



HUMAN GIVENS COLLEGE

psychology • psychotherapy • education



“The approach you teach is inspiring – both in its coherence and clarity. It gives me hope that some of the sadder, more destructive aspects of being human can be actively engaged with and people are helped to find positive ways of living their lives.”

J. EDWARDS

2011–12 Prospectus














Training that gets results

- How to deliver effective psychological interventions for depression, anxiety, anger, PTSD, and addictive behaviour
- Using Nature’s innate resources to help children flourish at home and at school
- How to turn vague ideas about ‘wellbeing’ and emotional health into reality
- Creating psychologically healthy workplaces
- Raising people’s sense that life is meaningful through stretching them mentally and physically

- **Cost-effective, high quality training dealing with a wide range of emotional and behavioural problems**
- **One and two-day courses held in the UK and Dublin**
- **Human Givens Diploma Course details**

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Cultivating skills that improve outcomes

Behavioural and psychological change is easier and less costly than most people think. With a sound knowledge in place about the givens of human nature, and what can happen when these givens are ignored, the skills to improve mental wellbeing in others are not difficult to absorb. Using human givens principles, depression, anxiety disorders (including PTSD), relationship problems and addictions are not difficult to treat in the majority of cases.

Peer reviewed evidence for the effectiveness of human givens therapy, published in *Psychology and Psychotherapy: Theory, Research and Practice*, showed that, of 120 patients treated by HG therapists in a GP’s surgery, more than three out of four were either symptom-free or reliably changed as a result of the therapy. This was accomplished in an average of only 3.6 sessions.¹ This compares favourably with the recovery rate for the Government’s IAPT (Improving Access to Psychological Therapies) programme that uses therapists trained in CBT and which expects therapy to take longer and less than two out of four patients to improve or recover.

Essential information for services wishing to be more effective

The range of research informing our training comes from neurobiology, psychology, sociology and educational and psychotherapy outcome findings – all distilled through a straightforward and realistic model of healthy human functioning. Along with its own new insights the approach incorporates the best ideas and practices of previously developed therapeutic models but sets them in a larger framework of understanding about what people really need to live healthy and fulfilling lives.

1. Andrews, W., Twigg, E., Minami, T. and Johnson, G. (11 February 2011) ‘Piloting a practice research network: A 12-month evaluation of the Human Givens approach in primary care at a general medical practice. *Psychology and Psychotherapy: Theory, Research and Practice*.

Inhouse Training

All of our courses can be adapted for inhouse training, please contact Kathy Hardy on **01323 811690** for more information.



BOOKING HOTLINE:

01323 811690

ONLINE BOOKING:

www.humangivenscollege.com

Continuing Career Development

With the exception of the two-day workshop on consciousness our courses are primarily aimed at those already working in mental health, education or social services. Each will increase your knowledge and make you more effective and give you a powerful toolbox of psychological interventions. Not only that, as you attend more and more of our training, you will soon find you are well on the way to completing the Human Givens Diploma course (those events identified by the ‘Diploma linked’ logo on the right count towards Part 1 of the diploma).

See pages 13 and 14 for more information about the Diploma.



Human Givens Psychotherapy: Foundation Courses



Caring professionals from a wide range of specialities who wished to improve their capability and understanding have attended these courses. They include counsellors, psychotherapists, psychiatric nurses, psychiatrists, educational and clinical psychologists, speech therapists, consultant physicians, occupational therapists, childcare managers, teachers, police counsellors, family court welfare officers, drug project managers, nurses, GPs, midwives, youth workers, social workers, service managers, addiction counsellors, complementary therapists and community development practitioners. Many of them go on to do the HG Diploma.

If you work with, advise or treat disturbed adults or children, either of these days could be the most important training you ever attend. Book on now and discover for yourself why this powerful approach to emotional health is inspiring so many in the caring and teaching professions.

The tutors, Joe Griffin and Ivan Tyrrell, explain why mental illness and addiction rates are rising and how society could reverse this distressing and costly trend. You will leave with a richer knowledge of why so many people have emotional and behavioural problems and how, by working with the givens of human nature, you can help distressed individuals and families much more effectively.

What you gain from these courses includes:

- Practical original information to make you more effective in your work – straight away!
- Knowledge of the core practical skills of human givens brief therapy that can really make a difference fast – even with 'stuck' clients
- Ways to avoid harming people in therapy (as some people unwittingly do)
- Easy to learn effective treatments for anxiety, panic attacks, depression, anger, obsessive-compulsive disorder (OCD), eating disorders, addictions,
- How to help with relationship/marital/family problems and support survivors of abusive relationships
- Moving and instructive case histories of the approach in action
- Clear understanding of why a bio-psycho-social approach should determine how psychological interventions are structured
- Novel ways to overcome resistance and motivate people
- Increased confidence with difficult cases
- Invaluable tips and insights



COURSE 1: Effective Counselling

THE PROGRAMME:

TUTOR: Joe Griffin

9.30am What is counselling? When does it work? When does it not work?

The vital differences between counselling and pseudo-counselling. Why certain types of counselling and psychotherapy tend to make some clients and patients worse. Why counsellors and psychotherapists should regard themselves as doing exactly the same job. Five myths of traditional counselling that disillusion the public about it and hold back progress in the field. Case histories and scientific research that supports the above. How to make psychological intervention services more effective – the whole story.

11.00am Tea/coffee and discussion

11.30am Working from the human givens

Exploring why the human givens approach makes interventions easier and gets results faster. Identifying the key human emotional needs and the resources nature gives us to satisfy them. Topics include: anxiety; depression, anger, abuse, grief. Vivid case histories and stories illustrate the skills discussed. Why counselling needs to be brief in most cases. The essential capacities you need in order to help someone in distress.

1.00pm Lunch (included)

2.00pm Mind/body connections: internal processes

How the brain and body work together. Understanding unconscious processes. Demonstration of guided imagery and how to use it in treating grief, anxiety and depression. FILM of counselling a patient with an anxiety disorder.

3.00pm Tea/coffee and discussion

3.30pm The seven core skills of effective counselling

There are certain brief counselling skills that all the caring professions need to know about. They play an essential part in helping people move on in their lives and can easily be learned by nurses, doctors, social workers, occupational therapists, general practitioners, counsellors, support workers and other members of the caring professions. The seven core skills of effective counselling. Why these skills can be mastered quickly if you have the aptitude.

4.30pm Day ends

COURSE DATES

- BRISTOL – EF05
Tues 24th Jan 2012
- LONDON – EF06
Thurs 19th April 2012
- DUBLIN – EF07
Tues 22nd May 2012
- MANCHESTER – EF08
Wed 20th June 2012
- LONDON – EF09
Thurs 18th Oct 2012

COURSE 2: Effective brief psychotherapy

THE PROGRAMME:

TUTOR: Ivan Tyrrell

9.30am Why brief therapy approaches work so well

How modern brief psychotherapy evolved. Why doing effective counselling or psychotherapy is easy to learn – if you have the aptitude. (You know more than you think you know.) The main reasons people have difficulties. Why it is important to 'do something different to make a difference today' for your client/patient. Case histories.

11.00am Tea/coffee and discussion

11.30am How to apply these strategies

Develop rapport quickly – verbally and non-verbally. How to get good quality information from clients. Using the client's language therapeutically. Emotion and thought. Why CBT can never live up to its promise. How to establish clear outcomes and realistic goals. Separating the core identity of the person from the problem (with OCD film example). The importance of timing. Harnessing the powerful healing abilities of the metaphorical brain. How to make sure the client feels better at the end of each session.

1.00pm Lunch (included)

2.00pm Putting it all into practice – seeing it happen

Communicating with the emotional brain. How to use natural abilities and the power of the imagination to change behaviour and provoke insight. A FILM of a brief therapy session for clinical depression and follow-up. The single most important skill for helping people suffering mental or physical distress: Rehearsing success. Focusing on the present and the future.

3.00pm Tea/coffee and discussion

3.30pm Summary: The nine core reasons for adopting the human givens approach

The human mind/body system – perhaps the most complex information network in the Universe – is designed to keep us alive and well as long as possible. Tuning in to what it's doing is essential for all forms of therapy. The importance of dealing well with psychological trauma. How to quickly change the stories people tell themselves. The use of metaphor in treating depression, anxiety, addictive behaviour, sexual difficulties and psychological trauma.

4.30pm Day ends

COURSE DATES

- LONDON – PB05
Tues 14th Feb 2012
- DUBLIN – PB06
Tues 6th March 2012
- YORK – PB07
Tues 29th May 2012
- BRISTOL – PB08
Tues 18th Sept 2012
- LONDON – PB09
Tues 6th Nov 2012



Guided Imagery and Visualisation for Therapeutic Change

Strong emotions focus and lock attention – keeping people trapped in problem behaviours. Therapeutic change cannot happen, therefore, unless the emotional arousal is first reduced.

This is why healthcare professionals need to know how to induce the relaxation response in patients. Guided imagery and visualisation not only reduce emotional arousal quickly, they can also be used to reframe life circumstances through metaphor and to rehearse in the imagination any required changed behaviours and/or feelings. Among other things, guided imagery is an essential skill for removing phobias, curing PTSD, lifting depression and raising self-confidence.

When you become confident in using these skills, you can begin to bring patients out of the emotionally-driven trance states of a wide range of conditions such as anxiety disorders, addiction, anger, stress overload, depression and chronic pain. That is why guided imagery is one of the most powerful psychotherapeutic tools known.

