



Argosy University
San Francisco Bay Area Campus
Doctoral Program in Clinical Psychology
PP 8810 - Summer, 2009

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Office Hours: By Appointment

Course Description:

This is an advanced course with the prerequisite of completion of "Introduction to Clinical Hypnotherapy". This course offers the student a brief review of the basics of using hypnosis in the clinical setting and addresses some of the cutting edge brain science of neuroplasticity involved in emotional and behavior change which may be activated by focused hypnotherapy. The course builds upon these basics with additional protocols in each of the three modes of clinical hypnosis: Transpersonal, Ericksonian, and Medical, and emphasizes skill development in focused interviewing and hypnotic language. Protocols will be demonstrated by the instructor and students will have the opportunity to practice protocols in class, with feedback from the instructor and classmates. Modifying these protocols and techniques for diverse populations will be discussed. Videos of master clinicians who use hypnosis will be shown and discussed.

Course Purpose:

This course offers students a review of the basics of clinical hypnosis and adds new protocols and advanced skills in focused interviewing and hypnotic language patterns. Students will learn about evidence based research on how hypnotherapeutic techniques may enhance neuroplastic changes in the brain for positive behavior change. Students will observe some of these therapeutic techniques demonstrated and will be able to practice these techniques with instructor supervision. The laws, ethics, and limits of the uses hypnotherapy are presented, as well as the importance of modifying hypnotic protocols and approaches for diverse populations.

Course Objectives:

Students will be required to demonstrate basic knowledge of the following topics and current evidenced based research regarding these topics by their performance during in class practices and discussions, the midterm, and the final project.

1. Students will review and demonstrate an understanding of the clinical uses of hypnosis, the laws and ethics governing the professional practice of clinical hypnosis, and the appropriate and inappropriate application of hypnosis to psychotherapy.
2. Students will be able to assess the utility and limitations of the clinical applications of hypnosis as explored in evidence based literature which includes advances in brain science as it may impact therapy and behavior change.
3. Students will demonstrate the ability to use focused interviewing to identify a key issue which can effectively be addressed with hypnotherapeutic techniques in one session.
4. Students will demonstrate skills in developing and using hypnotic language.
5. Students will review and be able to differentiate and evaluate the appropriate uses of the main approaches to hypnosis: Transpersonal, Ericksonian, Medical, and Brief Cognitive Hypnosis.
6. Students will demonstrate the ability to distinguish which core protocols are most appropriate for the key issue identified during focused interviewing.
7. Students will be able to demonstrate skills in focused interviewing to develop in session, a one session custom designed hypnosis script, or, the practice of Brief Cognitive Hypnotherapy.
8. Students will demonstrate skills in adapting key protocols for diverse populations.

Course Relevant Program Outcomes, Competencies and Objectives

Goal 1: *The preparation of professionals who are capable of assessing when clinical hypnotherapy approaches may be employed to deliver effective and ethical treatment to a diverse client population.*

Objective a.: *Students will acquire an understanding of the current body of knowledge and evidence based research that underlies the practice clinical hypnotherapy.*

Competency: *Students must be able to demonstrate an understanding of the current body of knowledge that underlies the practice of clinical hypnotherapy and the appropriate forms and approaches applicable for a diverse set of clients.*

Objective b: *Students will demonstrate advanced skills and competence in focused interviewing, identification of a key issue which can be addressed in one session, and the development of an in session custom designed “script” effectively addressing that key issue.*

Competency: *Students must be able to demonstrate competence in focused interviewing enabling the development of an in-session hypnosis script appropriate to the issue and cultural background of the client.*

Students must demonstrate the ability help clients identify a key issue which can be addressed in one session, and be able to demonstrate advanced skills is reframing dysfunctions and limitations as a possibility of discovering undeveloped competencies and strengths.

