



2023 Annual Conference

74th Annual Workshops and Scientific Program



October 4-8, 2023
Live, online #SCEH2023

Conference Brochure

→ Please refer to the conference webpage for updates about the conference.

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About the Conference

This year's Annual Conference continues SCEH's proud tradition of evidence-based professional development and educational sessions on clinical hypnosis. The Annual Conference provides attendees the opportunity to explore new topics, learn best practices and tools, gain continuing education credits and engage in vibrant debate with instructors and colleagues.

Registering for the Conference

Please review this Conference Brochure prior to completing a registration form. It contains full information on all aspects of our five-day event, including agendas, session descriptions, presenter information, learning objectives, continuing education credit details and more. For pricing details and how to register, see PP. 41-43 of this brochure (concluding pages).

Theme

Our 2023 conference theme, *Unlocking the Power of Mind: Advances in the Science of Hypnosis*, reflects the Society's continued emphasis on advancing both research and practice. The theme considers the wide range of research questions that arise from studying hypnosis as a route to broadening our fundamental understanding of hypnosis and its practical applications.

Presentations on emerging science, clinical hypnosis techniques/therapeutic uses and their benefits, experiencing consciousness, beliefs and suggestion are some of the few examples captured in this year's conference theme. We are excited to bring individuals together to expand learning and share knowledge about hypnosis and the brain-body connection, as well as further reinforce how and why integrating the use of hypnosis clinically enhances treatment outcomes. We invite workshop proposals supported by research findings, and scientific program submissions ranging from basic research findings to outcome data broadly relevant to hypnosis.

SCEH Event Policies:

All Presenters and Attendees are expected to familiarize themselves with and follow these policies:

- [SCEH Confidentiality Statement for Attendees and Presenters](#)
- [SCEH Policy on Diversity and Inclusivity](#).
- [SCEH Liability Waiver and Guidance Form for Participants In Hypnosis Practice](#)

Agenda is subject to change. SCEH reserves the right to cancel any workshop or activity due to insufficient registration or scheduling issues.

Conference Time Zone

Please note that all listed times are in Pacific Time (PT). [Click here for help converting time zones.](#)

Session Start and End Times

We will open our virtual meeting 5-10 minutes before the start of each session and conclude each with a few brief announcements.

Conference Breaks

See details on break times in the specific agendas for each section.

Live Attendance Required for Continuing Education Credit

You must attend the live event to earn CE or CME. It is your responsibility to complete CE/ CME documentation and submit it by the deadline indicated. See Continuing Education section for details.

Get Critical Event Communications

SCEH will send communications about the conference via email. Be sure to whitelist our email addresses NOW to make sure important conference emails land safely in your in box! Whitelisting is easy -- just add these emails to your safe senders/contact list:

mam@memberclicks-mail.net anne@sceh.us info@sceh.us

Event Confirmations and Access to the Live Event

We email all those who register (registration required for all attendees, hosts and presenters) an initial event confirmation, listing your session selections. A day before the conference begins, we will email you a final event confirmation with Zoom Session Links, the Conference Program and Continuing Education details. You will need the Zoom session links in that email to join each of the activities (Workshops, Scientific Program and Networking Sessions) you selected. You will need the Continuing Education Info/Instructions to complete event evaluations and to apply for and receive continuing education certificates and/or needed documentation of your attendance. These items are critical to your participation in the conference.

Using the Zoom Online Platform

We will be using the Zoom Meetings platform for this event. If you are unfamiliar with the Zoom platform, to learn more or practice, visit their Getting Started page at <https://support.zoom.us/hc/en-us/categories/200101697>. Zoom recommends using the Zoom desktop app for Windows, Mac OS or Linux for the best experience. Please ensure you have the latest Zoom version installed on your device.

CONTINUING EDUCATION – CE and CME

Society for Clinical & Experimental Hypnosis

2023 Annual Conference

74th Annual Workshops and Scientific Program

October 4-8, 2023

Live Online

Accreditation Statement



In support of improving patient care, this activity has been planned and implemented by Amedco LLC and Society for Clinical & Experimental Hypnosis. Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

NOTE: Total credits for Introductory Workshop cohort may vary if you take the optional Hypnosis Research workshop. Total credits for Intermediate Workshop cohort may vary if you take the optional Hypnosis Research workshop. Total credits for Advanced Workshop attendees may vary if you include a mix of Advanced and Intermediate sessions.

Conference Schedule at a Glance

	Introductory Workshop (taken as a cohort)	Intermediate/ Skills Workshop (taken as a cohort)	Advanced Workshops (May mix & match Adv. & Intermed. sessions)	Scientific Program (taken as a cohort)	Networking Activities
Wednesday	8:00 AM - 2:00 PM PT *	8:00 AM - 1:45 PM PT *	8:00 AM - 3:30 PM PT		General Networking Session 3:45 - 4:45 PM PT
Thursday	8:00 AM - 1:30 PM PT	8:00 AM - 1:15 PM PT	8:00 AM - 1:45 PM PT		SCEH Member Networking 2:00 - 3:30 PM PT
Friday	8:00 AM - 1:30 PM PT	8:00 AM - 1:15 PM PT	8:00 AM - 1:45 PM PT		SCEH Awards Celebration 2:00 - 3:00 PM PT
Saturday				8:00 AM - 1:45 PM PT	Student/ ECP Networking Session 2:00 - 3:00 PM
Sunday				8:00 AM - 1:45 PM PT	Women’s Networking Session 2:00 - 3:00 PM

* Bonus Workshop for Introductory and Intermediate Workshop Cohort Attendees.

Advanced Workshop 304 - Hypnosis Research Workshop: Designing Case Studies and Randomized Clinical Trials and Preparing Papers for Publication

Wednesday, October 4 -- 2:00 -3:30 PM - 1.5 CE/CME

Conference participants who have signed up to attend the Introductory or Intermediate Workshop cohorts are invited to participate in this workshop at no additional charge. Participation is optional but encouraged. This session is part of the Advanced Workshops.

Networking Sessions

- General Networking Session - Session 600 – Wednesday end of day. All attendees are invited for online networking with SCEH leaders, conference attendees and presenters.
- Membership Networking Session - Session 601 – Thursday end of day. For members and prospective members to learn more about SCEH activities.
- Students and Early Career Professionals Networking Session - Session 603 -- Saturday end of day. For students and early career professionals.
- Women’s Networking Session - Session 604 – Sunday end of day. For women attendees, as a space to discuss professional goals, interests and concerns.
- Awards Celebration – Session 602 – Friday end of day. Join as we celebrate the hypnosis community and its achievements.

Keynote Speakers

Listed in order of appearance. See the Scientific Program section for complete details.

Saturday, October 7, 2023

9:45-10:45 AM PT

Physiological Correlates of Hypnotizability

Enrica Santarcangelo, MD, PhD, University of Pisa, Pisa Italy

12:45-1:45 PM PT

A Functional Model of States of Consciousness: Integrating Social Cognitive and State Theory

Stephen Lankton, LCSW, DAHB, FASCH; Editor-in-Chief - American Journal of Clinical Hypnosis; Fellow, American Society of Clinical Hypnosis; Diplomate & President Emeritus, American Hypnosis Board for Clinical Social Work; Emeritus Clinical Member, International Transactional Analysis Association

Sunday, October 8, 2023

9:45-10:45 AM PT

Are there Core Competencies at Work? Addressing the Procedural Nihilism of Ericksonian Therapy and the Polymorphism of Hypnosis

Dan Short, PhD, Sonoran University of Health Sciences, Tempe AZ



Left to right, in order of appearance:

Enrica Santarcangelo, MD, PhD; Stephen Lankton, LCSW, DAHB, FASCH and Dan Short, PhD

Workshop Program Overview

SCEH workshops teach participants hypnotic theory and practical techniques for immediate use in professional practice. Workshops are scientifically based and of the highest teaching quality. Most workshops include demonstrations and/or practica or other experiential components. Workshops meet accepted Standards of Training in Clinical Hypnosis and count toward [SCEH Certification](#).