What you gain from the day includes:

- Insight into how the mind/body communication system works
- Powerful new ways to rehearse new behaviours and improve treatment outcomes
- Greater confidence with more conditions
- Supervised practise in generating healing trances
- A scientifically sound knowledge of why these techniques are so valuable.

THE PROGRAMME:



9.30am What guided imagery is and why it works

The common myths about relaxation, guided imagery and visualisation. Why we evolved to go into focused states of attention. The value of using guided imagery in psychotherapy and medicine. The beneficial power of deep relaxation. *Demonstration.* Principles and skills for inducing a relaxed trance state so that you can do it whenever appropriate according to an individual's needs. *Exercise.*

11.00am Tea/coffee and discussion

11.30am The essence of all relaxation inductions – an easy way to start

We make sure you have a clear understanding of what is involved in developing the necessary rapport to focus the brain's orientation response and induce a trance state. *Demonstration* of a simple counting down induction that induces relaxation – thus calming the emotional brain, which is necessary for therapeutic change. *Exercise.*

1.00pm Lunch (included)

2.00pm Why it is important to be flexible – a range of techniques

Demonstration in which a whole variety of techniques are used, including visualisation, metaphorical work and guided imagery. Explanation of what was done. You are taught the three essential principles of therapeutic language in guided imagery work. *Exercise.*

3.00pm Tea/coffee and discussion

3.30pm Guided imagery and counselling – the essential steps

Practise in using several techniques in one session. How to successfully use these techniques to help with a wide range of conditions. The day concludes with a discussion about the use of metaphor (stories) in trance. Further suggestions for study and training in areas of special interest to you will be given.

4.30pm Day ends

COURSE DATES

- LONDON – GY03
Wed 28th Sept 2011
- HARROGATE – GY04
Tues 8th Nov 2011
- BRISTOL – GY05
Tues 7th Feb 2012
- LONDON – GY06
Tues 13th March 2012
- DUBLIN – GY07
Tues 24th April 2012
- LONDON – GY08
Tues 18th Sept 2012
- MANCHESTER – GY09
Tues 4th Dec 2012

NB. IT IS ADVISABLE TO ATTEND THIS DAY BEFORE THE FAST TRAUMA AND PHOBIA CURE COURSE.



From Stress to Psychosis: How to prevent people having breakdowns

Ivan Tyrrell's groundbreaking course explores what happens to the brain when it is put under stress and how this affects our emotional life. When innate needs are not met well, stress levels rise rapidly – anxiety, depression and, in some people, psychosis, are the result. He describes the new theory that explains the symptoms of schizophrenia and the resulting psychotherapeutic guidelines that offer new hope for sufferers.

Discover why the APET model is so useful in helping practitioners improve the way they think about what is happening to their patients. As well as rapidly speeding up treatment, it throws fascinating light on why the most effective therapies work. It also fulfils the criteria for a much-needed new model that integrates psychotherapy and counselling with the latest findings about brain functioning and human behaviour. An essential day for mental health workers at all levels.

What you gain from the day includes:

- The three reasons why mental illnesses arise
- An understanding of the more effective treatment possibilities science is opening up for clinical psychology, psychotherapy & counselling
- A moving insight into Asperger's syndrome
- A greater understanding of the mind/body connection
- A remarkable observation (shown on film) about the connection between stress, dreaming, depression and psychosis.

THE PROGRAMME:

9.30am How everyday life affects the mind/body system – an essential overview

A guide to recent scientific findings about brain functioning and behaviour – the essence of the processes involved. Includes: the evolution of human brains; the importance of developmental templates (illustrated with a FILM of someone with Asperger's syndrome); how emotions lock attention; how the brain deals with unresolved emotional arousal; perception; pattern-matching; different levels of awareness and consciousness.

11.00am Tea/coffee and discussion

11.30am The APET model explored – its application with stress and depression

The connection between emotions and thought. Why cognitive behavioural therapy (CBT) takes longer than it needs to. What happens when patterns seek completion. Three vital principles that explain why some types of therapy and counselling are more effective than others. How the APET model connects up effective therapeutic approaches. The APET approach to treating depression. Why depression gives us a wonderful way in to understanding the brain and human behaviour in ways we can all grasp. Case histories.

1.00pm Lunch (included)

2.00pm Psychosis – what is going on?

FILM: A remarkable session with someone experiencing psychotic episodes that shows why stress overload and depression can lead to schizophrenia in those with the genetic pre-disposition for it. The film inspired a new explanation for what is happening in psychosis and points to some clear guidelines to follow when working with schizophrenic patients. These guidelines are proving remarkably successful.

3.00pm Tea/coffee and discussion

3.30pm APET and the treatment of serious disorders

Why panic attacks, trauma, phobias, OCD and other problems can be dealt with much faster when knowledge about the pattern-matching properties of the brain are applied through this approach. (4.30pm Day ends)



COURSE DATES

- LONDON – IS04
Wed 15th Feb 2012
- DUBLIN – IS05
Wed 7th March 2012
- YORK – IS06
Wed 30th May 2012
- BRISTOL – IS07
Wed 19th Sept 2012
- LONDON – IS08
Wed 7th Nov 2012

Understanding Anxiety and Managing it without Drugs

We live in an anxious age. Panic attacks, social anxiety, post traumatic stress disorder (PTSD), phobias, psychosexual problems, obsessional compulsive disorders (OCD) and anxiety related to work, money, health, surgery, childbirth, terror threats and death are a problem for many.

Joe Griffin shows how ill health causes anxiety in normal people – and that the reverse is also true (for example when raised anxiety levels suppress the immune system). Prolonged anxiety makes us all susceptible to a wide range of mental disorders and physical illness. It is therefore essential that health and welfare professionals have the knowledge and skills to reduce anxiety in people quickly – so they can offer more effective treatment and care.

What you gain from the day includes:

- Insight into how the mind/body communication system works and why human beings are so prone to anxiety disorders
- An understanding of the powerful ways to help patients rehearse new behaviours so as to improve treatment outcomes
- Greater confidence with more conditions
- A scientifically sound knowledge of why relaxation techniques are so valuable
- A more rounded appreciation of emotional wellbeing.

THE PROGRAMME:

9.30am Anxiety and the mind/body link

The mind/body links between excessive stress and illness – new research. The reasons for the rapid growth in anxiety-based illness in recent decades. How moderate stress can strengthen the immune system. Factors that inoculate against the harmful effects of stress. The effectiveness of appropriate psychotherapy compared to chemical treatment for anxiety. How effective anxiety management can save vast amounts of money and improve the lives of millions. Why therapy for anxiety should be brief.

11.00am Tea/coffee and discussion

11.30am Effective techniques to overcome panic disorders

How to measure anxiety levels. The principles behind CBT, interpersonal therapy, guided imagery and solution-focused therapy that make them effective treatments for anxiety disorders. How to tell if panic attacks are caused by hyperventilation. Four ways to stop hyperventilation. Treating the physical, mental and behavioural components of anxiety. The eight core beliefs that generate panic attacks and how to effectively challenge them. How to reduce social anxiety. Agoraphobia – why it starts and how to cure it.

1.00pm Lunch (included)

2.00pm How to overcome a major phobia or PTSD syndrome – in one session

The one session ‘fast phobia cure’ and why it works for so many different types of problems, including post-traumatic stress disorder. The essential principles for treating psycho-sexual anxiety disorders and working effectively with people suffering from obsessive/compulsive disorder (OCD).

3.00pm Tea/coffee and discussion

3.30pm The essential tips for dealing with anxiety

How to reduce anxiety related to death. Two ways to drastically reduce the amount of drugs needed in childbirth. How to reduce the drugs needed in surgery and speed up post-operative recovery. The five most effective techniques for dealing with anxiety, including your own.

4.30pm Day ends



COURSE DATES

LONDON – JX04
Wed 2nd Nov 2011
BRISTOL – JX05
Wed 25th Jan 2012
DUBLIN – JX06
Thurs 24th May 2012
LONDON – JX07
Thurs 5th July 2012
MANCHESTER – JX08
Wed 26th Sept 2012
LONDON – JX09
Wed 12th Dec 2012

The Fast Trauma and Phobia Cure

Even the most severe phobic and post-traumatic stress (PTSD) symptoms can be quickly and safely treated with the precisely targeted skills taught on these valuable two days. This refined version of the ‘rewind technique’ is the most reliably successful psychological treatment available – it is easy to learn and one of the most important skills you need when working with anxiety disorders and more.

Using it you can, in as little as one or two sessions, de-traumatise bad memories, stop flashbacks, cure phobias, banish nightmares and reduce anxiety so you can help the victims of abuse, rape, violence, car accidents, fire, terrorism, panic attacks, heart attacks and other life-threatening experiences. It is also invaluable for helping people with phobias, those who have suffered persistent physical or sexual abuse, and people with OCD. The technique is non-intrusive (there is no need for individuals to go into details of the events which have traumatised them). Those who have already done this course have brought relief to thousands.

