

INTERNATIONAL CENTRE FOR SUBCONSCIOUS-MIND TRAINING & RESEARCH (Aust)

**Welcome to the
P.S.H. Practitioner
Training Programme**

COURSE OUTLINE

**Conducted by
I.C.S.T.R. (Aust)**

*Formerly conducted by
I.C.S.T.R. (Qld)*

"The Pursuit of Excellence"
in P.S.H. therapy



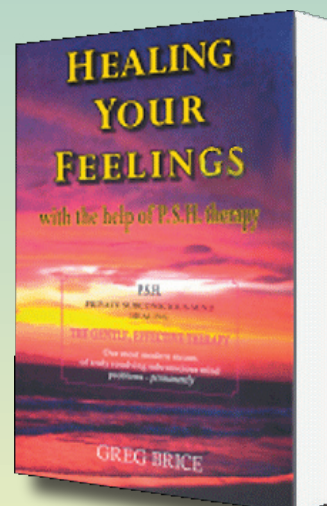
www.icstr.com.au

The I.C.S.T.R. (QLD)
Principal trainer's book,

***Healing Your Feelings -
with the help of P.S.H. therapy***

is available from the
I.C.S.T.R. (QLD) Website
and from our official Distributors
throughout Australia.

Please contact us
for a list of Distributors.

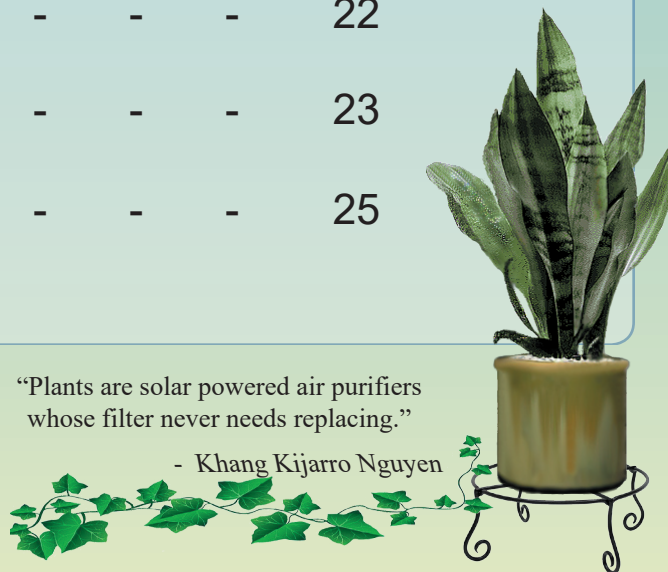


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Click the contents headings to go to the page.
Click the page title or number to return.
Other hyperlinks are in red type.

									page
INTRODUCTION	-	-	-	-	-	-	-	-	3
ABOUT I.C.S.T.R. (QLD)	-	-	-	-	-	-	-	-	4
DEVELOPMENT OF P.S.H.	-	-	-	-	-	-	-	-	5
COURSE FORMAT	-	-	-	-	-	-	-	-	6
COURSE OUTLINE	-	-	-	-	-	-	-	-	7
INTRODUCTORY MODULE	-	-	-	-	-	-	-	-	9
PREREQUISITES	-	-	-	-	-	-	-	-	10
ISSUES TO CONSIDER	-	-	-	-	-	-	-	-	11
ACCOMMODATION	-	-	-	-	-	-	-	-	13
COURSE FEES	-	-	-	-	-	-	-	-	14
PRACTICAL COMPONENT	-	-	-	-	-	-	-	-	15
P.S.H. — THE THERAPY	-	-	-	-	-	-	-	-	16
ABOUT ASSESSMENTS	-	-	-	-	-	-	-	-	17
I.C.S.T.R (AUST) & I.C.S.T.R. (QLD) FACULTY	-	-	-	-	-	-	-	-	18
GREG’S MESSAGE	-	-	-	-	-	-	-	-	19
TESTIMONIALS	-	-	-	-	-	-	-	-	20
COURSE APPLICATION	-	-	-	-	-	-	-	-	21
CONTACT US	-	-	-	-	-	-	-	-	22
FREQUENTLY ASKED QUESTIONS	-	-	-	-	-	-	-	-	23
A SIMPLE OVERVIEW	-	-	-	-	-	-	-	-	25

- Khang Kijarro Nguyen



Welcome to the I.C.S.T.R. (QLD) / I.C.S.T.R. (AUST) P.S.H. Practitioner Training Programme.

Our course is designed to give participants the most thorough, up-to-date understanding and practical skills necessary for helping people permanently resolve the underlying (subconscious) emotional causes of a very wide range of unhappy, unhealthy symptoms and problems that are so commonly experienced in modern society.

Beginning with the March course of 2006, we have made our training programme more accessible to people who have a genuine desire to become truly effective 'people helpers'.

The main changes are as follows:

Under certain conditions the Introductory Module of the course is now a 'stand alone', which, **only when space allows**, (see [page 9](#)) can be completed without necessarily committing to the remainder of the course. Accommodation and meals have now been removed from the course package. For local students and those who have friends or relatives with whom they can stay, this can represent a significant reduction in costs.

The content of the Introductory Module is the same as in previous courses. It is not only a means of giving participants the opportunity to learn many very effective therapy skills, it also gives them the opportunity to take an 'inside look' at what modern subconscious-mind therapy is all about and make an informed decision regarding continuing with the remainder of the course. To go beyond Module One however, requires a genuine commitment to complete the remainder of the programme.

When you decide to go ahead with this training programme, we undertake to give you all the support, help and back-up necessary for you to successfully complete the course and apply your skills in the field of professional P.S.H. therapy.

Please read all of this information carefully and ask us if you have any unanswered questions. We want you to bring an informed, enthusiastic, enquiring mindset into your studies with us. You will be challenged, supported and encouraged through every step of the programme and we know you will be proud of your achievements. Successful completion of this course requires a solid commitment, some hard work, and a genuine desire to be good at what you do. Our community is in desperate need of good subconscious-mind therapists and we will do everything possible to help you join the growing number of successful P.S.H. practitioners.

In keeping with the school's policy, past students are invited to return and 'sit through' any section of the course they have previously completed. In these cases, there are no fees for tuition and you may sit through as many times as you wish. Where course notes/handouts etc have been updated since your original training, there may be a small cost to obtain current notes.

In our *Pursuit of Excellence* in subconscious-mind therapy, we are obliged to let go of some long-standing and widely accepted notions about the 'human condition'; how it 'goes wrong' and 'how to get it better'. The P.S.H. model embraces many understandings and demonstrable 'laws' of human subconscious dynamics that have been unrecognized or ignored in most therapeutic modalities for more than a century.

When we are willing and able to work within the boundaries dictated by these subconscious 'laws', we are in a position to truly help our clients heal themselves. We do not ask students to disbelieve their current ideas regarding these matters, but we DO ask that you bring an open, questioning and curious mind into your studies with us. We undertake to do everything possible to help you join the ranks of the growing number of successful P.S.H. therapists.

RESEARCH:

The predecessor of this school initiated a unique research programme, which is still used (in an updated version) in our Practitioner Training Programme. The CFP (Continuing Feedback Programme) is a system whereby client responses to therapy are independently monitored. Clients who agree to take part in the research receive a questionnaire, four months and again twelve months after completing therapy. They have the opportunity to respond anonymously and give details of the ongoing benefits of their therapy. Therapists receive statistics of their client's responses, helping them to adjust their methods where necessary. This data is also used by the school to stay abreast of the most effective methods of helping clients and delivering the most appropriate training to our students. Students become involved in this research initiative when they have completed Module Two and start working with clients.

A completely new approach to training therapists who were using traditional subconscious-mind techniques, was commenced in Sydney NSW, in 1990. The philosophies and principles underlying the therapy methods and the training format, were different to anything previously undertaken in Australia. Therapists were introduced to a completely new and scientifically-current understanding of how the subconscious part of us creates, maintains and ultimately resolves the cause of many of our day-to-day problems.

