

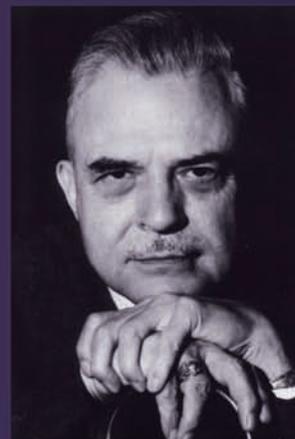
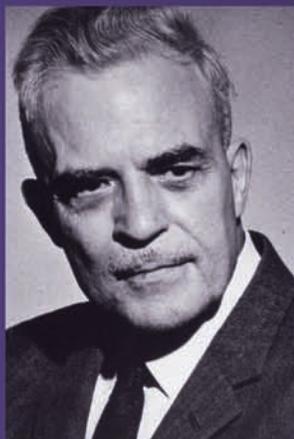


THE MILTON H. ERICKSON FOUNDATION

*Presents*

The 13th International  
**CONGRESS**

ON ERICKSONIAN APPROACHES  
TO HYPNOSIS & PSYCHOTHERAPY



# Syllabus

*Phoenix Hyatt Regency*

*December 11-16, 2019*

The Milton H. Erickson Foundation  
welcomes you to the

## 13TH INTERNATIONAL

# CONGRESS

On Ericksonian Approaches to Psychotherapy

## CONTENTS

|  |            |
|--|------------|
| Faculty -----                          | 3          |
| Important Conference Information-----  | 12         |
| Continuing Education Information-----  | 14         |
| The Milton H. Erickson Foundation----- | 16         |
| Fundamentals of Hypnosis Track-----    | 21         |
| Map -----                              | back cover |

## CONGRESS PROGRAM

### PRE-CONFERENCE

Wednesday, Dec 11 -----19

Law and Ethics

Self-Hypnosis

Introduction to Ericksonian Hypnosis

### MAIN CONFERENCE

Thursday, Dec 12 -----22

Friday, Dec 13 -----38

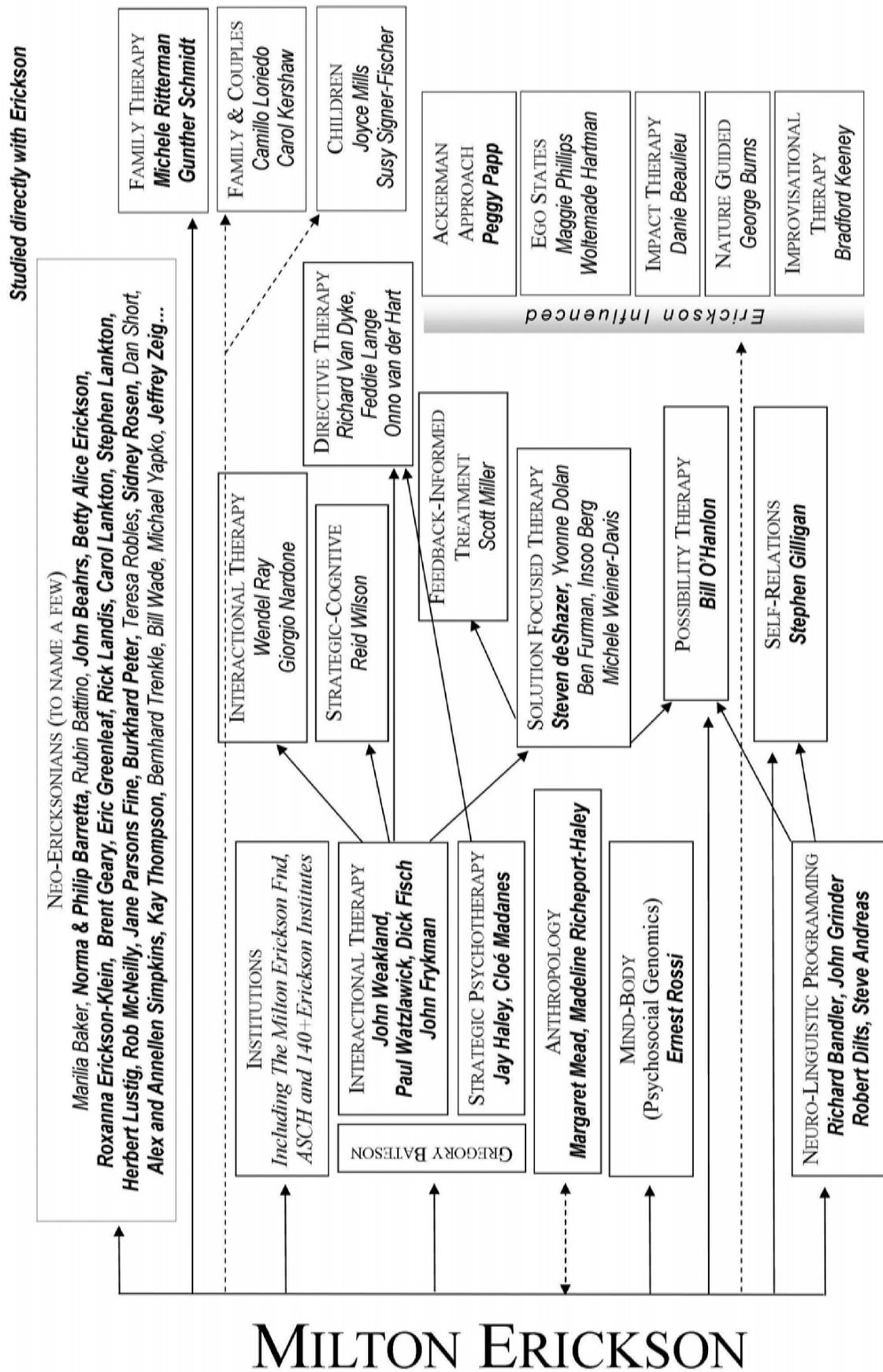
Saturday, Dec 14 -----50

Sunday, Dec 15 -----64

### POST-CONFERENCE

Monday, Dec 16 -----77

# Genealogy



# Faculty



**Jorge Abia, MD.** Physician; Internal Medicine Training; M.A. in Family Therapy; Training in Ericksonian Hypnotherapy; Co-Director Milton H. Erickson Institute of Mexico City, Milton H. Erickson Institute of San Juan, Puerto Rico and Milton H. Erickson Institute of Tuxtla Gutierrez, Chiapas. Co-Director Centro de Estudios Superiores de Hipnosis Clínica.