What you gain from the course includes:

- The ability to de-traumatise people quickly and safely
- A deeper understanding of how pattern-matching processes in the brain cause classic fear response symptoms such as panic attacks, disturbing memories, flashbacks, hyper-vigilance, nightmares and flashbacks

THE TWO-DAY COURSE COVERS:



TWO-DAY COURSE

- How the main treatment techniques for treating post traumatic stress disorder (PTSD), sub-threshold trauma and phobias work – including EMDR, EFT, CBT – their advantages and disadvantages.
- Trauma-focused rewinding: The psychobiological reason for why the refined version of this technique is the most reliably effective, safe and non-intrusive psychological technique currently available for the effective treatment for PTSD and phobias.
- Knowledge of why critical incident debriefing increases the incidence of PTSD.
- A step-by-step breakdown of the essential stages of the rewind technique.
- Live demonstrations of removing a phobia and PTSD symptoms in one session.
- Under careful guidance, participants practice each stage of the technique in pairs.
- You then practice the entire process with other course participants, again under supervision.
- What to do about abreactions.
- Deconstruction of a film of a therapy session where the technique was used in a complex case of a girl who was seriously affected by childhood racial and sexual abuse, the murder of two friends and witnessing another friend's suicide. (We also see the follow up session – all symptoms had disappeared).
- Molar memories: How to recognise when a molar memory is driving compulsive behaviour and how to treat the sufferer.
- This training proceeds through a blend of talks, live demonstrations, skill-developing exercises and practice sessions.

COURSE DATES

LONDON – FT04
Thurs 29th & Fri 30th Sept 2011
HARROGATE – FT05
Wed 9th & Thurs 10th Nov 2011
BRISTOL – FT06
Wed 8th & Thurs 9th Feb 2012
LONDON – FT07
Wed 14th & Thurs 15th March 2012
DUBLIN – FT08
Wed 25th & Thurs 26th April 2012
LONDON – FT09
Wed 19th & Thurs 20th Sept 2012
MANCHESTER – FT10
Wed 5th & Thurs 6th Dec 2012

NB. Each day will start at 9.30am and finish at 4.30pm (lunch included)





Effective Anger Management

Don't let them press your buttons!

Have you ever felt powerless in the face of blind anger? If so, this practical course is for you.

Distressing, inappropriate and often violent expressions of frustration, anger and rage are on the increase in all areas of public and private life causing ill-health, stress, misery and sometimes even injury and death. The best way to help yourself and others is to understand the causes, triggers and behaviour patterns of anger, and to learn effective techniques for diffusing and coping with aggressive situations. Joe Griffin's lively training day gives you those valuable techniques. The day covers: anger and health; anger at work; anger in school; anger and personal safety; anger in relationships and public rage out-breaks. It also contains essential information if you deal with the general public or work with people suffering from anger disorders.

What you gain from the day includes:

- Enhanced personal safety in potentially dangerous situations
- Greater understanding about the relationship between anger and emotional and physical health
- A new 'toolbox' of effective strategies for calming down, and dealing with, angry people
- Better communication and conflict resolution skills
- Improved treatment strategies for helping patients master their uncontrolled anger
- Insight into what triggers your own anger and how to effectively control it.

THE PROGRAMME:

9.30am Why anger and aggression are on the increase

How our society creates angry people. The reasons for the rise in angry incidents in hospitals, health centres, on the road, in the classroom, in the office and in the home. What happens when we get angry. How anger affects our bodies and our minds. Why we can't think straight when we are angry. Five common myths about anger (for example, that venting angry feelings makes the anger go away). The difference between healthy and destructive anger. Why uncontrolled anger is an emotionally-driven trance state. How to recognise what triggers your own 'anger trances'.

11.00am Tea/coffee and discussion

11.30am How to effectively control your own rage

The connection between anger and depression. How to relax deeply in five minutes or less. (It's physically impossible to be angry and relaxed at the same time.) How to neutralise negative self suggestions. How and why our thought processes can deceive us. How to see problems from different perspectives. How to inoculate yourself against stress build-up. The LIFE MODEL of effective communication – simple but powerfully effective ways to prevent anger build-up through effective communication skills.

1.00pm Lunch (included)

2.00pm Coping effectively with other people's anger

Moving your mind and body into an appropriate state of relaxed alertness (with demonstration). How to use non-verbal body language to lower the emotional temperature in a situation and build rapport. Three invaluable techniques for disarming criticism.

3.00pm Tea/coffee and discussion

3.30pm The Aggression Inhibition Reflex

All animals possess an 'aggression inhibition reflex' which, when stimulated, can have an instantly calming effect in an aggressive situation. Experts in human conflict have noticed the same reflex in humans. We show you six ways to trigger this reflex in an angry human to calm them down. This technique can even help you extricate yourself unharmed from potentially violent situations.

4.30pm Day ends



COURSE DATES

- HARROGATE – JN02**
Tues 13th Sept 2011
- BRISTOL – JN03**
Tues 1st Nov 2011
- LONDON – JN04**
Wed 29th Feb 2012
- DUBLIN – JN05**
Wed 23rd May 2012
- BRISTOL – JN06**
Wed 4th July 2012
- LONDON – JN07**
Tues 9th Oct 2012
- BIRMINGHAM – JN08**
Tues 20th Nov 2012



Think Straight – Communicate!

Valuable life skills for all

There are an enormous number of little known facts about the psychology of communication that can be used to transform healthcare, counselling, education and relationships. Joe Griffin's practical, skills-based course will give them to you.

As our technological e-mail culture grows ever more powerful we seem to communicate less and less of value. Without effective in-depth communication the quality of services declines rapidly, bullying and red tape take over, staff morale collapses and mental stress and absenteeism increase. Without effective communication learning is also hampered, mistakes increase and relationships suffer and break down, our ability to help other people declines dramatically and our culture implodes in confusion.

What you gain from the day includes:

- New skills and information that will make you a more effective communicator
- Why laughter is so uplifting – new ways to develop rapport and communicate information and ideas
- Improved relationships and happier outcomes at work, home and with clients
- Practical tips and insights that will help you when dealing with difficult clients/colleagues
- Essential information about communicating with children and young people
- Much improved counselling and therapy skills.

THE PROGRAMME:

9.30am New knowledge on the 'givens' of effective communication

The importance of nonverbal behaviour. Building rapport quickly: verbally and nonverbally. Why it is important to hold a person's attention – three powerful ways to do it. How 'hemispherical switching' keeps people interested in what you're saying. The power of metaphor. The critical role of timing. Why and how people recall information.

11.00am Tea/coffee and discussion

11.30am How to talk so people will listen – public speaking and presentation skills

Dealing with moaners, depressives, bullies, passive-aggressive people and the control freak. Effective strategies you can use straight away. The language of influence – motivating people through the power of indirect suggestions. Vital ways to improve your public speaking and presentation abilities.

1.00pm Lunch (included)

2.00pm Improving communication between the sexes

How the sexes can communicate better between one another – understanding the differences in male/female styles of thinking and interacting. Why it's not what you say but the way that you say it that gets results. How holding feelings in can increase the risk of cancer ... yet expressing them may increase the risk of heart attack or stroke. We explore the healthy ways to express feelings.

3.00pm Tea/coffee and discussion

3.30pm How to communicate with children and young people

Why problems arise. The pitfalls to avoid. Boundaries and the happy meeting ground. Developing co-operation, focusing attention on the positive. How to close the generation gap forever. Summary and review of the most important skills covered during the day.

4.30pm Day ends

COURSE DATES

- BRISTOL – JT03**
Tues 27th Sept 2011
- BRISTOL – JT04**
Tues 17th April 2012
- LONDON – JT05**
Tues 26th June 2012
- MANCHESTER – JT06**
Mon 24th Sept 2012
- DUBLIN – JT07**
Tues 6th Nov 2012
- LONDON – JT08**
Thurs 13th Dec 2012

Understanding the Cycle of Depression – vital information

Joe Griffin's iconoclastic training day shatters the many myths about depression and how best to treat it. Find out why depressed people are always so tired and unmotivated and why appropriate counselling has a dramatically lower rate of relapse than antidepressants and is the most effective treatment, even with severe cases.

Millions suffer from the effects of depression – clinical depression is still rising, increasingly so among children, young people and the elderly – yet it is one of the most treatable disorders health professionals are asked to help with.

What you gain from the day includes:

- Essential information about why people become depressed
- A better understanding of what depression really is, why it's on the increase and how to diagnose it
- Practical help to quickly break patterns of depression, move people on and prevent relapse
- New insights into the dissociative elements of depressive lifestyles
- Ways to talk to suicidal people (this course literally saves lives).

COURSE DATES

BRISTOL – DN04
Tues 20th Sept 2011
DUBLIN – DN05
Wed 23rd Nov 2011
BIRMINGHAM – DN06
Tues 14th Feb 2012
LONDON – DN07
Thurs 1st March 2012
DUBLIN – DN08
Tues 11th Sept 2012
BRISTOL – DN09
Tues 16th Oct 2012
LONDON – DN10
Wed 21st Nov 2012

THE PROGRAMME:

9.30am Why depression is on the increase

Despite the attention given to mental health, depression affects millions at great cost to society. Find out how to quickly spot the symptoms. What causes it – cultural, family and individual influences – and why it now seems an inevitable part of modern life. Why the disease model of depression is not appropriate. The use of anti-depressant drugs and their dangerous side effects. Why depression is not a biological illness and an exclusively biological approach to diagnosis and treatment is mostly anti-therapeutic. Suicide and self-harm – risk factors and management.

