

INSTITUTE OF INTERPERSONAL HYPNOTHERAPY



STUDENT HANDBOOK

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TABLE OF CONTENTS

Introduction	3
Our Mission and Purpose.....	4
School Values	4
Code of Conduct	5
Student’s Responsibilities	5
Rules and Regulations	6
Academic Integrity	6
Drugs, Alcohol, Weapons, and Inappropriate Behavior/Conduct – Dismissal Policy.....	7
Grievance Policy	7
Title IX	8
ADA	8
Safety in Private Spaces	9
Etiquette and Civility Online/Netiquette	10
Concluding Words.....	11

Introduction

Welcome to the Institute of Interpersonal Hypnotherapy. This Student Handbook serves as your guide to navigating our school's policies and procedures. It's essential that you familiarize yourself with this document to ensure success in your studies and interpersonal interactions with faculty and fellow students.

Our Handbook is designed to offer students comprehensive insight into their academic journey, outlining privileges, rights, responsibilities, and procedural guidelines. At the Institute of Interpersonal Hypnotherapy, we uphold specific standards to define behavioral expectations, and this handbook acts as a roadmap for navigating a successful academic career.

By agreeing to adhere to the standards, regulations, and policies outlined in this Handbook and the School Catalog, students ensure a harmonious learning environment. The Handbook covers a range of topics, including school rules and regulations, academic policies, and student services.

Occasionally, mid-year reviews may lead to updates in standards, regulations, and policies. These changes are communicated through official channels, such as student emails, and students are expected to adhere to the updated policies and procedures upon publication. Additional information can be found in the IIH School Catalog.

Should you have any questions about this Handbook, please don't hesitate to reach out to an instructor or school administrator. We trust that you'll find this handbook to be a valuable resource as you embark on your journey toward becoming a hypnotherapist. We're thrilled to witness your growth and success in your career.

Sincerely,

A handwritten signature in black ink that reads "Matthew Brownstein". The signature is written in a cursive, flowing style.

Matthew J. Brownstein
Executive Director, Institute of Interpersonal Hypnotherapy

Our Mission and Purpose

The Institute of Interpersonal Hypnotherapy® is dedicated to cultivating a new generation of highly skilled and ethical hypnotherapists. Our mission is to empower students to become Certified Hypnotherapists, Certified Clinical Hypnotherapists, and Certified Transpersonal Hypnotherapists through the esteemed International Association of Interpersonal Hypnotherapists. We achieve this by providing top-tier education in the field of Hypnotherapy, ensuring that our graduates emerge as professional, ethical, and exceptionally well-trained practitioners.

At the Institute of Interpersonal Hypnotherapy, we uphold the highest standards of education in hypnotherapy and its related modalities. Our educational objective is to not only equip students with the knowledge and skills necessary for a successful hypnotherapy practice but also to inspire and guide them on their journey toward personal and professional growth. We believe in nurturing the whole individual, fostering personal development alongside professional competence.

Through our comprehensive curriculum, expert faculty, and supportive learning environment, we prepare students to excel in the field of hypnotherapy and make a meaningful difference in the lives of others. By prioritizing both academic excellence and personal growth, we aim to empower our graduates to embark on fulfilling careers dedicated to serving others and promoting positive change in the world.

School Values

At IIH, our core values serve as the compass guiding our actions and decisions. These principles not only shape our operations but also foster a positive and supportive learning environment for our students while ensuring a meaningful impact on the world. Our values include:

Integrity: We uphold honesty, trustworthiness, and credibility in all our endeavors, fostering an environment built on integrity.

Satisfaction: We are dedicated to the satisfaction of our students and employees, honoring our commitments with warmth, gratitude, and a sense of belonging.

Professionalism: Committed to excellence, we maintain high ethical standards and embrace diversity, adhering to industry best practices to set a benchmark for professionalism.

Ownership: We promote autonomy and accountability, fostering a collaborative environment where each team member is empowered to take ownership of their responsibilities, fostering self-motivation, dedication, and reliability.