**Helen Adrienne, MSW,** is known for working with fertility patients. Her clinical work is a reflection of her expertise in mind/body interventions for managing stress, no matter the adversity. She conducts mind/body stress reduction classes for the NYU Fertility Center. Her book, *On Fertile Ground: Healing Infertility* launched as a #1 best seller on Amazon and is available there.



**Ronald A. Alexander, PhD, SEP,** is a licensed psychotherapist, Ericksonian and (Somatic Experiencing (R)Practitioner) and clinical trainer nationally and internationally in the fields of Ericksonian Hypnosis, Somatic Trauma Healing Therapies, Mindfulness Meditation, Transformational Leadership and Core Creativity.



**Connirae Andreas, PhD,** is internationally known for her ground-breaking work, Core Transformation, which uses limitations as a doorway to profound states of “love,” “peace,” and “oneness.” The result is a deep healing resolving many life issues. Her work is strongly influenced by her experience with Dr. Erickson in 1979.

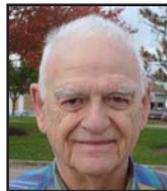


**Marília Baker, MSW,** is Board member of the Phoenix Institute of Ericksonian Therapy, Advisory Board for Phoenix Friends of C.G.Jung, and International Advisor, Centro Ericksoniano de Mexico. Institutes Editor for The Milton H. Erickson Foundation Newsletter since the year 2000, she is also a Contributing Editor to the European Society of Hypnosis Newsletter.

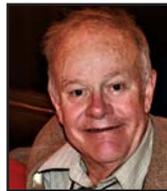


**Dr. Norma Barretta, MA, PhD.** Dr. Norma Barretta studied personally with Milton Erickson and has been teaching the use of hypnosis, neurolinguistics, and the power of language since 1975. A pioneer in paradigm shifting trends of psychotherapy,

**Jolie Barretta** was the subject of early experimentation in different methods of trance induction by her parents Philip and Norma Barretta. She is a Sound Healing researcher and developer. She currently has a private practice in California where she offers Sound Sessions.



**Rubin Battino, MS,** received his MS in Mental Health Counseling in 1978 from Wright State University. He is an LPCC in Ohio and specializes in very brief therapy using hypnosis. He is a Fellow of the National Council for Hypnotherapy of the UK. His latest publication is *When All Else Fails*.



**John Beahrs, MD.** Hypnosis research with Ernest R. Hilgard, then studied with Milton H. Erickson during subsequent residency. Practiced clinical psychiatry in private and public settings, chiefly 20+ years with the VA. Subspecialties: the nature of consciousness and volition, personal identity, trauma, minds as shared self-deception.



**Consuelo Casula, Dipl. Psych,** is the current Past President of the European Society of Hypnosis and a board member of the Italian Society of Hypnosis. She practices clinical hypnosis, travels nationally and internationally to teach hypnosis, and has received the IV International Award “Franco Granone” from the Centro Italiano Ipnosi Clinica e Sperimentale.



**Carolyn Daitch, PhD,** is an internationally renowned clinician, author, trainer and presenter. Dr. Daitch is the director of the Center for the Treatment of Anxiety Disorders in Michigan. She is author of *The Road to Calm: Life-Changing Tools to Stop Runaway Emotions* and the award-winning *Affect Regulation Toolbox*.

# Faculty *continued*



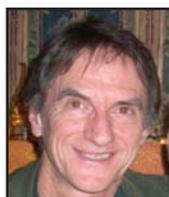
**Robert Dilts, BA Behavioral Technology,** has a global reputation as a leading developer, author, coach, trainer and consultant in the field of Neuro-Linguistic Programming (NLP). He is also co-developer (with Dr. Stephen Gilligan) of the process of Generative Coaching and co-founder with Gilligan of the International Association for Generative Change (IAGC).



**Tamer Dovucu, MA,** is the founder and director of Optimum Balance Model (OBM) Foundation in Turkey. OBM is created by himself as a life model describing human nature within life and its uses for education, psychotherapy, and business. He is the director of Erickson Institute of Istanbul and organizes trainings for psychotherapists to introduce Erickson and his works in Turkey.



**Joe Dowling, MS, LPC,** is a specialist in Ericksonian approaches to psychotherapy. He has worked in private practice for 20 years and is currently the peak performance consultant for the University of Pennsylvania basketball program. He published his first book, *Zonefulness: The Ultimate Guide for Student Athletes* in 2018.



**John Dye, ND,** is a naturopathic physician, professor emeritus at Southwest College of Naturopathic Medicine and Health Sciences, where he was Dept Chair of Mind-Body Medicine for 20 years. He has developed an extensive program of study that included medical hypnosis, biofeedback, neurofeedback, stress management, and Naturopathic Treatments for Mental Illness.



**Helen Erickson, PhD, MSN, AHN-BC, FAAN.** Professor Emeritus, University of Texas. Practice and research focused on persons with epigenetic psychophysiological disorders using naturalistic communication skills in conjunction with traditional nursing and medicine. She holds multiple awards including The University of Texas San Antonio Health Science Center Living Legend.