From that time, the training programme was gradually refined and expanded as feedback from students and their clients was integrated into the educational structure. It quickly became apparent that therapists trained in the new ways were obtaining far superior results to their 'old fashioned' counterparts. As training continued, a natural extension of this ultimately led to the formation of the International Centre for Subconscious-mind Training & Research (I.C.S.T.R.) in 1995.

I.C.S.T.R. was formed as a career-training organization for students who wanted to further their studies and become Registered P.S.H. Therapists.

One of the Founding Directors of the original I.C.S.T.R., and the only remaining original developer of P.S.H. Greg Brice, re-located to Brisbane in 1997 and has conducted the training programme in Queensland since 1998. The school has traditionally accepted students from all states of Australia and other countries and the programme continues to be conducted in this tradition. The Queensland school is, International Centre for Subconscious-mind Training & Research (QLD) — I.C.S.T.R. (QLD). See below for the new, current school:

I.C.S.T.R. (AUST) is now established and conducting this course at Bungendore near Canberra, commencing February 2019. Registered P.S.H. therapist Belinda Hawkins is the founder and Principle trainer of I.C.S.T.R.(Aust).

Although a separate organisation, I.C.S.T.R. (AUST) and their training programme is fully endorsed, accredited and supported by **I.C.S.T.R. (QLD)**.

Our motto is, ***“The Pursuit of Excellence”*** and the philosophy of the training programme is to encourage, guide and help students attain the highest possible standard of effectiveness and professionalism as P.S.H. therapists. They are also encouraged and assisted to establish a professional career in P.S.H. therapy. The course is designed specifically as a ***‘vocational training programme’***.



Bungendore NSW - our training venue and surrounds



Two Australian therapists, working independently and initially unknown to each other, developed the basic concepts of P.S.H. as it is known today. The late Francis (Frank) J. Wright (author: *Emotional Healing - P.S.H. a new therapy for the new millennium*), and Gregory L. Brice, (author: *Healing Your Feelings - with the help of P.S.H. therapy*) had both practised traditional subconscious-mind therapy methods for many years. They found the traditional techniques often did not help clients achieve consistent, genuine, lasting results. Although many people succeeded in making complete and permanent change, the percentage was not high enough to justify the continued use of those methods.

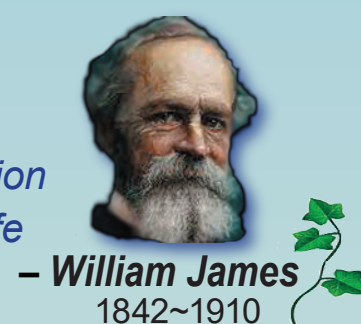
During this time, through a process of cautious, independent and systematic development of methods, both therapists were able to help a greater number of people obtain the permanent changes they sought.

In 1989 Brice and Wright combined their understandings and techniques. Following further refinements and changes (developed in the clinical setting), the new therapy model was introduced to other practitioners in 1990. Experienced therapists were taught the new approach during a series of workshops conducted in Sydney. Further refinements were made as training continued and by 1994 the method had evolved so far beyond traditional techniques, it was named **Private Subconscious-mind Healing (P.S.H.)** to more accurately reflect the new therapy model, the underlying principles and the methods used.

At that time, course structure was changed to accommodate students with no prior knowledge or experience. Since then, P.S.H. is being successfully used by a growing number of therapists in Australia. The clinical results are closely and independently monitored and with regard to consistent, permanent change, continue to clearly show a marked superiority to most other subconscious-mind therapies. See the information about research on the Introduction page.

Clients are not subjected to the probing and analysis inherent in so many other methods and they do not have to suffer the emotional trauma so common with various forms of analytical and other traditional approaches. Therapy is a much quicker and very gentle process, making clients more inclined to recommend P.S.H. to their friends than other subconscious-mind techniques. I.C.S.T.R. (QLD) principal trainer Greg Brice's practice has supported itself exclusively by client referral since 1982.

*"The greatest discovery of my generation
is that a human being can alter his life
by altering his attitudes."*



Our course is organised into two discreet parts: An Introductory Module, and three further training modules. The duration of the full programme, (all four modules) from commencement to completion, is approximately 12 months or slightly less and course content is organised into the following components:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Lectures and demonstrations• Written assignments• Practical exercises in class• Home study (reading / research / written work)• Home (or clinic) practical work | ASSESSMENT: <ul style="list-style-type: none">• Written assessment• Oral assessment• Practical assessment |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

There is one, 'stand alone', Introductory Module and three further training modules.

The modules are spaced as evenly as possible through approximately a ten to twelve-month period and provision is made for two intakes per year when numbers are sufficient. The schedule gives students time to integrate their learning, recognise any problem areas, complete home assignments and practise and prepare for the following module.

'Mini' written assessments are carried out during each module to identify issues requiring extra attention and to prepare students for their final written/practical assessment at the conclusion of the course.

The course is experientially focused, with an emphasis on 'hands-on' practical exercises (session work), practising with classmates through every step of the therapy procedures.

Home-study is an important and integral part of the programme. There are several written and recorded assignments to be completed. These are designed to broaden students' understanding of course content and gain useful knowledge of other relevant issues that cannot be directly addressed as part of the curriculum.

At the conclusion of each module, participants are encouraged to practise and work with 'clients' *to the level of their current training and abilities*. An important part of the school's commitment is to supply ongoing backup and assistance for students working between training modules.

Formal assessment of all course work is carried out during the final training module and students are advised of their results as early as possible. In the event of someone being unable to successfully complete all sections of the assessment, they are given the extra help and support needed to be eligible to graduate. Undergraduates who show genuine keenness are given all assistance necessary to successfully fulfil all requirements and graduate as P.S.H. therapists. Depending on the amount of assistance and time required, there may be some extra nominal fees incurred. (Further details of assessments will be found on the '**About Assessments**' page).

There is no formal assessment conducted at the conclusion of the Introductory Module.

'Tried and Tested'

The therapy model taught in this programme is based on the clinical work of the I.C.S.T.R. (Qld) principal trainer, Greg Brice. The content of the programme is based on the principles, methods and techniques as they are used in the clinical setting. ***We only teach what we actually do!***

Client response to P.S.H. has been such that the principal trainer's practice has operated exclusively on client-referral since 1982. We do not say that 'our way' is the only way, as most kinds of therapy can be of help to at least someone. However, P.S.H. is about the percentage of positive results and statistics clearly indicate the technique helps more people resolve their 'subconscious problems' than other methods.

This school recognises that 'high academic ability' or 'intellectual prowess' does NOT necessarily make a good therapist. Attitude, practical ability, natural intelligence, 'common sense' and the desire to excel are far more important than 'mental or academic credentials'.

The school invites all students back to 'sit through' any parts of the course that have been completed previously, without cost to the student. They can sit in as many times as they wish and this has proven to be of tremendous help to many of our graduates.

If you feel strongly and genuinely drawn to this work, but think the academic requirements may be beyond you, you should speak with us. Every applicant is considered on an individual basis—on their own merits—and where necessary, extra assistance is provided to help those who may otherwise struggle.

Course content is organised into demonstrations and lectures, video & slide show training, group discussion, written assignments, practical exercises in class, home study (reading, research & written work) and students are expected to work between modules, with 'clients' to the level of their current training and abilities.

INTRODUCTORY MODULE:

The Introductory Module of the programme introduces students to all of the therapeutic concepts, philosophies, and therapeutic strategies necessary for working with clients at the subconscious level. Participants gain a thorough understanding of the special language patterns used to facilitate access to, and change within, the subconscious-mind. They learn the fundamental differences between conscious and subconscious mind therapies and are given the opportunity to practise the strategies and techniques necessary for working with clients at the subconscious level.

The Introductory Module sets the scene for the remainder of the course and is considered essential for being able to understand and use the P.S.H. model effectively.

At the conclusion of this module, students are strongly encouraged to practise the techniques and language patterns learned. By this time they also have a basic understanding of the special psychological and therapeutic requirements necessary for conducting P.S.H. therapy. **They ARE NOT equipped to use the P.S.H. model until they have completed Module Two.**

See [page 9](#) for further details of the Introductory Module.