11.00am Tea/coffee and discussion

11.30am The cycle of depression

Why women suffer more depression than men and take twice as long to recover. How this discovery improved treatment. Why some common psycho-therapeutic strategies make matters worse for depressed people. How depression is learned. Its many forms. The newly discovered links between emotional arousal, REM sleep, dreaming and depression. The connection between anger and depression. Understanding how depression invades all dimensions of a person's life including physiology, thought patterns, relationships, attitude to work and emotional behaviour.

1.00pm Lunch (included)

2.00pm Effective treatment strategies

Three brief therapy techniques that interrupt the ongoing pattern of a depressed person's experience. How to calm anxiety quickly, promoting optimism by challenging negative self suggestions and dissolving negative trance states. Identifying patients' missing skills. Helping people to externalise their problems and be more flexible. The importance of 'sequencing'. Stimulating positive new patterns through experience. Depression, dying and death.

3.00pm Tea/coffee and discussion

3.30pm Postnatal depression and managing bipolar disorder

Factors that lead to postnatal depression and how we can effectively treat it. Managing bipolar disorder by psychological means.

4.30pm Day ends



How to Lift Depression – a practical skills-based day

Joe Griffin's training day caused a sensation when it was featured on BBC Radio 4's All in the Mind. Depression is now so common that all health professionals need to know how to lift it – especially as it can lead to suicide. This workshop has literally saved lives.

Until recently, depression was little understood, but now you can absorb the easy-to-learn psychological techniques that lift it quickly ... even in the severest cases. Antidepressants (though sometimes a risky treatment) can play a role in reducing symptoms, but research shows that appropriate counselling is the most effective way to lift even the most severe depression, and has a much lower rate of relapse.

What you gain from the day includes:

- Greater confidence in lifting depression and preventing suicides
- New insight into why depressed people wake up tired and unmotivated, and what to do about it
- Demonstrations of the skills that quickly break the cycle of depression, move people on and prevent relapse
- A profound understanding of why they work and are a big improvement on drug therapy
- Practice sessions in using the skills and techniques yourself
- A range of useful tips and strategies
- New insight into the dissociative elements of depressive lifestyles
- Techniques for tackling rigid thinking and negative expectancy, and the pessimistic rumination that causes depression.

THE PROGRAMME:

9.30am Why people get depressed and what you can do about it

Understanding the cycle of depression and why it is not a biological illness. The role of drugs in treatment. Why men and women depress in different ways. The emotional brain and black and white thinking. How to make sure your therapy is active, time limited and focused on current problems. Reframing thoughts of suicide. Challenging negative thinking, in you and your clients: *Exercise*.

11.00am Tea/coffee and discussion

11.30am How to distinguish between process and content

Building rapport with a depressed person. Solution focused history taking. Separating the process from the content: *Exercise*. When working with depressed people it is essential that you do not get mesmerised by their story and the abstract language they use (otherwise they can depress you!) How to protect yourself against this happening. *Exercise*. How to clarify the sufferer's attributional style and change it. *Exercise*. FILM of brief therapy with a suicidal patient.

1.00pm Lunch (included)

2.00pm The two most important questions to ask

Changing brain patterns. How to find out what new understanding or skills a person needs to move on with his or her life. How to teach them those skills or provide a context where they can learn them. Setting behavioural tasks. *Exercise*.

3.00pm Tea/coffee and discussion

3.30pm Making sure the therapy is working

How to ensure patients don't drop out of therapy prematurely and keep them coming back for each session until they are out of their depression. Imaginative focus to change behaviour. Working with post partum (postnatal) depression. Discussion and opportunity for questions.

4.30pm Day ends



COURSE DATES

HARROGATE – GD03
Wed 14th Sept 2011
LONDON – GD04
Thurs 3rd Nov 2011
BIRMINGHAM – GD05
Wed 15th Feb 2012
LONDON – GD06
Wed 27th June 2012
LONDON – GD07
Wed 10th Oct 2012
DUBLIN – GD08
Wed 7th Nov 2012
BRISTOL – GD09
Tues 11th Dec 2012



Addiction: Understanding how to stop addictive behaviour

Discover how you can be more effective when working with alcoholism, drug abuse, eating disorders, gambling, sexual obsessions and other compulsions.

Addictions blight millions of lives and are a massive drain on health and social services. For a long time uninformed dogma held back progress in the way addiction was understood and treated. This training day with Joe Griffin presents an essential overview of a wide variety of addictive behaviours, and what they have in common, and describes in detail the most successful ways of rapidly breaking addictive patterns using psychotherapy informed by brain science. It includes new discoveries about how to disengage the brain from addictive behaviour.

What you gain from the day includes:

- New research-based information on the facts about which treatments work and which don't
- A whole new understanding of the effective strategies you need for dealing with the full range of addictive behaviours – and how to put them into practice
- New insights into the addictive process, the destructive dissociative elements that fuel it, and why withdrawal symptoms are the key to understanding why people become addicted
- Specific information about how to break addictive patterns and prevent relapses.

THE PROGRAMME:

9.30am Why addictive behaviour and substance abuse are on the increase

The facts about the rise in addictive behaviours including: cocaine, heroin, alcohol, cigarettes, eating disorders, shopping, gambling etc. Changes in society that feed the rate of increase in addictive behaviours. Why the human gives approach gives us a more comprehensive model for understanding various aspects of addictive behaviour. Why young people take drugs. The best predictors of drug abuse. Ten warning signs that children are abusing drugs. The disease model versus the social learning model of addictive behaviour.

11.00am Tea/coffee and discussion

11.30am The most effective strategies

What we can learn from the most comprehensive research study ever undertaken on addictive behaviour. The good news about addictive behaviour – why many addicts can, and do, recover quickly. Typical addictive beliefs and how to change them. The importance of motivational interviewing and how to do it. The addictive trance model and how to separate a person's core identity from the addictive state. How to combat abstinence anxiety. Understanding withdrawal symptoms. How to prevent relapses.

1.00pm Lunch (included)

2.00pm How change happens – practical demonstration

How to use our natural human abilities and the power of the imagination to break free from addictive states. A group demonstration, applicable to a wide range of behaviours, followed by an analysis of the skills used. Dealing with withdrawal symptoms.

3.00pm Tea/coffee and discussion

3.30pm Making a difference straight away

Specific focus on the addictive elements within eating disorders (anorexia, bulimia, compulsive eating) and how to effectively combat them. The five most effective techniques for changing all types of addictive behaviours. Pulling the day together. (4.30pm Day ends)



COURSE DATES

HARROGATE – RT03
Thurs 15th Sept 2011
BRISTOL – RT04
Wed 21st Sept 2011
DUBLIN – RT05
Tues 22nd Nov 2011
LONDON – RT06
Tues 28th Feb 2012
MANCHESTER – RT07
Thurs 21st June 2012
DUBLIN – RT08
Wed 12th Sept 2012
BRISTOL – RT09
Wed 17th Oct 2012
LONDON – RT10
Thurs 22nd Nov 2012

Brief Therapy Skills for Stopping Addictions – a practical skills-based day

As the number of people affected by addiction continues to rise, its treatment is undergoing a revolution. New ideas and techniques from various schools of brief, solution-focused therapy are showing that it is possible to help most addicts transform their lives in a small number of sessions.

On this practical course with Joe Griffin, which complements his training day *Addiction: Understanding how to stop addictive behaviour*, you will learn and practise the skills derived from the human gives approach (which organically integrates the best brief therapy techniques) that help people with a wide range of addictions, including: alcoholism, heroin, cocaine, smoking, gambling, sex and eating disorders.

These skills are essential if you wish to improve your effectiveness in this area.

What you gain from the day includes:

- Demonstrations of the skills that help to quickly break the patterns of addictive behaviour
- Practise in using these yourself
- New insights into the addictive process
- Essential motivational interviewing techniques
- Up-to-date knowledge of the most useful ways to beat a wide variety of addictions and prevent relapse
- A new confidence that comes from knowing how much can be done – when you know how.

THE PROGRAMME:

9.30am How people become addicted

How and why people develop addictions. Why the human gives approach makes treating addictions easier. The addictive trance and its false promises. The five basic skills of motivational interviewing. How to incorporate them within the stages of change. The traps to avoid. Demonstrations and exercises.

11.00am Tea/coffee and discussion

11.30am Dealing with resistance

We explore a variety of ways clients may resist change and develop a range of strategies to help the client move beyond resistance. Creating a treatment plan that offers real hope of permanent recovery. How to deepen the client's commitment to change. Relapse prevention strategies. The use of narrative techniques to foster self-efficacy. The use of harm reduction techniques.

1.00pm Lunch (included)

2.00pm How to use guided imagery

The skilled use of our imagination, one of the most powerful tools nature has given us for problem solving and beating addiction is demonstrated. Live session with a volunteer workshop participant on the use of guided imagery to increase motivation, reduce withdrawal symptoms and rehearse patterns of healthy behaviour. Group exercise in the use of guided imagery for treating addictions.

3.00pm Tea/coffee and discussion

3.30pm Dealing with co-morbid conditions

Many addictions are triggered off and maintained by co-morbid conditions. Discussion of the effective brief therapy strategies for dealing with depression, post traumatic stress disorder and anxiety disorders. How to apply the techniques taught to eating disorders such as anorexia and bulimia. (4.30pm Day ends)



COURSE DATES

BRISTOL – RN05
Thurs 22nd Sept 2011
LONDON – RN06
Thurs 26th Jan 2012
BRISTOL – RN07
Wed 18th April 2012
LONDON – RN08
Thurs 28th June 2012
MANCHESTER – RN09
Tues 25th Sept 2012
DUBLIN – RN10
Thurs 8th Nov 2012

Brief Psychotherapy: Effective strategies and language skills

TWO-DAY
COURSE

This practical two-day course concentrates on the powerful, brief, solution-focused language skills that all psychotherapists, social workers, counsellors, GPs, nurses and caring professionals need to know and use.