SCEH offers **Introductory**, **Intermediate/Skills** and **Advanced** level clinical hypnosis workshops.

- ***Introductory (Basic) Workshop in Clinical Hypnosis***
Level 100
Taken as a cohort.

- ***Intermediate/Skills Workshops in Clinical Hypnosis***
Level 200
Taken as a cohort.
When taken as a cohort, includes sessions 201-206 and can be used toward intermediate certification or simply to refresh hypnotic skills.

- ***Advanced Workshops in Hypnosis***
Level 300
Advanced Workshop registrants choose from a selection of advanced level concurrent sessions and may also mix and match by selecting some Intermediate/Skills Workshop sessions.

100 - Introductory Workshop in Clinical Hypnosis

Wednesday, October 4 thru Friday, October 6, 2023

Co-Chairs: Casey Applegate-Aguilar, MA, MS, LPCC, LSAA; Cassandra Jackson, MA; Barbara McCann, PhD

Faculty: Cameron Alldredge, PhD; Casey Applegate-Aguilar, MA, MS, LPCC, LSAA; Ciara Christensen, PhD; Janna Henning, JD, PsyD, FT; Afik Faerman, PhD; Cassandra Jackson, MA; Barbara S. McCann, PhD and Donald Moss, PhD.

This workshop is taken as a cohort – 13.25 CE/CME

Attendance all three days required.

- Day One – Wednesday – 8:00 AM - 2:00 PM PT
- Day Two – Thursday – 8:00 AM - 1:30 PM PT
- Day Three – Friday – 8:00 AM - 1:30 PM PT

All times are in Pacific Time (PT). See agenda for workshop breaks. Program subject to change.

Introductory (Basic) Workshop Overview

Hypnosis is a powerful tool that allows clinicians to assist patients or clients in making meaningful changes in their physical and mental health. Hypnosis is a fruitful area of research that allows for the study of the mind and human experience, as well as the nature of hypnosis itself. In this workshop, participants will be provided with foundations in hypnosis to begin using it within their scope of practice or research.

The workshop will include large and small group experiential sessions, in addition to didactic presentations and discussion. Faculty will present the historical context and neurobiological basis of hypnosis, discuss ethical use and practice integration, and demonstrate hypnotic techniques and phenomena. Participants will leave with a fundamental understanding of hypnosis and how to facilitate it. Participants will receive resources to help them use hypnosis in research and practice. Suggestions will be provided for further training and education in hypnosis, including practice and mentorship opportunities for SCEH members.

Learning objectives are listed with each topic in the agenda that follows.

Introductory Workshop Agenda

Wednesday, October 4

8:00 - 10:00 AM PT Introduction to Clinical Hypnosis: History, Ethics, and Overview

Faculty: Cassondra Jackson, Barbara McCann, Cameron Allredge, Donald Moss

- 1) Describe the historical and empirical basis for using hypnosis in practice and research.
- 2) Understand what hypnosis is, and what it is not; what it can and cannot do; and address common myths and misconceptions surrounding the use of hypnosis.
- 3) Describe differences between professionals who use hypnosis within their scope of practice, lay hypnotists, stage hypnotists, and researchers.
- 4) Articulate principles and guidelines for the ethical practice of hypnosis within the participant's scope of practice.

10:00 - 10:15 AM PT Break

10:15 AM - 12:00 PM PT Experiential Learning I: Introducing Hypnosis

Faculty: Janna Henning, Barbara McCann

- 1) Practice providing a cogent description of hypnosis, as one would to a client.
- 2) Practice therapeutic communication techniques, including rapport building, elicitation, intensification, and re-orienting.
- 3) Recognize and address unexpected reactions to hypnosis.

12:00 - 1:00 PM PT Break

1:00 - 2:00 PM PT Leveraging Hypnotic Phenomena

Faculty: Donald Moss, Cameron Alldredge

- 1) Analyze differences and similarities among hypnosis, guided imagery, mindfulness, meditation, and progressive muscle relaxation.
- 2) Identify how various hypnotic phenomena can be used therapeutically.

2:00 PM PT Workshop concludes for the day

Thursday, October 5

8:00 - 9:45 AM PT Experiential Learning II: Leveraging Hypnotic Phenomena

Faculty: Cameron Alldredge, Casey Applegate-Aguilar

- 1) Practice formulating suggestions to elicit specific hypnotic phenomena.
- 2) Describe the elicitation and uses of hypnotic phenomena in children across various stages of their development.

9:45 - 10:00 AM PT Break

10:00 AM PT- 12:00 PM Experiential Learning III: Self-Hypnosis and Empowerment

Faculty: Casey Applegate-Aguilar, Cassondra Jackson, Barbara McCann

- 1) Describe the fundamental steps in teaching self-hypnosis
- 2) Practice using hypnosis and self-hypnosis within a positive psychology framework
- 3) Identify and analyze communication strategies used during hypnosis

12:00 - 1:00 PM PT Break

1:00 - 1:30 PM PT All Faculty Panel: From “Doing Hypnosis” to Leveraging Hypnosis

Faculty: Cameron Alldredge, Casey Applegate-Aguilar, Ciara Christensen, Afik Faerman, Janna Henning, Cassondra Jackson, Barbara McCann, Donald Moss

- 1) Discuss the challenges of moving from intellectual understanding of hypnosis to using it in clinical practice.

1:30 PM PT Workshop concludes for the day

Friday, October 6

8:00 - 10:00 AM PT **Experiential Learning IV: Treatment Planning**

Faculty: Donald Moss, Janna Henning, Casey Applegate-Aguilar

- 1) Appraise how hypnosis adds a new framework to the participant's professional skills.
- 2) Assess client presenting problem and collect necessary client information to create an integrative treatment plan in small groups.

10:00 - 10:15 AM PT **Break**

10:15 - 11:00 AM PT **Experiential Learning: Treatment Planning Scenarios**

Faculty: Donald Moss, Janna Henning, Barbara McCann

- 1) Create an integrative treatment plan in small groups.

11:00 - 11:45 AM PT **Neurophysiology of Hypnosis**

Faculty: Afik Faerman

- 1) Describe what is known regarding the neurophysiological correlates of hypnosis.

11:45 AM - 12:45 PM PT **Break**

12:45 - 1:15 PM PT **All Faculty Panel**

Faculty: Cameron Alldredge, Casey Applegate-Aguilar, Ciara Christensen, Afik Faerman, Janna Henning, Cassandra Jackson, Barbara McCann, Donald Moss

- 1) Identify areas of practice requiring additional self-directed study and mentorship for applying hypnosis.

1:15 - 1:30 PM PT **Closure: Group Ego-strengthening for Using Hypnosis in Clinical Practice**

Faculty: Ciara Christensen

- 1) Experience hypnosis to frame next steps for personal learning and development.

1:30 PM PT **Workshop Ends**

200 - Intermediate/Skills Workshop(s)

Wednesday, October 4 thru Friday, October 6, 2023

Co-Chairs: Alexandra Chadderdon, PsyD and Deanna Denman, PhD

Faculty: Carolyn Daitch, PhD; Louis F. Damis, PhD, ABPP, FASCH; Gary Elkins, PhD, ABPP, ABPH; Carol Ginandes, PhD, ABPP; Nicholas Olendzki, PsyD; David Patterson, PhD; Elizabeth E. Slonena, MSCP, PsyD

The Intermediate Skills Workshop is offered as a cohort as session 200 – 12.5 CE/CME.

Advanced registrants may also attend individual Intermediate/Skills sessions as part of their selections.

Note that the start and end times for workshops include any scheduled breaks that occur during this period.

Scheduled breaks:

- 9:30-9:45 AM PT
- 10:45-11:30 AM PT
- 12:00-12:15 PM PT

All times are in PT and may include breaks. Program subject to change.

Intermediate/Skills Overview

The Intermediate/Skills Workshops features a variety of hypnotic techniques, for induction, deepening, and therapeutic application. They are designed to refresh and expand skills and can be applied toward certification. They also provide useful opportunities for advanced professionals to refine hypnotic technique.