MODULE TWO:

The second module commences with a complete review of previous work and any problem areas are dealt with before the programme continues.

The primary focus of this module is the P.S.H. model of therapy, which is introduced and taught as a discrete therapy model in its own right. Every part of the P.S.H. process is demonstrated, discussed and practised by class members. Students are taken through the process of each 'session' of P.S.H. therapy and practise each step until a sound understanding and confidence can be demonstrated.

Some of the subjects covered in this module include:

- Description, definitions & principles of P.S.H.
- Preparing the client for P.S.H.
- 'Identifying' and resolving problems at the subconscious level
- The 'privacy' factor in P.S.H.
- 'Ensuring' true resolution of out-dated causative dynamics
- The 'emotional / feeling memory' - what it is - how it works
- A brief history of analytical procedures throughout the 20th century - and much more.

At the conclusion of this module, students are required to begin working with clients using the P.S.H. model and they begin participation in the client-based research system (CFP). This enables us to monitor their clinical work and be able to help 'fine tune' their therapy skills throughout the remainder of the formal programme.

(See the [bottom of the Introduction page](#) for more information about the CFP.)

MODULE THREE:

The third module includes discussion and review of previous work and clinical practice, completion of 'mini' written assessments and presentation of home assignments. A full scale 'problem clinic' is conducted where students can address any issues of a problematic nature. Further refinements and up-to-date strategies used with and in conjunction with the P.S.H. model are introduced and practised in session work.

You also have the opportunity to work through the P.S.H. procedure as a 'dry run' for the practical section of the final assessment.

We say this module is the 'get it all together - get it right - and feel confident about it' module.

Module Three also includes a section in which we focus on some special therapy situations that sometimes fall outside of the pure P.S.H. model. This broadens student's understandings of subconscious-mind therapy in general and adds further skills to their therapeutic repertoire.



Another important section of this module is addressing key issues associated with the 'business side' of conducting a professional practice.

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The Third module concludes with an overview of all requirements for the formal assessment, which is conducted during Module Four.

MODULE FOUR:

The final module includes further review and the formal assessment of all course work. Review, problem clinic, question and discussion time as well as further session work is included as time permits.

Prior to assessment, every aspect of the curriculum is reviewed and every attempt is made to ensure participants are confidently ready to undertake their formal assessment.

The formal assessment includes:

- **Written assessment of all course work**
- **Practical assessment of P.S.H. therapy sessions**
- **Assessment of written assignments**
- **Presentation of major assignment**
- **Short, private interview with trainers** (in some cases only)
- **Assessment of client-based research statistics**

Students are advised of their results in writing, as soon as possible following assessment. Upon successful completion of the formal assessment during this module, students are awarded the school's **Certificate of Academic Completion**. The module concludes with a complete review and revision of all course material. (See the next section for details of graduation requirements.)

GRADUATION:

Upon successful completion of all course work, written, practical and verbal assessment, full attendance of all training modules and receipt of a specified percentage of positive feedback from clients (see '**Research**' on the Introduction page), students are graduated from the course and receive the school's award:

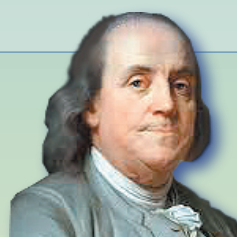
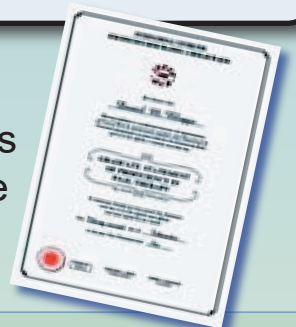
G.S.P.P. (Qld) – Graduate Statement of Proficiency in P.S.H. Therapy.

A separate Graduation Module — one weekend — is conducted when the number of graduates warrants it. There are no school fees involved for students attending the graduation. The weekend includes revision of course work,

The teachings of this course are based on the most up-to-date, scientific understandings and principles that underpin the majority of problems and conditions experienced by millions of people. It recognises the many subtle ways in which we 'cause' our subconsciously based problems, and how we can eliminate them, when these principles are followed.

The course teaches participants how to help clients truly utilise their inner wisdom and abilities to bring about true and lasting change. P.S.H. has been developed for the express purpose of helping people eliminate the underlying subconscious (feeling) causes of their problems, rather than merely helping them cope with their symptoms.

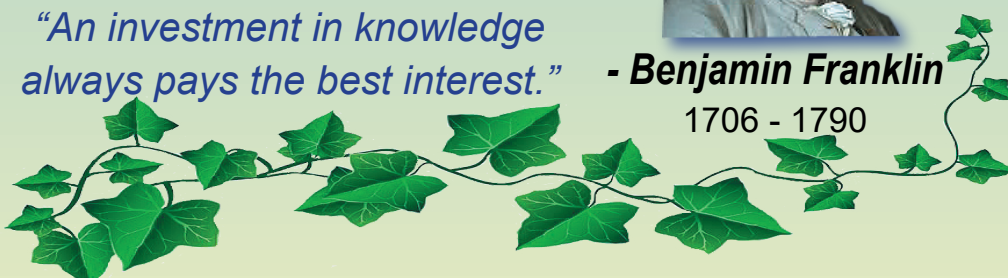
We believe it is equally important for therapists to understand WHY they are doing therapy in a particular way, as it is to understand HOW to do it. Our course teaches the principles as well as the methods.



"An investment in knowledge always pays the best interest."

- Benjamin Franklin

1706 - 1790



The first module of the programme introduces students to all of the therapeutic concepts, philosophies, and strategies necessary to work effectively with clients at the subconscious level. Participants gain a thorough understanding of the special language patterns used to facilitate access to, and change within, the subconscious-mind. They learn the fundamental differences between conscious and subconscious mind therapies and have the opportunity to practise all of the techniques.

This Introductory Module sets the scene for the remainder of the course and is considered essential to understand and use P.S.H. effectively.

There is no formal assessment for the Introductory Module.

I.C.S.T.R. (AUST) offers students the opportunity to take an active role in one of the most rapidly growing areas of the helping professions and to establish themselves in a satisfying and rewarding career.


This course is based on the one conducted very successfully for more than 20 years by I.C.S.T.R. (Qld). It is almost identical in most respects.

Some of the subjects covered in this Introductory Module include:

- Philosophy of subconscious-mind therapy and P.S.H.
- Guiding the client to a satisfactory level to conduct therapy
- The special 'language' of the subconscious
- Definitions and contemporary understandings
- Subconscious resources
- Terminology used with subconscious-mind therapy
- Physical and emotional symptomatology
- Some basic essentials of psychopharmacology - medications
- Techniques to begin working with clients
- 'Normal' and 'abnormal' psychological dynamics - includes why and when not to use P.S.H.
- Introduction to P.S.H. therapy parameters
- The growing field of Affective Neuroscience ... *and much more*

At the conclusion of Module One students are equipped with a wide range of techniques, methods and language patterns, essential for a basic understanding of the special psychological and therapeutic requirements necessary for conducting P.S.H. therapy. This is essential for those who continue with the remainder of the course.

They ARE NOT equipped to use the P.S.H. model until completion of the second module.

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- On rare occasions and when places are available, a person may apply to do Module One only. This will be where they have other specific training and/or professional qualifications and experience and it is considered appropriate to do so. These applicants must consult with the school prior to applying for Module One.

Our P.S.H. Practitioner Training Programme assumes no prior knowledge or experience in any therapeutic modality. Due to its comprehensive structure, there are no formal academic, professional or experiential skills required to undertake our training. There are however, several prerequisites that are mandatory.

These include:

- **A genuine interest in helping people to help themselves**

The course is specifically designed for people who have a genuine interest in becoming effective, professional 'people helpers'. It is not a 'self help' course and it is not for those with only a 'passing' or 'self interest'. It is explicitly designed as a '**vocational training programme**'.

- **A solid sense of personal integrity and ethics**

It is essential that students are 'well centred', congenial individuals, with a natural predisposition to high ethical and moral standards.

