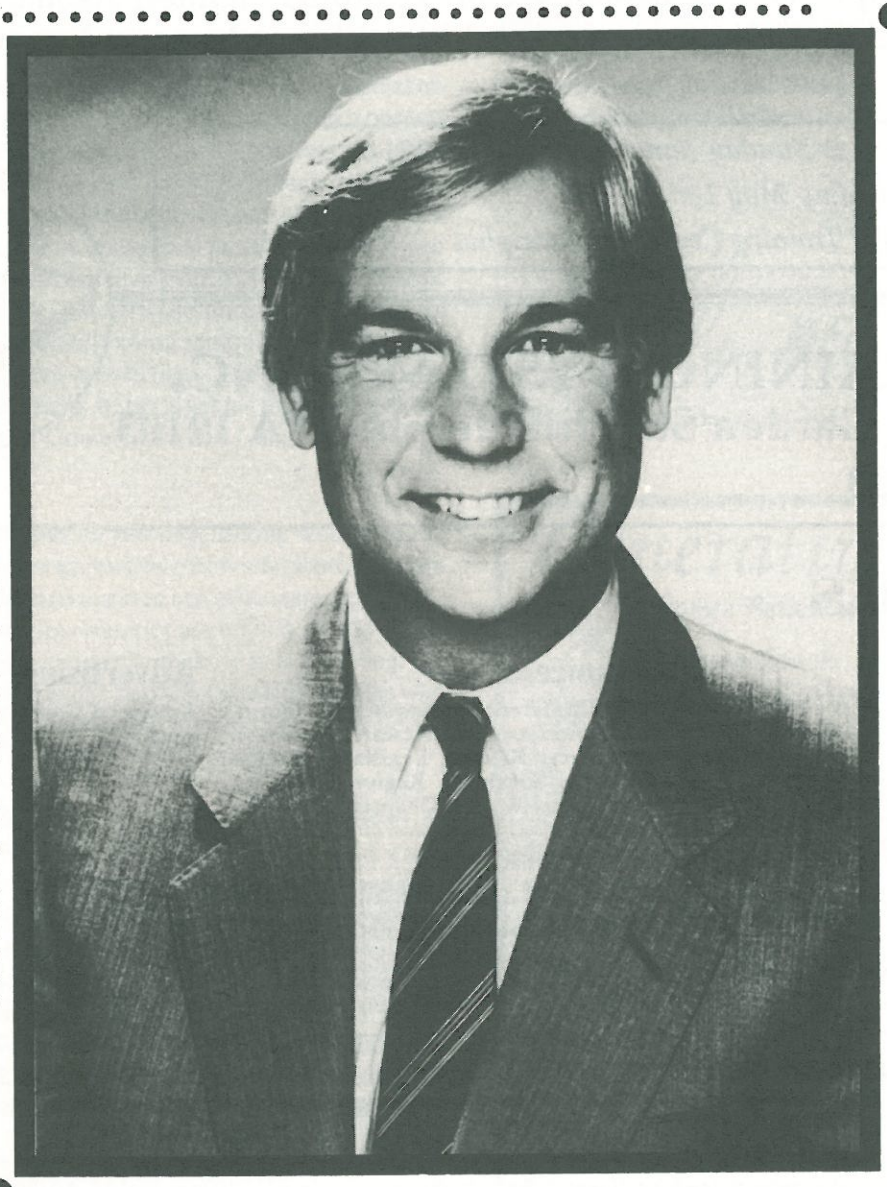
# NLP·Connection

Volume VII, No.6 • The Journal of the International Association for Neuro-Linguistic Programming • $5.00



## Jack Canfield

**Keynote Speaker**
**1993 IANLP Conference**
**Snowbird, Utah**

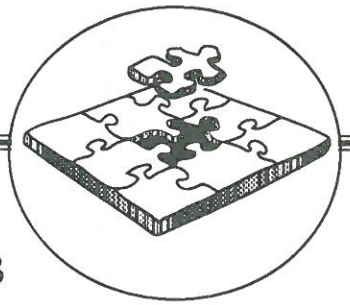
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# Contents

## Articles


Letter from the President 3
*Doug Sauber*

Jack Canfield ..... 4
*Interview by Martha Wiglesworth*

The Meta-Kinesthetic Blues ..... 8
*By Qi-Lin Millen*

Ten Reasons to Join the Celebration ..... 9
*By Martha Wiglesworth*

Unlicensed Alternative Psychotherapy . 11
*By Steve Andreas*


## Announcements


IANLP Conferences, Membership Form, Membership Brochures, Research Database, Generic Press Release, Legislative Action Committee, Southeast Region Chapters, North Central Region Chapter,Public Relations ..... 5

Call for Nominations ..... 8

Snowbird ..... 10

Northeast Regional Conference ..... 17

Calendar of Events ..... 18

Leadership Roster ..... 21


## Advertising


Advanced Communication Training ..... 5

Advanced Neuro-Dynamics ..... 6

Metamorphous ..... 16

NLP Comprehensive ..... 18

NLP Learning Systems ..... 9

NLP of Ohio ..... 3

NLP University ..... 20

OTCC ..... 16

Stances ..... 2

Susan Grace Branch & Associates ..... 23


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342 Massachusetts Ave.
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Indianapolis, IN 46204
Phone: 317-636-6059
Fax # 317-638-0539

# Letter From the President

As I've talked with members, and read the letters that the Board and I have gotten from members during the past several months, I've been thinking about IANLP's mission. What is that mission? What can IANLP as an association do that an individual or an institute not do? Why IANLP?

At first thought, IANLP seems to me to have three important roles, roles that can be done better in the context of an open association than by an individual or institute. First, IANLP provides a context for expanding our NLP horizons. The many conferences, local chapters, special interest groups, and the *NLP Connection* give us all an opportunity to share and learn about new and interesting work that others are doing. IANLP is in a special position to foster open communication, as it is not affiliated or owned by any individual or institute. That makes it more difficult to get things done sometimes (does anybody out there especially enjoy committee work?), while giving IANLP events special possibilities. One of those special possibilities will be celebrating in the Rockies this spring at the 1993 IANLP International Conference, and I hope you will be joining me there.

Second, there are possibilities for meeting, talking with, learning from, supporting and being supported by others who share common interests and skills. While each institute can offer some opportunities for this process, those opportunities are limited. While taking an NLP training, I do get to connect with those in my training, but what about after my training ends? And what about those folks who are taking their training at a competing institute somewhere else? Where do I meet them? At IANLP events, of course.

IANLP provides a context for communicating with one another, as well as with the larger communities in which we live and work, about NLP. With hundreds of training institutes and thousands of "NLPers" throughout the world, where can we go to talk about what NLP is? About what makes for a good NLP training? (If we want the term NLP to mean something in the world, the catch phrase, "Let the buyer beware," just isn't good enough.) About what NLP works for and what it doesn't work for? How do we address the questions that our communities ask us about who can do NLP work and what NLP can be used for (sometimes these questions come in the form of proposed legislation)? No institute or individual can address these sorts of questions in the way that an association can.

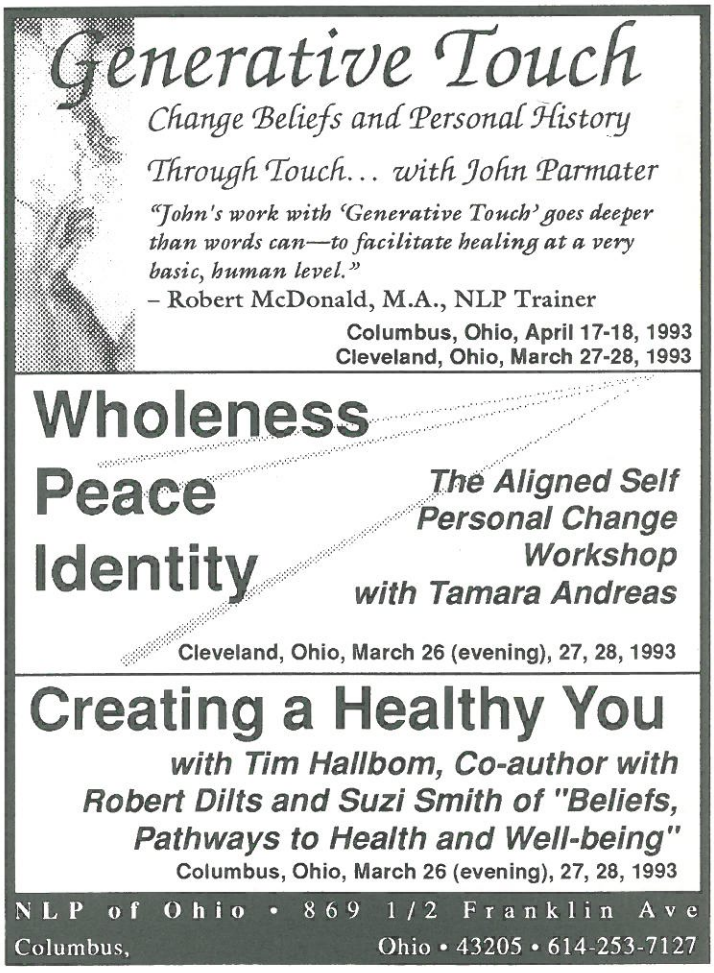
IANLP, by the way, has been moving recently in this area; contact the Legislative Action Committee to find out what is going on in our legislatures. You also should soon begin to see the IANLP seal appearing on the notices for certification trainings that meet IANLP's voluntary guidelines.

After defining these areas where IANLP has an important role, I thought to look at our mission statement. It says that, "The mission of IANLP is to be an ongoing, unifying organizational forum within the diverse world of NLP." When I read that, I thought, "This sounds like the UN." As I pondered that idea, I realized that IANLP is like the UN! Most importantly of all, IANLP provides a place where everyone interested in NLP can come together and share, connect, argue, fight, learn, and grow. It is the context in which we really figure out how to work for *mutually ecological outcomes*, the place where we learn how to practice what we preach. If we can't get to mutual outcomes with one another, how can we ever expect to accomplish anything with anyone else? Have you ever wondered "what has IANLP done for me today?" It is the context in which NLPers of very different backgrounds and with very different values are trying to learn how to put NLP into action for all of us.