Human givens brief psychotherapy is easy to absorb and, because those trained in these skills speed up the throughput of successfully treated patients, offers the most cost-effective way forward for the NHS and social services to help disturbed and distressed people. Both patients and practitioners alike benefit from working in this more humane and respectful way.

Emphasis is placed on you adapting these language skills to your own work setting. If you need to understand why some people get better results with patients than others, you should attend this two-day workshop.

What you gain from the course includes:

- Insight into how to incorporate healthy human givens strategies into your practice
- Much improved therapeutic language skills
- Increased confidence when dealing with all kinds of emotional disorders
- Reduced pressure on yourself by developing an alliance with the patient against their 'problem'
- Powerful ways to help you help people make changes more easily
- Protection against professional 'burnout'.

THE TWO-DAY COURSE COVERS:

- How to structure effective psychological interventions – RIGAAR
- Why change happens; How to dramatically increase the likelihood of therapy being brief, regardless of the presenting problem
- Getting to the root of the matter quickly – the essence of brief therapy. *Exercise:* The significance of the APET model
- Techniques to use with common psychiatric problems: anxiety, panic attacks, depression, intrusive thoughts, relationship difficulties etc
- The power of reframes; Reflective reframing. *Exercise*
- Nominalisations – how they cripple patients and therapists alike but, when understood, can be used positively. *Exercise*
- Innate human resources and life resources and how to use them. *Exercise*
- Motivating people for change; Separating the patient's core identity from their problem
- How to minimise or overcome resistance; the value of scaling
- The use of the human givens – emotional needs, metaphorical thinking, imagination, attention etc. – in moving people on
- Why using these approaches, and taking a collaborative, patient-led stance, reduces stress and pressure on you
- The language skills to build rapport, relax people, gather relevant information, quickly establish goals, motivate clients, bypass resistance, raise mood etc
- Practice in a range of specific therapeutic language techniques (*many exercises*).

There is ample time for questions and discussion.

NB. Each day will start at 9.30am and finish at 4.30pm (lunch included)

 **DIPLOMA
LINKED**

COURSE DATES

BRISTOL – BP04
Tues 15th & Wed 16th Nov 2011
LONDON – BP05
Tues 31st Jan & Wed 1st Feb 2012
BIRMINGHAM – BP06
Wed 6th & Thurs 7th June 2012
LONDON – BP07
Tues 2nd & Wed 3rd Oct 2012
BRISTOL – BP08
Tues 13th & Wed 14th Nov 2012



How to Tell Stories that Heal – a master class in storytelling

All psychotherapy involves storytelling. On this popular and empowering training day, master storyteller, Pat Williams, explores stories that have a powerful, beneficial effect on the mind/body system and teaches you the secrets of how to tell such therapeutic tales.

You cannot know what goes on in another person's mind but, if you perceive the 'pattern' of a story and understand that it could be useful to them at this specific point in their life, that is reason enough to tell it. Their unconscious, creative imagination will seek and find the 'meaning' relevant to their situation. No explanation, no direct statement of a story's meaning can substitute for the way it acts on the hearer's mind.

Stories help people to bypass rigid views about life, enhancing their flexibility of thought. By suspending ordinary constraints, stories help people reclaim optimism and fuel their imagination with the energy necessary to attain goals. In the physically ill, they can stimulate the immune system and speed recovery.

What you gain from the day includes:

- A powerful way to stimulate optimism, hope and independence in distressed people
- A new love and deeper understanding of the value, resonances and resources within stories
- Enhancement of your problem solving capacity
- Greater confidence in dealing with a wide range of people – and an understanding of, and opportunity to practice, the therapeutic precision of metaphor.

THE PROGRAMME:

9.30am How and why stories help people

Stories as instruments that reach the imaginative mind. Metaphor and pattern recognition. How a story can work on many different levels, and for different purposes, if the pattern of need is the same. Examples of how stories can reach the mind and the body, and stimulate the immune system. The value of understanding why we evolved to dream and the relation of dreaming to storytelling. Discovering the power of stories in your own life: *Exercise*.

11.00am *Tea/coffee and discussion*

11.30am How to find the right story for each situation

Influencing the mind/body system. Finding/creating and matching metaphors. Using and extending metaphors to alter your listeners' perception of reality. Visual and auditory metaphors. Finding a metaphor for yourself: *Exercise*.

1.00pm *Lunch (included)*

2.00pm How to use stories as therapy

Stories bypass the natural resistance to change. Narrative as therapy. Discovering how much more you know when you think metaphorically. How to find out how much you know about your client without even knowing you know: *Exercise*. Learn the art of finding the right metaphor for your client: *Exercise*.

3.00pm *Tea/coffee and discussion*

3.30pm How to tell stories well – the 3 simple rules

How to tap into our vast heritage of wonderful tales. How to build expectancy and maintain rapport. The value of autobiography. How to tell stories and where to find them – practical tips. Consolidation exercise: the power of the story graphically demonstrated.

4.30pm *Day ends*

 **DIPLOMA
LINKED**

COURSE DATES

LONDON – WS03
Wed 14th Sept 2011
YORK – WS04
Thurs 13th Oct 2011
LONDON – WS05
Thurs 22nd March 2012
BRISTOL – WS06
Thurs 14th June 2012
LONDON – WS07
Thurs 27th Sept 2012
YORK – WS08
Tues 9th Oct 2012





Young Children's Unmet Emotional Needs: Identifying and meeting them

If society is to reduce the levels of family breakdowns, anti-social behaviour, mental illness and addictions, all our children need to be raised in environments where their innate psychological needs are met.

In order to flourish and behave well, children need to feel secure, be given and receive appropriate attention, be able to delay gratification, take increasing levels of responsibility for their own behaviour, be stretched, develop a sense of autonomy and, of course, have fun! For this to happen they also need to be emotionally well connected to their family, peers, school and the wider community; and be given a sense of status that reflects their effort and achievements.

Miriam Chachamu's day focuses mainly on pre-eleven year-olds and clarifies how this can be done and gives you practical tools for meeting these needs, managing challenging behaviour and how we can create environments in which not only children but also the rest of the family can thrive and fulfil their potential.

What you gain from the day includes:

- New insights into how children feel, think and understand about the way we talk to and behave with them
- Practical skills for dealing with difficult emotions and motivating children to be their best and helping them to both spot and learn from mistakes, without you pointing them out
- Tried and tested skills for preventing as well as managing difficult behaviour.

THE PROGRAMME:

9.30am The causes of emotional problems in children

The fundamentals: our innate needs and resources. Why a parent's emotional well-being is as important as their child's. How children think, feel and understand our communication. How parents, teachers and health professionals typically try to meet children's needs and how these well-meaning attempts are often perceived negatively by children. Treating children according to their individual needs, rather than 'equally'. Understanding children's perspective and identifying their unmet needs. *Exercise.*

11.00am Tea/coffee and discussion

11.30am Helping children become their best

How to communicate with children so they want to improve their behaviour. Effective ways for getting children to correct their mistakes without having to point them out. Typical obstacles to children's learning/progress and how to remove them. The principles and practicalities behind building children's self-esteem. *Exercise.* How to know what is realistic to expect of a child, and how to set realistic goals for them.

1.00pm Lunch (included)

2.00pm Achieving cooperation: at home and in the classroom

Preventing problems from arising. How to ask questions that make children think about their behaviour and motivate them to do the right thing. Difficult emotions: what are they and how to prevent them from escalating. Why conversations between adults & children often go wrong, and how to avoid this. The common causes of difficult behaviour and what to do about them. Anger management & relaxation skills.

3.00pm Tea/coffee and discussion

3.30pm Transferring new ideas and skills to parents

Helping all adults caring for children to feel appreciated in their role so that they are open to new skills and ideas. Connecting with hard-to-reach parents. Using stories, therapeutic language and metaphor to create positive and lasting change. Bringing it all together – how to use all the new ideas and skills in a typical case. *Exercise.*

4.30pm Day ends

COURSE DATES

- LONDON – MK04
Thurs 15th Sept 2011
- LONDON – MK05
Tues 21st Feb 2012
- BIRMINGHAM – MK06
Tues 1st May 2012
- LONDON – MK07
Tues 25th Sept 2012
- BRISTOL – MK08
Thurs 15th Nov 2012



Male and female: Making sense of the differences

Our brains are sexed just as surely as our bodies and the differences between the male and female brain are much greater than we used to think.

We cannot afford to continue ignoring how the sex of the brain influences all behaviour, including how we learn, relate to and care for others, and maintain mental health. Indeed, ignorance of the biologically influenced sex differences is damaging society. In education, for example, we harm both sexes with the gender-neutral curriculum, but especially the boys – they get the lowest grades, are diagnosed with the most behavioural disorders, make up 80% of school drop outs and perpetrate 94% of juvenile crime. Understanding brainsex differences is also vital to improving male/female relationships – the common cause of much emotional suffering. Anne Moir's course contains essential knowledge for us all.