- **A genuine undertaking to complete the programme with the express intention of working professionally as a Registered P.S.H. Therapist**

Intending students should be prepared to give their best efforts and have a genuine desire to attend and complete all parts of all training modules and the required course work. Although the school cannot force graduates to work professionally, the entire programme is structured with this goal in mind. Those who demonstrate genuine initiative are given the support and assistance necessary to successfully complete their training and graduate as professional practitioners.

- **A willingness to complete an intensive course of formal study**

Successful completion of the programme requires a dedicated commitment. In addition to the time spent during the training modules, students are required to complete several written and recorded assignments and carry out home (or clinic) practise.

- **Adequate literacy skills & academic ability to successfully complete the required training programme**

There is a considerable amount of reading and written work involved in the assignments and the theoretical and written assessment sections of the programme. Although all applicants are considered on a case by case basis, the equivalent of 'year 12' secondary educational level is generally considered a minimum requirement.

- **An acceptance of the need for a purity of therapeutic approach**

We do not expect students to abandon other modalities or methods they may currently use. However, when P.S.H. is indicated and used correctly, it is usually very important to use it on its own, in any given therapeutic intervention. P.S.H. does not lend itself to 'mixing & matching' with other techniques.

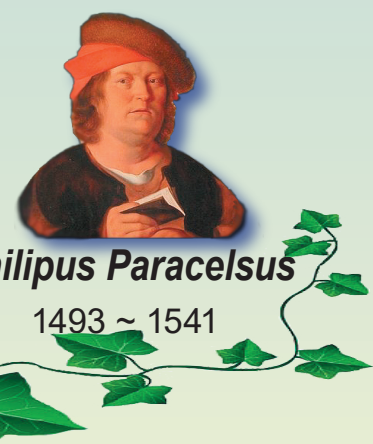
- **A commitment to undertake post graduate development**

Graduates are encouraged to join the Australasian Subconscious-mind Therapists' Association (ASTA). Membership of the Association requires continuing self-development and professional instruction in the form of workshops, seminars and appropriate external education programmes.

"The art of healing comes from nature, not from the physician. Therefore, the physician must start from nature, with an open mind."

– **Philipus Paracelsus**

1493 ~ 1541



There are several very important issues to consider before deciding to undertake this training programme:

OTHER MODALITIES

One of the most important things to consider before applying to do this course involves the practice of other health modalities. If you already practice another method, this will NOT exclude you from training, however you should consider several things, very carefully. For example:

It is essential for you to focus your attention exclusively on learning this modality in order to become effective with P.S.H. If you were just wanting this training to 'make you better' at your present modality, you would probably be wasting your time doing the course. To think in terms of 'adding on to', or 'enhancing' another method, can result in divided attention and make effective learning impossible. However, there is every chance that the knowledge and skills gained in this programme will, in fact, help equip you better for other methods as well.

P.S.H. is not a therapy to 'mix and match' with other techniques. The many subtleties involved in the philosophical framework simply do not blend with other known methods. When P.S.H. is used in conjunction with other modalities, both methods can be rendered ineffective. This does not mean we expect you to abandon your other methods. It is usually very important however, to use P.S.H. on its own with any given client. When the situation is diagnosed correctly, P.S.H. is usually all that is required to bring about the desired results.

P.S.H. is not a therapy for those who need to 'get inside their client's head' and it is not a therapy for those who need to have a sense of 'power' over their clients. P.S.H. is a model which gives clients total privacy to make their own changes. Although many other therapies claim to, P.S.H. is a technique that actually does 'empower' the client. It is a 'client-centered', rather than a 'therapist-centered' model.

P.S.H. is not a therapy to boost the therapist's ego. True subconscious level change and healing often takes place in such a way the person does not realise or acknowledge that therapy has been responsible for initiating the changes. Such changes are in fact, commonly the most profound and enduring.

If you are already committed to a particular model or method for people to gain 'wellness' and self-actualisation, and are not prepared to be flexible in your attitudes, you should possibly re-consider training in P.S.H. This method is designed explicitly to help clients make their own changes in their own best ways.

PERSONAL THERAPY

It is a widely accepted notion that many people find themselves drawn to the various areas of professional health care in an unconscious (and sometimes conscious) attempt to find answers to their own problems. This may be particularly so in the case of psychological therapies in general, and perhaps even more particularly in the case of the various subconscious-mind therapies. **We suggest you examine your motives very carefully in this regard.**

It is unlikely that any personal issues would be permanently corrected as a result of participation in this practitioner training programme. It is not a 'self-help' course. We do acknowledge however, that many of our most successful students sought training, after experiencing the life-changing results of their own P.S.H. therapy.

As it is not considered ethical for trainers to work with students on a professional, consultative basis, we recommend that if you have personal issues to address, you seek professional help from an independent P.S.H. therapist before commencing your training.

HOME ASSIGNMENTS

There are several written and recorded assignments to be completed during the programme. Students receive the first three assignments at the conclusion of Module One and the remainder at Module Two. All assignments must be completed by the scheduled dates in order for the student to continue in the programme. The recorded assignments are made while working with clients who have agreed to have their sessions recorded.

It is essential that all assignments be received by their due dates. Sometimes, a special extension of time may be granted in cases involving genuine extenuating circumstances.



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It is also necessary for students to read several books during the course of the programme. Although a recommended list is provided, in many cases, book selection is (with the trainers' approval), at the student's discretion. There is usually a small extra cost involved for the purchase of books, which is not included in the course fees.

TIME SCHEDULING

It is vital that students allocate the necessary time to fully attend all parts of all training modules and fulfil all obligations of the course. It is almost impossible to 'catch-up' on time missed during the training sessions and no part of the curriculum can be repeated to cater for late or non-attendance.

Full attendance of all modules is required for graduation.

Intending students are strongly advised to register for a course, **only when they are capable and willing to put the necessary time aside** to focus their attention on the programme. (See next item.)

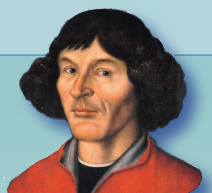
TIME REQUIRED

In addition to the time spent attending each module, most students require the equivalent of approximately one to two days per week (average) to complete home assignments and the required practical work.

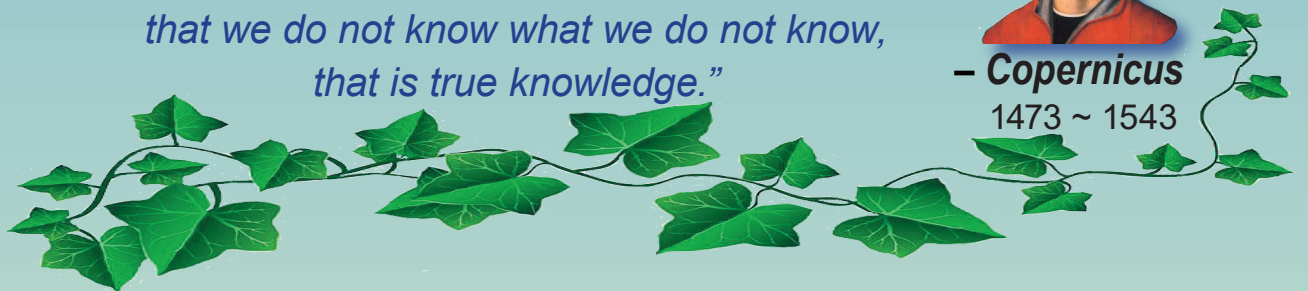
DEFERMENT

In the event of it being impossible to continue the entry course, arrangements can usually be made to defer and enter the following programme at the commencement of the appropriate module. In these cases, extra fees may be incurred. It should be noted that we only conduct a course when numbers are sufficient and therefore cannot always guarantee a follow-up programme would be immediately available.

*"To know that we know what we know, and to know
that we do not know what we do not know,
that is true knowledge."*



– Copernicus
1473 ~ 1543



At the time of preparing this current Course Outline, students are directed to utilise the services offered by AirBnB or facilities such as Booking.com etc., to meet their accommodation needs.

Students are required to make their own arrangements for accommodation, and fees are paid directly to the accommodation facility.

We strongly suggest you arrive and check-in the day / evening before the training begins.

