traditional psychotherapeutic models, alternative approaches, or body work, NeuroTherapy is the missing link. It offers a framework for helping people manage the physiology or eruption of emotion so that good analytical, behavioral, cognitive or body work may be done.

A graduate is certified by this 18-year state licensed vocational school in two ways.

Clinical hypnotherapist certification

Students receive the most modern and professional training in the use of the concentrated state of mind that has been referred to as hypnosis. They learn about the brain and how it's affected by use of words, suggestions and inductions as a whole, How to create the word tools used. How to help the person sustain the mental state while stimulating therapeutic change. They become the ultimate professional in understanding and use of the process of mental training.

Unlike other approaches to clinical hypnotherapy which focus on one therapeutic model, students learn about using it in an analytical manner (regression), a behavior modification manner (suggestion and visualization) and in a cognitive manner (reframing perceptions and communication.)

NeuroTherapy Specialist certification

NeuroTherapy Training is based on the most modern understanding about the brain/mind and about how the mind interacts with the body. It is critical that an effective therapeutic professional be able to teach people how to use their mind's more effectively with tools that reflect this knowledge.

Students can be assured that with the approach they will feel confident, professional and organized when they begin their work with clients. They will be very knowledgeable about the methods other therapists use but they are giving people more effective and up-to-date training — training that will give them self control over physical, chemical or mental weaknesses.

And more...

As students progress through the modules of this training, they will be experientially learning as well. They will be using the tools themselves in ways that improve their own confidence and self control.

Distance Learning: **Type and duration of instruction**

Students complete the ten modules of this program via distance learning. Lessons are mailed and students return completed lesson material via mail, fax or electronically via the internet. Students may receive responses corrections and review of completed work via mail or email.

Length of Training

The program consists of a series of ten modules of two lessons per module including audio lectures received on CD's. (See description of modules on pages 8 – 19) Phone interaction will, also occur with the instructor. Students may complete individual modules at a pace decided on when they enroll in this program. Completion time is generally accomplished comfortably in the 20 week range which is one module every two weeks. The school allows students a ten month period from the time of enrollment for completion of all program elements.

Dates and Pace of Instruction

Training via distance learning is available and can begin at any time during the year. Pace of receipt of instructional materials may be decided upon at the time training commences.

Regional One-On-One Training: Type and duration of instruction

Students complete the ten modules of this program in a one-on-one setting with an instructor. Lessons are received, completed and returned. Students receive corrections and review of completed work. Interaction with the instructor can also happen via, email, and phone

Length of training

Training sessions may commence and be scheduled on dates and times decided upon by the student and instructor. The program consists of a series of fourteen personal one-on-one meetings with an instructor in an office setting that will cover the ten modules of two lessons per module (See description of modules on pages 8 – 19) plus four additional meetings for extended learning. Students may complete individual modules at a pace decided on when they enroll in this program. Completion time is generally accomplished comfortably in the 20 week range which is one module every two weeks. The school allows students a ten month period from the time of enrollment for completion of all program elements.

Requirements for successful completion

Students will receive training materials consisting of written materials, audio taped lectures and video taped materials (For Regional One-on-One Training audio taped lectures are replaced with one-on-one interaction with the instructor but may be purchased separately if desired.) Students are taught in a multi-sensory manner that deemphasizes test taking. Students are required to complete questions and visual diagrams that accompany each lesson and offer a detailed and a big-picture review of each lesson. They will create audio tapes or CD's for five assignments. Starting with the second module, students will document three practicum sessions per lesson that allow them to practice techniques learned. Students will complete a final project of short answer questions that demonstrate their knowledge of using NeuroTherapy Training techniques with others. (Through and specific descriptions of course requirements can be sent or seen at www.TherapyoftheFuture.com)

Grading of students is on a PASS/FAIL basis. Mid program assessment of progress is given. Successful completion of the program requirements are required for certification by the North American Institute of NeuroTherapy.

Student transcripts and records are kept for fifty years in accordance with RCW 28C.10.160. They may be requested in writing from the school.

Support mechanisms

Methods of communication with students for answering questions and offering assistance are as follows:

Mail

117 E. Louisa #188, Seattle, WA 98102

e-mail

NeuroTher@aol.com

One-on-one internet chat

Instructions and specifics can be arranged

Telephone

(206) 322-0633

(Skype is used extensively with distance learning.)