Yours,



Douglas J. Sauber, M.Ed.

# Interview with Jack Canfield, Keynoter for the upcoming IANLP International Conference atSnowbird, Utah.

*By Martha Wiglesworth*

## Jack Canfield

Jack Canfield is one of the nation's leading experts on Peak Performance and Self-Esteem. He is an accomplished teacher and trainer and has worked with some of America's most prestigious companies. His work is impactful and life-changing.

Jack is a Harvard graduate with a Masters Degree from the University of Massachusetts. He has conducted over 600 conference keynotes and over 700 intensive trainings for corporations and associations over the United States, Canada, Australia, Asia and Europe.

With respect to the content of the keynote address, or workshop, Jack customizes all of his presentations to the needs of the client. His specific areas of concentration lie in the development of the high performance self-esteem as well as design of a seven to ten step process for the attendees to use immediately following his speech. Jack is very results conscious and likes to make sure that the attendees will have specific techniques they can use to increase their self-esteem and productivity.

Jack has extensive background in education and training. He authored the best-selling book *100 Ways to Enhance Self-Esteem In the Classroom* which is in its 28th printing and has sold over 500,000 copies. He also has two best selling albums "Self-Esteem and Peak Performance" and "How To Build High Self-Esteem" which collectively sold over 110,000 copies over the past three years. Jack will have three books released this year: *101 Ways to Develop Student Self-Esteem and Responsibility, Chicken Soup for the Soul* and *50 Ways to Higher Self-Esteem.*

Martha: Jack, you were the first choice for keynoter for the 1993 IANLP Conference among 20 persons considered. So, it's a vote of confidence from some of our most esteemed leaders. And I think we were choosing not only a person, but perhaps even more, choosing a theme. This underscores the importance, no—the *urgency*—of affirming the worth of human beings. NLP presuppositions, values and beliefs were modeled, in part, from Virginia Satir, who believed self-esteem is the foundation of all change work.

You and I share that concern and that Satir heritage, and I'm proud to present you to the IANLP community. Let's begin with your definition of self-esteem.

JC: Well, basically, to me, self-esteem is the experience that one is worthwhile and lovable and capable. It's experienced internally as a feeling resulting from a series of thoughts and images that one holds about one's self. So, one's self-concept is a set of thoughts and self-images that leads to what we call self-esteem.

Martha: Whenever we name something and define it, it turns a process into a thing. And it can become a "buzzword", or a fad. Has that happened to the concept of self-esteem?

Jack: Well, I think everything has the potential of becoming a fad. There *are* some aspects of self-esteem that may be like a fad. But I think there is something going on much deeper than that.

In California, as you know, a task force funded to the tune of three quarters of a million dollars by the state legislature and the governor worked for three years to study the possible relationship of self-esteem to the social problems of our state. So many people were suffering from drug and alcohol abuse. So many kids were dropping out of school; as many as 50% in our cities never graduate. We have a serious child abuse problem; lots of people go back to prison over and over, and there is a huge welfare population.

The work of this group and its recommendations for a state-wide emphasis on self-esteem enrichment is now being implemented. Seven other states: Arkansas, Virginia, Michigan, Florida, Maryland, Hawaii, and Louisiana, now have similar task forces. Large citizen organizations, the corporate world, and certainly educators have all become involved. I spend probably three days a week consulting and doing training with corporations and school people.

I think it is true that the media has treated self-esteem like a fad. But the media has treated NLP in the same way, which is to say, has not really understood the depth of it. But what we are seeing now is a lot of scientific studies on the workings of the brain which are validating both NLP and self-esteem training.

They both are going to be around a long time and transcend the so-called fad stage.

Let me just comment on one other thing. You mentioned that we've taken a process of esteeming one's self and turned it into a noun—the old nominalization concept. And it's true. What I teach is that self-esteem doesn't *exist* as much as does the *process of esteeming* one's self, or dis-esteeming one's self.

And what I teach in my workshops are the processes and activities that people can utilize on a day-to-day level to create a more fulfilling life.

Martha: Another objection we hear from the media is that it's fluff, "feeling good" —a kind of trivializing of the concept.

Jack: Well, there *have* been some things done in the name of self-esteem that were pretty trivial. You know—having a kid stand up in front of the class and get applause, or giving everyone A's whether they have earned them or not. This is what I call the empty praise approach to self-esteem, and there is research that these kinds of activities do not make much of a difference.

*(continued on page 6)*

## Research Database

New references are continually added to the research database. For information, contact Lyle Chubb at Creative Growth Unlimited, 83 Williams Street, Lyons, New York, 14489. (315) 945-4916.

## Generic Press Release

A generic press release is available to local chapter people, special interest groups, regional representatives. Contact Laura Shaw.

## Legislative Action Committee

The committee requests that each member help us monitor legislation in the country. Send information to Laura Shaw.

## Southeast Region

There are now three local chapter groups in the Southeast Region! Call Frances Wiggins, Regional Representative at (904) 467-9241 for information.

## North Central Region

The Ohio Chapter of IANLP meets on a regular basis. To join and receive their quarterly newsletter, call Claire Skinner at (614) 846-3755.

## Public Relations

Have you an interest or talent in public relations? IANLP Public Relations Committee needs you! Please contact Daniel J. Pesut at 1400 Shady Lane, Columbia, SC 29206 - Phone 803-787-3217

# Conferences

## Northeast

New York, NY. November 20 (evening)-21-22, 1992. *Giving and Receiving in the World: Solutions Through Alliance*. New York Vista: A Hilton Hotel at the World Trade Center. Keynote speaker: Anné Linden. Room rate: Single or Double - $95. Over 20 workshops. Cocktail party with Hors d' Oeuvres Friday evening. Registration: $115 member, $140 non-member. Harbor cruise Saturday evening, 7 -10pm, $61.90. Networking Luncheon Guest Speaker: *A Framework for Visionary Leadership*, Sunday, November 22, 1992. Pre-conference intensive: *Becoming A Magical Person*, Joseph Chilton Pearce, author of *Magical Child* and *Crack in the Cosmic Egg*, November 20, $90. Information: Marie Margenau-Spatz, PhD, Regional Representative, 101 W. 55th St, Suite 5E, New York, NY 10019. Phone 212-757-5755. Fax: 212-956-5655.

## Southeast

Atlanta, GA. January 15-17, 1993. Wyndham Hotel. Keynote speaker: Robert Lowe, who brought improvisational theater to Atlanta ten years ago and has directed more than 1000 events, is known for his expertise in humor. Robert brings with him his experience from: theater, community service, social work, education and business. Information: Frances Wiggins, 904-467-9241.

# Annual Membership Form

Please check the appropriate box:

- ❑ Corrections or changes
- ❑ Renewal at new level*
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Levels of Membership:

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PLEASE NOTE: Pursuant to the Revenue Act of 1987, we are required to advise you that your Association dues are not deductible as charitable contributions for Federal income tax purposes. Your dues payments, however, remain deductible as business expenses to the same extent as permitted under the law.

## New Membership Brochures

Are now available from Laura Shaw at the address on page 2.

*(Jack Canfield, continued from page 4)*

If one goes deeply into the kind of self-esteem that Satir teaches, that I believe I teach, that Nathaniel Branden teaches, it goes way beyond that. And the media has misunderstood. For instance, there was a study comparing Korean students who were *in fact* number one in the world, and but didn't think they were very high, with American students who were number 16, and thought they were number one.

The media said: "See—that's what self-esteem does, it gives kids an inflated sense of self." But that kind of self-evaluation is not self-esteem, that's just delusions of grandeur.

Martha: Another criticism is that all this emphasis on self-esteem rewards mediocrity—people get praised not for doing good work, but just in order to build them up.

Jack: There have been a number of articles about the difference between praise and affirmation. People who are serious students of the field know that praise is not what we're talking about. What we are advocating are things like attention, and touch, and acknowledging one's feelings, and honoring one's perceptions, and setting goals and things like that. Self-esteem goes way beyond praise. I'm one of the people against praise just by itself.

Martha: Jack, what is your vision of a school system in which an emphasis on self-esteem is effectively carried out? What kinds of differences would that make?

Jack: Well, it would start at the top. The teachers would be esteemed by the district administrators. There would be policies, procedures and practices which treat teachers as mature adults. There would be a lot of acknowledgment and affirmation and validation of the people's contributions. There would be more of a democracy; people would have a choice and the power to make a difference in the way things are run.

There would be daily small groups where kids would talk about their goals and their successes and their feelings. There would be a place where kids could talk about what is going on in terms of their relationships — they would be taught relationship skills, and how to model the skills of successful people.

And there would be community service projects where kids would have the sense of making a difference in the world. Kids would be involved in setting up the discipline program so that it would be non-arbitrary and more humanistic. There would be holistic approaches to the subject matter and the use of accelerated learning technology and more time spent on what I call real-life effective living skills.

Martha: I'll buy that dream! Let's move from education to the "real" world of business which some people have entered without having this kind of education. You're making a big impact on the whole corporate scene. What do you see as the reason it's important for business to pay attention to the self esteem of their workers?

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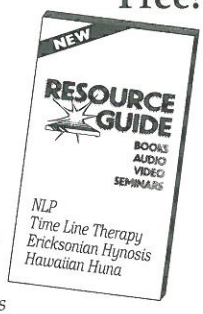
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Jack: We know from research that two thirds of American adults have low self-esteem. And it shows up in a number of ways. They don't participate. They aren't initiating creative ideas. They spend most of the time covering their (!) rather than being in line with a vision and going for it. Corporations are now seeing that they are living with the shortcomings of families and the schools.

I saw one study which found that most companies reject two thirds of the job applicants because they don't have the kind of attitude which allows them to cooperate and learn and grow. It hasn't happened in their homes and schools, and corporations have to make up for that.

What we're seeing is that as people's self-esteem goes up they tend to take more risks and set higher goals. They begin to understand the power of vision and alignment to productivity. They tend to get out of petty internal politics and into higher levels of achievement.

Part of my teaching of self-esteem is called *The Ten Steps to Peak Performance*. I find that many people in our country are ignorant about how to manage themselves and how to manage others for high-level achievement. And that's what I think the corporations are paying top dollar for—skills based on high regard for self and others.

Martha: Let's move into health and mental health and how the self-esteem movement is reaching that arena.

