

# Therapy IN

*Foundation Certificate in Integrative Neurolinguistic Therapy*

**PROPOSED INTERNATIONAL FOUNDATION CERTIFICATION**

**40 training hours**

Programme proposal prepared by

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Based on the conceptual framework of Integrative Neurolinguistic Therapy

## Programme Overview

Therapy IN is proposed as a 40-hour foundation-level international programme providing an accessible, ethically grounded and structured introduction to Integrative Neurolinguistic Therapy. It is intended for people who want a meaningful first experience of the model but are not yet able to undertake the longer Practitioner certification because of time, financial or professional constraints.

The programme would not confer the title of Practitioner or Master Practitioner. Its purpose is to establish sound introductory knowledge and skills while creating a clear pathway into the existing professional certification structure.

## Central Progression Proposal

Subject to approval by Karl Nielsen and the relevant international certifying association, the complete 40 hours could be formally recognised as the first component of the Practitioner in Integrative Neurolinguistic Therapy programme. A graduate who later enrolls on the Practitioner pathway would therefore retain the value of the time and tuition already completed, provided that the Foundation attendance, assessment and competence requirements had been met.

The remaining Practitioner training would deepen, extend and reassess these foundations. Recognition of the 40 hours would not reduce the total standards, competencies, supervised practice or assessment required for the Practitioner title.

| Stage                                                      | Purpose and status                                                                 |
|------------------------------------------------------------|------------------------------------------------------------------------------------|
| Therapy IN Foundation Certificate                          | Introductory knowledge, ethical foundations and basic supervised skills            |
| Practitioner in Integrative Neurolinguistic Therapy        | Full Practitioner-level curriculum, supervised development and required competence |
| Master Practitioner in Integrative Neurolinguistic Therapy | Advanced integration, complex processes and higher-level mastery                   |

## Proposed Certification Title

Therapy IN Foundation Certificate in Integrative Neurolinguistic Therapy

### Suggested Certificate Wording

This is to certify that [Name] has successfully completed the 40-hour Therapy IN Foundation Programme in Integrative Neurolinguistic Therapy.

## Purpose

- Provide a coherent and responsible introduction to Integrative Neurolinguistic Therapy.
- Make international foundation training accessible to people unable to begin with a longer and more expensive certification.
- Offer a genuine educational qualification without confusing foundation-level study with Practitioner status.
- Create an academically and professionally defensible bridge into Practitioner and Master Practitioner development.
- Encourage participants to experience the model before deciding whether to undertake the complete professional pathway.

## Target Audience

The programme may be suitable for psychologists, psychotherapists, counsellors, coaches, healthcare and social-care professionals, educators, trainers, organisational-development professionals, NLP students and practitioners, university students in relevant fields, and adults interested in communication, self-awareness and change processes.

Participation does not in itself authorise an individual to practise psychology, psychotherapy, counselling or any other regulated profession.

## Entry Requirements

- No previous qualification in NLP or psychotherapy is required.
- Participants should be at least 18 years of age.
- Participants must agree to ethical, confidentiality and participation requirements.
- Applicants must understand that this is a foundation programme rather than a clinical licence or Practitioner qualification.

## Learning Outcomes

1. Explain the fundamental principles and integrative structure of INLT.
2. Distinguish INLT from the unstructured application of isolated NLP techniques.
3. Recognise ethical responsibilities, professional boundaries and referral needs.
4. Describe relationships among language, internal representation, emotion, physiology and behaviour.
5. Establish an initial working alliance based on rapport, respect, safety and collaboration.
6. Use basic observation, sensory acuity and calibration without imposing interpretations.
7. Clarify desired outcomes, evidence criteria, resources, barriers and ecological considerations.
8. Recognise selected language patterns and use introductory Meta Model questions appropriately.
9. Understand the responsible use of permissive and indirect language derived from the Milton Model.

10. Recognise how internal representations and submodalities may influence emotional responses.
11. Apply introductory state-management, resource-accessing and anchoring processes.
12. Use basic reframing and perceptual-position processes with appropriate boundaries.
13. Use SCORE, TOTE and ROLE as introductory organising frameworks.
14. Develop a basic integrative map of a change process and respond to feedback.
15. Identify an appropriate pathway towards Practitioner and Master Practitioner training.