Web site

www.TherapyoftheFuture.com

Procedures for training interruption

Students are expected to complete the modules in a time duration decided upon at the time of registration. If there is a need to lengthen the time between module completion, written permission from the administrator must be received. If a student must interrupt the training for a length of time, they must inform the school in writing. After a period of 6 months the student must renew their request for interruption if more time is needed before resuming.

Qualifications for employment

After successful completion of the course requirements a student will receive a certificate of graduation as a *Clinical Hypnotherapist* and a second certification as a *NeuroTherapy Specialist*. The certification obtained from this state licensed vocational school gives students a professional therapeutic framework of tools and training qualifying them to offer help to others as a therapeutic professional. (Some individual states/countries have registration requirements for those not currently licensed in a therapeutic modality, these generally involve forms and a fee. Information can generally be found at specific state web sites or by calling the government agency for information.)

Admissions procedures

The North American Institute of NeuroTherapy does not require students to have advanced degrees or specialized training. Acceptance in to this program will be based on a personal interview held by phone or in person with the school's director. Those interested should contact the school requesting any desired information. Upon decision to take the course, admission procedure is to register, and pay the required fee. The school does not presently offer placement services nor offer availability for financial aid, grants or scholarships.

Professional standard of conduct and regular attendance of scheduled session are expected of resident program students.

Financial requirements:

Entire cost of training is \$1500. VISA or MasterCard payments are acceptable

If the student chooses to pay by check they are to be made out to North American Institute of NeuroTherapy (or shortened to the initials NAIN.T.)

Tuition may be paid in full, or broken down into five equal payments. A payment schedule is shown below.

Module	Amount Due
Prior to Module 1	\$300
Prior to Module 3	\$300
Prior to Module 5	\$300
Prior to Module 7	\$300
Prior to Module 9	\$300

(Domestic mailing costs are included. \$100 is added to course fees if foreign mailing is required.)

Cancellation and Refund Policy for Resident Training Programs

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 ten percent of the total tuition cost, or one hundred dollars, 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 a school to process student applications and establish a student record system.
4. If training is terminated after the student enters classes, the school may retain the registration fee established under (c) of this subsection, 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 1-% whichever is less but less than 25%	25%
25% through 50%	50%
More than 50%	100%

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

Cancellation and Refund Policy for Distance Learning Program

Programs that include optional resident training, seminars, or other optional contact hours of instruction, are subject to refund as distance learning programs. Separate charges may not be made for optional resident training.

A student may request cancellation in any manner. The following is a minimum refund policy for home study courses without mandatory resident training:

- (1) An applicant may cancel up to five business days after signing the enrollment agreement. In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
- (2) If a student cancels after the fifth calendar day but before the school receives the first completed lesson, the school may keep only a registration fee of either fifty dollars or an amount equal to fifteen percent of the tuition (in no case is the school entitled to keep a registration fee greater than one hundred fifty dollars).
- (3) After the school receives the student's first completed lesson and until the student completes half the number of lessons in the program, the school is entitled to keep the registration fee and a percentage of the total tuition as described in the following table:

If the student completes this percentage of lessons:	The school may keep this percentage of the tuition cost:
0% through 10%	10%
11 through 25%	25%
26% through 50%	50%
More than 50%	100%

- (4) Calculate the amount of the course completed by dividing the number of lesson assignments contained in the program by the number of completed lessons received from the student.

Q&A

“It is an important time of change in the field of psychology. Those desiring to work as therapeutic professionals should ask informed questions of those who will train them. People interested should have a broad understanding of the evolution of therapeutic models and of the new information about the mind and the nature of emotion that is emerging from the neurological sciences. The structure of the systems around us is changing, the paradigm is shifting. We all must ask if what we are learning is based in older ways of thinking or part of the new, emerging paradigm.”

***Marilyn Michael,
Administrator
North American Institute of NeuroTherapy***

Out of what vision did NeuroTherapy Training evolve?

In the late 1970s, as the team of Henry Snyder and Marilyn Michael out of Seattle, Washington began developing NeuroTherapy Training they were clearly aware of the paradigm shift occurring in the systems of society. Systems built on older knowledge or ways of thinking needed to evolve.