200 – Intermediate/Skills Workshop taken as a cohort

The cohort includes sessions 201-206. If you wish to take the Intermediate/Skills Workshops to satisfy Intermediate level requirements for certification, please note that you must take ALL the Intermediate/Skills Workshops, requiring attendance Wednesday through Friday.

201-206 – Intermediate/Skills individual sessions-- Advanced Workshops registrants may include (mix and match) some Intermediate/Skills Workshop sessions as part of their workshop selections. The CE/CME earned will vary depending on the sessions selected. See sessions list which follows.

Intermediate/Skills Workshops Sessions

Wednesday thru Friday	200 - Intermediate/Skills Workshop taken as a cohort; see topics below.
Wednesday	
8:00 - 10:15 AM PT	201 - Hypnosis for Acute Pain Relief and Chronic Pain Management (Patterson)
10:15 AM – 1:45 PM PT	202 - Three Models of Hypnosis for the Therapist's Toolkit (Ginandes)
Thursday	
8:00 AM - 1:15 PM PT	203 - Hypnosis for Treatment of Trauma (Damis)
Friday	
8:00 - 9:30 AM PT	204 - Best Approaches for Treating Panic Disorder (Daitch)
9:45-10:45 AM PT	205 - Assessment of Hypnotizability (Elkins)
11:30 AM - 1:15 PM PT	206 - Mindful Hypnotherapy: Principals & Experiential Practice (Slonena/Olendzki)

Intermediate/Skills Session Descriptions

Wednesday, October 4 thru Friday, October 6, 2023

200 - Intermediate/Skills Workshops Taken as a Cohort

This includes all Intermediate Skills sessions, 201 thru 206. Refer to the detailed agenda that follows for session times, workshop topics, presenter information and learning objectives.

Wednesday, October 4

8:00 - 10:15 AMPT

2 CE/CME

201 - Hypnosis for Acute Pain Relief and Chronic Pain Management

David Patterson, PhD

This workshop will teach participants to use hypnosis to manage acute and chronic pain. The workshop will be divided into two one-hour sessions. In the first hour, the instructor will demonstrate a brief induction for acute pain, describe the premise, and then have participants practice the steps. In the second hour, the instructor will review a hypnotic approach for chronic pain that he will demonstrate, and then have participants practice the key components. It typically takes three days to cover these techniques thoroughly so this workshop will provide an overview of the approaches for an intermediate audience.

Learning Objectives:

- 1) Articulate how hypnotic approaches can be used for acute and chronic pain, with an understanding that these clinical problems are often on the opposite side of the spectrum.
- 2) Demonstrate the ability to perform the basics of a quick induction for acute pain.
- 3) Demonstrate the ability to perform the basics of a complex induction for chronic pain.

10:15 AM – 1:45 PM PT

2.5 CE/CME

202 - Three Models of Hypnosis for the Therapist's Toolkit

Carol Ginandes, PhD

In addition to various conceptualizations of the definition and phenomenology of hypnosis, there are also three different models of hypnotic practice: Authoritarian, Standardized, and Ericksonian. These three constructs inform the use of different kinds of hypnotic inductions, perspectives on the nature of the hypnotic interaction between therapist and patient, as well as the kinds of verbalizations offered as hypnotic suggestions. In this session, we will address some of the fundamental differences between the three models of hypnosis and will then take a closer look at the structure of hypnotic inductions and suggestions pertaining to each of them. Special emphasis will be given to an overview of conversational Ericksonian suggestions.

This session will include didactic, experiential, and practicum components. Participants will be invited to exercise their hypnotic voices as well as tapping into their inner resourcefulness in order to create hypnotic verbalizations.

Learning Objectives:

- 1) Describe the differing concepts that inform three different models of hypnosis.
- 2) Explain the disadvantages of using the authoritarian model.
- 3) Explain two differences in the methods of constructing suggestions in the three models.
- 4) Demonstrate two different kinds of Ericksonian inductions.

Thursday, October 5

8:00 AM - 1:15 PM PT

4 CE/CME

203 - Hypnosis for Treatment of Trauma

Louis Damis, PhD

This workshop will present an overview of a phase-oriented approach to treating trauma, including aspects of attachment repair, emphasizing the necessary client capacities to effectively process and resolve adverse childhood and other trauma-related experiences. This approach's stabilization and skill-building components will include psychophysiological and hypnotic techniques for establishing the neurophysiological substrate for trauma resolution and attachment repair. Whereas this will be an overview of hypnotic trauma recovery strategies, participants will be able to apply basic hypnotic stabilization skills with their traumatized clients. This workshop will include didactic presentations, a demonstration, and a practice session.

Learning Objectives:

- 1) Describe the three components of the phase-oriented treatment of trauma.
- 2) Outline two strategies for establishing a neurophysiological substrate for trauma processing and attachment repair.
- 3) Describe the importance of prioritizing neglect repair and related implicit memory modification hypnotic strategies.
- 4) Describe specific clinical hypnosis strategies for each phase of trauma recovery.

Friday, October 6

8:00 - 9:30 AM PT

1.5 CE/CME

204 - Best Approaches for Treating Panic Disorder

Carolyn Daitch, PhD

A goal in the treatment of panic is to increase tolerance of interoceptive responses. In this workshop, participants will learn to teach their patients to use mindfulness to accept the disturbing yet common physical reactions of panic. I will also demonstrate using the hypnotic phenomenon of age progression and fast-forwarding to anticipate the end of an acute panic episode, as well as to build positive expectancy that their panic disorder will diminish in time. Included is a video of a patient who has mastered panic attacks. Concrete quick interventions are also taught.

Learning Objectives:

- 1) Identify two interventions that can help clients observe somatic manifestations of panic attacks with less reactivity.
- 2) Articulate the rationale for the use of age progression and fast-forwarding in the management of panic attacks.
- 3) Demonstrate the “chill out with an orange” and other interventions to sidetrack panic attacks.
- 4) Explain the benefits of using mindfulness and acceptance in treating clients with panic disorder.

9:45-10:45 AM PT

1 CE/CME

205 - Assessment of Hypnotizability

Gary Elkins, PhD, ABPP, ABPH

Assessment of hypnotizability can provide important information regarding case conceptualization, treatment planning, and mechanisms of hypnosis interventions. In addition, assessment of hypnotizability may be a useful means of introducing hypnosis through experiential means and may have therapeutic benefits. The Elkins Hypnotizability Scale (EHS) can be integrated into clinical practice. The clinical form (EHS-CF) takes about 20 minutes to administer. The EHS has very good validity and is one of the most reliable measures of hypnotizability with test-retest reliability (.93). In this workshop, participants will gain knowledge about hypnotizability, methods of clinical and formal assessment, and use of the EHS Clinical Form. Foundational research and implications for clinical practice will be presented. Participants will learn how to administer and score the EHS-CF and integrate into their clinical practice.

Learning Objectives:

- 1) Define hypnosis and hypnotizability.
- 2) Demonstrate administration and scoring of the EHS.
- 3) Describe how to integrate the EHS into clinical practice.

11:30 AM - 1:15 PM PT

1.5 CE/CME

206 - Mindful Hypnotherapy: Principals and Experiential Practice

Elizabeth Slonena, PsyD and Nicholas Olendzki, PhD

Mindful Hypnotherapy is an evidence-based modality for integrating mindfulness and hypnosis into clinical and personal practice. Attendees of this experiential workshop will learn the core principles of mindfulness, the similarities and differences between meditation and hypnosis, understand the existing research supporting the effects of Mindful Hypnosis, and have opportunities for experiencing and practicing Mindful Hypnosis using scripts. Brief clinical vignettes and clinical anecdotes will be incorporated to ignite imagination and discussion. Practical strategies for incorporating mindfulness inductions and suggestions into hypnosis and establishing a mindful self-hypnosis practice will be presented.