# Curriculum

## Module 1 Foundations of Integrative Neurolinguistic Therapy

### Duration 4 hours

- Origins and development of neurolinguistic approaches
- The emergence and purpose of Integrative Neurolinguistic Therapy
- The difference between a model, a method, a technique and professional practice
- The map and territory distinction
- Subjective experience and the construction of meaning
- Interactions among cognition, language, emotion, physiology and behaviour
- Evidence, observation, critical thinking, possibilities and limitations

**Practical component** Participants construct an initial map showing how an experience may be represented through language, imagery, inner dialogue, emotion, bodily response and behaviour.

## Module 2 Ethics Safety and Scope of Practice

### Duration 4 hours

- Autonomy, dignity, informed participation and confidentiality
- Professional roles, boundaries and scope of competence
- Distinguishing education, coaching, counselling and psychotherapy
- Cultural and individual differences
- Risk recognition and referral
- Responsible influence and trauma-sensitive communication
- Ethical claims and responsible presentation of outcomes

**Practical component** Participants analyse scenarios involving boundaries, confidentiality, competence, influence and referral decisions.

## Module 3 The Therapeutic Relationship and Quality of Contact

### Duration 4 hours

- The working alliance as a foundation for change
- Rapport beyond mechanical matching and mirroring
- Presence, responsiveness, pacing and leading
- Verbal and non-verbal communication
- Sensory acuity and calibration
- Curiosity rather than premature interpretation
- Feedback, relational ruptures and repair

**Practical component** Paired exercises develop observation, calibration, rapport, pacing, feedback and relational adjustment.

## Module 4 Outcomes Assessment and the Structure of Change

### Duration 4 hours

- Present state and desired state
- Positively framed and context-sensitive outcomes
- Evidence criteria and observable indicators
- Resources, barriers, context and ecology
- Goals and underlying needs
- The SCORE model
- Introduction to TOTE
- Feedback loops and continuing assessment

**Practical component** Participants conduct a structured foundation-level outcome conversation using a simplified SCORE framework.

## Module 5 Language Meaning and the Meta Model

### Duration 4 hours

- Language as a representation of experience
- Generalisation, deletion and distortion
- Unspecified nouns and verbs, comparisons and judgements
- Modal operators and universal quantifiers
- Cause and effect, mind reading and complex equivalence
- Presuppositions and questions that expand choice
- Using precision while preserving rapport

**Practical component** Participants identify selected language patterns and formulate respectful, outcome-oriented questions.

## Module 6 Therapeutic Communication and the Milton Model

### Duration 4 hours

- Direct and indirect communication
- Permissive language and utilisation
- Presuppositions supporting reflection and possibility
- Artfully vague language
- Metaphor as an organiser of meaning
- Matching language to readiness
- Ethical precautions and avoiding manipulation
- Integrating precision and openness

**Practical component** Participants construct and deliver brief permissive language sequences, followed by feedback and ethical reflection.

## Module 7 Internal Representations Submodalities and States

### Duration 4 hours

- Representational systems as functional distinctions
- Internal and external attention
- Association and dissociation
- Introduction to submodalities
- Emotional intensity and qualities of internal experience
- State-dependent perception and behaviour
- Accessing and amplifying useful resources
- Context and ecology in state work

**Practical component** Participants use safe, low-intensity material to explore changes in representational qualities while monitoring responses.

## Module 8 Anchoring Resources and Behavioural Flexibility

### Duration 4 hours

- Natural associations between triggers and responses
- Introduction to anchoring
- Conditions for establishing a clear resource anchor
- Selecting and eliciting appropriate resources
- Testing, contextualising and integrating anchors
- Mental rehearsal and future pacing
- Generating behavioural alternatives
- Limitations and ethical precautions

**Practical component** Participants practise a basic resource-anchoring sequence and develop an appropriate future-pacing exercise.