Throughout this century, the field of psychology has gone through changes from analytical to behavioral to cognitive ways of helping people. But the underlying system was still built on making change through thought and understanding. However, the neurological sciences were showing that at the basis of individual thoughts were physical and chemical processes. *There is a physiology of thought and emotion.*

Reflecting the larger shift in knowledge about ‘*why we are as we are*’, NeuroTherapy Training moved from focusing on the triggers of peoples emotional experiences to a focus on the actual physical and chemical processes of emotion.

Using modern mental training methods, NeuroTherapy Training focuses on the natural potentials of the concentrated state of mind (commonly thought of as hypnosis.) It goes beyond symptom-based approaches that limits traditional hypnotherapy training programs.

NeuroTherapy Training evolved as a way of using a concentrated state of mind that helps people better manage the process or physiology of emotion. It does not merely focus on individual emotional stimuli. It offers a way of training people using **neurological tools**, new ways of stimulating the hardware of the brain to respond in a manner that sustains healthier states of mind and body thus, healthier feelings and behaviors. **But—it goes beyond.** In this time in history when it has become clear that states of mind affect states of body, it offers people a scientifically based way to play a more active mental role in the healing picture.

What are neurological tools?

Neurological tools are the future of psychotherapy. The signature neurological tool of NeuroTherapy Training is called SUBVERBAL SHIFTING®.

As part of this training, students receive the complete SUBVERBAL SHIFTING Training Package, a revolutionary way for therapeutic professionals to teach people how to “train the hardware of their brains” to eliminate the damaging physical and chemical basis of negative emotions.

Describe NeuroTherapy Training in relation to other psychotherapeutic models including those referred to as hypnotherapy that use mental training.

There are different ways of helping people better manage their psychological weaknesses or symptoms. The four basic ways are each based on a therapeutic model or underlying belief system as defined below:

Analytical model:

This therapeutic model is based on the belief we are as we are because of deep-seated anxieties and underlying conflicts emerging from the events of our lives. Methods based on the analytical model would be those involving some form of age regression or analysis of people's life events or memories, and involving cathartic release of emotions surrounding the events or memories of focus. Metaphysically oriented methods may use past life regression to examine the events of supposed lives other than the current one. If a concentrated mental state is used, its primary purpose is to facilitate that regression and cathartic release of emotion.

Behavioral model:

This model is based on the belief we are as we are because of our behaviors. Problems in life are seen to emerge because of ineffective or inappropriate behaviors. Methods based on the behavioral model attempt to train people in new, more effective, behaviors. If a concentrated mental state is used the method is one of reprogramming the mind using suggestions and directed visualizations while a person is concentrating.

Cognitive model:

This model is based on the belief we are as we are because of how we perceive our lives and circumstances. Methods based on the cognitive model focus on reframing specific interactions and perceptions. If a concentrated mental state is used, use of suggestion and directed visualization occur to facilitate the reframing. A current approach based on the cognitive model is neurolinguistic programming or NLP.

Neurological model--the basis of NeuroTherapy Training:

This model is based in the most current knowledge emerging from the neurological sciences. Though people are certainly shaped by many factors, the belief system behind the neurological model is that we are as we are because of the innerworking of the mind and body. Going further, it is based in the realization that mental activities such as thought and emotion have at their basis, physical and chemical reactions. Scientists have shown that negative emotion, for example, is a set of physical and chemical reactions that, if felt for long periods, can damage the body. NeuroTherapy Training, which is based on the neurological model, teaches people to use a mental training method to improve the working of the mind and body. This method of mental training, more specifically, teaches people to better manage the physical and chemical reactions that cause negative emotions. Feelings and behaviors change because the processes in the body underlying them change.

I am not trained or working as a therapeutic professional but I desire to enter a therapeutic profession to help others. Why should I choose NeuroTherapy Training over other ways of offering people help?