Students are responsible for their breakfast, lunch and dinner costs — the school supplies all morning and afternoon teas, at no additional cost. There are several food shops and other facilities within a short distance from our training venue.

Addresses & other details:

Addresses and all other relevant details regarding venue are included in the Application/Registration package, which can be downloaded from either the I.C.S.T.R. (Aust) or the I.C.S.T.R. (QLD) Websites.

Please see the [Application](#) page for more information.

“It is better to light a candle than curse the darkness.”

“People grow through experience if they meet life honestly and courageously.”

“No one can make you feel inferior without your consent.”



- Eleanor Roosevelt
1884 ~1962



Course fees may be paid by credit card or electronic transfer of funds (bank fees apply).

For costs of the next available course, please contact us or download the Application package on either the I.C.S.T.R. (Aust) or I.C.S.T.R. (QLD) Websites.

Please note that all fees are subject to and (unless otherwise stated) include GST.

PAYMENT OPTIONS:

- **SECURING DEPOSIT**

Where application is made more than six weeks prior to commencement date, a **Securing Deposit** will be accepted. A form for this deposit is included in the application package and is usually 10% of the full course cost. The balance of the required fee must be received by the school before the commencement of Module One.

- **PAYMENT BY MODULE**

To make fee payment more convenient, the school offers students the option to pay by the module. Payments must be received four weeks in advance of the commencement date of each module. Please see the Application Package for current module fees.

TAX DEDUCTIONS

Intending students are advised that course fees may be tax deductible under the 'self education' section of the Australian Income Tax Assessment Act, for people working in related industries. Other types of tax deduction may be available for people operating other businesses. You should check with your accountant.

REFUNDS

A refund of fees paid for a module will be made (less any bank fees or other charges incurred by the school), providing the school receives notice in writing of your intention to withdraw from the course prior to the commencement of the module. **Please note that once a module has commenced it is assumed there has been a genuine commitment made to complete and no further refunds are possible.**

AN INVESTMENT IN YOUR FUTURE

Your course fees and related costs are a business investment. The I.C.S.T.R. (QLD) and I.C.S.T.R. (AUST) P.S.H. Practitioner Training Programme is designed specifically as a **vocational training programme**. Our aim is to teach you what is necessary to become gainfully employed in a new and rewarding career.

If you apply to join a course more than six weeks before commencement, a securing deposit will be accepted to hold a place for you.

A securing deposit form is included in the application package

The continuing success enjoyed by this training programme is largely due to the experiential nature of the course format. P.S.H. cannot be learnt by simply reading books, attending lectures and writing assignments. Students need to practise the techniques and methods they will be using professionally.

As much time as possible is allocated during the training modules for practising the clinical techniques. Participants practise with each other in the alternate roles of 'therapist', 'client' and 'observer', during each of the training modules. Trainers participate in these sessions and give advice, assistance and correction where necessary. A strict protocol is applied to session work, enabling students to receive valuable feedback and critical appraisal in a comfortable and beneficial manner.

It is important that the practical theme of the programme is transferred immediately to the student's home or clinic work, between training sessions.

It is essential that the language patterns and methods taught in the Introductory Module are thoroughly practised, in order to go on comfortably with the work presented in Module Two. Continual practise is a must in order to gain the fluency needed to continue.

From the conclusion of Module Two, students are equipped to begin using the P.S.H. model and are required to work with clients accordingly. This is an essential requirement of the course. During this time, session-recordings are made (with clients' consent) and sent to the school, giving trainers the opportunity to assess students' clinical work and give feedback and further help where needed. Client feedback analysis also starts at this time. (See the section about Research on the Introduction page.)

The latter parts of the programme are concerned primarily with 'fine tuning' students' application of the procedure. If practise were not an integral part of the student's commitment, much of the benefits of the programme would be forfeited and successful completion severely jeopardized. You must DO it in order to be confident about doing it!



Our aim is not to 'sell' you this course. We want you to read all of the information in this Course Outline very carefully, and feel free to ask any questions you might have after doing so. We want you to be in a position to make a truly informed decision before coming to study with us.

If you are seeking a new and very rewarding career, and you are willing to apply the effort required to complete our course, we are confident you will be rewarded with an exciting new career, AND the satisfaction of being a truly effective 'people helper'.

We are committed to giving you our ongoing support and guidance throughout your training and for as long as you can benefit from it afterwards.

Please see our contact details on the contact page of this document.

If you would like to speak with some of our past students, we will be delighted to pass their contact details on to you. You may get a rather biased, positive view of P.S.H. however, we know you will also get a truly honest evaluation of the course.



"Learning never exhausts the mind." - Leonardo da Vinci

1452 ~ 1519



Private Subconscious-mind Healing (P.S.H.) is an innovative approach to therapy which utilises an evidence-based understanding of natural subconscious processes. It is the modality that is rapidly replacing more conventional forms of subconscious-mind techniques.

The philosophical foundations and principles of this approach are based on widely accepted, sound, modern neuroscientific understandings.

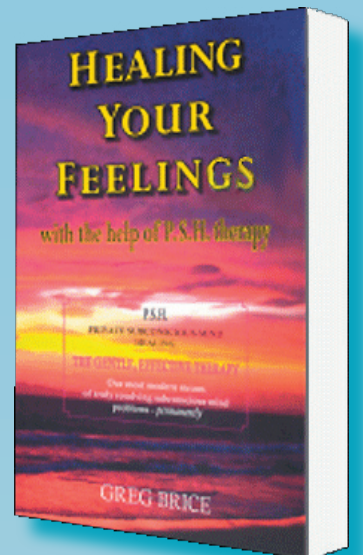
The P.S.H. model is designed specifically to help people resolve the original subconscious (affect) 'cause/s' of their presenting problem/s and thereby permanently eliminate them, rather than just helping them cope with their symptoms. The entire approach highlights the difference between 'feeling better' and 'getting better'. It is a gentle, non-invasive, natural and drug-free method.

In most cases P.S.H. has proved far superior to other types of subconscious-mind therapy, with respect to the **permanent** resolution of problems based in, or aggravated by the subconscious. With the help of P.S.H., thousands of people have gained relief from problems they have been unable to change with the various counselling techniques, other subconscious-mind therapies, medical and psychological therapies and/or conscious effort and will power.

The P.S.H. model is unique in so far as it is designed specifically to **respect the integrity of the client's subconscious processes** and allow the client to truly 'do their own healing'. Although many therapies are based on sound philosophies and claim to help people 'release' the subconscious 'causes' of their problems and symptoms, the methods and techniques used by many, actually *disempower* the client by not recognising the subtle ways we actually operate at that inner level. In many cases, the methods render the underlying philosophies redundant. P.S.H. is very much about percentages—**helping the largest possible percentage of clients to permanently resolve the underlying causes of their problems**. By understanding HOW we operate at our innermost levels, and conducting therapy accordingly, we avoid the pitfalls that are so often encountered with other methods.

An important part of our training programme is helping students truly understand these things in order to be of maximum help to the maximum number of people who seek their help.

Although we never claim that P.S.H. is the only method that can help clients truly resolve their subconsciously-based problems, it is certainly very effective where many other models do not quite get the results clients seek.



A more detailed account of P.S.H. can be found in
"Healing Your Feelings-with the help of P.S.H. therapy"

by Greg Brice

The book is available in both hard copy and an E-Book.

It can be ordered online from our Website shop -

www.icstr.com.au



Our promise to our students

There are two different types of assessment carried out during the course. Students are required to complete 'mini assessments' during each of the first three training modules. These assessments are designed to help trainers cover all aspects of the curriculum, and to help students 'get used' to completing written assessments. They include both multiple choice and short, written answers.

The results of the mini assessments are not considered part of the overall course mark, although the results are included on the student's Academic Record.

The final, formal assessment of the course is conducted during the fourth training module. It includes three, two-hour written assessments, practical application of the P.S.H. model, verbal presentation of the major assignment and in some cases a short private interview with the trainers.

The school does everything possible to help every student gain the confidence and expertise necessary to complete their assessments successfully.