Learning Objectives:

- 1) Define the core principles of mindfulness
- 2) Compare and contrast the therapeutic goals and techniques of mindfulness and hypnosis
- 3) Summarize the results of Mindful Hypnotherapy and Brief Mindful Hypnosis clinical
- 4) research
- 5) Utilize Mindful Hypnosis inductions and suggestions using scripts in group practice
- 6) Develop a mindful self-hypnosis practice for continued experiential learning

300 - Advanced Workshops – up to 12.5 CE/CME

Wednesday, October 4 to Friday, October 6, 2023

Co-chairs: Vivek Datta, MD, MPH and Nate Ewigman, PhD, MPH, BCB

Faculty: John Edward Alexander, PhD; Louis Francis Damis, PhD, ABPP; Gary Elkins, PhD, ABPP, ABPH; Nate Ewigman, PhD, MPH, BCB; Samuel B. Lurie, MEd, MSW; Vanessa Muniz, BS; David R. Patterson, PhD, ABPP; Ronald J. Pekala, PhD; Philip D. Shenefelt, MD, ABMH and Eric Spiegel, PhD

Advanced Workshops – 12.0 CE/CME for all advanced workshops; total will vary if mix of Intermediate and Advanced are selected.

All times are in PT and may include breaks. Program subject to change.

Note that the start and end times for workshops include any scheduled breaks that occur during this period. Scheduled breaks:

- 9:30-9:45 AM PT
- 10:45-11:30 AM PT
- 12:00-12:15 PM PT

Advanced Workshop participants select from the 300 level sessions listed below. They may also include (mix and match) some 200 level Intermediate/Skills Workshop sessions as part of their selections.

Advanced Workshops Sessions

Wednesday	
8:00 - 10:45 AM PT	301 - Hypnotic Modification of Persistent Egocentric Negative Beliefs in Developmental Trauma Disorders (Damis)
11:30 AM- 1:15 PM PT	302 - Culturally-Congruent Hypnosis: Working with Latinx Populations as Case Study (Ewigman)
11:30 AM- 1:15 PM PT	303 - Understanding Your Client’s Mind: Using Noetic Analysis to Access Your Client’s Hypnotic Talents (Pekala)
2:00 - 3:30 PM PT	304 - Hypnosis Research Workshop: Designing Case Studies and Randomized Clinical Trials and Preparing Papers for Publication (Muniz/ Elkins)
Thursday	
8:00 -- 9:30 AM PT	305 - Hypnotic Strategies for Evoking Attachment and Relationship in the Treatment of Trauma (Spiegel)
8:00 - 10:45 AM PT	306 - Unlocking Altered States of Consciousness Experiences Related to Spiritual and Religious Aspects of Skin and Skin Disorders (Shenefelt)
11:30 AM- 1:15 PM PT	307 - Tailoring Hypnotically Augmented Treatment Strategies to Personality Styles to Optimize Therapeutic Outcomes Using the Spiegels’ AOD Cluster Survey (Alexander)
Friday	
8:00 AM- 1:15 PM PT	308 - Hypnosis to Enhance Psychotherapy (Patterson)
8:00 - 10:15 AM PT	309 - Providing Affirming Care to Transgender/gender Non-binary People (Lurie)
11:30 AM - 1:15 PM PT	310 - Interactive Hypnosis: Knowing What Your Client is Experiencing and What to Do With It (Damis)

Advanced Workshops Descriptions

Wednesday, October 4

8:00 - 10:45 AM PT

2.5 CE/CME

301 - Hypnotic Modification of Persistent Egosyntonic Negative Beliefs in Developmental Trauma Disorders

Louis Francis Damis, PhD, ABPP

Many clients treated for Post-traumatic Stress Disorder have Complex Post-traumatic Stress Disorder (CPTSD). CPTSD is associated with histories of prolonged trauma, abuse, and neglect and is considered a form of developmental trauma. Such Complex Traumatic Stress Disorders include disturbances of self-organization (DSO) that overlap with attachment deficits and pathologies requiring specialized interventions to modify. Moreover, negative beliefs about oneself as diminished, defeated, or worthless, accompanied by feelings of shame, guilt, or failure, are aspects of ICD-11's CPTSD criteria. Even DMS-5 added persistent and exaggerated negative beliefs about oneself and others or the world to its criteria for PTSD. These highly egosyntonic negative beliefs are often difficult to modify and contribute to developmental trauma's chronic emotional and interpersonal consequences.

This program will review the role of the implicit memory system in the development and maintenance of abuse-related persistent negative beliefs and expectations. Hypnotic strategies for identifying the maintaining variables of these egosyntonic beliefs and modifying them by borrowing from attachment repair strategies will be presented. This approach will be employed in the context of polyvagal and hypnotic strategies that optimize the neurophysiological substrate for trauma stabilization and constructive change. Examples of specific interventions and management of potential issues as these processes unfold will be reviewed. Overall, the range of strategies covered will also assist with the promotion of trauma stabilization, positive self-regard, ego-strengthening, and self-efficacy.

Learning Objectives

1. Describe the two major human memory systems and explain how different hypnotic strategies can modify each.
2. Identify two strategies for establishing a neurophysiological substrate for trauma resolution processing.
3. List the steps involved in the cognitive bridge technique.
4. Identify the two preparatory processes and three steps for memory reconsolidation updating.
5. List the five functions of secure attachment and describe how they are incorporated into hypnotic memory reconsolidation interventions.

11:30 AM - 1:15 PM PT

1.5 CE/CME

302 - Culturally-Congruent Hypnosis: Working with Latinx Populations as Case Study

Nate Ewigman, PhD, MPH, BCB and Vanessa Muniz, BS

While hypnotherapy has been found to be effective amongst diverse populations, utilizing hypnotic interventions that do not resonate culturally may interfere with therapeutic progress. Examples include not properly assessing for or addressing hypnotherapy-interfering beliefs (e.g. stigma), utilizing inappropriate literacy levels, metaphors that come from the hypnotherapist's cultural background but are not relevant for the patient, translating hypnotic scripts directly without consideration of linguistic / cultural context, consideration of the use of direct vs. indirect commands through a cultural lens, utilizing interpreters without appropriate preparation and beginning hypnotherapeutic work before understanding the broader cultural context of the patient. Tailoring hypnotherapy to an individual's cultural background may enhance clinical outcomes in terms of improved rapport between patient & therapist and potentially facilitating & maintaining hypnotic absorption. With this advanced workshop, we hope to provide a framework to define culturally-congruent hypnosis, understand relevant research and how to apply it clinically utilizing case examples from the Latinx population. Specifically, we aim to discuss relevant multicultural factors in research & practice of hypnosis, providing hypnosis vis a vis interpreters and the use of interpreted scripts, and assessing patient- and culture-specific factors to create hypnotic interventions that resonate with an individual's cultural background.

Learning Objectives

1. Describe culturally-congruent hypnotherapy.
2. Describe examples of multicultural research literature on hypnosis and its implications for clinical practice.
3. Name two key strategies for working with interpreters and appreciate differences between translation and interpretation.
4. Demonstrate the ability to assess for relevant cultural background to best tailor hypnotic metaphors.

303 - Understanding Your Client's Mind: Using Noetic Analysis to Access Your Client's Hypnotic Talents

Ronald J. Pekala, PhD

This workshop will acquaint clinicians and researchers with a quantitative methodology for measuring your client's/participant's mind during interventions such as relaxation or hypnosis, and then using the results to tailor relaxation-based interventions to the client/participant via mind/mood/management. By using a retrospective self-report questionnaire to quantify the client's/participant's mind in reference to a treatment intervention, the clinician has a means to take a much closer look at what may be happening within the mind/brain/behavior interface of that individual.

Clients come to you with an interest in using relaxation, breathing retraining, visualization, meditation, and/or hypnosis to help change their self-esteem, their drug addiction, their anxiety, their anger, and their lives. However, because of individual differences factors (low versus medium versus high hypnotic/imagoic responsivity), various relaxation-based strategies may be differentially effective with these client types. The methodology uses "noetic analysis" to generate a quantitative "snapshot" of the client's mind (subjective/phenomenological experience) during an intervention condition such as relaxation or hypnosis and then uses that information to better tailor interventions to the mind of the person.