**Roxanna Erickson-Klein, PhD,** like her siblings, was taught about hypnosis from a very early age, by her father Milton Erickson. Roxanna received a Masters in Nursing, a Doctorate of Public Administration and a Masters in Counseling. She has earned certification in Substance Abuse counseling as well as in EMDR. She currently serves as The President of the North Texas Society of Clinical Hypnosis.



**Jeffrey Feldman, PhD.** In 1980 he helped found the NY Milton H. Erickson Society for Psychotherapy and Hypnosis. Jeff is an Associate Professor in the Section of Neuropsychology, Department of Neurology, and Associate Director of the Center for Integrative Medicine at Wake Forest University School of Medicine.



**Neil Fiore, PhD,** is the bestselling author of *Awaken Your Strongest Self*, *The Now Habit*, and *Coping with the Emotional Impact of Cancer*. Dr. Fiore has published in *The New England Journal of Medicine* and has been cited in *The New York Times*, *The Times of London*, *The Washington Post*, and *The Wall Street Journal*.



**Douglas Flemons, PhD,** is Professor of Family Therapy at Nova Southeastern University. A licensed MFT and an AAMFT Approved Supervisor, he is the co-editor of *Quickies: The Handbook of Brief Sex Therapy*; author of two books on hypnosis (the forthcoming *The Heart of Hypnotherapy* and *Of One Mind*); and co-author of *Relational Suicide Assessment*.



**Steve Frankel, PhD, JD,** is a practicing licensing board defense attorney and clinical/forensic psychologist. A Clinical Professor at USC and a past Adjunct faculty member at Loyola (L.A.) and Golden Gate law schools, Steve has received awards for teaching excellence in law/psychology interfaces and in trauma assessment and treatment, which has been his specialty since 1980.



**Bette Freedson, MSW,** specializes in stress management, creating resilience for children and parents, recovery from trauma and the development of intuitive insight. She is the author of *Soul Mothers' Wisdom/Seven*

*Insights for the Single Mother*. Bette is a contributing author for *ERICKSONIAN THERAPY NOW: The Master Class* with Jeffrey K. Zeig, PhD.



**Teresa Garcia-Sanchez, MA**, is the Instituto Erickson Madrid Director. She created, in 2000, a four-year “Ericksonian Hypnosis and Psychotherapy Master”. Teresa conducts teachings (in Español, Français and English) in hospitals and universities in Spain, France, Russia, and Mexico. Teresa is internationally known for her original approach to the utilization of metaphors in therapy, her very clear, amusing, and didactic way of teaching,



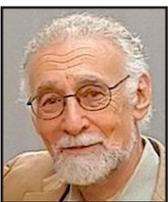
**Brent B. Geary, PhD**, is a licensed psychologist in Phoenix. Since 1988, he has also been the Director of Training for the Milton H. Erickson Foundation. Dr. Geary has presented on clinical hypnosis extensively, both domestically and internationally. He is coeditor, with Jeffrey Zeig, Ph.D., of *The Handbook of Ericksonian Psychotherapy* and *The Letters of Milton H. Erickson*. In 2015, Dr. Geary was presented The Milton H. Erickson Lifetime Achievement Award.



**Stephen Gilligan, PhD**, was a major student of Milton Erickson and has been elaborating this work for the past 35 years, while also developing Self-Relations Psychotherapy, and Generative Psychotherapy. He has published extensively. His most recent book is *Generative Trance: The Experience of Creative Flow*, proposes and explores a third generation approach to hypnotic work.



**Tobi Goldfus, MSW**, is a therapist, author, and national/international teacher and speaker. In her book, *From Real Life to Cyberspace and Back Again: Helping Our Young Clients Develop a Strong Inner Selfie*. Tobi focuses on factors that can make young people more vulnerable on social media to hurtful experiences, providing techniques to create a positive balance between online and real life.



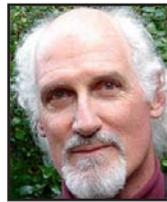
**Eric Greenleaf, PhD**, is a clinical psychologist and directs The Milton H. Erickson Institute of the Bay Area. He has treated with, taught, and written about hypnotherapy for fifty years, and researches trance and healing in Bali. Dr Erickson chose Eric to receive the first Milton H. Erickson Award of Scientific Excellence for Writing in Hypnosis.



**Birgitta Gregory, PhD**, is the author of *Get Your Relationships Right: Inside and Out*. She is an international speaker specializing in the integration of the role of quantum physics in dealing with resistance and accountability with couples and organizations. Clients have included; American Express, National Health Law, and Promises Treatment Center.



**Bruce Gregory, PhD**, is a licensed Marriage, Family Therapist with a degree in Professional Psychology. Has published numerous articles on the integration of the mind-body approach with mathematics, physics, classical music composition theory, and Tai Chi in the treatment of trauma, abuse and addiction.



**Michael Hoyt, PhD**, is the author/coeditor of numerous publications, including *Brief Therapy and Beyond*, *Capturing the Moment*, *Single-Session Therapy by Walk-In or Appointment*, and *Creative Therapy in Challenging Situations*. He has been honored as a Contributor of Note by the Milton H. Erickson Foundation.



**Wei Kai Hung, EdM**. I am a licensed mental health counselor in New York, and a licensed psychologist in Taiwan. I am the director of counseling department of Generative Trance Institute in China. I currently offer numerous trainings in Asia that integrates Eastern approach with Ericksonian Hypnosis.

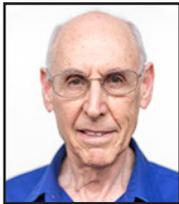


**Carol Kershaw, EDD**, is a Licensed Psychologist and international trainer in the neuroscience of psychotherapy and hypnosis. She is the author of *The Couples Hypnotic Dance*, and co-author with her husband, Bill Wade, PhD of *Brain Change Therapy: Clinical Interventions for Self Transformation* and *The Worry-Free Mind*.