What you gain from the day includes:

- Key new information about male and female differences in thinking styles, emotional responses, the senses and memory processing
- Greater effectiveness at preventing conflict and promoting co-operation between the sexes
- A deeper understanding of the different innate emotional needs of both sexes at all ages
- Insights that can really change lives and prevent the development of mental disorders
- Improved insight into your relationships.

THE PROGRAMME:

9.30am The astonishing new findings about sex differences

An up-to-the-minute survey of the latest scientific discoveries. How we acquire our sex differences in brain organisation, neurochemistry and hormones. How this natural process impacts on male and female behaviour. Why a working map of the brain-based sex differences in behaviour allows us to be more effective, both personally & professionally. Why our brainsex doesn't necessarily match our gender.

11.00am Tea/coffee and discussion

11.30am Brainsex in counselling and psychotherapy

We explore how and why men and women differ in their susceptibility to different emotional and mental disorders (filmed case histories illustrate key points). Meeting sex appropriate innate needs in therapy. How these new insights about sex differences can improve therapeutic outcomes (whatever the sex of the therapist!).

1.00pm Lunch (included)

2.00pm How 'brain-based' parenting & teaching benefits children & young people

Society is failing both sexes by its gender neutral policies. Boys and girls enter the classroom with different needs, abilities and goals. When we ignore these biologically-influenced differences in development and learning styles, we seriously harm the next generation. Fortunately there is much that can be done to tailor teaching methods to both the female and the male learning styles.

3.00pm Tea/coffee and discussion

3.30pm Improving relationships between the sexes

The most common cause of depression in women is relationship difficulties. Personal, social and work relationship problems are frequently caused by a lack of awareness of male/female differences. How understanding these differences can improve how we all relate to each other. This day will improve your ability to deal with difficult situations, be they professional/personal, between partners, or between parents and children.

4.30pm Day ends

COURSE DATES

- YORK – AF03
Tues 11th Oct 2011
- LONDON – AF04
Tues 6th Dec 2011
- LONDON – AF05
Wed 9th May 2012
- BRISTOL – AF06
Tues 3rd July 2012
- YORK – AF07
Wed 10th Oct 2012
- LONDON – AF08
Tues 4th Dec 2012

Consciousness and Attention: The science of spirituality

TWO-DAY
COURSE

A two-day experience for anyone who has ever wondered about how the Universe came into existence and what consciousness is. With Joe Griffin and Ivan Tyrrell.

The human mind has an innate need to find meaning, even in the most trivial happenings. On a day-to-day basis that search is mainly concerned with securing personal advantage, but many thoughtful people also want to understand the mysteries of existence, the greatest of which is said to be how consciousness arose and what happens to it when we die. The tutors have spent much of their adult life exploring this topic and you are invited to spend a weekend with them on a revolutionary course devoted to this most fundamental, cosmic yet intimate aspect of human life. As well as exploring spiritual insights from the wisdom traditions they will demonstrate how genuine mystical insights are compatible with scientific theory and show why, though any scientific theory can be right, it can yet leave out a vital piece of what we all perceive is important: our unique, subjective experience of consciousness.

How the course is structured:

The course is a blend of talks, discussion and exercises with breaks for networking and refreshment.

QUESTIONS TO BE ADDRESSED:

- What exactly is consciousness, what is it for, and why is it so vitally connected to spirituality?
- How does consciousness interact with matter ... and why should it do so anyway?
- Is consciousness an epiphenomenon or a fundamental property of the Universe?
- Where does it come from and did it arise with the origin of the Universe?
- The three main ways these questions are traditionally answered – and the limitations of all three approaches.
- Can we pin down where it is found in our brain?
- Consciousness and focused attention.
- Does it make sense to talk about our own unconscious as though it were a separate entity from ourselves?
- Bringing us to our senses: How is consciousness connected to perception?
- The different levels of consciousness.
- Why conscious beings can *devolve* as well as *evolve*.
- Why is the Universe so extraordinarily favorable to the evolution of life forms?
- Can our individual consciousness survive death, as many believe it can, and, if so, how?
- What is it about human consciousness and its potential that, as mystics claim, could make it essential to the survival of the Universe itself?
- What is time?
- Avoiding mumbo jumbo: Why it is important for us to reach for an understanding to these questions in a way that does not insult our intelligence or impoverish our humanity by producing cult-like behaviour.

COURSE DATES

BRISTOL – SP03
Sat 8th & Sun 9th Oct 2011
LONDON/SUNNINGDALE – SP04
Sat 21st & Sun 22nd Jan 2012
LONDON/SUNNINGDALE – SP05
Sat 16th & Sun 17th June 2012
LONDON/SUNNINGDALE – SP06
Sat 10th & Sun 11th Nov 2012

NB. Each day will start at 9.30am and finish at 4.30pm (lunch included)

How to Manage Physical Pain and Accelerate Healing

Persistent pain is endemic in our society. It causes tremendous suffering and often proves incapacitating.

In his much-needed workshop, Dr Grahame Brown, a leading musculoskeletal medicine consultant, shows how we can reduce this suffering by using psychological methods to control pain and speed up healing.

A key event if you work with people suffering from pain at any stage (from recent onset, recurrent to persistent). You will learn a wide variety of techniques, which can easily be integrated into your work, to help relieve pain and promote recovery – often in just one session. No prior medical knowledge is needed to enjoy and learn from the day.

What you gain from the day includes:

- The confidence and skills to help patients suffering from persistent pain of whatever cause, and no need to feel 'heart-sink' with some patients
- How to identify risk factors and reduce the risk of chronic pain developing – prevention is better than cure
- An understanding of the value of pain displacement and how to use the brain's 'reality simulator'
- How to use guided imagery, relaxation and distraction
- How to produce significant relief by changing the way patients think about their pain – in minutes
- How healthcare professionals can make their consultations more therapeutic
- How to avoid labelling patients' pain as 'purely psychological'.

THE PROGRAMME:

9.30am Pain assessment and current treatments

Health professionals can feel powerless in the face of conditions that can't be explained (at least from the bio-medical model), don't respond, or only partially respond, to medical treatments. The majority of patients suffering from persistent pain often find that medical treatments are ineffective or only partially effective, or that they cannot take the full dose of pain killers due to their severe side effects. We look at: the scale of the problem; current knowledge of pain processing in the mind/body system; the risk factors that increase vulnerability; what exacerbates a pain problem and what influences it to persist and become chronic (for example, thinking styles, behaviour of health professionals and the individual); and what is common in those suffering from 'medically unexplainable' symptoms?

11.00am Tea/coffee and discussion

11.30am The 'human givens' in relation to pain

The therapeutic approaches that work. How to assess a patient/client with a pain problem – the key questions to ask – and then make a difference quickly using the RIGAAR framework and human givens principles.

1.00pm Lunch (included)

2.00pm Case history

We watch and analyse a FILM of a patient with a persistent pain problem that reveals many of the common problems such people experience and demonstrates powerful techniques used by the therapist to make a difference. We examine these techniques and how they can be used.

3.00pm Tea/coffee and discussion

3.30pm Putting it all together

How to teach simple techniques to patients to reduce their discomfort. Stories and metaphors that help to understand pain and accelerate healing. Integrating the human givens organising ideas, and skills learned, with both bio-medical and complementary treatments in any setting. Case histories are used throughout the day and there will be plenty of opportunities for questions and any contributions you may wish to make.

4.30pm Day ends

COURSE DATES

LONDON – PN01
Thurs 2nd Feb 2012
MANCHESTER – PN02
Tues 19th June 2012
BRISTOL – PN03
Thurs 20th Sept 2012
LONDON – PN04
Thurs 6th Dec 2012





Working Effectively with Troubled and Troublesome Teenagers

A lively day that will clarify for you what healthy teenage development looks like, why things can go wrong and how to help young people overcome obstacles and begin to develop lives that work. This is an intensive and varied programme that focuses on gaining skills.

Tutor, Richard Brook, brings a practical and humorous approach to the bewildering array of models currently directed at front-line workers. By working with the 'givens' of human nature, and ensuring that knowledge of how people really function is applied intelligently to teenagers, he shows how you can speed up progress and bring them real benefits. You will find yourself more empowered to respond effectively to each individual's needs, temperament and learning style whilst avoiding the emotional pitfalls of working in stressful situations.

What you gain from the day includes:

- Increased confidence you need to deliver effective interventions to young people, both individually and in groups
- An expanded repertoire of skills and a refined understanding of what works and, most importantly, why
- A clear and logical foundation upon which to structure creative and effective interventions
- A range of simple, proven techniques for engaging young people, building rapport and promoting behavioural changes, and the opportunity to try them out.

THE PROGRAMME:

9.30am What's the trouble?

Hormones, brain cells, trauma, temperament and the modern world: the factors that help or hinder healthy adolescent development. The, sometimes surprising, benefits to young people of indulging in risky, unhealthy and anti-social behaviour. How the principles of the human givens approach can help us to make sense of problematic behaviour. We look at research that puts teenage troubles in context and challenges common perceptions of the state of adolescence.

11.00am Tea/coffee and discussion

11.30am How to communicate with teenagers

Tackling the tricky problem of building rapport with uncommunicative adolescents. How to get the most out of standardised assessment models by sifting for relevant information. Ways of motivating young people to set realistic and achievable goals. We practise some important communication techniques and learn how to search for a young person's strengths using a light-hearted case study. *Exercise.*

1.00pm Lunch (included)

2.00pm Practical problem solving

Building on young people's strengths – demonstration of a valuable group exercise on problem solving. How to focus a young person's attention on their attributes rather than their problems. How to prepare a structured intervention for an individual or group using human givens principles. Generating creative activities. *Exercise.*

3.00pm Tea/coffee and discussion

3.30pm How to help them create a life that works well

How to project your work with young people into their everyday lives. Using stories and metaphors to engage their imagination. How to harness the mental rehearsal techniques of sports stars and performers to help young people change patterns of behaviour and achieve their goals. Four vital guiding principles that ensure your work is effective.