Jack: Well, I've been doing a lot of work with hospitals—training the psychological staff. Working with outpatient and inpatient programs. Addictions, weight loss, self-management—stuff like that. Again, we find that people who have high self-esteem are less likely to damage themselves than people with low. They believe they can cope with life's challenges either by handling them themselves or by seeking out the appropriate assistance in emergencies and crises.

People with low self-esteem deep down don't believe that they are capable of handling life, so they tend to check out through a drug or alcohol or over-eating or sex or workaholism or shopaholism or whatever. And as self-esteem goes up and skill building occurs, they begin to be effective in creating solutions and making their lives the way that they want them to be.

Martha: I know the California Task Force on Self-Esteem added to "lovable and capable" the concepts of "responsible for self and others" and "accountable." That seems to be what you are saying in managing health.

Jack: I teach a conceptual model that says E + R = O. There are E vents in life; we R espond to those events, (that's where the responsible you're talking about comes in); E + R produces an O utcome. And if you don't like the outcome, and you can't change the event or the reality of what is, what you can do is change your response until you get the outcome you want. This is very similar to the way NLP makes therapeutic interventions. Keep being creative until you find the response that gets the result the client wants. And I teach clients the concept that it's their job to keep trying new behaviors until they find the outcome they want. And to discover that when you don't like what you're feeling, experiencing, or getting, *you* are producing it.

There are three areas you have control over: 1) your thoughts and self-talk, 2) your images, (you can use all the sub-modality work here so as to create positive images and expectations rather catastrophic ones) and 3) your behavior—what you do and say that produces the outcome you want.

Martha: Tell me about your background in NLP.

Jack: I've never taken formal NLP training although I've had a lot of friends who are NLP trainers. I've studied with Virginia Satir and Fritz Perls. And I've worked with Roberti Assagioli, the founder of Psychosynthesis, which I think a lot of the NLP work is similar to.

One of my main colleagues is Tim Piering, an NLP Practitioner. He and I have developed tapes on self-esteem using a Tri-Sync Integration Process. We use three voices—one in the right ear, one in the left ear and one in the middle, all saying different things at the same time. It puts people into a mild trance state so that we can lock the principles of self-esteem into the unconscious.

We do a lot of work with addiction and restructuring childhood using these tapes.

Martha: I want to relate what you will be bringing to the IANLP Conference and Institute to some of our special interest sections.

One of these has to do with training, not just NLP specifically, but the skills of transferring any kind of knowledge to others. You and Tim offer a Facilitating Skills Seminar which trains self-esteem speakers and trainers. It would seem that people with these skills are in great demand.

Jack: Yes, we do a ten-day training every summer in which we teach people about 150 activities and interventions that are designed to build self-esteem in any level of client, whether a kindergarten student or a corporate executive. As parts of this, Tim offers a day of NLP technology and Martin Rutte, who is just finishing a book called *Vision Accomplished* help them create a vision of taking self-esteem back to their school district or corporation. We've been doing that now for seven years and have more than two hundred very effective self-esteem trainers all across the country.

Martha: What we find in NLP training is that it seems so simple to concentrate on techniques, whereas the basic thing seems to be combining that with a congruence of beliefs and values.

Jack: We find over and over that the personal growth side is even stronger than the technology side. It's our goal to develop trainers who have an ability to be loving and accepting and who have a repertoire of skills. It's a program which develops selfhood as well as competence.

Martha: You are the founder of the "Foundation for Self-Esteem," which sponsors a program to teach welfare recipients how to remove their personal barriers to success, become gainfully em-

*(continued on page 22)*

# The Meta-Kinesthetic Blues

Woke up this mornin' feeling like I'm gonna lose

**(repeat)**

Yeh, I woke up this mornin' with the meta-kinesthetic blues
My internal pictures are all dim and far away

**(repeat)**

Internal dialog always gettin' in my way

**Refrain:** I got the blues, I got the meta-kinesthetic blues
Yeh, I woke up this mornin' with the meta-kinesthetic blues

Calibration is a chore; can't seem to keep rapport—
submodality distinction elude me more and more

**Refrain**

I got no well formed outcomes, no evidence criteria-alas

**(repeat)**

Got no compelling future to get me off my ass

**Refrain**

I've swished all my pictures and squashed all my parts,
been six-step reframed and TDS'ed right back to start

**Refrain**

One day I'm going towards, the next I'm going away, I violate the Meta-Model with everything I say

**Refrain**

Anchors all installed, chained, collapsed, and stacked
Perceptual positions now from front and side and back

**Refrain**

I always sort for a difference, never for the same

**(repeat)**

Searchin' vainly thru my timeline for someone else to blame

**Refrain**

I've learned the language patterns and the mastered Sleight of Mouth, convoluted verb tenses 'til I can't tell North from South: modelled Milton Erickson, now my language is so vague that when I go to parties they all avoid me like the plague

**Refrain**

I've sorted my criteria and elicited my beliefs,
blown out all my compulsions, gotta' get me some relief

**Refrain**

I've moved my pictures closer, made them big and bright,
adjusted up the volume and moved it to the right,
I changed from flat to 3D, but still can't get it right

**Refrain**

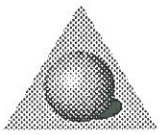
I walked beside my timeline back to that fateful day,
and told my mom and dad, "Here's what you need to say:
'You're just the kid we wanted, and we know you're gonna be in better shape than we are, 'cause you'll study NLP!'"

Forget the blues, forget the meta-kinesthetic blues... **NOWW!**

# Call For Nominations

| | |
|---|---|
| **President Elect—** | 1 year term as President Elect<br>2 year term as President |
| **VP Program Elect—** | 1 year term as VP Program-Elect<br>2 year term as VP Program |
| **VP Membership—** | Board recommends that Lyle Chubb run unopposed, but committee will accept nominations |
| **Treasurer—** | Board recommends René Pfalzgraf run unopposed, but committee will accept nominations |
| **Regional Representatives—** | 2 year terms<br>Eastern Canadian<br>North Central<br>South Central<br>Pacific<br>Northeastern<br>Southeastern |

Deadline: Postmarked November 30, 1992
**Send nominations to Wyatt Woodsmall, 1201 Delta Glen Ct., Vienna, VA 22182-1320, (703) 757-7945.**
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# Ten Reasons To Join The Celebration

**April 23-25, 1993**
**Cliff Lodge, Snowbird Resort**
**Salt Lake City, Utah**

10. This is our 10th anniversary! We became an official entity in 1983.
9. The setting at the Lodge with its 11-story atrium overlooking the Wasatch mountain will provide an ambience of breath-taking view, pure mountain air, cozy grouping around an open fire, and maybe some snowball fights or even a ski down the mountain.
8. Jack Canfield, an internationally respected leader in the self-esteem movement and a highly successful businessman, will be our keynoter and pre-conference institute leader. Practice your modeling skills in the open session; talk with him privately as well. A new emphasis on what we know by personal experience as well as our NLP presuppositions is at the basic identity and spiritual levels of our technology.
7. Transportation to Salt lake City is easy - it is a hub for Airlines. Room accommodations will be more reasonable. Registration fee will include the Sunday Celebration luncheon, as well as a buffet lunch on Saturday with a chance to chat with presenters.
6. There will be a light touch with play, fun, laughter throughout the conference events. Also, a party on Thursday night and other surprises we won't reveal.
5. On a serious note, we are featuring a Saturday morning plenary session at which Lucy Freedman will help us look at were we are as an organization. We exhibit many of the developmental traits of 10-year-olds: we have dissatisfaction, discord, and unrest. We also have exuberance, zest, ardor, and energy. We share a mission about taking our beliefs, values and technologies to the world. We understand differences in learning styles, personality types and value systems. Lucy will help us explore all these facts of our life together so we can emerge with a clearer vision of how we can become interdependent.
4. "Things are busting out all over" in NLP circles.
   A WORLD HEALTH COMMUNITY FOR THE 21ST CENTURY!
   INTEGRATIVE LEARNING TO ACCESS THE WHOLE MIND!
   THE ALCHEMY OF A BUSINESS WORLD BASED ON UNLIMITED POTENTIAL!

   Within the membership of IANLP we have the people who know how to make these things happen. Come strategize with them at Salt Lake City so you can be in on the ground floor as well as visioning the THIRD MILLENNIUM.
3. IANLP will provide the leadership for working at the political level in a unified way. Many state legislatures are considering regulation which can serve to give credibility to our profession, or which might become limiting and strangling to our creativity and flexibility. Saturday night at the Conference will be your opportunity to get information and develop strategies.
2. This is the crucial year to face the challenge of our differences. Our logo frames this as THE DIFFERENCE OF ONE! YOU make the difference. We as IANLP can make a world of difference. We can model how there can be unity in diversity.
1. It is our goal to have 400 participants in Conference '93. There will be a prize for the 100th registrant, for the 200th registrant, for the 300th registrant, and a grand prize for the one who enables us to reach the goal of 400. YOU COULD BE A PRIZE WINNER, AND you will be a winner just by coming!

*Martha F. Wiglesworth,* VP/ Program

An exhilarating, multi-sensory experience awaits you...

# IANLP International Conference SNOWBIRD



## Come April 1993...

think you'll be ready to recover body, mind, & spirit?

think you'll be ready to recenter?

think you'll be ready to rejuvenate?

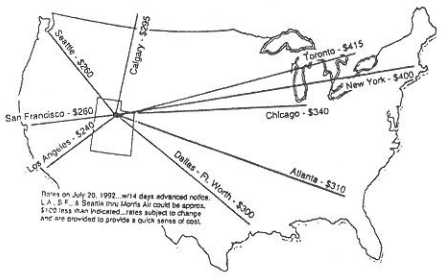
**SNOWBIRD** - Aptly named. High in the rugged Wasatch Mountain Range, amid breath-taking majestic peaks lies the ski resort **Snowbird**. This is the location of the **10th Annual IANLP International Conference.**

**The amenities you'll be enjoying:**
April weather is likely lots of sunshine, warm days, crisp nights. Snowbird boasts one of the longest ski seasons in the country, with consistently excellent snow conditions. A pedestrian village, all resort facilities and amenities are within convenient walking distance. THE CLIFF LODGE features:

* a modern, state-of-the-art 57,000 square foot conference and business center
* 4 distinctive restaurants offering everything from gourmet cuisine in a glass enclosed rooftop setting, to health-conscious menus, to authenic mexican food, to burgers and pizzas
* a world-class27,000 square foot fitness and relaxation facility featuring a rooftop lap pool, giant whirlpool, spacious aerobic room, extensive weight training and conditioning equipment (Keiser pneumatic), and a fully staffed massage sauna (11 treatment rooms) offering a wide range of massage, herbal wrap and facial treatments
* a dramatic11-story windowed atrium opening you to the spectacular, mood-altering mountain view
* set in Snowbird village, there are additional dining, shopping and live entertainment options, including a comedy club and dancing
* Snowbird's Aerial Tram gently glides you to the top of 11,000-foot Hidden Peak, providing panoramic views (up to 100 miles!)