**Krzysztof Klajs, Dipl. Psychologist**, is the Founder and Director of The Milton H. Erickson Institute of Poland. President of Psychotherapy Division, Polish Psychiatric Association The M.H. Erickson Institute of Poland was the sponsor of two European Congresses of Ericksonian Hypnosis and Psychotherapy and a number of inland conferences.

# Faculty *continued*



**Richard Landis, PhD**, is an international trainer and author. He is the Executive Editor for the Milton H. Erickson Foundation Newsletter, the Director of Training for the Southern California Society for Ericksonian Psychotherapy and Hypnosis and the Clinical Director for the Ericksonian Integrative Medical Institute of Orange County. He holds diplomate status in the areas of integrated medicine, behavioral medicine, and psychopharmacology.



**Stephen Lankton, MSW**, is the recipient of two Lifetime Achievement Awards. He is the Editor-in-Chief of the American Journal of Clinical Hypnosis, and the author of 19 books. He is a Fellow and Approved Consultant of the ASCH and Diplomate of the American Board of Hypnosis. He is an Emeritus Clinical Member of the ITAA.



**John Lentz, D.Min.**, is the director of the Ericksonian Institute of Jeffersonville, IN, where he practices Marriage and Family Therapy as well as teaches Hypnosis. For over 20 years he worked in a women's prison and taught the clinical aspects of therapy at Louisville Presbyterian Seminary for 18 years. He is the author of 11 books.



**Camillo Loriedo, MD, PhD**. Professor of Psychiatry in the "Sapienza" University of Rome, Member of the Board of Directors of the Milton Erickson Foundation. Past President of ISH and ESH. President of the Società Italiana Milton Erickson, and President of the Società Italiana di Psicoterapia and of the Società Italiana di Ipnosi Scientific. Prolific author, creative therapist, distinguished leader.



**Lynn Lyons, MSW, LICSW**, is an internationally recognized psychotherapist, author, and speaker with a special interest in interrupting the generational patterns of anxiety in families. Her skill-based approach to anxiety focuses on the need to teach families about HOW anxiety works and what families can do to get out of the "anxiety cult" that demands certainty and comfort.



**Robert McNeilly, MBBS**, had the privilege of learning directly with Milton Erickson, was inspired by his human approach to therapy, and created his own interpretation to assist clients in a respectful, dignified way with the human dilemmas that affect individuals, couples and families. He has taught workshops in Singapore, Denmark, Finland, Brazil, Ireland, England and the Czech Republic.



**Rick Miller, MSW**, is the author of *Unwrapped: Integrative Therapy With Gay Men... the Gift of Presence* and *Mindfulness Tools for Gay Men In Therapy*. His Psychology Today blog is *Unwrapped: Mind Body Wisdom and the Modern Gay Man*. He is also the Executive Director and Executive Producer for Gay Sons and Mothers, a nonprofit organization that explores the complex bond between gay sons and their mothers.



**Scott D. Miller, PhD**, is the founder of the International Center for Clinical Excellence an international consortium of clinicians, researchers, and educators dedicated to promoting excellence in behavioral health services. Dr. Miller conducts workshops internationally, helping hundreds of agencies and organizations to achieve superior results. Blending empirical evidence with practical experience, he inspires practitioners, administrators, and policy makers to make effective changes in service delivery.



**Donald Miretsky, M.Ed**, Former clinical supervisor of a JCAHO psychiatric residential treatment program. Clinical director, eighteen years, in a state-wide behavioral health agency. Clinical supervisor of agencies 24/7 mobile community crisis intervention team. Adjunct faculty lecturer for eleven years in the psychology department of the University of Arizona.



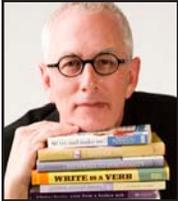
**Michael Munion, MA**, has been practicing psychotherapy in Arizona for 40 years. He has co-authored two books with Jeffrey Zeig and has lectured nationally and internationally on Ericksonian approaches to psychotherapy. Munion has also worked extensively with family violence, co-occurring substance/mental health disorder, integrated primary & behavioral health care, and pain management.



**Rafael Nunez, MA.** Training in Ericksonian Hypnotherapy; Co-Director of the Milton H. Erickson Institute of Mexico City; San Juan, Puerto Rico; and Tuxtla Gutiérrez, Chiapas. Co-Director Center for Superior Studies of Clinical Hypnosis; Co-Academic Chair for the Post-graduate program in Ericksonian Hypnotherapy, the University Extension of UNAM (The National Autonomous University of Mexico), FES Iztacala.



**Teresa Robles, MA, PhD,** founded the Centro Ericksoniano de México and has written more than ten books translated to different languages. She has received The Roerich Medal from the UN, the Life Time Achievement Award by The MHE Foundation, The MHE Award from Emergences and The Janet Award to Clinical Excellence from the ISH.



**Bill O'Hanlon, MS, LMFT,** has published 38 books and has given over 3,500 talks around the world. He was featured on Oprah with his book *Do One Thing Different* (HarperCollins/Morrow). He studied directly with Milton H. Erickson and has written several books about Erickson's work and hypnosis, including *Taproots* (W.W. Norton) and *Solution-Oriented Hypnosis* (W.W. Norton). Bill is now pursuing a career as a professional songwriter.



**Kathryn Rossi, PhD,** has edited or co-authored 20 books in the field of psychotherapy including co-editing 16 volumes of *The Collected Works of Milton H. Erickson*. She is passionate about bringing yoga into the field of psychotherapy and has taught innovative psychotherapy internationally for more than 30 years.



**Marc Oster, PsyD,** is a Clinical Psychologist focusing on health and chronic illness. He is a Life Fellow and past-President of the American Society of Clinical Hypnosis and a Fellow of the APA. He is a Diplomate and past-President of the American Board of Psychological Hypnosis and a recipient of the Milton H. Erickson Award for Scientific Excellence in Writing on Clinical Hypnosis.