4.30pm Day ends

COURSE DATES

LONDON – BR04
Tues 13th Sept 2011

LONDON – BR05
Wed 22nd Feb 2012

BIRMINGHAM – BR06
Wed 2nd May 2012

BRISTOL – BR07
Wed 13th June 2012

LONDON – BR08
Wed 26th Sept 2012



Working Therapeutically with Couples ... a practical guide

Every relationship has its ups and downs, but sometimes these become too difficult for a couple to manage on their own. Relationship counsellor Ruth Hazelton's practical workshop looks at the most effective ways to help, and build rapport with couples in conflicted relationships.

It explores: the hidden processes at work within relationships; the sex differences in processing emotions; non-blame talking styles; and how the way each person's emotional needs were met in their early years might explain why they are thinking and reacting as they are. (For example, how intelligently and sensitively our parents express their love for us can have a huge long-term impact.) This learning about past conditioning, including psychological traumas, can reveal vital clues about why the presenting problems arose. It also illustrates how successful relationships – in couples and families – always involve people facilitating one another to get their innate physical and emotional needs met.

What you gain from the day includes:

- Skills to help you to build rapport with two emotionally-aroused people
- Ways to help them begin to co-operate
- An understanding of how the way children are loved (or not) affects their adult relationships
- How to teach non-blaming communication skills and explain the differences in male and female behaviour.

THE PROGRAMME:

9.30am Who are these people?

Getting to know your clients. How to build rapport quickly by giving equal support to both of them from the start. How to encourage both of them to engage with the therapeutic process. Various tips and techniques that help you to stay balanced and empathic whilst calming the emotional arousal in the room and staying in charge of the process.

11.00am Tea/coffee and discussion

11.30am What brought this couple together?

The conscious and unconscious processes at work when relationships form: a brief look at some of the theories behind couple dynamics. How an understanding of your clients' family histories can bring to light unconscious expectations and anxieties formed in childhood that may be causing problems in this adult relationship. How to then help the couple understand any such potential causes of their current relationship difficulties – for instance how, by following certain familiar conditioning patterns, they may be locked into a destructive cycle that they need to step out of.

1.00pm Lunch (included)

2.00pm The common problems couples present with

The most common relationship problems: trust and jealousy (especially after an affair); the stress faced by working parents; boredom; lack of communication; loss of desire for sex etc., and the many useful ways therapists can help resolve them. The basic biological differences in the way men and women think about, and perceive, emotional and practical problems. How explaining these can improve understanding between the sexes. How to teach couples to: talk to each other in a non-blaming way; listen actively; and learn to understand and accept their partner's feelings.

3.00pm Tea/coffee and discussion

3.30pm Making changes that last

How to keep couples motivated: Getting across the importance of evaluating individual emotional needs, as well as the needs of the relationship and the wider family. When the needs of all involved are being met as well as possible then most problems evaporate. Life always puts obstacles in the way so we help couples to manage setbacks successfully by using humour, compromise, tolerance and acceptance. (4.30pm Day ends)

COURSE DATES

YORK – HC03
Wed 12th Oct 2011

LONDON – HC04
Wed 7th Dec 2011

BRISTOL – HC05
Wed 21st March 2012

LONDON – HC06
Thurs 10th May 2012

YORK – HC07
Thurs 11th Oct 2012

LONDON – HC08
Wed 5th Dec 2012

The Human Givens Diploma (HG. Dip)

THIS much-praised course is designed for anyone in the counselling, psychotherapy, psychiatric and medical professions who wishes to be more effective when treating depression, anxiety disorders (including PTSD, OCD and phobias), anger, addictions, self-harming, eating disorders, psychosis, relationship problems and chronic pain. However, because it deals with fundamental issues that affect us all, people from a wide range of other professions – such as social work, education and HR – also find it hugely beneficial.

Students learn powerful brief psychological interventions that are consistently effective and based on a sound, scientific body of knowledge about psychology and mind/body functioning. This knowledge, and the skills that go with it, are easily transferable to other fields (such as parenting, teaching, coaching and back-to-work programmes) and bring about considerable benefits.



Q: Why is this qualification different?

A: Large numbers of counselling and psychotherapy training courses, even at degree level, fail to give people enough information and skills to be really effective. This lets down the increasing numbers seeking help for psychological distress, sometimes harms people (for example, some approaches unintentionally make depression worse) and waste time and money. This diploma course was created to provide that missing knowledge and teach the necessary skills so people can be genuinely more effective at helping others. It is a scientifically sound, skills-based qualification.

"The best learning experience I have ever had – the two weeks of the HG Diploma course deepened and developed my understanding and appreciation of these profound concepts."

ADAM LAKE (GP)

Q: To help people, what should I be able to do?

A: You need to know how to quickly set about treating depression, anger and anxiety disorders, addiction, compulsive behaviours, trauma, sexual and relationship problems. The checklist alongside outlines what a member of the public seeking help should expect from any form of counselling or psychotherapeutic intervention. It can also help counsellors and other health professionals assess whether they need more training to deal with serious emotional distress (by simply asking themselves how confident they feel about doing everything on the list).



An effective psychotherapist or counsellor should...

- know how to build rapport quickly with distressed people
- understand the cycle of depression and how to lift it
- help immediately with anxiety problems, such as panic attacks, trauma (PTSD), phobias or other fear related symptoms
- be able to help with all kinds of addiction
- be prepared to give advice if needed or asked for
- know how to get relevant, good-quality information from their clients
- not use jargon or 'psychobabble' or tell people that psychotherapy is likely to be 'painful'
- be supportive when difficult feelings emerge, but not encourage people to get emotional beyond the normal need to 'let go' of any bottled-up feelings
- not dwell unduly on the past
- assist clients to develop social skills so that their need for affection, friendship, pleasure, intimacy and connection to the wider community can be better fulfilled
- help clients to draw on their own life resources (which are usually greater than they think)
- be considerate of the effects of psychotherapy on the people close to their clients – family, friends, colleagues etc.
- know how to help clients to unwind and relax deeply
- know how to relieve physical pain symptoms
- help clients think about their problems in new and more empowering ways
- be prepared to set tasks between sessions when appropriate
- take as few sessions as possible
- increase their clients' self-confidence and independence and make sure they feel better after every consultation.

Q: What are the 'human givens'?

A: The human givens are Nature's endowment to our species: the genetic knowledge that drives each of us to create a life that works well. The effect of this knowledge is that we continually experience needs: physical and emotional. Our physical needs are obvious enough, food, water, air etc, but our innate emotional needs are equally important forms of nutrition because, when they are not met in balance, we become seriously distressed and even mentally ill. They include: the need for security, attention, autonomy and control, emotional connection to others (love, intimacy, friendship), status and connection to the wider community, to achieve competence and be stretched in such a way that our life is meaningful. Nature also gives us the resources to help us meet these needs, for example, memory, imagination and problem-solving abilities. It is these innate needs and resources that together make up the human givens. To be effective as psychotherapists, clinicians or teachers we have to work in alignment with them, because it is the human givens that make us who we are.

"It doesn't feel like a course to train for 'work'. It's a blueprint for life, absolutely fascinating. HG has changed my life, given direction to my work and improved my effectiveness."

DAWN SWAN (Counsellor & Community Nutritionist)

Q: What is a human givens therapist?

A: Human givens therapists work from the most up-to-date and effective, solution-focused understanding of how best to help distressed people. Their underlying strategy is to identify which innate emotional needs are not being met well in a client's life, and why – because this is always the root cause of distress. They then help the client to remove the psychological or environmental obstacles that are preventing them from meeting their needs (trauma, conditioning, compulsions, addictions etc.) using interventions that have been proven

effective time and again. The approach developed from a solid knowledge base of what is known about human behaviour, neurobiology and psychology – the mind/body link – and feedback from outcome research.

Q: Who is this course suitable for?

A: The Human Givens Diploma has run for twelve years. It is primarily aimed at anyone already working in a therapeutic or educational capacity that wishes to improve their skill level, deepen their understanding of human behaviour and learn why people are so vulnerable to mental illness. However, many others wishing to draw on human givens, in business coaching, management or to make a career change, have



completed the course. You should be a good 'people person', have an advanced level of education and be prepared to engage fully in the teaching process.

Q: Must I have personal counselling or psychotherapy myself to do this course?

A: No. One of the many myths that grew up in the field is that practitioners need to undergo many hours of psychotherapy themselves. Practitioners who have personal therapy as part of their training are not more effective than those who don't, so this is not a requirement. People only need therapy when their lives aren't working. Just as we only need to take medicine when we are ill – and then in the right quantity, and at the right time, from someone who really understands our condition. What you need to become a therapist is intelligence, aptitude, spare capacity and life experience.



"The Human Givens approach really needs to be brought to the attention of schools and other services – and adopted by them!"