**Room discount rates for conference attendees:**

| | | | |
|---|---|---|---|
| Standard Bedroom (1 - 4 persons) | $ 79.00 | 1 Bedroom Suite (1 - 6 persons) | $201.00 |
| Deluxe Bedroom (1 - 2 persons) | $122.00 | 2 Bedroom Suite (1 - 8 persons) | $323.00 |




Convenient air connections to the Salt Lake International Airport...then a quick and easy trip of less than 40 minutes to Snowbird. Salt Lake City, just down the mountain, is filled with rich history, sight-seeing and shopping opportunities.

Perhaps the finest slate of talented presenters to date will be sharing their experiences, skills and insights. Experience for yourself the warm and friendly hospitality for which the West is famous. Be sure write "SNOWBIRD--IANLP 10th Annual Conference" into the time slot of April 23-25...it's the place to be in '93!

# Unlicensed Alternative Psychotherapy

*On the Verge of Extinction?*

*By Steve Andreas*

*Editor's note: The right to practice NLP as an unlicensed psychotherapist is important to many IANLP members and NLP Practitioners. This right is under siege in the state of Colorado, with Steve Andreas and others defending it. Although the following articles by Mr. Andreas refer specifically to Colorado, the information may be useful to those of you who are practicing in other states or other countries. The first article is an overview. The second explores the difficulty with specifying and measuring minimum standards for psychotherapy.*

*The IANLP legislative action committee welcomes input from members who are monitoring or would like to monitor state legislation. Please send articles or letters to Teresa Robbins or Gordon Gamm, Co-chairs.*

By the time you read this article, you may have already lost your right to see, or be, an unlicensed psychotherapist.

There are four groups of licensed psychotherapists in Colorado: Psychologists, Social Workers, Marriage and Family Therapists, and Licensed Professional Counselors. All four groups have gone on record advocating mandatory licensure. Under Mandatory Licensure, unlicensed psychotherapists either would have to go through one of the four licensure programs, or would have to stop practicing.

The Colorado Mental Health Licensing Statute, enacted in July 1988, has been undergoing a Sunrise/Sunset review process for the last year. Throughout this process the psychologists' and social workers' lobbies have been vigorously working to make the unlicensed practice of psychotherapy illegal, under the rationale of protecting the public from incompetent and unethical psychotherapists.

## The Colorado Mental Health Statute

Before July 1988, unlicensed psychotherapists were completely unregulated in Colorado. If a client was dissatisfied with a therapist's competence or ethics, the only recourse was a civil lawsuit. Since this remedy is difficult, expensive, uncertain, and slow, it was seldom used. The current Mental Health Statute specifies prohibited acts (in 21 subsections) in order to protect consumers. Besides a number of fraudulent activities, this law prohibits any sexual contact between psychotherapist and client during treatment and within six months after termination of treatment. Under a separate statute this also became a criminal act, and "Consent by the client . . . shall not constitute a defense to such offense." The Mental Health Statute also established a State Grievance Board to hear all complaints against psychotherapists, whether licensed or not, and it established two new licensed groups (Marriage and Family Therapists and Licensed Professional Counselors). These laws provide consumers with a much easier, cheaper and faster way to resolve complaints, and more psychotherapists have had to defend themselves before the grievance board.

The Grievance Board can impose a range of penalties from a "letter of admonition" slap on the hands, to stopping a therapist's practice altogether. The law also specifies criminal penalties for some violations, and civil penalties can be awarded to the client: "(a) He or his personal representative is entitled to recover the amount of any fee paid for the services; and (b) Damages for injury or death occurring as a result of the services may be recovered in an appropriate action without showing of negligence."

Although these laws provide considerable protection for clients, they are only effective if both therapists and clients are aware of them. The licensed groups have organizations and newsletters that inform them of laws, rules, and regulations. Since unlicensed psychotherapists are more independent, diverse, and unorganized, many are not familiar with the law, or believe it does not apply to them. Most clients are completely ignorant of their rights under the mental health laws.

## The Sunrise/Sunset Review

The Grievance Board operates under the Department of Regulatory Agencies (DORA), which also had the job of reviewing the performance of the 1988 law for the Sunrise/Sunset Review. Their 30-page June 1991 report was thoughtful and balanced. It presented both the need for regulation to protect the public from exploitation, and the recognition that there is no firm evidence that licensure protects the public:

"A review of the pertinent professional literature would ordinarily assist in determining the effectiveness of licensure as a preventive measure—a protection against incompetent practice. The literature in the field of psychotherapy, however, is so broad and diverse, few concrete conclusions can be drawn from it."

"For every report that concludes that experience and credentials are related to competence (measured by successful therapy outcomes), there is a conclusion in another that they are not. There is substantial disagreement about how to measure competence—through outcome reviews (was the therapy successful/did the patient improve) or skill and ability reviews (what types of skills should assure prevention of harm). Traditional licensing theory assumes that competent practice is derived from the educational base, the skills development and the supervised experience that licensees must demonstrate prior to licensure. There is not, however, a lot of empirical data that supports this assumption as accurate." (p.11)

"There is also disagreement about whether or not psychotherapy in general is truly helpful to most people, or whether or not they would have improved on their own over time anyway. Between those who

agree that it is helpful, there is disagreement about what methodology is the most effective." (p.12)

## The Basic Issues

It is reasonable to believe that those who are licensed in a profession are competent and ethical, while those who are unlicensed are not. Certainly most state legislators believe this strongly, and lobbyists for psychologists and social workers have used this assumption to press for mandatory licensure, without having to present evidence that licensure actually protects the public. A primary contention is that all psychotherapists should meet minimum standards. It was the lack of minimum standards that killed the midwifery bill in Colorado. Very few would disagree with the idea of having minimum standards; the disagreement begins when people try to decide exactly what, specifically, those standards should be.

Those supporting the right to practice as an unlicensed psychotherapist have been patiently presenting evidence that traditional training and licensure is not effective in protecting the public—either from incompetence or unethical behavior, and that at least some unlicensed psychotherapists are well-trained, competent, and ethical. Some of that evidence appears below:

1. A 1986 confidential survey conducted by DORA contacted 600 licensed psychotherapists, asking them about their knowledge of sexual abuse; 347 therapists responded. The following table summarizes the numbers and percentages of each group who reported that they were aware of sexual abuse of clients by therapists in Colorado:

## Sexual Abuse

| Category | Number | Percent |
|---|---|---|
| **Psychiatrists** | **26** | **53.1** |
| **Psychologists** | **32** | **45.7** |
| **LSW IIs** | **27** | **43.5** |
| **Marriage and Family Therapists** | **30** | **42.3** |
| **Psychiatric Nurses** | **16** | **39.0** |
| **Professional Counselors** | **19** | **35.8** |

The professional categories in the table are listed approximately in order of their length of training, with psychiatrists (having the longest training) at the top. It becomes apparent that length of training is positively correlated with knowledge of sexual abuse of clients. This is consistent with a statement in the Sunset Review report (p.26, paragraph 3):

"Surveys have revealed that psychiatrists have a high incidence of sexual involvement with clients, when compared with other psychotherapy practitioners."

2. SEXUAL MISCONDUCT. The Grievance Board's figures for July 1, 1988 - December 31, 1991 show the following numbers of disciplinary actions for sexual misconduct:

## Sexual Misconduct

| Category | Quantity | Total | Rate per 1,000 Psychotherapists |
|---|---|---|---|
| **Psychologists** | **1,253** | **4** | **3.2** |
| **All licensed** | **3,443** | **9** | **2.6** |
| **Unlicensed** | **DORA estimate 4,000-6,000** | **13** | **2.2-3.2** |

The rates for unlicensed are essentially the same as for all licensed, with licensed psychologists having a slightly higher rate of discipline than other licensed psychotherapists.

3. ALL DISCIPLINARY ACTIONS. The Colorado Mental Health Grievance Board's 1991 report contains a table showing all disciplinary actions taken against psychotherapists from July 1, 1988 through December 31, 1991:

## All Disciplinary Actions

| Category | Quantity | Total | Rate per 1,000 Psychotherapists |
|---|---|---|---|
| **Psychologists** | **1,253** | **23** | **18.3** |
| **All licensed groups** | **3,443** | **31** | **9.0** |
| **Unlicensed** | **DORA estimate 4,000-6,000** | **26** | **4.3-6.5** |

Licensed psychologists have received twice as many disciplinary actions as the average of all licensed psychotherapists, and three to four times as many disciplinary actions as unlicensed psychotherapists. Those who proclaim that unlicensed psychotherapists are a danger to the public must be asked to explain why the available data indicate that licensed psychotherapists are an even greater danger to the public.

# 1992 IANLP
# MEMBERSHIP SURVEY

**Dear IANLP Member (or Former Member):**

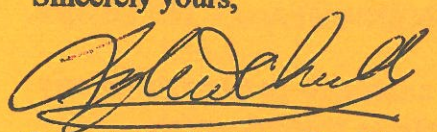
Towards the end of 1991, IANLP's Board of Directors asked the Membership Committee to survey the full membership, as well as a random sampling of those persons who had chosen to not renew their membership with the Association. The purpose of the survey is to identify your perceptions of where we have ***been***, where we are ***now***, and what directions you believe we should take in the ***future***.

On the next three pages, you will have an opportunity to give direct feedback to IANLP's Board of Directors. We have made every effort to keep the form simple yet comprehensive. If you would like to add any further comments, you can send them to me at the address given at the end of the form.