Required Texts

Burton, John, Ed.D. (2007). *Understanding Advanced Hypnotic Language Patterns: A Comprehensive Guide*. Bethel, CT: Crown House Publishing Ltd. ISBN 1845900324

Doidge, Normal, M.D. (2007). *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Penguin. ISBN 978-0-14-311310-2

Yapko, Michael D., ed. (2006). *Hypnosis and Treating Depression: Applications in clinical Practice*. New York: Routledge. ISBN0-415-95305-7

Required Readings:

Wired to Connect: Neuroscience, Relationships, and Therapy
Mona Dekoven Fishbane. *Family Process*. Oxford: Sep 2007. Vol. 46, Iss. 3; pg. 395, 18 pgs.

Bookmarks, The Wonders of Neuroplasticity; Are there practical applications for therapy?
Richard Handler. *Psychotherapy Networker*. Washington: Sep/Oct 2007. Vol. 31, Iss. 5

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in ***late will automatically be lowered one full grade***. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of

your discussion contributions. “Relevance” refers to being on topic and aware of others’ contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

20%	<i>Written Assignments</i>
30%	<i>Midterm</i>
40%	<i>Presentation/Paper</i>
10%	<i>Class Participation</i>
100	Total

Grades:

A	= 93-100		
A-	= 90-92		
B+	= 87-89		
B	= 83-86	B-	= 80-82
C+	= 77-79	C=	73-76
F	< 73		

Grading Rubrics:

A-, B+, B-, C+, C- Will be calculated at the end of the class on a sliding scale, as calculated on a total point system.

Grade of A: Full attendance and active participation in class discussions and activities. Composite grade of A on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. All assignments turned in on time.

Grade of B: No more than two excused absences. Participation in class discussions and activities. Composite grade of B on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments.

Grade of C: No more than three absences. Minimal participation in class discussions and activities. Composite grade of C on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments.

Grade of F: Multiple absences. Lack of class participation. Composite grade of less than C- on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment.

Course Assignments:

Reading Assignments as listed below.

Two Confusion Inductions

Peak Performance script development paper

Final Project and Presentation

Final Project and Presentation:

This project will take a minimum of three weeks to complete. Students MUST begin this project by Class number 8. No late papers and presentations will be accepted.

1. Students will recruit an out of class volunteer to interview about some aspect of their desire to enhance their performance at athletics, academics, test taking.

2. **Session 1:** Students will then conduct a hypnotic session using the material gathered in the Peak Performance protocol form. Student will record this session, and give volunteer a recording of the session and encourage to use at least three times in the following week. Student will explain to volunteer how to use the recorded session.

After this first session, students will gather feedback about the experience of the session, both verbally, and, having the volunteer fill out a feedback form handed out in class. This will be Session 1.

3. Using the above feedback from their volunteer, students will add to the interview material, and develop an enhanced script, with the addition of a new confusion induction which embeds key language from the interview and feedback.

4. **Session 2:** One week later, students will then do a second session, first interviewing the volunteer about any changes and benefits experienced since the first session, and if appropriate, add or delete material in their prepared script before doing the second session. Students will then do a second session, using their enhanced and edited script. Students will also record this session and give volunteer a recording to use at least 3 times.

Student will again elicit verbal feedback and have volunteer fill out a second feedback form. This will be Session 2.

4. One week later, student will do a phone interview gathering information about any additional gains for the volunteer.

5. Final write up of this project will consist of:
- a. First Interview Material
 - b. Induction utilized
 - c. Volunteer's verbal feedback after session 1
 - d. Volunteer's written feedback form after session 1
 - e. New material elicited post session
 - f. Completed enhanced script with confusion induction
 - g. New material elicited at the beginning of session 2
 - h. Volunteer's verbal feedback after session 2
 - i. Volunteer's second feedback form after session 2
 - j. Write up of phone interview
 - k. Discussion of doing this project

MIDTERM EXAM: Will cover reading assignments, all demos and in-class practices. Mix of true/false; fill in the blank; definitions, short essays.