Learning Objectives

1. Describe the theoretical literature and research concerning how hypnotic altered state effects, hypnotic suggestibility, and hypnotic expectancy combine, resulting in a client's perception of being "hypnotized".
2. Describe the rationale for a phenomenologically based assessment of hypnotic talent using the PCI-HAP (Phenomenology of Consciousness Inventory - Hypnotic Assessment Procedure), and the theory and research behind measuring hypnotic depth, hypnotic type, hypnotic suggestibility, and expectancy.

304 - Hypnosis Research Workshop: Designing Case Studies and Randomized Clinical Trials and Preparing Papers for Publication

Vanessa Muniz, BS and Gary Elkins, PhD, ABPP, ABPH

This workshop is intended to provide foundational knowledge regarding hypnosis research. Topics include discussion of the evolving body of research into clinical and experimental hypnosis. Also, key considerations in design of case studies and randomized clinical trials of hypnosis and related concepts (relaxation, mindfulness, suggestion methods, etc.) will be discussed. Topics will also include assessment of hypnotizability and cognitive expectancies, participant selection in clinical and experimental studies, experimental designs and control conditions. Empirically-based research will be discussed and preparation of papers for submission for publication. Participants will be encouraged to bring and develop hypnosis research ideas. This workshop will be of interest empirically minded clinicians, researchers, experimental and clinical graduate students, interns, fellows, and residents, as well as professionals in the field who wish to learn more about the potential of hypnosis research to inform clinical practice.

Learning Objectives

1. Identify key components of well-designed case studies of hypnosis interventions.
2. Describe the purpose and design of pilot studies.
3. Identify three components of randomized clinical trials of hypnosis interventions.

Thursday, October 5

8:00 - 9:30 AM PT

1.5 CE/CME

305 - Hypnotic Strategies for Evoking Attachment and Relationship in the Treatment of Trauma

Eric Spiegel, PhD

In this workshop, participants will learn how hypnosis can be incorporated into attachment-focused psychotherapy to treat trauma and relational wounds of development. The presenter will review the relevant literature that informs his ARM model (attunement, representation, mentalization), and demonstrate pertinent concepts and strategies. Participants will gain an introduction towards utilizing relationally-informed hypnotherapeutic strategies in the treatment of developmental wounds.

Learning Objectives

1. Define mentalization and understand how it develops during a healthy attachment process
2. Integrate polyvagal and neurological phenomena into a conceptual framework for how trauma disrupts development.
3. Define hypnosis as a state, procedure, and relational experience.
4. Summarize how hypnosis can be incorporated into trauma treatment by theoretical orientation and by phase of treatment.
5. Match each of the three phases (attunement, representation, mentalization) of the ARM hypnotherapy model with the appropriate developmental function(s) being repaired.
6. Formulate three hypnotic suggestions from the ARM hypnotherapy model.

306 - Unlocking Altered States of Consciousness Experiences Related to Spiritual and Religious Aspects of Skin and Skin Disorders

Philip D. Shenefelt, MD, ABMH

Skin and skin disorders have had spiritual and religious dimensions often derived from created altered states of consciousness experiences since ancient times. Skin, hair, and nails are visible to self and others. The skin is a major sense organ for touch, pain, itch, heat, cold, pressure, and vibration. Skin also expresses emotions detectable by others through pallor, coldness, “goose bumps”, redness, warmth, or sweating. How much skin is covered with what kind of coverings, scalp and beard hair cutting, shaving, and styling, skin and nail and hair coloring and decorating, tattooing, and intentional scarring of skin all have had and continue to have spiritual and religious significance, often derived originally from visions or other altered state of consciousness experiences. Persons with visible skin disorders have often been stigmatized or even treated as outcasts. Unlocking aspects of spiritual and religious interactions with various skin disorders are discussed.

Learning Objectives

1. Explain the connection between building resilience and altered states of consciousness and spiritual and religious experiences.
2. Describe how to recognize the culturally specific contexts in which the spiritual and religious experiences occur.
3. Describe the interaction between skin and psyche and their spiritual and religious dimensions.
4. Assess the influence of spiritual and religious dimensions on personal and cultural ramifications of skin disorders.

307 - Tailoring Hypnotically Augmented Treatment Strategies to Personality Styles to Optimize Therapeutic Outcomes Using the Spiegels' AOD Cluster Survey

John Edward Alexander, PhD

The Apollonian-Odyssean-Dionysian Cluster Survey (AOD) is a brief personality inventory developed by Herbert and David Spiegel to identify three distinct clusters of personality styles occurring along a cognitive-to-affective spectrum associated with levels of hypnotizability ranging from low to high. The cluster survey can be used together with findings from the Spiegels' test of hypnotizability, the Hypnotic Induction Profile (HIP) to tailor treatment strategies to individuals with varying personality styles. The ten-item questionnaire is arranged into four major groupings which relate to how individuals characterize their style of concentrating (capacity for absorption), experiencing time (past-present- future), interacting with others (myth-belief constellation), and working with ideas (imagining or implementing novelty).

Apollonian types (low hypnotizables) tend to privilege thinking over feelings and generally respond better to therapeutic strategies that feature analysis, learning, cognitive exploration, engaged treatment planning and problem solving. Dionysian types (high hypnotizables) privilege feeling over thinking and respond better to therapeutic strategies that evoke emotions and appeal to their greater capacity for dissociation. Dionysians prefer approaches that provide structure, simplicity, clarity, and direction to solve problems and overcome conflicts. Odyssean types (mid-range hypnotizables) represent a midpoint between Apollonian and Dionysian personality styles. As such, they respond best to a mixture of cognitive and affective therapeutic strategies. The workshop will describe the structure and content of the AOD, its relationship to the spectrum of hypnotizability, and its utility for understanding and relating to patients and for individualizing treatment strategies based on differing personality styles.

Learning Objectives

1. Describe the four major groupings and the ten personality dimensions of the AOD Cluster Survey.
2. Describe the three distinct personality styles identified by the AOD and their relationship to the spectrum of trait hypnotizability.
3. Describe four therapeutic strategies tailored to individuals falling in each of the two extreme clusters of the AOD, the Apollonian and Dionysian personality styles.

Friday, October 6

8:00 AM - 1:15 PM PT

4 CE/CME

308 - Hypnosis to Enhance Psychotherapy

David R. Patterson, PhD, ABPP

This workshop will focus on how to integrate hypnosis into ongoing psychotherapy and enhance the impact of treatment. The basis of the workshop are a meta analysis by Kirsch and colleagues in 1995 that showed that adding hypnosis enhances the effect sizes of psychotherapy and a recent paper by Jensen and colleagues that demonstrated that the strongest findings in a RCT for chronic pain were in participants that had hypnosis combined cognitive interventions. This workshop will use didactics, on-line demonstrations and Q&A as a teaching modality since the conference is on line. Motivational interviewing, social psychology, brain research in hypnosis, psychodynamics, evolutionary psychology, mindfulness and Ericksonian approaches will all be used as a foundation. The author's writing on the neurophysiology of consciousness will also be a key foundation. The term "hypnotherapy" will be discouraged in exchange for using science to formulate clinical approaches.

Learning Objectives

1. Articulate the difficulties with the term "hypnotherapy" and describe instead the use of science to use hypnosis to enhance proven models of psychotherapy.
2. Describe how principles of motivational interviewing, social psychology and brain science can all be used to strengthen hypnotic inductions.
3. Demonstrate ability to perform inductions that are not linear.
4. Demonstrate the illusion of the self is created through binary thinking
5. Demonstrate integrating mindfulness concepts into hypnotic suggestions.

8:00 - 10:15 AM PT

2 CE/CME

309 - Providing Affirming Care to Transgender/gender Non-binary People

Samuel B. Lurie, MEd, MSW

With increased visibility of transgender and gender non-binary (TGNB) people we also have seen a backlash, such as laws being passed in many states which dehumanize trans people, exclude them from participation in public life, and ban medical treatment for youth determined necessary by doctors, parents and patients. TGNB people face levels of violence, discrimination and minority stress resulting in increased levels of anxiety, depression, substance use and suicidality which far outpaces the general US population. The presenter, a clinician working at a community health center with a substantial number TGNB patients, will first offer a brief overview of terms and concepts, including how discrimination and minority stress impact mental health, safety, and sense of wellness for this population. We will explore various hypnotherapy interventions for issues which typically present for treatment and also review a study by the presenter on impact of hypnotherapy on patients. Participants will leave with an increased awareness and tools to apply in their own work.