***We truly need your input***, and we would appreciate it if you would take a few moments now to complete the form and mail it in. A summary of the results will be included in a future issue of the *NLP Connection*.

Thank you in advance for your feedback, and we look forward to hearing from you soon!

Sincerely yours,



Lyle D. Chubb, Vice-President Membership
**International Association for NLP**

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## Directions for Completing the MEMBERSHIP SURVEY

1. ***Complete all questions***. Most can be answered with checkmarks. Some, however, ask for more detailed responses. If you elect to include any additional comments, please be sure to ***PRINT*** or ***WRITE*** clearly.

2. Fold the form in thirds, as indicated on the back sheet of the form. Seal the form with a piece of tape. **DO NOT STAPLE THE FORM**, as staples can get caught in the sorting machines at the Post Office.

3. Affix a *FIRST-CLASS STAMP*, and drop the completed form in the mail.

Please return your completed survey form by
***Wednesday, 25 November.***

**THANK YOU FOR YOUR INPUT ON THESE VITAL ISSUES!**

**Section 1:**

## *MEMBERSHIP INFORMATION*

**Current (or previous) level of membership in IANLP:**

___ Associate; first year
___ Member without certification
___ Member/Practitioner
___ Master Practitioner
___ Fellow

**With which region are you currently affiliated?**

___ Northeast ___ North Central
___ Southeast ___ South Central
___ Mountain States ___ Pacific
___ East Canadian ___ West Canadian
___ International (country: _____ )

**Indicate any special interest section to which you belong(ed):**

___ Business/Organization ___ Modeling
___ Clinical ___ Medical
___ Education ___ Training
___ Research

**How long have you been, or were you, a member of IANLP?**

__ <1 yr. __ 1-3 yr. __ 3-5 yr. __ 5+ yr.

**What were your primary reasons for joining IANLP?** *(check all that apply)*

___ Networking opportunities
___ Social contacts
___ Connecting with other professionals who share a common set of ethics and standards
___ Membership benefits (e.g. Directory, NLP Connection)
___ Educational opportunities
___ Be notified of certification opportunities
___ Other (specify: _____ _____ )

**Are (or were) your primary reasons for joining IANLP being met?**

___*Yes* ___*Somewhat* ___*Slightly* ___*No*

*Comments*: _____
_____
_____

**Please list any other associations to which you or your organization belong:**

(1) _____
(2) _____
(3) _____

**Do you hold any certification designations?**

___ *Yes* ___ *No*

If *YES*, please list: _____
_____

**********

**Section 2:**

## *IANLP FUNCTIONS*

**In the past year, how many of the following IANLP activities have you attended?** *(Indicate number of events attended for each that applies)*

___ International conference
___ Your regional conference
___ A regional conference other than your own
___ Local chapter meeting(s)
___ Local study group(s)

**If you have been unable to participate in any IANLP functions, please note reason(s):**

*Check all that apply*

___ Schedule conflicts
___ Type of programming offered
___ Inconvenient location
___ No functions offered in my area
___ Cost of conference
___ Cost of travel
___ Other (please specify: _____ _____ )

**Is the timing of IANLP's International Conference (the last weekend in April) the best time for you?**

___ *Yes* ___ *No*

If *NO*, please list *three* (3) other months in order of priority:

**(Best)** _____
**(Good)** _____
**(OK)** _____

*Comments:* _____
_____
_____

**Did you attend the International Conference in Orlando?** ___ *Yes* ___ *No*

**Important criteria considered in your decision to attend (or not attend) IANLP's INTERNATIONAL Conference (check all that apply):**

___ Location
___ Cost of Conference
___ Cost of travel
___ Keynote speaker
___ Time available
___ Overall program offerings
___ Conflicting events
___ Other (please specify: _____ _____ )

**Did you attend your 1992 Regional Conference?**

___ **Yes** ___ **No**

**Important criteria considered in your decision to attend (or not attend) your IANLP REGIONAL Conference (check all that apply):**

___ Location
___ Cost of Conference
___ Cost of travel
___ Keynote speaker
___ Time available
___ Overall program offerings
___ Conflicting events
___ Other (please specify: _____ _____ )

**When the following functions are offered, how likely is it that you will attend?**

| | Very Likely | Somewhat Likely | Somewhat Unlikely | Very Unlikely |
|---|---|---|---|---|
| International Conference | ___ | ___ | ___ | ___ |
| Regional Conference | ___ | ___ | ___ | ___ |
| Local chapter meeting | ___ | ___ | ___ | ___ |
| NLP Study group | ___ | ___ | ___ | ___ |

*Type of functions you desire*: _____
_____
_____

**Section 3:**

## *IANLP SERVICES and BENEFITS*

**During the past *twelve* (12) *months*, have you contacted IANLP, or any of its officials or elected representatives, for INFORMATION, CLARIFICATION, or ASSISTANCE?**

___ **Yes** ___ **No**

If ***YES***, how would you rate the *quality* and *promptness* of IANLP's response to your request?

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| ***Quality*** of Response | ___ | ___ | ___ | ___ |
| ***Promptness*** | ___ | ___ | ___ | ___ |

*Comments*: _____
_____

**With how much depth do you read *NLP Connection*, IANLP's bi-monthly publication?**

___ Thoroughly, every issue
___ Thoroughly, when I have the time
___ Review only articles of special interest to me
___ Skim through
___ Read front page only
___ Don't read it
___ Other : _____

**What types of articles would you like to see in *NLP Connection*?**

_____
_____
_____

**How useful to you are the following membership programs, services and publications?**

| | VERY Useful | MODERATELY Useful | SLIGHTLY Useful | NOT Useful |
|---|---|---|---|---|
| International Conference | ___ | ___ | ___ | ___ |
| Regional Conference | ___ | ___ | ___ | ___ |
| ***NLP Connection*** | ___ | ___ | ___ | ___ |
| Membership Directory | ___ | ___ | ___ | ___ |
| Local Chapters | ___ | ___ | ___ | ___ |
| Study Group | ___ | ___ | ___ | ___ |
| NLP Database | ___ | ___ | ___ | ___ |
| Special Interest Groups | ___ | ___ | ___ | ___ |

**What other programs, services, benefits, or publications would you like IANLP to offer to its membership?**

_____
_____
_____

**********

**Section 4:**

## *MEMBERSHIP OPINIONS and ISSUES*

**How do you rate IANLP on each of the following?**

**Scale**: (1) *excellent* (2) *good* (3) *fair* (4) *poor*

___ Confidence in IANLP's Board of Directors
___ Interest in NLP's needs and development
___ Planning for the future
___ Interest in the opinion of members
___ Providing useful benefits to its members
___ Involvement of members in planning and development
___ Educational activities

*Comments*: _____
_____
_____
_____

***IN YOUR OPINION*, which of the following services and functions should IANLP be sure to provide for you?** *(Check all that apply)*

___ Address legislative issues affecting NLP
___ Encourage development of NLP
___ Monitor quality of NLP training
___ Educate the public about NLP
___ Set standards for certification; enforce ethics
___ Maintain communication between various components of the NLP community
___ Actively recruit members for IANLP
___ Provide a clearinghouse for exchange of information on NLP
___ Encourage/implement social and global applications of NLP
___ Other: _____
_____

**Use the space below to offer any comments or suggestions to IANLP's Board of Directors.**

***Please print***

_____
_____
_____
_____
_____
_____
_____
_____

***FOLD ALONG DOTTED LINE, SEAL WITH TAPE, AND AFFIX FIRST CLASS STAMP***

---

**Creative Growth Unlimited**
**83 William Street**
**Lyons, New York 14489**

CREATIVE GROWTH UNLIMITED
Attn.: Lyle Chubb
83 William Street
Lyons, New York

14489

**1992 MEMBERSHIP SURVEY FORM**

4. In January a woman called licensed psychologists chosen randomly from the phone book, saying she had claustrophobia, and asking for an estimate of how long it would take and how much it would cost to get over it. The responses from the 15 psychologists she was able to reach are summarized below:

## Cost of Treatment

| Range | Average |
|---|---|
| **Number of hourly sessions** | |
| **4 to 50 or more** | **13** |
| **Cost Per Session** | |
| **$70 to $100** | **$85** |
| **TOTAL COST** | |
| **$300 to $4500** | **$1171** |

The wide variability in the data clearly indicates that either the methods used by licensed psychologists vary greatly in effectiveness, or that most of them don't work at all. Not a single one of the respondents was willing to guarantee results within the estimated treatment period.

In contrast, many psychotherapists trained in NLP are willing to treat any phobia (as described in the DSM IIIR diagnostic manual) for only $100, usually in a single session, and with a complete money-back guarantee. A licensed psychologist will take 13 times longer and charge 11 times as much, without any guarantee of success! This is only one example of the relative ineffectiveness of many of the methods used by many licensed psychotherapists. Those who advocate mandatory licensure should be asked to provide firm evidence that it is not just a union, and that it does, in fact, protect the public from incompetent practice.

## The New Law

Among a long list of recommendations (mostly housekeeping changes), the DORA report recommended against mandatory licensure (and still continues to oppose it). It did recommend that all unlicensed psychotherapists be required to record information in a state database, and pay a modest annual fee of $79 to pay the expenses of the database, and a fair share of the expenses of the State Grievance Board. (The Board is now funded entirely out of licensure fees, yet a substantial amount of time is spent on complaints against unlicensed psychotherapists, who currently pay nothing.) The database would provide useful information about the numbers, kinds and training backgrounds of unlicensed therapists practicing in Colorado, as well as a way of transmitting information to them about changes in laws, etc. affecting their practice.

## Changes in the Law

The Sunrise/Sunset review committee which met in July 1991 accepted the above recommendations. The committee also recommended that an unlicensed psychotherapist be added to the Grievance Board, which now consists of one member from each of the four licensed groups, and four public members. DORA estimates that unlicensed psychotherapists number between 4,000 to 6,000, compared with 3,444 licensed. It is consistent with regulatory practice that any regulated group is represented on the regulatory board.

At the July hearings, several speakers also expressed concern that since the licensed members of the board were members of groups advocating mandatory licensure, their decisions with regard to unlicensed psychotherapists might be biased. After others pointed out that two previous "public" members were also licensed, the committee added a stipulation that public members have no "direct involvement or interest in the provision of psychotherapy except (as) a consumer of such services."