**Gary Ruelas, DO, PhD,** is the Medical Director for the Ericksonian Integrative Medical Institute, Board Member for the National Academy of Addiction Medicine, Clinical & Neuropsychologist Child Psychoanalyst and Family Medicine Physician. His early mentors were Dr. Erickson and Gregory Bateson. His most recent work continues to look at the brain, body and spiritual lives as extensions of each other.



**Maggie Phillips, PhD,** is the author of numerous books and papers on trauma, dissociation, pain, ego-state therapy, hypnosis, and mind-body healing. She specializes in the treatment of traumatic stress, fragmentation, dissociation, and pain disorders. Her most recent best-selling books are *Freedom From Pain* (co-authored with Peter Levine) and *Reversing Chronic Pain: A 10-Point All-Natural Program*. She teaches workshops on Energy Psychology, Ego-State Therapy, Somatic Experiencing, trauma, hypnosis, EMDR, and behavioral medicine



**Gunther Schmidt, MD,** is the founder of the hypnosystemic approach for competence-activation and solution development in therapy/counseling/coaching/team-and organisational development. He is a specialist in psychosomatic medicine and psychotherapy, the medical director of sysTelios-clinic for psychosomatic health development, and the director of the Milton-Erickson-Institut Heidelberg. Schmidt is also a teaching and training expert in systemic therapy of the Helm Stierlin Institute for systemic therapy/counseling.



**Wendel Ray, PhD,** is Spyker Eminent Scholar & Endowed Chair; Director of the Don Jackson Archive, Marriage & Family Therapy Program(s), University of Louisiana at Monroe. A Mental Research Institute (MRI) Senior Research Fellow & author of 11 books and 150+ papers in 25+ languages, Wendel travels widely teaching Systemic Therapy.



**Robert Schwarz, PsyD, DCEP,** is the Executive Director of the Association for Comprehensive Energy Psychology. He is author of *Tools for Transforming Trauma*. He is the co-instructor for ACEP's online EFT course. Dr. Schwarz has organized over 25 conferences on treating trauma, Ericksonian Hypnosis and energy psychology.

# Faculty *continued*



**Dan Short, PhD**, is Director for the Phoenix Erickson Institute. He is the author of *Hope and Resiliency*, co-written with Betty Alice Erickson and Roxanne Erickson-Klein. Dan teaches hypnosis at Southwest College of Naturopathic Medicine, conducts consultation groups for local professionals, as well as serving as visiting faculty at institutes around the world.



**Susy Signer-Fischer, Lic. Phil. Psych.**, works at the Institute for Developmental and Personality Psychology at the University of Basel in Switzerland. She is the past-president and founding member of the Swiss Society of Clinical Hypnosis. She is a supervisor and trainer in psychotherapy, mainly in hypnotherapy, systemic, gestalt and behavioural psychotherapy.



**Terry Soo-Hoo, PhD, ABPP**, is the Clinical Director of MRI in Palo Alto, and professor at the California State University East Bay in the Marriage and Family Therapy Program. His publications include topics on multi-cultural issues in psychotherapy and consultation, brief therapy and couples therapy. He has special interests in the area of innovative culturally relevant approaches to psychotherapy. Dr. Soo-Hoo is Board Certified in Family and Couples Psychology (ABPP).



**Laurence Sugarman, MD**, has achieved international recognition for his teaching and writing in the field of hypnosis and biofeedback with children. His award-winning documentary *Hypnosis in Pediatric Practice* has received international acclaim. He is Research Professor and Director of the Center for Applied Psychophysiology and Self-regulation (CAPS) in the College of Health Sciences and Technology at Rochester Institute of Technology.



**Albina M. Tamalonis, PsyD**, is a licensed clinical psychologist in private practice, treating 12 year olds to geriatric patients of all sexual orientations. She specializes in anxiety, depression, eating disorders and all the addictions. Her Ripple Effect approach to

addiction and eating disorders is the culmination of over 25 years of experience in research, training and clinical experience using Ericksonian strategies and hypnosis.



**Bernhard Trenkle, Dipl.Psych., Dipl.Wi.-Ing.**, is the president of the International Society of Hypnosis ISH, on the MHE Foundation board of directors, and the Director Milton Erickson Institute Rottweil Germany. He is the organizer of many congresses and workshops attended by more than 40,000 people the last 40 years.



**Bill Wade, PhD**, is an international trainer in the neuroscience of psychotherapy and hypnosis. He is the co-author of *Brain Change Therapy: Clinical Interventions for Self Transformation* and *The Worry Free Mind*. Bill has been a frequent speaker at a Buddhist Temple and is a student of meditation.



**Reid Wilson, PhD**, is a licensed psychologist in Chapel Hill, NC, is author of *Stopping the Noise in Your Head* and *Don't Panic*; and co-author of *Stop Obsessing!*, *Anxious Kids*, *Anxious Parents*, and *Playing with Anxiety*. He is Founding Clinical Fellow of the Anxiety and Depression Association of America and Fellow of the Association for Behavioral and Cognitive Therapies.



**Michael D. Yapko, PhD**, is internationally recognized for his work in advancing clinical hypnosis, treating depression, and outcome-focused psychotherapies. He is the author of 15 books and editor of three others, including the new 5th edition of his classic hypnosis text, *Trancework: An Introduction to the Practice of Clinical Hypnosis*.



**Jeffrey Zeig, PhD**, is the Founder and Director of the Milton H. Erickson Foundation. He has edited, co-edited, authored or coauthored more than 20 books on psychotherapy that appear in fourteen foreign languages. Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, the Brief Therapy Conferences, the Couples Conferences, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. A psychologist and marriage and family therapist in private practice in Phoenix, Arizona, Dr. Zeig conducts workshops internationally (40 countries).