Open Communication: Embracing diverse perspectives, we encourage open dialogue and the sharing of views and opinions, creating a culture of mutual respect and sensitivity where learning and growth flourish.

Diversity and Inclusion: We are passionately committed to making our training accessible to everyone, regardless of background or circumstance, fostering a caring and supportive environment where diversity is celebrated, and inclusion is prioritized.

Compassionate Service: Driven by a sense of social responsibility and environmental sustainability, we strive to serve all sentient beings with compassion and empathy, embodying ecologically sound business practices and philanthropic efforts that reinvest in our community for the betterment of all.

Code of Conduct

Adhering to community standards is a fundamental requirement for all students considering enrollment at IIH. The Code of Conduct serves as a guide to communicate these standards and expectations clearly, while also establishing defined procedures for addressing any violations that may occur. The Institute of Interpersonal Hypnotherapy aligns itself with the regulations outlined in BOG Regulation 6.0105 and Florida Statute 1004.097, as amended, as integral components of our commitment to maintaining a respectful and ethical learning environment.

Student's Responsibilities

Students are expected to adhere to all federal and state laws, as well as relevant county and municipal ordinances, along with the rules, regulations, and written policies outlined in the Catalog and Handbook. Additionally, students have specific rights and responsibilities, including:

- Promptly furnishing any information requested by the Institute.
- Keeping the Institute informed of any changes in personal details such as name, address, marital status, financial situation, or student status.
- Notifying the Institute in the event of withdrawal from school or the desire to request a leave of absence.

Rules and Regulations

The Institute of Interpersonal Hypnotherapy endeavors to cultivate a dynamic and challenging educational atmosphere where a diverse student body, with varying interests, values, and abilities, can engage, learn, and evolve. This environment is guided by principles of mutual understanding, trust, respect, and consideration for the well-being and dignity of oneself and others. We uphold the responsible exercise of personal and academic freedom and stress individual accountability for one's words and actions.

In pursuit of these principles, students are expected to:

- Adhere to all public laws, rules, regulations, and ordinances, as well as the institute's rules and policies.
- Exercise personal and academic freedom in a manner that demonstrates responsibility.
- Promote a collective commitment to uphold personal and academic integrity and Institute community standards.
- Embrace and uphold the values of the Institute.
- Engage in dialogue as a constructive means of addressing challenging situations or instances where the Institute's community standards are violated.

Academic Integrity

Academic integrity serves as the cornerstone of ethical conduct expected from all students at the Institute of Interpersonal Hypnotherapy. It is not only vital to the success of our program but also integral to the genuine learning experience of our students. Academic integrity encompasses a range of behaviors, including but not limited to:

- **Unauthorized Assistance:** Engaging in or attempting to utilize unauthorized materials, information, or study aids during any academic exercise, unless explicitly permitted by the instructor. Possession of examination or course-related materials without authorization also constitutes cheating.
- **Communication of Unearned Material:** Presenting material in examinations, assignments, or projects that has not been studied or learned independently, but rather acquired through the efforts of others.
- **Commercial Use of Academic Material:** Selling course materials to others or uploading them to third-party vendors without proper authorization from the university and instructor. These materials encompass class notes, instructor presentations, syllabi, tests, quizzes, labs, study guides, and more.
- **Falsification or Misrepresentation of Academic Work:** Presenting academic work as one's own when it has been falsified or misrepresented.
- **Plagiarism:** Using or appropriating another person's work without acknowledging the source, misleadingly implying it as one's own.

- Multiple Submissions: Submitting the same academic work for credit on more than one occasion without explicit written permission from the instructor.
- Facilitating Academic Misconduct: Aiding or abetting others in violating academic integrity standards.

Maintaining academic integrity upholds the values of honesty, fairness, and respect within our academic community, fostering an environment conducive to genuine learning and growth.