Lobbying by psychologists and social workers eventually succeeded in removing the unlicensed person from the grievance board.

## The Future of Unlicensed Psychotherapy

These issues will continue to be debated in the legislature for many years. Unlicensed psychotherapists (and their clients) will need to organize if they want to protect (or regain) the right to alternative psychotherapy services. For the last six months I have personally hired a lobbyist and have appeared before legislative committees, preparing fact sheets and background information to educate legislators. Something needed to be done fast, and there wasn't time to organize. Our efforts have been surprisingly effective. The next step is to create an association that can ensure ongoing and sustained attention and action, and spread out the financial cost.

The Colorado Association of Psychotherapists has just been formed as a non-profit association, with a director, office, database, etc. Its primary function will be to preserve the right of all unlicensed psychotherapists to practice in Colorado (and not to promote the interests of any particular group or methodology). Membership is open to all psychotherapists, whether licensed or not, and to clients or other concerned people as associate members. It will have a newsletter to inform and educate the membership about relevant legislation, current issues, etc. Those concerned with these issues can join to develop a powerful and consistent voice in support of clients' right to choose an unlicensed psychotherapist if they wish.

# Minimum Standards

*Do They Protect the Client?*

Most people would agree that psychotherapists should have met some minimum standards of competence and ethics in order to offer their services to the public. The disagreement comes when one attempts to specify exactly what those minimum standards should be, and how they can be measured.

Those who have advocated mandatory licensure, and the removal of the unlicensed psychotherapist from the State Grievance Board, allege that the education and training required for licensure as a psychotherapist protects the public from unethical and incompetent practice. Let's see what the profession of psychology has to say about itself recently in the *American Psychologist*, the primary publication of the American Psychological Association.

**1. Does Psychotherapy Work At All?**

"Despite clear demonstrations by process researchers of systematic differences in therapists' techniques, most reviews of psychotherapy outcome research show little or no differential effectiveness of different psychotherapies."

"Despite the plethora of purportedly distinct psychotherapeutic treatments . . . studies . . . appear to support the conclusion that outcomes of diverse therapies are generally similar. Efforts to base public policy recommendations concerning mental health care service provisions on scientific evidence have yielded only 'a consensus, of sorts, . . . on the question of the efficacy of psychotherapy as a generic treatment process . . . that psychotherapy is more effective than no treatment.'" (p.165)

("Are All Psychotherapies Equivalent?" *American Psychologist*. February 1986, Vol. 41, No. 2, 165-180)

"A consensus of sorts, . . . that psychotherapy is more effective than no treatment" is a pretty weak endorsement of a treatment that costs an average of about $85 per hour, particularly when made by the professionals who render the treatment!

**2. How About All the Academic Research That is Published in Professional Journals?**

"With virtual unanimity, psychotherapy researchers have argued that (a) psychotherapy research should yield information useful to practicing therapists, (b) such research to date has not done so, and (c) this problem should be remedied."

"The typical practicing psychotherapist does not do research, . . . publishes little or nothing, . . . is unwilling to participate in research, . . . and has a more generally negative attitude toward research and research training than have academic colleagues in clinical psychology." (p.188)

("Utilization of Psychotherapy Research by Practicing Psychologists." *American Psychologist*. February 1986, Vol. 41, No. 2, 188-197)

**3. What is Known About Sexual Contact Between Licensed Psychologists and Their Clients?**

"The American Psychological Association (APA) . . . did not explicitly prohibit sexual intimacies with clients until the late 1970s."

". . . as late as 1970, the courts had neither examined nor ruled upon the liability of a psychologist who engaged in therapist-client sexual intimacy."

"The psychology licensing boards' authority to take actions regarding therapist-client sexual relations involving psychologists (and, with few exceptions, other therapists), was not upheld by the courts until the 1970s." (p.147)

"There was a presumption that licensure somehow works in this state, and I asked over and over and over again through this process, 'What is the public guaranteed through licensure?' Frankly I would have expected better answers than I received. I probably could have answered them better. Except that these answers were coming from those who were licensed and promote licensing. In terms of the way the parties on both sides of this issue have addressed it, there are some real inconsistencies that tells me that the profession is in a mess, a serious one."

SenatorBob Schaffer, Colorado

"Forer, in an unpublished 1968 survey of the members of the Los Angeles County Psychological Association, found that 17% of the men in private practice indicated that they had engaged in therapist-client sexual intimacies."

"Holroyd and Brodsky (1977) found that 7.7% of their sample of psychologists conducting psychotherapy 'answered positively any of the questions regarding erotic-contact behaviors or intercourse during treatment.'"

"Pope, Levenson, and Schover (1979) found that 7% of their sample of psychologists conducting psychotherapy reported engaging in sexual intimacies with their clients. Overall, the initial evidence suggests a rate of about 5% to 10% of psychotherapists engaging in sexual intimacies with their clients." (p.148)

"The mental health professions, despite the citations mentioned above, seem to shy away from dealing in an honest, open way with the phenomenon of sexual attraction to clients. Yet, it should be, in our opinion, a central issue in the training of psychotherapists." (p.150)

("Sexual Attraction to Clients: the Human Therapist and the [Sometimes] Inhuman Training System." *American Psychologist*. February 1986, Vol. 41, No. 2, 147-158)

**4. What Do Psychologists Learn During Their Professional Training in Regard to Sexual Contact with Clients?**

"Research by Pope, Levenson, and Schover (1979) revealed that, nationwide, 10% of the students within psychology graduate training programs engaged in sexual relationships with their teachers and clinical supervisors. One out of four recent female graduates had engaged in such sexual relationships. Thirteen percent of the educators engaged in relationships with their students and supervisees. Only 2%, however, believed that such relationships could be beneficial to trainees and educators."

"For women, sexual contact as students was related to later sexual contact as professionals. That is, 23% of the women who had had sexual contact with their educators also reported later sexual contact with their clients, whereas only 6% of those who had had no sexual contact with their educators had sexual contact as professionals with clients." (p.151)

A confidential survey of 575 psychologists in private practice yielded the following information regarding professional training in regard to sexual attraction and sexual contact with clients:

"We were interested in learning if the respondents' graduate training programs and internships had provided courses or other structured education about sexual attraction to clients. Over half (55%) indicated that they had received no education about such matters, 24% had received 'very little,' 12% had received 'some,' and only 9% believed that sexual attraction issues had been given adequate coverage." (p.154)

"This study presents some initial data providing clear evidence that attraction to clients is a prevalent experience among both male and female psychologists. Our data suggest that this widespread phenomenon is one for which graduate training programs and clinical internships leave psychologists almost entirely unprepared."

"The percentages of all respondents (9.4% of men; 2.5% of women) engaging in such [actual sexual] intimacies with clients are similar to findings of the two previous national surveys of psychologists." (p.155)

"The data suggest that personal ethics and a regard for client welfare are more compelling than fear of negative consequences as reasons for refraining from sexual intimacies with clients. Therefore, efforts to rely predominantly on a system of imposing external sanctions for such behavior may be much less effective in preventing violations than an approach focused on formal training, both in graduate institutions and in continuing education programs."

"Addressing the issue must not be limited to a one-hour lecture, set apart from the 'normal' curriculum. Education regarding this topic can be an appropriate part of almost all clinical and professional coursework and training."

"A review of the standard texts for teaching psychotherapy revealed that no mention is made of sexual arousal on the part of the neophyte therapist, nor therefore, are instructions given on how to deal with it should it occur." (p.156)

("Sexual Attraction to Clients: The Human Therapist and the [Sometimes] Inhuman Training System." *American Psychologist.* February 1986, Vol. 41, No. 2, 147-158)

A confidential survey of 464 female clinical psychologists regarding sexual advances and sexual contact by male psychology educators revealed the following information:

" . . . sexual contact is quite prevalent overall (17%) and among recent doctoral recipients (22%) and among students divorcing or separating during graduate training (34%). . . . Sexual advances were reported by 31% and were judged by most to be overwhelmingly negative." (p.43)

"The higher incidence of contact occurred with the more recent graduates." (p.45)

"Respondents were asked to indicate the degree to which professional ethical considerations were discussed during their graduate training concerning sexual involvements between educators and students and between therapists and clients. Only 3% of the respondents reported a "thorough" coverage of ethical considerations concerning sexual involvement with educators, 9% reported 'some' coverage, and 88% reported no such coverage at all." (p.48)

"In summary, the current survey indicates that 20% to 25% of female psychology graduate students over the past decade have had sexual relationships with psychology educators, most often during a working relationship."

"Perhaps even more compelling is the substantial incidence of unwanted sexual advances initiated by educators, almost half of which, when declined, were seen as being followed by some degree of punitive action. Such actions constitute a major professional problem that is not met adequately simply by the publication of revised ethical codes."

"Clearly there is a need for housekeeping by the profession." (p.50)

("Unethical Intimacy: A Survey of Sexual Contact and Advances Between Psychology Educators and Female Graduate Students." *American Psychologist.* January 1986. Vol. 41, No. 1, 43-51)

Another survey of 482 psychologists who are educators revealed similar data. That article concluded:

"**Sexual relations with students and other faculty.** The sexualization of psychologists' professional relationships with those whom they serve—as teachers, as therapists, as supervisors, as assessment specialists, and so forth—has been a problematic one for the profession. Some maintain that neither the law nor the APA can legitimately hinder the right to free association (including the right to define that association as sexual) of two consenting adults, whether they be teacher and student, employer and employee, therapist and patient, or assessment specialist and job candidate. Others express concern that the sexualization of professional relationships may cause a variety of negative consequences including the erosion of the objectivity necessary for professional tasks." (p.514)

("Ethics of Teaching: Beliefs and Behaviors of Psychologists as Educators." *American Psychologist*. May 1991, Vol. 46, No. 5. 506-515)

SUMMARY

The foregoing clearly indicate that:

1. Psychotherapy in general is only slightly better than no treatment at all, despite its high cost. (A minimum-wage earner would have to work half a week to pay for an hour of therapy!)

2. Research in psychotherapy is considered irrelevant by practicing psychotherapists and is usually ignored.

3. Teaching of ethical principles is lax or absent, and a substantial number of psychologist educators ignore them, particularly with regard to sexual contact with students and clients.