NeuroTherapy Training has been described as ***taking mental training into the future***. Not only is it the most modern, scientifically based mind-body method, professionals using this approach are seen in a new way. You are certified through this training as a NeuroTherapy Specialist. Over the years, medical professionals have viewed NeuroTherapy Specialists as specialists in the field of psychology in the same manner that physical therapists are specialists in the field of medicine. The field of psychology is changing. Traditionally, therapeutic professionals have worked as counselors and have needed to understand all dimensions of the varied human emotions and how they evolved. The need exists

now for a new breed of professional, more of a teacher and coach, someone who can teach people tools to manage their emotional reactions. ***Your goal as a NeuroTherapy Specialist will be to make people their own therapists, to put tools into their hands.*** You will be trained in a way of guiding people through the learning process session-by-session. Professional teaching materials will be given to you. You are not merely taught theory that you have to figure out how to use in sessions with those you see.

NeuroTherapy Training is based on the neurological model. Why would I want to study a method based on this model or add this method to a psychotherapeutic or hypnotherapeutic approach I am currently using? Could this help me increase the number of clients I see?

Methods based on earlier models mentioned above focus on specific emotions and behaviors or, more correctly, the triggers for emotions and behaviors. NeuroTherapy Training teaches a person to better manage the physical and chemical reactions that are stimulated by certain memories or incidents. The person learns a daily mental exercise routine enabling them to manage the *eruption* of emotion in the body. By managing their reactions to emotional stimuli, people can control the damaging effects from negative emotions rather than working on their problems one at a time. Further, it does not matter if the emotion is triggered by a memory from the past or by a person standing in front of them. For practicing therapists, adding NEURO-THERAPY Training to their work gives them the missing link in helping people manage unhealthy emotions and behaviors. Further, it gives therapists a powerful way of helping those facing the challenge of disease.

I want to learn the most up-to-date mental training method but I feel it is important to understand the other methods as well.

Training as a NeuroTherapy Specialist first trains you to professionally use a concentrated state of mind with people. The professional approach, unique to this training, teaches you the basics of how to guide someone into, sustain and use the concentrated mental state therapeutically. You will learn about other mental training approaches based on the three earlier described psychotherapeutic models, analytical, behavioral and cognitive. You will then go on to train thoroughly in use of the concentrated mental state unique to this specialty.

I work as a massage therapist, physical therapist, chiropractor, etc. How could training as a NEURO-THERAPY Specialist enhance my work and ability to reach clients?

Professionals who work with the body clearly see how people's emotions affect their physical bodies. You may help your client release all tension, even clear pathways of energy, but if they spend the rest of the week emotionally upset, the physical tension that is part of their emotional responses will erode the good work that was done. Combining NeuroTherapy Training with the other tools you are using enables your clients to dissipate, daily, the physical and chemical reactions of negative emotions. They will more effectively sustain the positive physical changes from the work they are receiving from you.

I have metaphysical inclinations or interests. NeuroTherapy Training teaches a clinical or scientifically based language and approach. How does it reflect the wisdom of the ages?

Consider the statement, ***At the basis of all our problems is fear.*** As one works toward a greater spiritual awareness; toward spiritual growth, every enlightened leader from Buddha to Jesus, to more current revered individuals, speak to our limitations being the conceptions of the conscious mind, negative emotions. Many metaphysical practitioners have added NeuroTherapy Training to their tools not only because it gives people powerful tools for managing those limitations, it greatly improves the mind's ability to use the concentrated/meditative/prayer state. Further, it gives the metaphysically based or inclined professional a very clinical language which can help them reach larger numbers of people who could benefit from the wisdom of the ages. Trained as a NeuroTherapy Specialist, a person could sit down with the most pragmatic medical doctors and make them very comfortable with why their patients who are struggling with a seemingly physically-based disease could benefit greatly from mental training.

I desire to help people facing the challenge of diseases such as AIDS & cancer. The mind plays a role in health and disease. Would NeuroTherapy Training be my best choice to develop tools for this goal?

NeuroTherapy Training is based on current scientific knowledge about the mind–body connection. Underlying negative emotions are physical and chemical reactions. Science has proven that sustaining negative emotions such as fear, anger and depression actually disrupts healthy immune responses and can stimulate viral activity. People facing the challenge of disease need relief from psychological pain, but they also need more. NeuroTherapy Training offers them powerful mental tools to keep emotion from disrupting healthy immune responses. It enables a person to play a more active role in the healing picture.

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