## Module 9 Reframing Beliefs and Perceptual Flexibility

### Duration 4 hours

- Meaning, context and interpretation
- Content and context reframing
- Intention, protective function and behaviour
- Beliefs as organising structures
- Avoiding simplistic belief replacement
- First, second and observer perceptual positions
- Perspective-taking and relational intelligence
- Ecology, congruence and consequences

**Practical component** Participants practise contextual reframing and a three-position exploration using a non-traumatic interpersonal situation.

## Module 10 Integrative Formulation and Continued Development

### Duration 4 hours

- Introduction to the ROLE model
- Connecting SCORE, TOTE and ROLE
- Identifying patterns without reducing people to labels
- The MAPA framework as an organising map for assessment, planning, action and review
- Basic integrative formulation
- Selecting interventions according to outcome, context and feedback
- Knowing when not to intervene
- Referral, supervision and reflective practice
- Progression into Practitioner and Master Practitioner training

**Practical component** Participants complete a supervised integrative exercise involving rapport, outcome clarification, information organisation, resource selection, a brief appropriate intervention, feedback, future pacing and ethical reflection.

## Distribution of the 40 Hours

| Learning component                  | Hours |
|-------------------------------------|-------|
| Theoretical and conceptual teaching | 16    |
| Trainer demonstrations              | 6     |
| Guided experiential exercises       | 10    |
| Supervised skills practice          | 4     |
| Case discussion and integration     | 2     |
| Assessment and feedback             | 2     |
| Total                               | 40    |

## Delivery Formats

The programme may be delivered in person, live online or in a blended format. Suitable schedules include five eight-hour training days, ten four-hour sessions, or another approved arrangement that preserves the full 40 hours and all learning outcomes. Recorded lessons may supplement the course, but live interaction and supervised practice should remain essential.

## Teaching Methodology

- Focused theoretical presentations
- Trainer demonstrations
- Structured experiential exercises
- Supervised paired and small-group practice
- Case-based discussion
- Reflective learning activities
- Individual and group feedback
- Integration of concepts from Integrative Neurolinguistic Therapy
- Continuing ethical and critical reflection

## Assessment Requirements

To receive the Foundation Certificate, participants must attend at least 90 per cent of the 40 training hours, participate appropriately in supervised exercises, demonstrate foundation-level knowledge and skill, complete a reflective learning record and comply with all ethical requirements.

| Assessment component               | Weight |
|------------------------------------|--------|
| Knowledge assessment               | 30%    |
| Supervised practical demonstration | 40%    |
| Reflective learning record         | 20%    |
| Participation and ethical conduct  | 10%    |

The suggested minimum passing standard is 70 per cent overall. Satisfactory ethical conduct and the attendance requirement are mandatory and cannot be compensated for by scores in other components.

## Recognition within Practitioner Training

Subject to formal approval by the certifying association, successful completion of Therapy IN may count as 40 hours towards the Practitioner in Integrative Neurolinguistic Therapy programme. Recognition should require documented attendance, successful completion of all Foundation assessments and subsequent enrolment with an approved Practitioner training provider.

The Practitioner provider would remain responsible for confirming entry, reviewing prior learning where necessary, delivering all remaining hours and competencies, and assessing the participant against the complete Practitioner standard. Foundation certification alone would never confer Practitioner status.

## Competence Boundaries

Graduates may state that they hold a Therapy IN Foundation Certificate in Integrative Neurolinguistic Therapy 40 Hours. They may not use this certificate alone to claim that they are INLT Practitioners, INLT Master Practitioners, psychotherapists, psychologists, counsellors, clinical professionals or qualified to diagnose or treat mental disorders.

## Recommended Certificate Disclaimer

This Foundation Certificate recognises completion of a 40-hour introductory programme in Integrative Neurolinguistic Therapy. It does not constitute a licence to practise psychotherapy, psychology, counselling or any other regulated health profession, nor does it confer the title of Practitioner or Master Practitioner in Integrative Neurolinguistic Therapy.

## Recommended Public Description

Therapy IN is a 40-hour international foundation programme combining core INLT principles, ethical practice, demonstrations and supervised exercises. It offers an accessible first step towards Practitioner certification and, subject to approval, may count as 40 hours of that pathway.