During the third training module, students are made aware of all requirements of the final assessment, and have the opportunity to do a 'dry run' of the practical component. This helps them gain confidence and gives them plenty of time to prepare for the formal tests. The formal assessment is carried out when every student feels as confident as possible.

In the event of a student being unable to satisfy all requirements of assessment during the final training module, they are given extra time, support and help where needed, in order to be eligible to graduate.

Following completion of Module Three, student's records are evaluated to give the school an idea of each person's status to date. If it appears an individual might have difficulty gaining the necessary marks to successfully complete the final assessments, they are made aware of this and given the opportunity to either defer to a later assessment, re-submit low-marked assignments, or do whatever might be necessary to give them the opportunity to pass the final tests.

Successful completion of all assessment criteria during Module Four leads to the award of the school's **Certificate of Academic Completion - (CAC)**. Students do not graduate until they have satisfied the requirements of the client research (CFP) component of the programme. [See the bottom of the [Introduction page](#) for more information about the CFP programme]. When this requirement is satisfied, the student is formally graduated and receives the school's,



Graduate Statement of Proficiency in P.S.H. Therapy — (G.S.P.P. Qld).

BELINDA HAWKINS

I.C.S.T.R. (AUST)

CANBERRA REGION

BMedSc, G.S.P.P.(Qld), M.A.S.T.A.,
Registered P.S.H. Therapist

With a background in medical science and post-graduate training as a P.S.H. therapist, Belinda delights in the incredible changes people can make to their health and happiness when they allow their emotional subconscious-mind to resolve their issues instead of consciously trying to talk through or analyse their problems.

Belinda has held a fascination for the workings of the human mind since her early days of studying psychology at university. Coupled with her own experience of healing with the help of P.S.H. therapy, Belinda realised her true calling to become a P.S.H. therapist herself, and undertook training with Greg Brice through I.C.S.T.R. (QLD) in 2011.

Today, Belinda works in a multi-disciplinary practice as a P.S.H. therapist in Queanbeyan N.S.W., regularly receiving referrals from allied health professionals. While most people seeking help are in their adult years, about 30% of Belinda's practice is working with children.

Having experienced cancer first hand, Belinda loves to support people in recovering their quality of life after a cancer diagnosis. Belinda founded the Embracing Chemo programme in 2012 to help people minimise the side-effects of cancer treatments while healing the emotional traumas that often accompany such a diagnosis. And in 2017 Belinda founded the Overcoming Chronic Pain programme to help people overcome the subconscious triggers that contribute to the experience of chronic pain. P.S.H. therapy is the foundation of both of these programmes. Belinda has also presented at national conferences on the workings of the subconscious-mind and how we can heal. She is the founder and Principal trainer of I.C.S.T.R. (Aust) and conducts this practitioner training course in the Canberra region.



Belinda Hawkins

GREGORY L BRICE

I.C.S.T.R. (QLD)

BRISBANE - QLD

D.C.H., C.A.C.H., F.A.S.C.H., G.S.P.P.(Qld), M.A.S.T.A.
Registered P.S.H. Therapist

Greg is the Principal Director and trainer of I.C.S.T.R. (QLD). He began his full time practice in subconscious-mind therapy in 1973 and conducted a busy practice in the outer Western suburbs of Sydney (NSW) for 24 years prior to moving to Brisbane (Qld).

Dissatisfaction with traditional principles and techniques led him on a search for better methods. His approach to therapy gradually evolved to include the principles and techniques we now recognise as P.S.H. Using these techniques, his clinical practice has supported itself exclusively by client referral since 1982. Working together with Frank Wright (Author: *Emotional Healing - PSH a new therapy for the new millennium*), they developed the P.S.H. therapy training model and began teaching therapists the new approach to subconscious-mind therapy in 1990. With the death of Frank Wright in 1997, Greg is the only remaining original developer of the P.S.H. therapy model.

He has published several papers in scientific journals on subjects relating to subconscious-mind therapy and has addressed both national and international conferences for subconscious-mind therapists. In 2004 he published his book, *Healing Your Feelings — with the help of P.S.H. therapy*. He has published two E-books for therapists since that time. He brings a wide and varied background and extensive clinical experience to this training programme.



Greg Brice

GUEST PRESENTERS

The school welcomes guest presenters from time to time.

These are sometimes experienced P.S.H. therapists with clinical experience they like to share with students. At other times we invite practitioners or therapists who specialise in other (related) modalities to pass some of their wisdom on to our trainees. Our intention always, is to give our students as broad and complete understanding of the subconscious-mind therapy profession as possible.

My career in subconscious-mind therapy began full-time in 1973. I used traditional methods for several years and like many others of that era, I was disillusioned and dissatisfied with the percentage of positive, lasting benefits being gained by my clients.

Although it is relatively simple to work briefly with someone and have them leave therapy 'feeling' good, helping them gain *permanent relief* is quite a different matter. Most therapists are quick to claim amazing results, however such claims are often more to do with the therapist's imagination and desires than they are to do with the reality of client outcomes — especially in the longer term.

For me, it got to the point where I could no longer justify continuing with the methods I had been taught and had picked up along the way. The number of clients gaining permanent relief was not high enough and it seemed there had to be a better way to help people.

The first ten years of my career was a struggle to find methods that would not only help clients change, but something that would lead to natural and lasting change. It was a time of dedicated research, careful reflection, numerous mistakes and gradually a whole new approach to what I was doing.

It became apparent that no single 'therapy' was right for everyone, although most of them had something useful to offer. By taking an idea from here and a technique from there the percentage of positive results began to increase and I was finally able to feel confident about what I was doing. The only problem was that I was doing things so differently to my colleagues there were very few people with whom I could share ideas and it was consequently, a rather isolated and protracted period of growth and development.

In 1989 I was fortunate to meet Frank Wright, who had been struggling in a similar manner for the same reasons. Through quite a different path, he had come to many of the conclusions and understandings that accounted for the improvements in my own practice. We found that we shared a similar philosophy regarding subconscious-mind problems and true change and that we were using similar methods that were quite different to those of our contemporaries.

Where there were differences we immediately set about 'testing' each other's ideas in the clinic, with the result of still further development and refinement of both principles and technique.

With increasing clinical evidence of the effectiveness of our methods, we began teaching other therapists our techniques in 1990 in an attempt to save others falling victim to the mistakes that seem to be par-for-the-course in subconscious-mind therapy. From the time of our first workshop, we agreed to only teach what we did ourselves and we also agreed that our teaching would be based in practise rather than theory.

A period of rapid development followed and by late 1993 the method had become so unique we introduced the name P.S.H. By this time we were also able to take students with no previous training or experience. Although the course format and content has been expanded and changed dramatically since those early days, the original principles and intentions have remained constant and I am very proud of the calibre of students we have now graduated from this programme.

I cannot promise my students that I will always be right - but I do promise them I will teach them everything I can that has been gained from long and hard-earned experience. I also promise them I will do everything possible to help them take this exciting and rewarding profession into the future with better ideas, more finesse, and above all, a genuine passion and hunger for continued improvement.



The following letters are a sample of those received from former students and are reproduced here with permission of the authors. You will find the full version of these letters on the **I.C.S.T.R. (QLD) Website**, along with some [video interviews](#) of past students.

“During my training to become a P.S.H. therapist I have been stretched and challenged. As a result I have a new level of understanding that has enriched both my personal and professional life in exceptional ways. The handouts and notes are the best that I have ever had in any course of study. The encouragement and support that I have received from very experienced teachers and mentors will never be forgotten.”

P Williams (NSW)

“Having just completed the final module of my P.S.H. training, I write this testimonial in appreciation of the huge effort Greg Brice has put into ensuring that we, his students, have finely tuned skills and the ability to handle the many situations in which we may find ourselves. While sometimes we all laughed ourselves silly, at other times we were stretched and challenged. Greg’s drive and dedication was in evidence daily, and it is a bonus to know that he will always be there to bounce ideas off, should we ever need it.”

