



Online Standards

Please Note: We are aware that Covid 19 presents us all with unprecedented challenges. At such a time, the health and safety of our members, school operators and their students is of paramount importance to us. For this reason, the Board of Directors has decided to relax the 70/30 rule for ACHE member schools during the pandemic, while social distancing is vitally important. Programs relying upon prerecorded material that do not incorporate live interaction with students are still deemed unacceptable. However, while these restrictions are in place, we are prepared to sanction the provision of training purely online, provided a minimum of 30% of online training is conducted live, on platforms such as Zoom or Webex, enabling essential interaction and the opportunity for real time observation between instructors and students.

ONLINE INSTRUCTION STANDARDS FOR INITIAL CERTIFICATION All online classes shall be designed in accordance with the Minimum Standards of Education and Training for ACHE Approved Schools (located on the ACHE website) and guided by the ACHE standards for online classes. The online standards guide the organization of classes, instruction, supervised practice, and student participation.

A course of study leading to the initial certification of hypnotherapists shall consist of a minimum of thirty percent instruction in a traditional classroom. This way, students become part of an in-person professional community, and the nuances of verbal and non-verbal interactions that occur during the process of hypnosis can be experienced and observed clearly during demonstrations and practice sessions. The ACHE, on a case-by-case basis, may approve alternative training formats to accommodate special circumstances (i.e. inability of a student to travel for training). The ACHE Standards for Online Instruction require that the planning and delivery of courses use a platform that allows the instructor to manage training in accordance with these standards.

Organization of Classes

- A minimum of 200 hours of instruction is required for hypnotherapist certification.
- Technical requirements for participation in classes are clear to the students prior to registration for class.
- Students must be provided a means of satisfying requirements for any missed class to ensure subject mastery.
- The number of students enrolled in online courses is aligned with the instructor's expertise with respect to managing online instruction, discussion and supervised practice in an online class. It is the responsibility of the school to ensure that minimum requirements for hours and topic coverage are met.
- Classes contain a variety of instructional methods, such as video, podcast, guest lecture in real time, and interactive discussions.
- Instructors are available throughout the duration of the course through an established process to respond to student questions and concerns.
- Assessment and feedback on student performance is suited to the online platform used.
- Practice sessions and demonstrations are confidential and not shared outside class in any format without written permission from the instructor and any student or other persons participating in the demonstration.
- All course materials and student work must be prepared and presented in accordance with legal and ethical standards, including copyright and fair-use laws.



- The ACHE Qualification Examination and observed practical exercises must be completed with a minimum combined proficiency level of 70% in each area (academic and practical).
- A copy of these standards is to be provided to each student attending class.

The Instructor

- Has a minimum of 5 years practice as a Certified Hypnotherapist (or the verifiable equivalent, should an instructor practice in a field such as medicine, dentistry, or a field related to applied psychology or counseling), and has a written letter of recommendation from the Director of the school for which they will teach; the letter is submitted to the Administrative Assistant at ACHE.
- Provides a clear written syllabus which includes a sequence of concepts and skills for students to attain for each class.
- Defines ways in which students are to contribute to and participate in the online instructional environment so that they are fully engaged in learning activities.
- Defines expectations for verbal and non-verbal etiquette (“netiquette”) during online class sessions as well as during offline chats, written email exchanges, or web-based discussion threads in order to create a respectful, productive online learning environment.
- Defines expectations for offline assignments (for example, completing readings, writing brief case studies of practice sessions outside of class), explains how to respond to a podcast or video, and specifies deadlines clearly.
- Provides recommendations and online resources related to the content of the class, should students wish to gain additional knowledge beyond the required class curriculum.
- Provides opportunities for students to ask questions and converse with the instructor and with each other during all class sessions and practice sessions. Ensures that all students can hear and see the instructor and one-another.
- Supervises students’ practice sessions during class and provides appropriate feedback based on observations, both individually and, when appropriate, to the entire class.
- Allows time for feedback following each practice session and ensures that all members of the class are provided an opportunity to participate.
- Maintains confidentiality for all practice sessions and demonstrations and ensures that there is no distribution of session content without expressed permission from participants.

The foundational resources for developing The Online Instruction Standards for Initial Certification include: Rubric for Online Instruction, California State University, Chico, Copyright 2003 / Revised 2009. *Frontiers in Education*, 21 November, 2017. <https://www.frontiersin.org/articles/10.3389/feduc.2017.00059/full> “Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review.