Drugs, Alcohol, Weapons, and Inappropriate Behavior/Conduct – Dismissal Policy

At the discretion of the School Director, a student may be dismissed from school for an intoxicated or drugged appearing state of behavior; possession of illegal substances, alcohol, or weapons on school premises; behavior creating a safety hazard to other persons at school; or disrespectful behavior to those at school, as determined by the School Director; or any other reason stated or determined inappropriate action or behavior by a student of The Institute of Interpersonal Hypnotherapy, by the School Director.

Grievance Policy

The school is committed to providing a sound and positive educational environment. Understanding that there may be times when students want to express concerns or feel the need to file an official grievance, the school has adopted the following procedure:

1. File the grievance in writing by email where receipt must be acknowledged by the School Director outlining the allegation or nature of the grievance to support@instituteofhypnotherapy.com.
2. Within 10 days of receipt of grievance, a school representative will meet with the student.
3. If the problem is not resolved through discussion, the student will be referred to the school's grievance committee.
4. The school's grievance committee will meet within 21 calendar days of receipt of the grievance and review allegations. The student must bring a copy of the written record of the prior meeting with the school representative.
5. If more information is needed, a letter will be written outlining the additional information requested.
6. If no other information is needed, the grievance committee will act on the allegations and a letter will be sent to the student within 15 calendar days stating the steps taken to resolve the concern or information showing that the allegations were not warranted or based on fact.

Students who feel their grievance is unresolved may refer their grievance to the following address: Commission for Independent Education, Florida Department of Education, 325 W.

Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, (850) 245-3200, or toll free (888) 224-6684.

Title IX

Title IX (1972) is a federal (national) law that serves as a powerful tool for combating campus violence. The law requires colleges receiving federal funding to combat gender-based violence and harassment and respond to survivors' needs in order to ensure that all students have equal access to education.

Any sexual violence or physical abuse, as defined by Florida law, whether committed by an employee, student, or member of the public, occurring on college-owned or controlled property, at college-sponsored or supervised functions, or related to or arising from college attendance or activity is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal and/or civil prosecution and employee or student discipline procedures.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Provisions of this Code shall be construed in order to enhance the mission of the Institute.

Specific Authority: Article IX, Section 7 (b) and (c), Constitution of the State of Florida; Regulation Development Process established by the Florida Board of Governors; Resolutions of the Florida Board of Governors adopted January 7, 2003, and July 21, 2005; Sections 1001.74(4), (10)(e), 1006.60, Florida Statutes.

History: Originally adopted 1-28-04 as Rule 6C11-6.001, Florida Administrative Code, Revised November 15, 2007. Revised 7-30-0; 5-15-10; 11-4-11. Revised and renumbered 3-7-201. Revised 6-11-16.

ADA

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, Florida Polytechnic University seeks to provide reasonable accommodations to students with a documented disability. The goal is that those

individuals with disabilities can participate in the programs that are offered in the same way as non-disabled students. Accommodations must not pose an undue burden and must still meet the essential learning elements of the course. Students with disabilities are expected to perform at the same level as other students once they are provided with appropriate accommodations.

Safety in Private Spaces

The Institute of Interpersonal Hypnotherapy honors the rights of all persons to express their sexuality and gender in a way that is harmonious and true for themselves. We honor that not everyone identifies as male or female, and we honor such titles as non-binary, transexual, and transgender. However, as per Florida Law, we are obligated to provide a policy on “Safe Spaces” and do so here, with tremendous respect to every person’s right to be themselves and to feel safe within their own skin. We are an inclusive organization that honors who you are and one that also honors the respective laws of the State in which we conduct business.

As per The Safety in Private Spaces Act (FL SB1674, 553.865 - Private spaces.), females and males are provided restrooms for their exclusive use, respective to their sex, in order to maintain public safety, decency, decorum, and privacy. Students, faculty, and administrative personnel are required to use the restroom that corresponds to their biological sex at birth.