# Cofaculty

**Alejandra Diaz MS, LPC** presenting with Roxanna Erickson (Pre-Conference)

**Jennifer Steinbach, PhD** presenting with Susy Signer-Fischer (WS)

**Robert Jaffe, PhD, LMFT** presenting with Mitra Rashidan (SC)

**Eva Weiprecht, MBA** presenting with Wei-Kai Hung (WS)

## Just A Reminder...

### Post-Conference Master Class - Monday, Dec. 16

#### Master Class in Brief Ericksonian Psychotherapy

6.0 Credits | All Levels

Ericksonian hypnotherapy and the Self-Relations approach are experiential methods of change. In combination they can be synergistic. Psychotherapy is best when clients have a first-hand experience of an alive therapeutic process. Such dynamic empowering experiences pave the way for dynamic understandings. Bill O'Hanlon and Jeffrey Zeig will engage with each other and the participants to examine commonalities and differences in their work.

*Educational Objectives:* 1. Describe the ten therapeutic patterns of Ericksonian influence communication. 2. Demonstrate the relationship between interviewing for personal resources and integrating them into a hypnosis session. 3. List and describe the stages of hypnotic interaction. 4. Describe and demonstrate the role of post-hypnotic suggestions in generalizing individual therapy session gains. 5. Compare and contrast elements of an Ericksonian induction with traditional inductions. 6. Describe the Utilization Method.

Registration still open for this event! For more info, visit us at the Foundation Registration desk.

### The Bookstore is Open!

The onsite bookstore carries titles by faculty authors

Located in the Atrium



#### Bookstore Hours

|                       |                   |
|-----------------------|-------------------|
| Thursday, December 12 | 8:00 AM - 7:00 PM |
| Friday, December 13   | 8:00 AM - 7:00 PM |
| Saturday, December 14 | 8:00 AM - 6:00 PM |
| Sunday, December 15   | 8:00 AM - 2:00 PM |

### But first ... Coffee or Tea



#### Atrium Foyer

|     |                |
|-----|----------------|
| Wed | 7:45 - 8:45 am |
| Thu | 7:30 - 8:30 am |
| Fri | 7:45 - 8:45 am |
| Sat | 7:45 - 8:45 am |
| Sun | 7:45 - 8:45 am |
| Mon | 8:15 - 9:15 am |

# Short Course Faculty

**Stefanie Badenhorst, D Litt**, is the director of the Milton H. Erickson Institute of Stellenbosch and presents training in hypnosis and Ego State Therapy.

**Bob Bertolino, PhD**, is a professor of rehabilitation counseling, a clinical advisor, an LMFT and author of 15 books.

**Dale Bertram, PhD**, is a Professor of Marriage and Family Therapy, an LMFT and AAMFT Approved Supervisor.

**Jimena Castro, PhD**, is a professor, LMFT, co-director of the Master of Science in Psychology, and co-director of the Psychological Services for Spanish Speaking Populations.

**José Cava, Lic Psychologist Psychotherapist**, is a therapist, telecommunication engineer, co-director of the Institute Erickson Madrid and president of AEHE.

**Giovanna Cella, PhD**, is a member of the International Psychosocial Genomic Team, developing a particularly innovative branch of research on patient's narratives in relation to gene expression profiles.

**Abraham Hernandez Covarrubias**, is a psychologist with a degree from the National Autonomous University of Mexico. He has three post-graduate degrees in psychotherapy.

**Mauro Cozzolino, PhD**, is an expert in clinical and experimental neuroscientific hypnosis and is the President of the World Association of Psychosocial Genomics.

**Maria Escalante de Smith, MA**, is a therapist, supervisor and teacher. She has been a contributor for the MHE Foundation Newsletter for several years.

**Joanne Ginter, MA Psych**, teaches on culture and diversity, brief therapy methods, trauma and case conceptualization and ethics for practicum placements.

**Christine Guilloux, DESS Psychologie Sociale Clinique**, is Vice-President of the French Society of Hypnosis, a psychologist, trainer, and author of professional articles.

**Kevin Hall, MSC**, is a teacher, LMFT, hypnotherapist, certified trauma and PTSD therapist, and certified business coach.

**Kris Hallbom, BA**, is an NLP trainer, author and coach. She is also the co-creator of the WealthyMind Program,

**Tim Hallbom, MSW**, is an NLP trainer, developer and author in the fields of NLP, hypnotherapy and coaching.

**Stefan Hammel, MTh**, is a systemic therapist, institute director, Protestant chaplain, and author of books and media for hypnotherapeutic and systemic practice.

**Virgil Hayes, Doctor of Osteopathy**, is a psychotherapist interested in the mind-body-spirit condition. His areas of interest include treating PTSD and Chronic pain.

**Richard Hill, MA, Med, MBMSc**, is a psychotherapist, author and educator. He has developed suicide prevention courses and is the originator of the Curiosity Oriented Approach.

**Rachel Hott, PhD**, has been developing her expertise in pain management in the advanced hypnosis workshops that she leads at the NLP Center of New York.

**Chenggang Jiang, PhD**, has been engaged in psychological counseling and treatment for 20 years. A total of 60,000 patients were treated.

**Anita Jung, MS**, is a counselor, lecturer and business consultant. She contributes methods of growth and healing through her unique utilization of music.

**James Keyes, PhD**, specializes in chronic pain and worker's compensation treatment. He is a clinical instructor, program builder and supervisor.

**Amethyst (Broomand) Kiani, PsyD, LMFT**, is a therapist and co-founder of Beverly Hills Center for Well Being, which helps thousands of Middle Eastern clients inside and outside of the states.

**Paul J. Leslie, EdD**, teaches creative and resource-directed therapy approaches. He is the author of books on indigenous healing, and personal development.

**Patrick McCarthy, MMBChB**, has been a medical hypnotist since 1991, is a medical doctor trained in hypnosis, and presents internationally.