ELSIE YOUNG
(Teacher and Manager of Education Services)

Diploma dates 2011 – 2012

- **LONDON (HG62):** 24th – 28th October & 28th November – 2nd December 2011
- **YORK (HG63):** 20th – 24th February & 26th – 30th March 2012
- **LONDON (HG65):** 22nd – 26th October & 26th – 30th November 2012

Due to demand, additional dates may be added, please visit the website for updates. For information about costs and how to apply, see opposite.

More information online

For more detailed information about the diploma course and what it covers, including student feedback, visit:

www.humangivenscollege.com/diploma

Your route to gaining the Human Givens Diploma

Part I

Attendance at the following specified diploma-linked training days

- HG Foundation Course 1: Effective Counselling
- HG Foundation Course 2: Effective brief psychotherapy
- Understanding the Cycle of Depression
- How to Lift Depression
- From Stress to Psychosis
- How to Tell Stories that Heal
- Addiction: Understanding how to stop addictive behaviour
- Brief Therapy Skills for Stopping Addictions
- Effective Anger Management
- Understanding Anxiety and Managing it without Drugs
- Brief Psychotherapy: Effective strategies and language skills (2 days)
- Guided Imagery and Visualisation for Therapeutic Change
- The Fast Trauma and Phobia Cure (2 days)
- Plus three other courses of your choice

Plus continuing home study (inc. reading list) and work practice

Flexible, part-time course

You can work your way through the Human Givens Diploma at a pace that suits you. We recommend that students attend at least one designated training day before applying, but that you book your place on the two-week course as soon as possible as these places are limited and fill up quickly.

Anyone who has successfully passed Part III of the Human Givens Diploma can be accredited to practice as a

fully-qualified human givens therapist by fulfilling the requirements of Registered Membership of the Human Givens Institute (for more information visit: www.hgi.org.uk).

In order to aid existing Diploma students to understand their study path, please visit: www.humangivenscollege.com/diploma and click on the 'accredited prior learning' link.

Part II

Two Weeks' Intensive Training

including live therapy demonstrations by the tutors, skills development and student practice sessions, and a 2 hour examination.

(See www.humangivenscollege.com/diploma and click on 'subjects and skills' for more detail about what is covered during this two-week course.)

Human Givens Diploma (HG.Dip.)

Part III

Practitioner Assessment from submission of therapy session DVDs and case notes.

PLUS 3 hours of supervision with an HGI-accredited HG Supervisor

HG Practitioner Diploma (HG.Dip.P.)

Prices and how to book – one- and two-day courses

Booking is easy – whether online, by phone, fax or post

If you book using our booking form, please fill in the appropriate event code, date and venue of the event(s) you are booking. If your organisation requires an invoice for your place(s), please send an official purchase order or letter of authorisation with your completed booking form. If you have any queries, please phone the Human Givens College office on 0044 (0)1323 811690 – our friendly booking team will do all they can to help you.

Please read the information below carefully before booking on to your chosen event(s).

GENERAL INFORMATION

Confirmation:

Once we have received your booking and payment, we will send you a confirmation letter confirming your place, along with directions for how to find the event venue – please therefore bring these with you on the day.

Certificates of attendance:

Certificates are issued to participants who attend the entire one- or two-days' training and complete the event's evaluation form.

Group registration:

If more than one of you wishes to attend a course, or you would like to book more events than there is room for on the booking form, please use an additional form or photocopy the original. We must have one form per person and all group bookings must come in a single envelope. Alternatively, please call our office on 0044 (0)1323 811690 to book over the phone.

To change dates or delegate names:

We are happy to change the name of the delegate who is to attend a course upon notification. We will also change the dates/venue of your booking (provided the newly preferred date/location has availability), but in order to avoid an administration charge, you must give us a minimum of seven days' notice prior to the date of the initial event you had booked.

Cancellations:

We guarantee a credit for an event which has to be cancelled by the delegate due to unforeseen circumstances, minus an admin fee of £35.00 for a one-day course and £50.00 for a two-day course, if notice is received 7 days prior to the course date.

In the unlikely circumstances of any course being interrupted as the result of a natural or unforeseen disaster, or illness of the tutor, it will be rescheduled. If you are unable to attend on the rescheduled date, you will be given a full credit for a future event. We reserve the right to change tutors if necessary.

COURSE FEES

One-day courses

Our one-day courses cost £160 + vat* (£192) per person (£175 per person for Dublin courses), payable in advance. The fee includes tuition, accompanying course notes, refreshments, a light lunch and your attendance certificate. (A block-booking discount is available if you are booking five or more events at one time, see right.)

Two-day courses

Our two-day courses with one tutor cost £320 + vat* (£384) per person (£350 per person for Dublin courses), payable in advance; those

with two tutors, cost £390 + vat* (£468) per person, payable in advance. The fee includes tuition, accompanying course notes, refreshments, a light lunch and your attendance certificate. (A block-booking discount is available if you are booking five or more events at one time, see below.)

Block-booking Discount

We offer a 10% discount on our prices if you book any five events at the same time. For more information, see our website: www.humangivenscollege.com

HOW TO BOOK

Online: One of the easiest and quickest ways to secure a place at an event is to book online at: www.humangivenscollege.com. Simply choose a course and add it to your 'basket'. You can pay by credit/debit card or via a PayPal account.



By telephone: If you would prefer to speak to a member of our team to book, call **01323 811690** with your credit/debit payment details.

By invoice: Organisations may be invoiced on application.

By post: Complete the booking form and send it, together with your *cheque, made payable to Human Givens College*, (or official purchase order or credit/debit card details) to:

Human Givens College, Chalvington, East Sussex, BN27 3TD, UK

By fax: Fax your completed booking form and official purchase order (if requiring an invoice) to us on 01323 811486.

*VAT is 20% at time of print

Diploma course – how to apply

Part I of the Human Givens College Diploma course consists of attendance at eighteen Human Givens College training days made up of fourteen one-day courses and two two-day courses – see the diagram opposite. (Fifteen of the training days are predetermined. Simply choose three training days from the remaining titles to make up the required number.) You may find, therefore, if you have attended some of our training already, that you are well on the way to completing Part I.

Before attending the two-week course which makes up Part II, you will need to have completed a minimum of 12 of the designated training days (this is to ensure you get the most out of your two weeks). To qualify for full accreditation as a human givens therapist by this route, you must complete Part I within eighteen months of finishing Part II and then pass Part III (the HG Practitioner's Diploma).

To apply for a place on **Part II** of the course,

you need to complete an application form and send this to us with the required registration fee of £250 + vat (£300). This fee (which is non-transferable and non-refundable) is then deducted from the total course fee due. We recommend that you attend one designated training day before applying.

To obtain an application form, you can download a pdf from our website at www.humangivenscollege.com/diploma and click on the 'How to apply' link, or call the College office on 01323 811690. Please either fax it to us on 01323 811486, or post it to us at: **Human Givens College, Chalvington, East Sussex BN27 3TD**. When assessing applications, academic qualifications are not the only criteria we look for – aptitude, intelligence and the spare mental capacity needed to digest what is taught, along with the ability to apply it in creative and practical ways, are also important.

Fees: The full fee for the **Part II** is £2,875 + vat (£3,450). This includes the comprehensive course manual, refreshments and a light lunch each day. As soon as your place is allocated we will send you confirmation details. An invoice for the balance of the course fee will be sent separately – the full fee for Part II must be paid at least one month before it begins.

After completing Part II of the HG Diploma course, you can obtain an HG Practitioner's Diploma (known as **Part III**) by undergoing an assessment based on demonstration of your clinical skills with a real patient/s. The fee for this is £175 + vat (£210). This can be taken at any time from the end of the diploma course to two years after completing it. Having passed Part III, you will be a fully-qualified human givens practitioner and eligible for Registered Membership of the Human Givens Institute (see: www.hgi.org.uk for further information.)

Booking Form

ONE-DAY & TWO-DAY COURSES



HUMAN GIVENS COLLEGE

psychology • psychotherapy • education

Please complete all details clearly using BLOCK CAPITALS. If you are booking for more than one person, please complete a form for each member of your group.

CODE	DATE	TITLE	VENUE	AMOUNT
TOTAL AMOUNT:				

Prices:	
One-day course:	£192 per person (£160 + vat*) (£175 per person for Dublin Courses)
Two-day course (one tutor):	£384 per person (£320 + vat*) (£350 per person for Dublin Courses)
Two-day course (two tutors):	£468 per person (£390 + vat*)
	– Block-booking: £172.80 per person (£144 + vat*) (£157.50 per person for Dublin Courses)
	– Block-booking: £345.60 per person (£288 + vat*) (£315 per person for Dublin Courses)
	– Block-booking: £421.20 per person (£351 + vat*)

**VAT is 20% at time of print*

Title: _____ First name: _____ Last name: _____

Address for confirmation: _____

_____ Post Code: _____

Daytime Tel. no: _____ Mobile no: _____

Email: _____ Profession: _____

I enclose payment for the **Total Amount:** = £ _____ *(Please make cheques payable to: the 'Human Givens College')*

Debit / Credit card payments:

I authorise you to debit my card with £ _____

My card number is: _____

Expiry date: _____ Issue No. _____ Security No. _____
(last three digits on the reverse of the card)

Cardholder's address (as on your statement): _____

_____ Post Code: _____

Name on card: _____ Signature: _____

Please send or fax your completed form with your payment or official invoice request to:
Human Givens College, Chalvington, East Sussex, BN27 3TD. Tel: 01323 811690 Fax: 01323 811486

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