4. A substantial number of psychologist educators make sexual advances and initiate sexual intimacies with students, behaviorally teaching that sexualization of professional relationships is acceptable.

5. One may well ask:

   a. What are the reasons to continue licensure of psychotherapists at all?
   b. What protection does the State promise the consumer by granting a license to practice psychotherapy?
   c. What would the State gain for the consumer by making the unlicensed practice of psychotherapy illegal?

Senator Bob Shaffer summarized the situation well in his comments at the end of the Sunrise/Sunset Committee Hearing on the Mental Health Licensure Statute July 10, 1991:

"There was a presumption that licensure somehow works in this state, and I asked over and over and over again through this process, 'What is the public guaranteed through licensure?' Frankly I would have expected better answers than I received. I probably could have answered them better. Except that these answers were coming from those who were licensed and promote licensing. In terms of the way the parties on both sides of this issue have addressed it, there are some real inconsistencies that tells me that the profession is in a mess, a serious one."

Steve Andreas, with his wife Connirae, is co-director of NLP Comprehensive in Boulder. Steve is the author, co-author, or editor of twelve books about psychotherapeutic methods, including the recent books *Heart of the Mind* and *Virginia Satir: The Patterns of Her Magic*.


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# Calendar of Events

**Advanced Communication Training, Inc., 31 Washington Square West, Penthouse B, New York, NY 10011 Phone or Fax 1-800-422-8657**

February 93 — Practitioner and Master Practitioner Training Begins in Zurich

**Advanced Neuro Dynamics, 1833 Kalakaua Ave. #908, Honolulu, HI 96815 – Phone 800-800-6463, 808-941-2021, Fax 808-951-0417**

November 7-22 — Master NLP Certification - Hawaii

**Branch, Susan Grace and Associates, PO Box 426, Pittsford, NY 14534 - Phone 716-586-6773**

November 14-22 — NLP Models of Hypnosis Certification Program
December 3 — Introduction to NLP

**Centre Quebecois de Programmation Neuro Linguistique, 3826 St-Hubert, Montreal, PQ H2L 4A5 (514)281-7553**

March 5-7, 1993 — Basic NLP begins.
April 2-4, 1993 — Practitioner begins.
May 1-3, 1993 — Basic NLP begins.

**Genesis II 4640 Hygiene Road, Longmont, CO 80583 – Phone 303-823-5053**

November 7-8, 1992 — Living Metaphors and Lifestyles

**Georgian Bay NLP Centre, 92 St. Vincent Street, Meaford, Ontario N0H1Y0, (519) 538-1194**

November 23–24 — Language & Behavior Profile – Toronto
January 29–30 — Photo Reading – Toronto
February 5&27, 1993 — Photo – Toronto
May 3–4,10&31, 1993 — Photo – Toronto
December 3–6 — NLP Master Practitioner Training – Toronto

**Metaformation Inc. NLP Centre Learning Opportunities, 3538 Marlowe Ave. Montreal H4A 3L7, Quebec Canada – Phone 514-486-1282 FAX: 514-486-7736**

November 1992 — Cultural Modeling - Bali
Summer 1993 — International Practitioner, Master Practitioner Training - Bali


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**Midwest Institute Of NLP, 702 W. Colfax, South Bend, IN 46628 – Phone 219-232-9639 800-235-7210**

| | |
|---|---|
| Ongoing Nov-May | Practitioner Certification Program - South Bend |
| Ongoing Nov-May | Master Practitioner Certification Program - South Bend |

**Mid South Institute of NLP, 2906 Garth Road SE, Huntsville, AL 35801 - Phone 1-800-235-3372**

| | |
|---|---|
| December 27-31 | Special Christmas Package: Self Care Skills for Care Givers & Workaholics |

**New York Training Institute for NLP, 155 Prince St., NYC 10012, (212) 473–2852**

| | |
|---|---|
| November 7–8 | Relationships: Co-Dependency to Intimate Independence |
| November 21–22 | Salespower: Six Keys to Success |
| January 29–31 | Boundaries and Self Esteem Training |
| February 27–28 | Enneagram and NLP II |
| February 19–21 (April & May) | Ericksonian Hypnosis Certification – Anné & Steven Linden |
| March 27–28 | Leadership Skills – Robert Dilts |

**NLP Comprehensive, 2897 Valmont Road, Boulder ,Colorado 80301 – Phone 1-800-233-1657 or 303-442-1102 FAX 1-800-845-9275 or 303-442-0609**

| | |
|---|---|
| November 6 (Begins) | Practitioner Certification Training - Extended - NLP of California - 1-800-767-6756 |
| December 4-7 | Advanced Language Patterns - Connirae Andreas |
| Jan 15, 1993 (Begins) | Practitioner Certification Training - Extended - NLP of Chicago - 312-271-9578 |
| March 5-7, 9-11, 1993 | Trainer Training - Steve and Connirae Andreas - Denver, CO - 1-800-233-1657 |

**NLP Institute of California - 800-767-6756 - 408-335-3858**

| | |
|---|---|
| Oct 92 - May 93 | Ultimate Master Certification - Andreas and Dilts |
| November - March | Practitioner Certification training - NLP Comprehensive |

**NLP Institute of Chicago, Inc., PO Box 25184, Chicago, IL, 60625**

| | |
|---|---|
| First Friday of every month - 708-975-9521 - Tim McPike | |
| December 9 | Ericksonian Hypnosis & NLP Training – Klaus Boettcher |
| November 12 | People Skills: NLP Communication Skills Training – Michael Banks |
| November 7 | NLP & Sales Communication – Klaus Boettcher |
| December 12–13 | Conversational Change – Michael Banks & John Walter |

Listings in the Calendar of Events are FREE.

**NLP Learning Systems Corporation, 109 Spanish Village Center, Suite 643, Dallas, Texas 75248, (214) 233–4NLP**

| | |
|---|---|
| November 21–22 | NLP in Action (An Introduction) |
| December 5–6 | The Sales Game (NLP & Selling) |
| December 12–13 | NLP in Action (An Introduction) |
| January 16–17 | NLP in Action (An Introduction) |
| January 22–24 | NLP Master Practitioner Certification begins (Five Weekends) |
| February 6–7 | NLP in Action (An Introduction) |
| February 19–21 | NLP Master Practitioner Certification begins (Seven Weekends) |

**NLP of Ohio, 869 1/2 Franklin Ave., Columbus, OH 43205 – Phone 614-253-712**

| | |
|---|---|
| November 4 | Men and Women Together - 7pm-8:30pm - free |
| November 5 | Achieving Intimacy - 7pm-8:30pm - free |
| November 12 | Generative Touch Therapy - 7pm-8:30pm - free |
| December 5 | Trail of the Deer - 7pm-8:30pm - free |
| January 7,1993 | Personal Transformation - 7pm-8:30pm - free |
| January 22–24,1993 | The Technology of Achievement Intensive Weekend (John Parmater and Charles Faulkner) |
| February 20, 1993 | Staff Development with NLP - 7pm-8:30pm - free |
| March 12, 1993 | Letting Money Flow In - 7pm-8:30pm - free |
| March 16, 1993 | Aligned Self - 7pm-8:30pm - free |
| March 26–28 | Aligned Self (Tamara Andreas)—Cleveland Area |
| April 3, 1993 | Business Telephone Skills - 7pm-8:30pm - free |
| May 1, 1993 | Self Concept and Self-Esteem - 7pm-8:30pm - free |

**NLP Santa Fe, P.O. Box 9910, Santa Fe, NM 87504-9910 – Phone 505-986-3922**

| | |
|---|---|
| Nov 9-13 | Mastering the Metaphor |

**NLP Training Systems, Inc., 2129 Spring Garden St, Philadelphia, PA 19103 – Phone 215-854-0800**

| | |
|---|---|
| January 30-31, 1993 | Stances |
| May 1-2, 1993 | Stances |

**Pace Personal Development, 86 South Hill Park, London NW3 2SN - Phone 071-794-0960 - Fax 071-794-7366**

| | |
|---|---|
| November 24 | Free Introductory Evening - London W2 |
| January 5, 1993 | Free Introductory Evening - London W2 |
| Begins January 15 | NLP Foundation Skills - London W1 |

| | |
|---|---|
| January 16 | Personal Coaching Day - London NW1 |
| January 19 | Free Introductory Evening - London W2 |
| January 21-22, 1993 | Exploring Your Personal Mission - Julian Russell - London WC2 |
| Begins January 23 | NLP Foundation Skills - Central London |
| March 12, 1993 | Demonstrations of Psychotherapy and Hypnosis - Stephen Gilligan |
| March 13-14, 1993 | Generative Change: Engaging Your Personal Hypnotic States |
| March 26, 1993 | Practitioner Training begins. |
| April 1-2, 1993 | NLP and Creativity - Judith DeLozier - London NW1 |
| June 5, 1993 | NLP Foundation Skills |

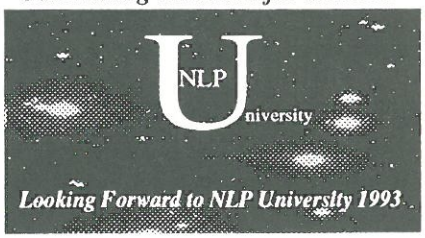
**REPERE - Centre International des Etudes Avancées NLP**
**78 Ave. Du Général Michel-Bizot, 75012, Paris, France,**
**Tel: (33-1) 43.46.00.16**

| | |
|---|---|
| November 21-22 | Introduction to NLP for Professionals. |
| January 16-17, 1993 | Introduction to NLP for Professionals. |
| February 20-28 | Practitioner "C" begins. Meets 7 days every other month until July. |
| February 27-28 | Introduction to NLP for Professionals. |
| May 15-16 | Introduction to NLP for Professionals. |
| June 12-13 | Introduction to NLP for Professionals. |

**Southern California Center—NLP, 2075 Palos Verdes Dr., No. 200, Lomita, CA 90717, (310) 326-5545**

| | |
|---|---|
| January 23–24 | Innovations in Hypnosis/NLP Begins (for Health Professionals) |
| February 27–28 | Innovations in Hypnosis/ NLP II |
| March 20–21 | Innovations in Hypnosis/NLP Part III |
| April 30, May 1–2 | Metaphor: Creativity is Contagious |


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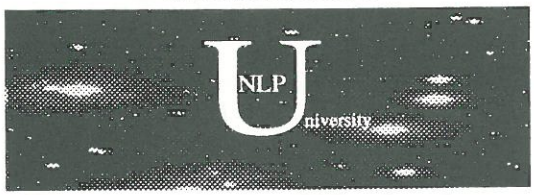
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# What "A Difference of One" Means to Me...