As per subsection (6) of 553.865, a person may only enter a restroom designated for the opposite sex under the following circumstances:

- (a) To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person as defined in s. 825.101, or a person with a disability as defined in s. 760.22 or a developmental disability as defined in s. 393.063;
- (b) For law enforcement or governmental regulatory purposes;
- (c) For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;
- (d) For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
- (e) If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

Any student who wilfully enters, for a purpose other than those listed in subsection (6), a restroom designated for the opposite sex on the premises of the educational institution and refuses to depart when asked to do so by any administrative personnel, faculty member, security personnel, or law enforcement personnel will be considered to be demonstrating “inappropriate behavior” and placed on probation as per the Probation policy in this catalog. A second offense may result in dismissal at the discretion of the School Director.

Any faculty or administrative personnel who wilfully enters, for a purpose other than those listed in subsection (6), a restroom designated for the opposite sex on the premises of the educational institution and refuses to depart when asked to do so by any administrative personnel, faculty member, security personnel, or law enforcement personnel will be subject to the disciplinary procedures listed in the Employee Handbook.

Etiquette and Civility Online/Netiquette

Netiquette serves as a guiding code of conduct for online communication, a crucial aspect of IIH's predominantly online operations. Adhering to netiquette ensures that online participation, whether through email, peer discussions, or other mediums, remains both productive and respectful. The overarching goal of netiquette is to enhance online communication by fostering politeness, respect, compassion, and productivity.

Incorporating the principles of netiquette, we outline the following guidelines:

- **Beginner's Mind:** Embrace each online interaction with an open and curious mindset, welcoming new perspectives, and insights. Respectfully engage with differing viewpoints while maintaining an attitude of kindness and understanding.
- **Respect:** Approach discussions with a genuine desire for truth and understanding, prioritizing compassion and empathy for yourself and your peers. Uphold confidentiality and respect boundaries to create a safe and supportive learning environment. Any behavior outside the realm of respect, such as bullying or stalking, will not be tolerated and may result in dismissal from the institution.
- **Experience:** Take ownership of your learning journey and hypnotic experiences, recognizing your role as a co-creator of your reality.
- **Engage:** Participate actively in discussions, sharing your wisdom and insights while remaining mindful of the instructor's guidance and the overall curriculum. Report any technical glitches promptly to ensure a smooth learning experience for all.
- **Support:** Extend a helping hand to your peers, especially those who may be less familiar with online learning platforms. Show compassion and support to foster a collaborative and inclusive learning community.
- **Written Communication:** Maintain professionalism in your written communication, refraining from the use of emoticons, excessive capitalization, or language that could be construed as offensive. Constructive criticism is encouraged, but tantrums, profanity, or derogatory remarks are not tolerated.
- **Respect Diversity:** Embrace the rich diversity of our world, refraining from language or behaviors that may be offensive or discriminatory. Racist, sexist, or derogatory remarks are unacceptable, as are comments directed at religious beliefs, disabilities, or age.
- **Constructive Criticism:** Offer feedback in a constructive and well-articulated manner, avoiding personal attacks or rants. Profanity and disrespectful language have no place in academic discourse.

- **Intent vs. Impact:** Consider both your intentions and the potential impact of your words or actions. Be mindful of how your communication may be perceived by others, striving to align your intentions with positive outcomes.
- **Review and Reflect:** Before sending any communication, take a moment to review and revise your message to ensure clarity and alignment with your intentions. Use this opportunity to hone your proofreading and revision skills, valuable assets in your professional journey.

By embracing these principles of netiquette, we create a supportive and respectful online learning environment that fosters growth, understanding, and meaningful interactions among all members of the IIH community.

Concluding Words

While no document can comprehensively cover all aspects of appropriate conduct for students in an educational institute, we trust that this handbook has provided valuable guidance on navigating our school's training effectively. Our aim is to cultivate an environment characterized by safe, loving, harmonious, and professional relationships among all members of our community. For further details on policies, procedures, and dispute resolution methods, please consult our current School Catalog or the Employee Handbook. Your cooperation is essential in fostering a positive learning experience for our staff, colleagues, and students alike. We appreciate your commitment to maintaining an environment conducive to the growth and success of all involved.