M Duggan (QLD)

“Greg is down to earth and has a wealth of relevant experience which he is only too willing to share. The course notes and supporting material are first class — very comprehensive. During the course there is adequate opportunity for practice with your fellow students under Greg’s encouraging guidance. The assignments and pracs challenge you but are by no means daunting. I found the course notes and references exciting and that Greg was always available to support you.”

J Hoare (QLD)

“The P.S.H. training course has been a wonderful experience for me. Well presented information and theory, backed up by countless real life examples from a depth of experience, with opportunities to practise and develop skills and unwavering support and patience from Greg. I feel my awareness, skills and understanding of so many elements of the human experience has grown through the training course. I look forward to putting it all to good use, confident I have a simple yet profound framework to work with, and on-going support from a dedicated and inspiring teacher.”

H Murray - (NSW)

“I have worked in numerous high-profile positions - PR in the Stock Exchange, Television Journalist and Newsreader, etc., but was constantly troubled by life-long depression. My experience with P.S.H. helped me overcome that depression - a feat no other therapy was able to help me achieve. Because of this, I felt compelled to become a P.S.H. therapist, to help others find the same answer. I went to I.C.S.T.R. (QLD) and found them to be extremely professional, helpful, caring and supportive. Now, for the first time in my life, I can honestly say that I love my job. I would thoroughly recommend the I.C.S.T.R. (QLD) P.S.H. course, even if extra travel is involved - it’s worth it!”

D Lhota (NSW)

“My only regret in doing this course is that I did not know about it before completing three university degrees. It has been the most useful and inspiring journey of my professional life – worth at least twice what we paid.”

J Davis (NSW)

“I can honestly say that this is one of the best courses that I’ve done - very professional in all aspects; the teaching, supervision, material content and home assignments. The very best is given and the very best is expected, to the high quality of university standards.”

V Brouwer (NSW)

“The I.C.S.T.R. (QLD) P.S.H. course was very intensive. If it wasn’t, I wouldn’t have been as well prepared to become one of the successful P.S.H. therapists, that I believe I am today. The concise tuition and support provided by Greg Brice and Janine Budgeon, is invaluable and their advice and support continues long after graduation. Unlike most others, their dedication towards the overall advancement of P.S.H. therapy, encourages students as well as established therapists, to draw on their vast source of knowledge anytime help is needed. On reflection, it is clear to me that not only have I gained the personal satisfaction of graduating, I also gained a worthwhile career as a therapist who is in an enviable position of having continued support from my colleagues and trainers at the I.C.S.T.R. (QLD) school, as well as the Members’ Association, ASTA.”

K Ferris (NSW)

“P.S.H. completely changed my life. I felt as if I was set free emotionally and was able to start my life over. I am very passionate about P.S.H., as I had such a wonderful personal experience. I was very impressed with the course, as it was very professional and thorough. I completed the course feeling that I had been well trained and that I could confidently commence my own practice. It is a course that requires time and dedication and at times, hard work. The end result was that I achieved far more than I believed I ever could and it gave me a tremendous sense of achievement. I feel that my life has been enriched because of it.”

P Nelson (SA)

“My training as a P.S.H. therapist has been a true journey of discovery for me. Greg and Janine’s teaching style guided, led and encouraged students with their endless patience, good humour and thorough knowledge of the human mind, both conscious and unconscious. I believe this type of subconscious-mind therapy is the perfect vehicle to transport an individual towards the fullest expression of their healthy destiny. For me, P.S.H. has proved to be a most rewarding and satisfying career choice.”

K Irwin (QLD)

“My previous therapy often reopened old emotional wounds. With P.S.H., clients no longer appear to choose one side in an inner conflict and banish or repress the other. Rather they are profoundly aware of some part of themselves being reborn. There is an awakening of love and friendship with the self that I have not witnessed in any other therapy. Greg and Janine taught us, as individuals, how to engage the indirect, oblique and non-analytical side of human nature for healing and renewal. Words cannot do justice to their supportive, challenging method of instruction: how does one explain how we learned the art of leaving certain aspects of oneself alone? It’s a non-invasive attention that allows gentle integration of experience into the realities of the present. Following P.S.H. a person noticeably embraces their life in positive, permanent ways.”

P Speed (NSW)

“Thank you both again for all the caring and effort you put into this past year for us. I am only now beginning to reflect back on it all and how meaningful and worthwhile this year has been for me. It is undoubtedly a life-changing event and I am so grateful I had the opportunity to participate. I am expecting great and wonderful things for the future.”

L Myles (NSW)

ALL APPLICATIONS FOR THIS TRAINING PROGRAMME MUST BE MADE ON OUR APPLICATION FORM, WHICH IS SENT TO PEOPLE WHO APPLY TO JOIN THE COURSE.

YOU CANNOT SUBMIT AN APPLICATION FROM THIS COURSE OUTLINE.

When you are sure you would like to undertake this training, please contact the school and you will receive our Application/Registration package (see below). This includes application form, module calendar, fee schedule, and other relevant information for the next course. Applicants are required to supply the names of two referees over the age of 18 years, who support their application.



The Application/registration package can also be downloaded from the I.C.S.T.R. (Aust) or I.C.S.T.R. (Qld) Websites when a new course has been scheduled.

For further details, please contact us. Contact details are on the following page.
You can also check our Websites for details of the next course; dates, course fees, and more.

Places are limited and applications are processed in the order they are received.

If you want to join the next programme, you should apply as soon as possible to avoid disappointment.

Applications are processed in the order they are received.

Courses are typically booked out within a few days of emailing dates to people on our waiting list.

If you apply to join a course more than six weeks before commencement, a securing deposit will be accepted to hold a place for you.

A securing deposit form is included in the application package



*"In a gentle way,
you can shake the world."* – **Mahatma Gandhi**

1869 ~ 1948



Our contact details are as follows:

INTERNATIONAL CENTRE FOR SUBCONSCIOUS-MIND TRAINING & RESEARCH (AUST)

Contact: Belinda Hawkins

Suite 5 / 21-25 Monaro Street

QUEANBEYAN NSW 2620

0409 619 639

(02) 6297 7288

INTERNATIONAL CENTRE FOR SUBCONSCIOUS-MIND TRAINING & RESEARCH (QLD)

P O Box 5004

Kenmore East Qld, 4069

(07) 3378 5336 - [+61 7 3378 5336]

psh@icstr.com.au

If you want to receive our Application material, contact us and it will be emailed to you immediately

OR,

Your Application package can be downloaded from either
[I.C.S.T.R. \(Aust\)](#) OR [I.C.S.T.R. \(Qld\)](#)

- **Is the P.S.H. training programme conducted anywhere except Queensland?**

Yes. I.C.S.T.R. (QLD) conducted the course in Brisbane until discontinuing in 2018. **I.C.S.T.R. (AUST)** now conducts the course in the Canberra region, **commencing February 2019**. See the [Contact page](#) for details.

- **Can I do the course by correspondence or ‘distance learning’?**

The course is very practically orientated and you need to attend the training modules to take advantage of the considerable amount of practical exercises during class. Due to increasing international enquiries and similar, part of the course is conducted online. Check with the school.

- **Can I pay course fees by instalment?**

Yes. To make fee payment more convenient, the school offers students the option to pay by the module. Payments must be received four weeks in advance of the commencement date of each module. Please see the Application Package for current module fees.

- **Do I have to commit to the full course when I apply?**

Generally, yes. However, when places allow, and after consultation with the school, students with other specific training and experience may be considered for Module One only. When they decide to continue, they are registered for the remainder of the course upon payment of the fee balance. At this time they will have made a sincere commitment to complete the remainder of the full programme. Our experience has been to find that almost every student who completes Module One, is keen to go on and complete the full programme.

- **Would I receive a refund if I decided to discontinue?**

Yes. Although refunds are NOT given for ‘part’ of any module, if you have paid for modules in advance and decide to discontinue after Module One, you receive a refund of fees paid in advance (less any bank fees or other charges incurred by the school), providing the school has at least 28 day’s notice of your intention to discontinue. If the school receives less than 28 day’s notice, an admin fee may be retained. Our refund policy and amounts are all detailed in the application package.