Learning Objectives

1. Articulate an overview of issues facing Transgender/Gender Non-binary (TGNB) people including disparities in prevalence of numerous mental health issues such as anxiety, depression, substance use and suicidality.
2. Explain terms and concepts related to TGNB experience and issues of minority stress, discrimination and importance of access to affirming care.
3. Name three common presenting issues to address using hypnosis, such as coming out to self and others, preparation for surgery and healing post-surgery, self-advocacy and strengthening internal sense of self.
4. Describe the study by the presenter on efficacy of various hypnosis strategies for supporting clients in addressing and resolving issues related to medical care and interventions.

11:30 AM - 1:15 PM PT

1.5 CE/CME

310 - Interactive Hypnosis: Knowing What Your Client is Experiencing and What to Do With It

Louis Francis Damis, PhD, ABPP

Appreciation of implicit memory and subcortical influences on emotional, attitudinal, interpersonal, and behavioral functioning and the importance of bottom-up interventions in psychotherapy are rapidly increasing. Alan Schore has emphasized the role of the right hemisphere in the origin of the self and the implicit memories that define the sense of self. Implicit, non-conscious memory has a pervasive influence on states of consciousness, self-regard, emotions, and trauma-related disorders. This workshop will focus on hypnotic techniques for generating mental/emotional states that can constructively modify implicit memory. This process involves highly interactive hypnotic approaches to cultivate individualized reparative mental states that can modify nonconscious subcortical memory. Creating neuroception of safety and positive self-regard via ego-strengthening will be utilized to develop participants' skills in eliciting individualized mental/emotional states that modify relevant implicit memory. We will briefly review the nature and relevance of implicit memory and focus extensively on hypnoprojective and interactive strategies for eliciting individualized mental and emotional states for self-development. Demonstrations and group responses to clinical examples will facilitate the acquisition of specific skills. This workshop will help clinicians move away from using scripts to the co-creation of individualized, emotionally corrective mental/emotional states that foster client empowerment fundamental to treating a range of

Learning Objectives

1. Articulate how to set the frame for therapeutic suggestions.
2. Explain how to establish communication and elicit clients' descriptions of their unfolding experiences.
3. Explain how to amplify and appropriately elaborate desired individualized mental/emotional states.
4. List three methods for facilitating neuroception of safety.
5. List three methods for facilitating ego-strengthening.

500 - Scientific Program

Saturday and Sunday, October 7-8, 2023

Co-Chairs: *Tova Fuller, MS, MD, PhD and Jessie (Kittle) Markovits, MD*

Faculty: *Cameron Alldredge, PhD; Spencer Arbige, Master of Research; Zoltan Dienes, D.Phil; Gary Elkins, PhD; Afik Faerman, PhD; Yeganeh Farahzadi, MS; Graham Jamieson, PhD; Zoltan Kekecs, PhD; Stephen Lankton, MSW, DHAB; Steven Jay Lynn, PhD; Ronald J. Pekala, PhD; Rinaldo L. Perri, PhD; Adam J. Rock; Erica L. Santarcangelo, MD, PhD; Dan Short, PhD and Andrea Zaccaro, PhD*

Scientific Program – 8.5 CE/CME

All times are in PT and may include breaks. Program subject to change.

Note that the start and end times for workshops include any scheduled breaks that occur during this period.

Scheduled breaks:

- *9:30-9:45 AM PT*
- *10:45-11:30 AM PT*
- *12:00-12:15 PM PT*

Scientific Program Overview

The Scientific Program features keynotes, research presentations or symposia that address empirical issues in hypnosis research and practice and related areas. Research presentations shine the light on novel empirically based findings, including experimental studies, case reports, clinical trials, meta-analyses, and systematic reviews. Symposia bring together top-notch researchers as they critically discuss empirical findings pertaining to a specific theme of relevance to the hypnosis community. Many symposia integrate research and practice or draw upon research in psychology, psychiatry, or neuroscience to highlight issues that improve our understanding of hypnosis. Our poster session provides another glimpse into the latest research in the field.

Scientific Program Agenda

Saturday, October 7

8:00 - 9:30 AM PT	Symposium -Mechanisms Underlying Hypnotic Effects: Evidence Coming from Different Theoretical Perspectives
9:45 - 10:45 AM PT	Keynote - Physiological Correlates of Hypnotizability (Santarcangelo)
11:30 AM - 12:00 PM PT	Poster Session
12:15 - 12:45 PM PT	Research Presentations
12:45 - 1:45 PM PT	Keynote - A Functional Model of States of Consciousness: Integrating Social Cognitive and State Theory (Lankton))
1:45 PM PT	Adjourn for the day

Sunday, October 8

8:00 - 9:30 AM PT	Symposium -Integrating Noetics into your Treatment Paradigm: Quantifying the Mind during Hypnosis and Non-ordinary States of Consciousness
9:45 - 10:45 AM PT	Keynote - Are there Core Competencies at Work? Addressing the Procedural Nihilism of Ericksonian Therapy and the Polymorphism of Hypnosis (Short)
11:30 AM - 12:00 PM PT	Poster Session
12:15 - 1:45 PM PT	Research Presentations
1:45 PM PT	Scientific Program Adjourn

Saturday, October 7

8:00 - 9:30 AM PT - Symposium

1.5 CE/CME

Mechanisms Underlying Hypnotic Effects: Evidence Coming from Different Theoretical Perspectives

Zoltan Kekecs, PhD, Eotvos Lorand Tudományegyetem, Budapest, Hungary; Cameron Alldredge, PhD, Baylor University, Waco, TX, USA; Zoltan Dienes, D.Phil, University of Sussex, Brighton, UK; Gary Elkins, PhD, Baylor University, Waco, TX, USA; Graham Jamieson, PhD, University of New England, Armidale, Australia and Steven Jay Lynn, PhD, Binghamton University, Binghamton, NY, USA

This symposium focuses on the mechanisms underlying the effects of hypnosis from various theoretical perspectives. Despite the growing evidence base supporting the efficacy of hypnosis for different clinical applications, the mechanisms underlying its effects remain elusive. The goal of this symposium is to explore the different approaches that exist in the field for understanding the mechanisms, and to examine the evidence for the mechanisms proposed by different theories of hypnosis. The symposium will begin with short presentations in which current theories of hypnosis, the Cognitive-Experiential Theory, the Cold Control Theory, the Predictive Processing Theory, and the Response Set Theory, will be described with a focus on what these theories have to say about the underlying mechanisms. We will also present the empirical evidence supporting each perspective and discuss what the proposed mechanisms mean for evidence-based clinical practice. In the second part of the symposium we will address some of the controversies in the field via a discussion among the symposium panel members and the audience. Overall, this symposium will provide a forum for researchers and clinicians to explore the mechanisms underlying hypnosis from different theoretical approaches.

Learning Objectives:

- 1) Describe the main underlying mechanisms proposed by the theories of hypnosis showcased in the symposium, and evaluate the empirical evidence supporting each perspective.
- 2) Identify controversies in the field of hypnosis research related to the underlying mechanisms of hypnosis, and apply critical thinking skills to engage in a discussion and analysis of different theoretical perspectives.

9:30 - 9:45 AM PT Break

9:45 - 10:45 AM PT – Keynote

1 CE/CME

Physiological Correlates of Hypnotizability

Enrica Santarcangelo, MD, PhD, University of Pisa, Pisa Italy

The talk will deal with a few physiological correlates of hypnotizability which can be relevant to daily life physiology and behavior. I will present hypnotizability-related differences in peripheral and brain blood flow, interoceptive accuracy and sensibility, functional equivalence between imagery and perception/action.