**Clifton Mitchell, PhD**, presents cutting-edge approaches for managing psychological resistance and demonstrates how to use priming to intensify therapeutic communications and improve outcomes.

**Bardia Monshi, PhD**, is a clinical and occupational psychologist. He helps clients and companies manage their health and vitality for peak performance.

**Marta Nowak-Kulpa, Dipl. Psych**, works in her own psychotherapy practice and on the facial transplant team at Oncologic and Reconstructive Surgery Clinic.

**Gabrielle Peacock, MBBS**, is a general practitioner with 28 years experience, specializing in mental health. She teaches counselling skills to medical students.

**Susan Pinco, PhD, LCSW**, teaches somatically-informed treatment modalities that bridge the gap between mind and body. She is also an EMDR and BrainSpotting consultant.

**Carlos Ramos, PhD in MFT**, is a behavior analyst who specializes in medical family therapy. He incorporates relational hypnosis in the treatment of a wide range of clinical problems.

**Mike Rankin, LMFT**. Rankin and Bertram present on and are committed to providing excellent clinical supervision, informed by Erickson's notions.

**Mitra Rashidian, PhD Counseling**, is an international speaker in the area of sexual health care and cross-cultural sexuality. She is an LMFT, a Sexologist, a research member and scientific writer.

**Michael D. Reiter, PhD**, is an LMFT, a professor of family therapy and a AAMFT Approved Supervisor. He worked closely with Dr. Salvador Minuchin and co-authored a book with him.

**Jesus Menendez Reyes, MA**, is a teacher and mentor at the Madrid Ericksonian Institute. He is responsible of the Supervision of the students' final evaluation.

**Julio Juanes Rubert, MA**, teaches at the Madrid Ericksonian Institute and has a his own practice in psychotherapy and hypnosis in Madrid.

**Joseph Sestito, MA**, is a therapist, coach, and writer. He also works with those struggling with chronic pain, and autoimmune diseases, such as multiple sclerosis.

**Terry Soo-Hoo, PhD, ABPP**, is the clinical director of MRI in Palo Alto, and a professor of MFT. He has special interests in the area of innovative culturally relevant approaches to psychotherapy.

**Robert Staffin, PsyD, ABPH**, is a clinical psychologist, consultant for the ASCH, and is the president of the Clinical Hypnosis Society of New Jersey.

**Malvina Tsounaki, MS**, specializes in family therapy, group therapy and Ericksonian hypnosis. She conducts Experiential Workshops in Athens, Greece.

**Bart Walsh, MSW**, directs Affinity Counseling and Hypnosis as well as The Milton H. Erickson Institute of Portland. Bart has been involved in the delivery of clinical services to the Kartini Clinic for Disordered Eating.

**Claudia Weinspach, Diplom-Psychologin**, has worked with sexual abuse survivors and their families. She has also worked with Turtle Island Project, using both indigenous medicine and Western approaches.

**Ilene Wolf, MA, LMFT**, directs of The Drama Therapy Institute, combining Interactional Hypnotherapy, Drama Therapy and Advanced Applications of Cognitive Therapy.

**Robert Wubbolding, EdD**, is director of the Center for Reality Therapy, a trauma therapist and a counselor for children, adolescents, and sex-offenders.

**Foojan Zeine, PsyD**, is an expert is in intimate relations and addictive behaviors. She has extensive experience in treating depression, anxiety, traumas, and domestic violence.

# Important Information

## **BOOKSTORE AND EXHIBIT HOURS**

The onsite bookstore and exhibit hall are located in the Atrium.

Hours of Operation:

Thursday: 8:00 am - 7:00 pm

Friday: 8:00 am - 7:00 pm

Saturday: 8:00 am - 6:00 pm

Sunday: 8:00 am - 2:00 pm

## **AUDIO AND VIDEO RECORDINGS**

Many presentations will be audio and/or video recorded and will be available for purchase online after the conference at [catalog.erickson-foundation.org](http://catalog.erickson-foundation.org)

## **SITE**

The International Congress is held at:

Hyatt Regency Phoenix  
122 North Second Street  
Phoenix, Arizona 85004  
Tel: 602-252-1234  
Fax: 602-254-9472

## **SESSIONS & SEATING**

Attendance at the individual sessions of the Conference is limited by room size. There is no pre-registration. Early arrival to individual sessions will ensure optimal seating. The first row of all meeting rooms is reserved for attendees with physical challenges and for VIPS. Please do not block aisles or sit on the floor in meeting rooms. Strict regulations are enforced. We appreciate your cooperation.

## **ASSISTANCE/SPECIAL NEEDS**

If you require assistance of any kind, inquire at the registration desk.

## **HANDOUTS AND WIFI**

Attendees are responsible for downloading and/or printing handouts. Handouts are posted on [www.ericksoncongress.com/handouts/](http://www.ericksoncongress.com/handouts/) as they are received by presenters. Handouts will remain on the website unless a presenter asks for them to be removed.

Attendees may prefer to download the PDF handout files to personal devices (laptop, tablet, phone, etc.). Please note there

is free WiFi in the common areas of the Hyatt Regency, and if you are a guest there is complimentary WiFi in your hotel room. Internet access from the lobby/common areas may not reach the conference meeting rooms. Please download handouts to your devices in advance in case you cannot access the internet in the meeting rooms.

## **CELL PHONES**

Please be considerate of others: do not use cell phones and please turn off your cell phone ringers during sessions.

## **IDENTIFICATION BADGES**

Each attendee is issued an identification badge. Please wear your badge at all times. Only persons who wear identification badges will be admitted to conference sessions.

## **VOLUNTEERS**

A number of volunteers are assisting with the Congress. Volunteers can be identified by red ribbons on their identification badges. If you are asked to change seats to accommodate someone who is psychically challenged, please comply.

## **SMOKING POLICY**

The Hyatt Regency is 100% non-smoking.