Class Topics, Readings and Assignments

Class 1 Date	Class Topics and Activities	Assignments
	<p><i><u>Introduction</u></i></p> <p>Review: 4 Main Hypnosis Approaches</p> <p style="padding-left: 40px;">: Structure of Hypnosis Session</p> <p style="padding-left: 40px;">: Two Way Com Protocol</p> <p>Demo: Induction: Progressive Relaxation</p> <p style="padding-left: 40px;">Deepener: Safe Place</p> <p style="padding-left: 40px;">Two Way Com</p> <p style="padding-left: 40px;">Post Hypnotics</p> <p style="padding-left: 40px;">Future Pace</p>	<p>Training Manual 1: Review Two Way Com</p>

Closure

Student Practice: Two Way Com

Class 2	<u>Empowerment</u> Demo: Retrieve Lost Aspects Discussion: Lost Aspects and Depression Student Practice: Lost Aspects	Training Manual 1 Retrieve Lost Aspects Yapko 3-24 Doidge 196-214
Class 3	<u>Affect Regulation</u> Review Problem State/Desired State Demo: Peak Performance Student Practice: Dyads interview for Peak Performance Protocol Student Practice: in –session script	Training Manual 1 Peak Performance Yapko 25-48 Burton 1-6; 65-88
Class 4	<u>Decisions 1</u> Demo: Circle Integration Student Practice: Circle Integration Students must bring dream, printed double spaced, wide margins to next class	Training Manual 2 Circle Integration Burton: 7-24 Doidge: 245-257
Class 5	<u>Discovering Inner Resources</u> Demo: Working with Dreams Student Practices: Dreamwork	Training Manual 2 Dreams Doidge: 215-244
Class 6	<u>Enhancing Postive Motivation 1</u> Demo: Timeline	Training Manual 1 Timeline Burton: 139-150 Yapko 97-120
Class 7	Complete unfinished practices Prepare for Midterm Discussion: Hypnosis for Depression Film: Yapko demo	Yapko 49-70 Doidge 45-92

Class 8	Midterm <i>Enhancing Positive Motivation 2</i> Demo: Modeling Student Practice: Modeling Discussion of Final Project. Students begin final project	
Class 9	<u><i>Ericksonian Techniques</i></u> Demo: Brief Interview followed by Confusion Inductions with Embedded reframes and post Hypnotics Student Practices: Brief Interview Followed by Confusion Induction with embedded Reframes and Post hypnotics	Burton 25-42 Yapko 49-70
Class 10	<u><i>Decisions 2</i></u> Demo: Rossi for Decisions Student Practices: Rossi Stroke Recovery Video Jill Taylor's "Stroke of Insight"	Training Manual 1 Review Rossi Doidge 132-163
Class 11	<u><i>Medical Issues</i></u> Preparation and Recovery from Surgery (Modified Peak Performance) Pain Management with Glove Anesthesia Demo: Glove Anesthesia Student Practice: Glove Anesthesia	Training Manual 2 Glove Anesthesia Doidge: 177-195
Class 12	<u><i>Addictions 1</i></u> Class Experience: Family/Food/Feelings Demo Weight Management Class Practices: Weight Mgmt	Training Manual 2 Weight Management Burton 151-186
Class 13	<u><i>Addictions 2</i></u> Demo Stop Smoking Begin Student Presentations	Training Manual 2 Stop Smoking Burton: 187-202

Class 14 Student Presentations

Class 15 Student Presentations

Course Evaluations
Closure

On-Line Resources

The Argosy Library has numerous databases you can search for full-text, peer reviewed articles.

EBSCO Database: <http://search.epnet.com> User ID: argosy Password: stanacampus

- ***Psychology & Behavioral Sciences Collection***
Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.
- ***Academic Search Elite***
This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

LIRN Databases: <http://www.lirn.net/services.html> User ID: 54145

- ***Gale's Searchbank:*** **Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.**
- **PA General Research, 1986 to present. 1800 full-text articles in arts, business, education and social sciences.**
- **ProQuest: Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.**

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological*

Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.