Learning Objectives:

- 1) Articulate how therapists, by recognizing the relevance of hypnotizability, can incorporate hypnotic assessment in medical therapies.
- 2) Describe the role hypnotizability plays in daily life.

10:45 - 11:30 AM PT – Break

11:30 AM - 12:00 PM PT - POSTER SESSION

TBA CE/CME

Each poster author will be allotted several minutes for their presentation, with time reserved for audience questions. View a list of accepted posters at www.sceh.us/approved-posters-2023

12:00 - 12:15 PM PT – Break

12:15 - 12:45 PM PT - Research Presentations

.5 CE/CME

Each research presentation will be 12 minutes, with time for Q&A.

Efficacy of Hypnosis for Mental and Somatic Health Problems: A Systematic Review of Meta-Analyses

Cameron Alldredge, PhD

Over the past couple of decades, hypnosis as a therapeutic intervention has been examined in randomized control trials and meta-analyses alike. While there is extensive evidence regarding the efficacy of hypnosis for various mental and somatic concerns, its generalized efficacy is not clearly understood. We were interested in investigating the broad efficacy of hypnosis interventions on various problem-relevant outcomes compared to non-active or active control groups as reported in meta-analyses of randomized-controlled trials. We conducted a comprehensive literature search in databases such as MEDLINE, PsycINFO, The Cochrane Library, CENTRAL, and Web of Science. Our search strategy included terms relating to or describing the intervention (hypnosis) and the study design (meta-analysis). Meta-analyses were included in our systematic review if they examined RCTs of hypnosis or hypnotherapeutic interventions (defined as such by the study authors) utilizing either a non-active or active control group. Several types of data were extracted from the included meta-analyses such as data to inform risk of bias assessment of the meta-analyses; descriptive characteristics of the meta-analyses; quantitative outcome data; and certainty of evidence for important outcomes. The current study is in progress but will include a summary of the available evidence by presenting narrative summaries of the data contained within each included meta-analysis. More specifically, the summaries will include a description of the interventions, comparators, outcomes and results with effect estimates, 95% confidence intervals, and measures of heterogeneity.

Learning Objectives:

- 1) Describe the broad efficacy of hypnosis interventions on various problem-relevant outcomes compared to non-active or active control groups as reported in meta-analyses of randomized-controlled trials published since 2000.

Systematic Review of Smartphone Apps that Deliver Hypnosis

Katherine Scheffrahn, BS

Hypnosis is beneficial for many psychological and medical conditions and recent research has demonstrated efficacy of hypnotic interventions being self-administered through prerecorded audio tracks. For over a decade, delivering hypnosis via smartphone apps has been a way to make hypnosis more widely accessible. In 2013, Sucala and colleagues published a systematic review on hypnotherapy-oriented apps (Sucala et al., 2013). Because of the rapidly changing nature of tech, an updated systematic review of hypnosis apps is warranted. This study aims to systematically review apps that deliver some type of hypnotic intervention and summarize their characteristics. Building upon methodology from Sucala and colleagues (2013), a list of apps was generated using the search terms: “hypnosis”; “hypnotherapy”; “hypnotic”, and “hypnotize”. After removing duplicates, our search yielded 708 unique hypnosis apps across both Android and iOS stores. Each of these apps were reviewed to determine whether they met inclusion criteria. Data extracted from included apps include targets of the app (e.g., sleep, anxiety relief, relaxation), text description, price (e.g., free, subscription, fixed price), release date, number of reviews, and overall star rating. These data will be synthesized, and results are forthcoming.

Learning Objectives:

- 1) Summarize available smartphone apps that deliver hypnosis.

12:45 - 1:45 PM PT - Keynote

1 CE/CME

A Functional Model of States of Consciousness: Integrating Social Cognitive and State Theory

Stephen Lankton, LCSW, DAHB, FASCH; Editor-in-Chief, American Journal of Clinical Hypnosis; Fellow, American Society of Clinical Hypnosis; Diplomate and President Emeritus, American Hypnosis Board for Clinical Social Work; Emeritus Clinical Member, International Transactional Analysis Association

Stephen Lankton will present an integrative process model that blends state and social cognitive approaches. The presentation will elaborate on a rapport-based utilization of expectancy, revivification, and reassociation as experiential resources. Such a combination guides mental search within therapeutic relationships for the elicitation of useful experiences across various states of consciousness. This allows a “conditioning,” by way of association, to foster a generative hypnotic state. Once established, such states provide a springboard from which individualized therapeutic interventions can be created to stimulate personalized experiences within clients that catalyze therapeutic and required resources in the context of their own unique circumstances.

Learning Objectives:

- 1) Articulate how therapists, by recognizing the relevance of states of consciousness in psychotherapy, can incorporate various techniques and modalities that facilitate the exploration and utilization of these states.
- 2) Describe the role rapport plays in dissolving boundaries and facilitating the exploration of experiences with different states of consciousness.

1:45 PM PT – Adjourn for the day

Sunday, October 8

8:00 - 9:30 AM PT - Symposium

1.5 CE/CME

Integrating Noetics into your Treatment Paradigm: Quantifying the Mind during Hypnosis and Non-ordinary States of Consciousness

Adam J. Rock, PhD, Department of Psychology, University of New England, Australia; Ronald J Pekala, PhD, Private Practice, West Chester, PA, USA; Andrea Zaccaro, PhD, Department of Surgical, Medical and Molecular Pathology and Critical Care Medicine, University of Pisa, Pisa, Italy & Department of Neuroscience, Imaging and Clinical Sciences, Annunzio University of Chieti-Pescara, Chieti, Italy; Rinaldo Livio Perri, PhD, University Niccolò Cusano, Rome, Italy & De Sanctis Clinical Center (CCDS), Rome, Italy

This symposium will focus on acquainting clinicians and researchers with an empirical methodology, noetic analysis, for reliably and validly quantifying the client's/participant's mind during hypnosis, meditation, pranayama, and other non-ordinary states of consciousness. We will demonstrate how that noetic methodology may be used to better understand the brain/mind interface: using the Phenomenology of Consciousness Inventory (PCI) to more fully understand states and altered states of consciousness; the differential neurophenomenology of qEEGs associated with hypnosis and sidhi meditation; slow nasal/mouth breathing and their EEG delta, theta, alpha, beta, and gamma band neurophysiological correlates; and the differential noetic alterations in hypnotic experience associated with transcranial electrical stimulation (tDCS). The methodology uses a quantification and analysis of the mental processes and contents of mind, as assessed during retrospective phenomenological assessment (RPA), to gain a "snapshot" of the client's/participant's mind during hypnosis or other non-ordinary states of consciousness/stimulus conditions. By quantifying the qualia of mental experience, we believe it becomes easier to generate quantitative hypotheses concerning the mind/brain interface associated with states and altered states of consciousness.

Learning Objectives:

- 1) Enumerate how to use the PCI to quantify states and altered states of consciousness.
- 2) Describe the noetic/neurophysiological differences between sidhi meditation and hypnosis in a long term sidhi TM meditator.
- 3) Describe the neural and noetic correlates associated with slow nasal breathing.
- 4) Enumerate the noetic alterations associated with transcranial electrical stimulation (tDCS) of the left prefrontal cortex.

9:30 - 9:45 AM PT Break

9:45 - 10:45 AM PT – Keynote

1 CE/CME

Are there Core Competencies at Work? Addressing the Procedural Nihilism of Ericksonian Therapy and the Polymorphism of Hypnosis

Dan Short, PhD

Dan Short's Principles and Core Competencies of Ericksonian Therapy (Short, 2019), has been heralded as one of the most important contributions to Ericksonian Therapy (ET) in the last 40 years (Feldman, 2021). An essential problem addressed by Short is the lack of clarity surrounding Ericksonian methodology, thus making it difficult to define and measure. Ericksonian teachers and scholars universally reject the idea that there are objective procedures or rules that can be applied to all (clinical) situations to determine what is right (for the unique emotional needs of a given individual). It is a post-modern philosophy known as procedural nihilism. Paradoxically, this general character trait becomes a point of differentiation as soon as it can be observed and coded. Short has identified six such points of differentiation for ET (known as core competencies): Tailing, Utilization, Strategic, Destabilization, Experiential, and Naturalistic. While any one of these in isolation lacks predictive value, the constellation of traits appears to be unique to practitioners who have received formal training in ET.