- **Is the course recognised by any Government authority?**

Due to the practical structure of the programme, much of its benefits would be jeopardized if we had to comply with ‘Government approved’ training structure. The structure of the programme has evolved over many years (since 1990) and has enjoyed considerable success, due to the way it is designed and conducted. We prefer to keep the integrity of the course intact, rather than gain accreditation, which does absolutely nothing to produce better therapists.

- **Is the course recognised by any professional associations?**

Yes. Far more important than any Government recognition is that of the professional organizations who understand the subtleties and underlying principles needed to produce high quality therapy. The I.C.S.T.R. (QLD) and I.C.S.T.R. (AUST) P.S.H. Practitioner Training Programme is accredited by the Australasian Subconscious-mind Therapist’s Association (ASTA), as the training requirement necessary for membership. All members of that Association (regardless of other affiliations) are trained P.S.H. therapists. Due to some similarities in the subconscious elements of P.S.H., our course is also recognised in a similar manner by a number of other professional therapists’ associations in Australia.

- **Can I continue later if I have to leave the course I start?**

In most cases, yes. Wherever possible, the school will arrange for you to join the next available course at the appropriate module, in the event you can’t continue with your entry course. In some cases, there may be some slight fee adjustments required.

- **Can I speak with past students about the course before I decide?**

Absolutely. And we suggest you do so. We are happy to put you in touch with past students and encourage you to speak with them. You will get an honest and unbiased view of the course and everything associated with it. (We also suggest you read some of the testimonials in this Course Outline and on our Website.)

- **Will I have to wait until the end of the course before I start a practice?**

Although students are not considered qualified until they have satisfied all requirements and graduated, they are required and encouraged to begin using P.S.H. (and charging a fee) from the completion of the second training module. Working with clients is an important part of the training programme. Following graduation, they are deemed fully qualified and encouraged to start their professional practice. Students receive all the support and backup they require, throughout the training period, and for as long as needed following graduation.

- **How long does the course run for?**

The formal training period (the four modules) are usually conducted over a period of twelve months, or slightly less. Most students require a further six months or so, to complete the necessary post-course practice to be eligible for graduation.

- **Are there any ‘hidden’ expenses associated with the course?**

No. The course fees cover all tuition and training materials for the entire programme. Students are responsible for any accommodation costs and traveling expenses. Some students obtain reference books from local and/or university libraries, and others buy books of their own. Purchasing your own books would add to your overall expenses.

Continued on next page

Continued from *previous* page

- **Is there a lot of ‘homework’ necessary during the course?**

There is a number of written assignments and at least one audio recording to make during the course. Most students require an average of approximately the equivalent of one, to one and a half days per week to complete assignments. There is usually at least 2 months between training modules, so providing a genuine effort is applied, there is more than enough time to complete homework.

- **When I learn P.S.H. can I use it to help members of my family?**

In theory, yes. However, the school strongly discourages students from working with family members, except as ‘practise subjects’ during the training period.

- **When I learn P.S.H. can I use it to help my own problems?**

Very unlikely. Most of our students have been people who gained benefit from having help with P.S.H., however it is not something you can formally ‘apply’ to yourself.

- **As a P.S.H. therapist, would I be able to work for someone else?**

There are very few instances where a P.S.H. therapist would be employed as such by someone else. Most graduates establish their own practice. Important issues concerning the business side of running a practice are covered during the third module of the course.

- **Do I need to rent or have an office outside of home to run a practice?**

Not necessarily. Most of our students work from home (especially in the beginning) and save the expense of renting premises outside of their home. It is not uncommon however, for therapists to ‘share’ professional premises with other practitioners working in different (and perhaps related) fields.

- **Would I need (and can I get) professional indemnity insurance?**

That is an issue for each person to decide for themselves. The school can help students obtain professional indemnity insurance at very low rates, when they have completed the second module of the course.

- **Could I expect to earn a living from a P.S.H. practice?**

Most people need some time to establish themselves in a practice that will support itself financially—the amount of time depends on the entrepreneurial and professional skills of the individual. Every effort is made by the school to assist students with referrals, advertising ideas (and some material) wherever possible. A section of module three is devoted to the ‘business side’ of establishing and running a practice.

- **Can I receive ‘credits’ for other professional training I have completed?**

Yes, limited. Students who complete whole modules of the P.S.H. course conducted by ICSTR (QLD) may receive credit for those modules. P.S.H. is a therapy model that stands alone in the field, and we know of no other training or therapy models that are related closely enough to be of help in this area. Having said that however, many of our students have been trained in various modalities that have similarities in some areas and make their learning that much easier.

- **Can I use P.S.H. as part of my established health practice?**

Yes, with caution. P.S.H. does NOT lend itself to ‘mixing & matching’ with other health modalities and should always be used ‘on its own’ with any particular individual. Most clients benefit from having a decent ‘break’ from other therapies, before commencing P.S.H.

- **Can I expect to establish a practice as I live in a remote part of the country?**

Due to the very gentle, private and effective nature of P.S.H., people are more inclined to recommend it to their friends, than is the case with other methods. Therapists in remote areas, who are doing good work, draw clients from a very wide geographical area. The principal trainer of the I.C.S.T.R. (QLD) course regularly has clients from other countries.

- **Do I need to have tertiary education or training/experience in another therapy to learn P.S.H.?**

No. In fact many of the most successful P.S.H. therapists had no training or experience at all, prior to learning P.S.H. You do have to be genuinely committed to applying the time and effort necessary, and be able to absorb new ideas and understandings.

- **Is P.S.H. just another trendy ‘fringe’ or ‘alternative’ therapy without a scientific basis?**

No. P.S.H. is securely grounded in the most up-to-date scientific understandings regarding the ways humans cause and solve ‘subconscious’ problems. It is a gentle, non-invasive and thoroughly ‘tried and tested’ method of helping people permanently resolve these kinds of issues. The model of therapy taught in this course has been continuously and successfully used by the I.C.S.T.R. (QLD) principal trainer since 1983. It is based on the simple, irrefutable fact that humans are self-healing beings and it is quickly becoming the most sought-after form of therapy for problems of a subconscious nature. The fundamental principles upon which P.S.H. is based are completely in line with the latest neuroscientific understandings.

Please contact us if you have questions that have not been answered here.

COURSE FORMAT

The course consists of four modules. You may initially register for the full course or the Introductory Module only, with the option to continue if you wish. **Students committing to the full course in advance receive priority with respect to available places.** Attendance at all parts of all modules is required to be eligible for graduation.

- For further details, please see the [Course Format](#) page.

COURSE OUTLINE

The four modules are scheduled to be completed within a period of twelve months or slightly less.

There are several assignments to complete between modules.

The module dates are scheduled to allow students enough time to complete their assignments.

Most students require approximately 6 months, following the final training module, to satisfy the professional practice component and be eligible for graduation.

- For further details, please see the [Course Outline](#) and [Practical Component](#) pages.

VENUE / ACCOMMODATION

From February 2019 the course is conducted in the Canberra region and is facilitated by I.C.S.T.R. (AUST) under the expert tutelage of Belinda Hawkins (see [page 18](#)). Addresses and other relevant details of the venue facilities are included with our Application Form.

Students are responsible for their accommodation costs and all meals, except morning and afternoon tea, which the school supplies at no cost to participants.

- For further details, please see the [Accommodation](#) page.

COURSE FEES

Where application/registration is made more than 6 weeks before commencement, a securing deposit will be accepted and this will secure your place in the course. The balance of fees must be received by the due date, which is shown on the application form.

- For further details, please see the [Course Fees](#) page.

APPLICATION

All applications for inclusion in the course must be made on the Application/Registration forms, which are emailed to applicants. The package can also be downloaded from either I.C.S.T.R. (Aust) or I.C.S.T.R. (Qld) websites.

You **CANNOT** apply or register for the course from this Course Outline. To receive our application package, you may contact us on the phone number or addresses shown on the [Contact](#) page of this programme, or you can email the form requesting information, which is posted on the I.C.S.T.R. (QLD) website.

- For further details, please see the [Application](#) page.

We suggest you save this Course Outline in your computer and read it carefully before making application to join our training.

[Return to Contents](#)