*—that there is no such thing as one individual in one sense, since we are all inextricably linked in this one system/fabric called universe— and one is lost in a crowd, but when s/he acts alone that one becomes visible, even a giant.*

**Richard Clarke**

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*(Jack Canfield, continued from page 7)*

ployed and achieve their goals. Over 175,000 people will go through this program in the next three years. Is it different reaching this kind of population?

Jack: Not really. We were asked by the Los Angeles County Department of Education and Social Services to develop an orientation program for a job training program for 20,000 people on welfare. And we developed a ten-step program to re-connect them with their intrinsic motivation to achieve in life, and the program is basically the same as the one we use for school and corporate people. We just had to scale it down in terms of the concepts so that the people could relate to it. And this is now in 30 California welfare programs and in about 40 adult education programs, in San Quentin Prison and the L.A. County Jail.

We're getting good results with the program.

Martha: To shift to the other side of the spectrum, in NLP we have great respect for those who can be successful in making money. I read about your connections with the Million Dollar Forum, and the Millionaire's Club. For all your financial success, I know you have maintained your real concern for people, and that's an important model.

Jack: I've always had a desire to be financially successful as well as to make a huge impact on society. And for some reason both have been present at the same time for me. What we look at is how do you leverage what you are teaching with making money because obviously if you're charging $100 per hour for consulting or therapy, there are only so many hours.

So, we looked at three ways to leverage: 1)to train other trainers, 2) audio and video tapes, and books, and 3) large group trainings. In this way we are able to affect large numbers of people in brief periods of time.

We have in fact trained a number of persons who work under our corporate association. I've done a number of tapes and five books with over half a million copies in print. Career Track has sold 176,000 units of just one of my cassette albums. I was figuring that out last night; they've generated over 8 million dollars with that one cassette album. And if that were a book, it would have been on the best-seller list for almost a year. So, what I've really looked at is how do you make these concepts available to the common person, tone down the concepts so that they can get them, and then get it out.

The Million Dollar Forum teaches people how to be millionaires, and since I've had some success with this, they have invited me to do training. What they realize is that if you have low self-esteem, it *is* possible to make a million dollars, but you probably are not going to enjoy it or hang onto it very long.

I was fortunate when growing up to work for five years with a man named W. Clement Stone, a self-made multi-millionaire in Chicago and author of *The Success System That Never Fails*. He taught me all of his secrets about how to make money. I've always been interested in teaching those techniques of achievement motivation and esteem building as well as the wealth-building technology.

My basic strategy is to look at any approach to making money, whether it's real estate, or being an entrepreneur or good investing, or writing a book, or developing a company from the psychological side.

To me that meant looking at people who had been successful and then doing what they did. These days we call it "modeling"; although what I did wasn't all that elegant, I certainly did a lot of imitating people who know how to make things work.

I've spent years studying peak performers whether they are athletes or in finance or the entertainment industry, just finding out what it is they did and extracting those principles and techniques and then teaching them to other people. My real love is empowering teachers and trainers.

Martha: And your PEAK PERFORMANCE training includes self-esteem?

Jack: Yes, I've always said, "So you've got self-esteem—now what?" You want to produce something, make a difference, produce a result. Yet at the same time you can produce a result without being in touch with your deepest sense of self. In a way, it's like knowing how to build bombs, but being out of touch with the higher purposes of life.

Our activities should be in touch with self-love so that we produce services that are in alignment with the highest good of the world.

Martha: Somewhere I read you haven't always been blessed with this high sense of self-worth; that this was lacking in your growing up experiences. How do you account for the switch?

Jack: I was lucky, in a funny way—through a casual conversation in a laundromat to hear about a psychologist named Herbert Otto. I went to one of his workshops and it was like I'd come home; I'd found something. As a result in that year, I took 38 different week-end workshops—everything from A to Z! Arica Training to Zen meditation.

You name it, I did it.

Martha: — "a workshop junkie?"

Jack: I guess so. Anyway, I became immersed in what we called at that time the human potential movement. I became a Gestalt therapist, then a Psychosynthesis therapist, and had a private practice for a number of years. I was just constantly in therapy and taking trainings. I ran a growth center for ten years where we brought in someone who trained in a different modality every week-end. I still try to take six workshops a year in other approaches to change and growth.

Martha: Continuing to be creative! Which reminds me to ask about this new child who has come into your and Georgia's life—your two year old!

Jack: It's really great because I can do it right this time. I have an 18-year-old and a 16-year-old who are okay but they didn't get the benefits of all that I know now. We're having a great time. He's really our teacher. Let me tell you what he did the other day!

He was running down the sidewalk and tripped over a big bump. He put his tooth through his gum and was bleeding. I took him home and Georgia held him for awhile and all of a sudden he said "outside." So, we walked very deliberately to the place where he fell and he stepped over it about five times — over and back, over and back. And then, he just took off running again. It's like he had to go back again to the thing that got him and figure out how to master it and onward we went.

I thought if I could approach everything like that, my life would be much more exciting and rewarding.

Martha: Sounds like you have a 2-year-old NLPer who knows about "no failure, only feedback" and how to do change history and future pacing (if you'll pardon the pun!)

Jack: It's my hunch that that ability is in us all and gets conditioned out!

Martha: Speaking of Georgia, are you two still doing the work with couples?

Jack: Yes, in fact we're going up next week to do a training with some doctors and their spouses.

Martha: That seems to fit in with the self-esteem and conflict resolution, communication skills work you do.

Jack: We're focusing on three very distinct areas: 1) the concept of holding each partner accountable for the entire quality of the relationship. So each is encouraged to look at what he or she can do to make it work rather than thinking, "If only he/she would..."

2) a lot of work on gender differences—how men and women process information differently, communicate differently. 3) What we call "re-romanticizing the relationship." Teaching people to have an affair with their spouse. Capturing the qualities you have when you have an affair, the aliveness and the excitement and the newness.

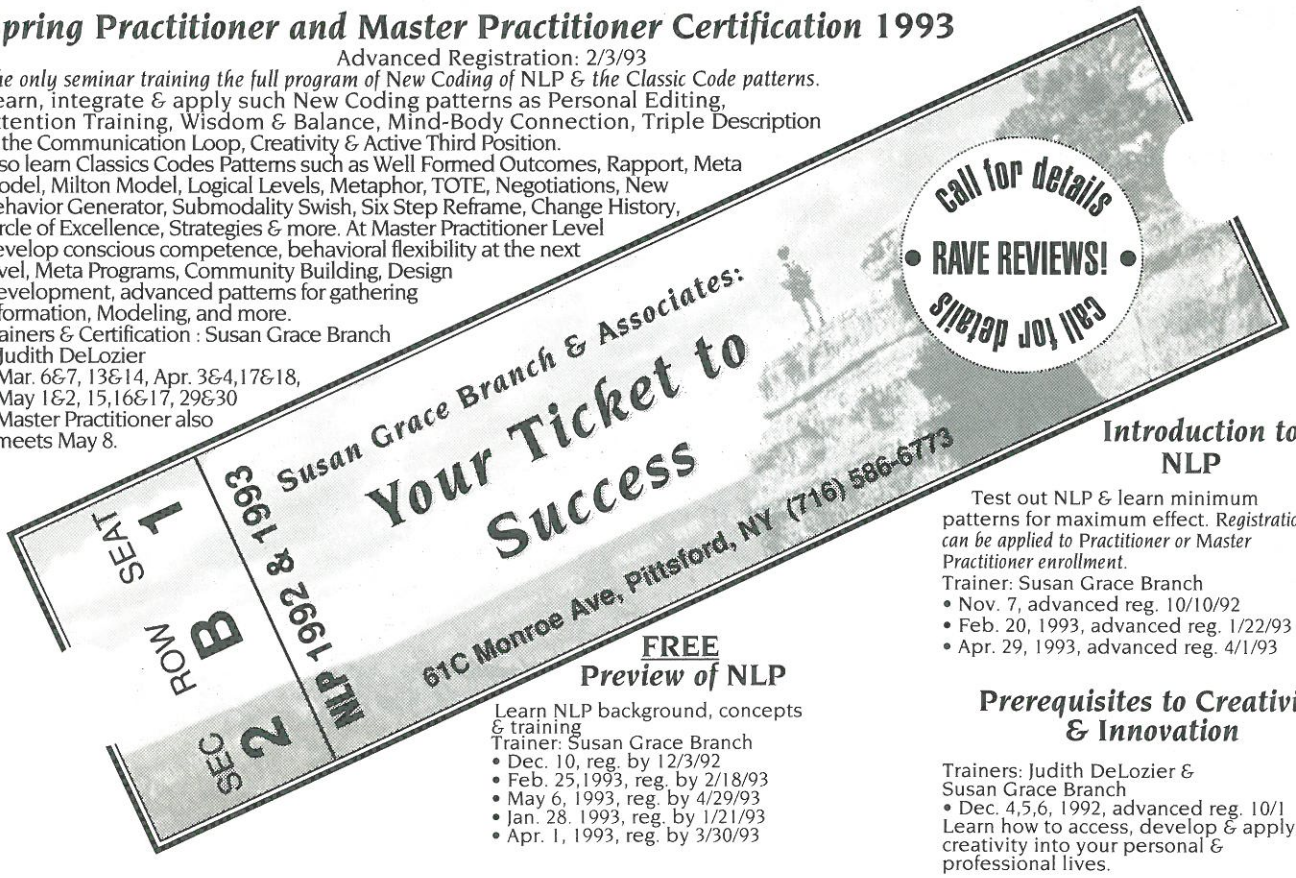
And we help people process the childhood memories and wounds that are re-stimulated in any ongoing, long-term relationship.

Martha: That sounds wonderful! We'll all be looking forward to having you at IANLP in April to explore differences, throw snow balls, and get back our romance along with our self-esteem! ✇


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