For those less interested in ET, this talk will include a discussion of the parallel difficulties faced by the greater practice of hypnosis. As hypnosis methodology continues to evolve across time, its polymorphism because more difficult to deny. If we ask, "What can effectively serve as an induction technique?" the answer is "Practically anything." Some have even argued that the word "hypnosis" is enough for the de facto presence of hypnosis. Even the age-old practice of having an induction technique has been challenged in the modern context. Thus, while practitioners of ET may change their methodology from client to client, hypnosis routinely changes its methodology across decades or across research paradigms. Yet, meta-analytic studies suggest there are meaningful differences in outcomes for those who practice hypnosis versus other forms of therapy (e.g. Kirsch et al., 1995). As with ET, this raises the question whether there is a unique constellation of skills known to hypnotherapists but absent in non-hypnotic approaches. Short will speculate on this possibility.

The main point is that to fully find its place in the science of health and care, hypnosis must be culturally adapted and operationalized for sufficient continuity of care and study. The ongoing development of core competency markers is one way of providing a framework in which individual clinicians, regardless of their cultural orientation, can give individual qualitative and quantitative information that contributes to a shared body of knowledge.

Learning Objectives:

- 1) Define the six target skills broadly represented in the applied practice of Ericksonian trained therapist.
- 2) Describe and list the benefits intentional practice with clearly defined skillsets.

10:45 - 11:30 AM PT – Break

11:30 - 12:00 PM PT – POSTER SESSION

TBA CE/CME

Each poster author will be allotted several minutes for their presentation, with time reserved for audience questions. View a list of accepted posters at www.sceh.us/approved-posters-2023

12:00 - 12:15 PM PT – Break

12:15 - 1:45 PM PT - Research Presentations

.5 CE/CME

Each research presentation will be 12 minutes, with time for Q&A.

The Validity of the Hungarian Version of the Elkins Hypnotizability Scale, and Association with the Thought Impact Scale

Zoltan Kekecs, PhD

Researchers who work with hypnosis are constantly looking for more effective and reliable instruments to measure suggestibility and hypnotizability. Furthermore, since the development of standardized hypnotizability measurement tools, there is a search for a reliable self-report paper-and-pencil alternative to these scales. The goal of this project was to translate the Elkins Hypnotizability Scale (EHS) to Hungarian, and to assess its validity. Furthermore we aimed to assess the correlations of hypnotizability and the Thought Impact Scale - Short Form (TIS-SF), a paper-and-pencil test designed to measure a psychological trait associated with hypnotic responsiveness. We translated the original version of the EHS to Hungarian. The text was finalized after back translation and comparison with the original version. Participants underwent two hypnotizability measurements back-to-back in a counterbalanced order. Either one session of EHS-HUN and one session of SHSS:C-HUN, or two sessions of EHS, one in Hungarian, and the other in English. Participants also completed the TIS-SF. Data collection of this study is ongoing at the time of submission. The presentation will discuss findings related to the correlations of the scales administered and other lessons learned throughout the translation and validation process.

Learning Objectives:

- 1) Articulate and critically evaluate the association of different measures of hypnotic responsiveness.

A Window into the Hypnotized Brain: Interpretable Deep Learning Model for Decoding Hypnotic Experience from Raw EEG Data

Yeganeh Farahzadi, MS

In this study, we use deep neural networks to predict the level of hypnosis experienced by individuals based on their raw electroencephalogram data (EEG). This approach eliminates the need for hand-crafted feature extraction from raw EEG signals, e.g., time-frequency and connectivity analysis, which can lead to inconsistent outcomes across studies since the transformation of brain signals is not standardized. Furthermore, pre-set features may not capture all relevant patterns in the signal associated with the phenomena of interest. In contrast, here we adopt a data-driven approach, in particular deep neural networks to decode natural hypnosis processing directly from raw EEG data. We also incorporate interpretable techniques to investigate the features that are learned by the neural network and their contributions to the prediction of hypnotic experiences. Our findings hold potential for advancing the understanding of the neural mechanisms underlying hypnosis and facilitating the development of more accurate, personalized hypnotic interventions for various psychological and medical conditions. Ultimately, our study represents a significant step forward in unraveling the enigmatic nature of hypnosis by leveraging the power of deep learning and interpretable AI.

Learning Objectives:

- 1) Describe the state of the art methods of investigating brain electrophysiology during hypnosis, and the advantages and caveats of applying deep learning in this field.

Novel Approaches to Assessing Hypnotisability

Spencer Arbige, Master of Research

In recent years, there has been a shift towards the online administration of hypnotic inductions. This novel format has been adopted by both clinicians and researchers. Yet, this raises questions concerning the role of rapport between the hypnotist and subject. In particular, it might be that the operationalization and simplification of hypnosis protocols might lead to spontaneous reductions of critical interpersonal aspects of hypnosis. To explore this possibility, we investigated the effects of rapport and expectations on hypnotizability in a diverse, hypnosis-naive sample (N = 174) across three online conditions: a live Zoom introduction with the hypnotist, a pre-recorded video introduction, and a text introduction. Following this introduction, all participants completed the Sussex-Waterloo Scale of Hypnotisability (SWASH). While our findings suggest that there are some minimal differences in the experiences of participants between conditions, overall, hypnotic responsiveness was fairly equivalent across all three rapport conditions. On the basis of these results, we argue for the effectiveness and practical utility of online hypnosis scales as a viable alternative to replace traditional lab-based screenings.

Learning Objectives:

- 1) Describe the role of rapport and expectancies in novel online hypnosis paradigms

Digital Hypnosis-based Intervention for Smoking Cessation: A Pilot

Afik Faerman, PhD

Tobacco smoking is the leading preventable cause of adverse health outcomes and early mortality in the United States, associated with 1 in 5 deaths. Yet more than 10% of the population in the U.S. smokes tobacco, with about 70% of smoking adults reporting a motivation to stop. To increase accessibility to hypnosis-based intervention, we designed a digital interactive self-hypnosis app and pilot-tested it on 82 volunteers. Participants were followed-up at 1, 3, 6, and 12 months. Of the 82 volunteers, 61 responded to at least one follow-up, and 55 completed the Hypnotic Induction Profile (HIP), a validated measure of hypnotizability. By the 12-month follow-up, more than 28% of responders have reported achieving cessation (32% reported cessation on at least one follow-up). Participants who did not reach full cessation have shown significant decreases in their cigarette use even after the 1-month (RR = 33%; $\Delta M = -4.3 \pm 5.6$, $t = 4.259$, $p < .001$) and 3-month (RR = 38%; $\Delta M = -4.6 \pm 5.9$, $t = 4.007$, $p < .001$) follow-ups compared to their baseline. High hypnotizability was not a requirement for cessation but was associated with a faster time to cessation.

Learning Objectives:

- 1) Describe the effectiveness of digital hypnosis intervention for smoking cessation.

1:45 PM PT

Adjourn

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Registration deadline: September 25, 2023 at 5 PM ET USA.

We regret we are not able to accommodate last minute registrations.

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P.O. Box 6027
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- **Special Scholarships Available for Qualified Students and Trainees*:** SCEH is offering special scholarships to qualified students and trainees to attend the conference at the deeply discounted rate of \$15 (a value of \$110-\$130).

*Before applying, please review [SCEH member eligibility requirements](#). These scholarships are open to health care students and trainees who qualify for Society membership. Note that scholarship applications will be reviewed on a rolling basis, and scholarships will be closed if we exceed our quota before the stated deadline. Approved scholarship recipients will be notified via email and sent details on how to register.

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1) *A letter, attesting that you are a current student /trainee, in an approved mental health related discipline, in good standing, at your institution or university written by your Academic Advisor/ Research Advisor or a Primary Instructor. Upload the letter as part of your scholarship application form or email it to info@sceh.us, using the subject line "Student Trainee Documentation" and your name.*

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