## **PARKING**

There is a parking garage just to the south of the hotel. While operated by the City of Phoenix, this is where guests of the Hyatt customarily park their cars.

## **LOST & FOUND**

Please turn in found items to the Erickson Foundation Registration Desk. At the end of the day these items will be turned over to the hotel security.

## **LITERATURE TABLES**

Literature tables will be located in the Atrium. Please ask at the Erickson Foundation registration desk for information and permission to display literature on these free "take-one" tables. Unauthorized materials will be removed.

## **SYLLABUS**

This book contains educational objectives, presentation descriptions, location of events and other important information. Additional copies will be available for a fee.

# Policy on Disclosure

The Milton H. Erickson Foundation is proud of the conferences and other educational opportunities it sponsors, taking care that the conduct of these activities conforms to the standards and principles of behavioral and medical sciences, thus ensuring balance, independence, objectivity and scientific rigor in all individually sponsored or jointly sponsored educational activities. All faculty members participating in a sponsored activity, and those who review and therefore are in control of content, are requested to disclose any relevant financial relationship prior to the CME activity, including but not limited to specific commercial interests, financial remuneration received by faculty member or spouse, and what role or activity was performed for this remuneration. If a conflict of interest exists as a result of a financial relationship it will be resolved prior to the activity. A faculty member will not be allowed to present if the conflict is not or cannot be resolved.

## Accreditation

### Physicians

ACCME: The Milton H. Erickson Foundation, Inc. is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. AMA: The Milton H. Erickson Foundation, Inc., designates this live activity for a maximum of 43 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

### Psychologists

APA: The Milton H. Erickson Foundation, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. The Milton H. Erickson Foundation, Inc. maintains responsibility for this program and its content.

### Nurses

BRN: The Milton H. Erickson Foundation, Inc. Provider approved by the California Board of Registered Nursing, Provider Number CEP 9376 for 43 contact hours.

### Social Workers

ASWB: The Milton H. Erickson Foundation, Inc, #1489, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) [www.aswb.org](http://www.aswb.org), through the Approved Continuing Education (ACE) program. The Milton H. Erickson Foundation, Inc maintains responsibility for the program. ASWB Approval Period: 05/02/2018 – 05/02/2021. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive up to 43 continuing education clock hours.

FL LCSW: The Milton H. Erickson Foundation, Inc. is approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling as a provider of continuing

education (CE Provider #: 50-2008).

NY: The Milton H. Erickson Foundation is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0304.

### Counselors

NBCC: The Milton H. Erickson Foundation, Inc. has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5056. Programs that do not qualify for NBCC credit are clearly identified. The Milton H. Erickson Foundation, Inc. is solely responsible for all aspects of the programs. New York MHC: The Milton H. Erickson Foundation is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0116.

### Marriage and Family Therapists

Licensees with the California Board of Behavioral Sciences New York MFT: The Milton H. Erickson Foundation is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0052. FL MFT: The Milton H. Erickson Foundation, Inc. is approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling as a provider of continuing education (CE Provider #: 50-2008).

### Board of Behavioral Sciences

BBS: The California Board of Behavioral Sciences accepts our course CE hours due to our APA, ASWB and NBCC providerships. PCE 398 is no longer needed.

# Continuing Education

## Credit Breakdown

EARN UP TO 43.0 CONTINUING EDUCATION CREDIT HOURS

### Pre-Conference Credits:

Wednesday, Dec 11: 6.0 credits per workshop

### Main Conference Credit Hours Per Day:

Wednesday Night Keynotes: 2.0 credits

Thursday, Dec 12: 8.0 credits

Friday, Dec 13: 8.0 credits

Saturday, Dec 14: 6.0 credits

Sunday, Dec 15: 7.0 credits

**Total: 31.0 Credits**

### Post-Conference Credits:

Monday, Dec 16: 6.0 credits

### Pre-Con + Main Con + Post Con = 43.0 Credits (Max)

Attendees can receive up to the listed max credits each day. All sessions, except those as listed as “not for credit” are calculated as 1 credit per 1 hour session. Attendees are given credit per session/hour, and not per day. There is no partial session credit given.

## Continuing Education Procedures

The Application for Continuing Education and Evaluation forms will be available online beginning **Tuesday, December 17th**. You can obtain your certificate by going to [EricksonCongress.com](http://EricksonCongress.com) and following the link on the home page, complete the evaluation form and print it out immediately. If you do not have internet access, or prefer obtaining your certificate by mail, please stop by the registration desk and we'll help you get a paper form. But please be aware that your certificate will take up to 4 weeks to be mailed.

## How to Get Your CEs Online

1. Log into your Erickson Foundation Account at <https://catalog.erickson-foundation.org/Account/MyAccount>

NOTE: Please use the password you made when you created your account. If you forgot your password, please click “Forgot Password”.

2. Scroll down past your name and contact information to find the program(s) you registered for. You will need to follow these instructions for each day that is in your account (ie. Pre-Conference will be separate from Main Conference).

Click on the orange certificate button.

| Purchase Date ▾ | Title   | Event Date ▾                             |
|-----------------|---|--|
| 12/11/2018      | <b>(Live Event) Brief Therapy Conference 2018</b><br>Main Conference - December 6-9                                 | 12/06/2018 8am PST<br>12/10/2018 4pm PST |
|                 | <a href="#">View Agenda</a> <a href="#">★ Certificate</a> <a href="#">Add to Calendar ▾</a> <a href="#">Share ▾</a> |  |
|                 | <a href="#">Email Link</a>  |  |
|                 | <a href="#">Print My Badge</a>  |  |

3. A pop-up window will appear. Click on the Customer Attendance Confirmation link to expand the agenda for the event.

- ▶ [Customer Attendance Confirmation](#) (not complete - [click here](#) )
- ▶ [Evaluation](#) (not complete - [click here](#) )
- ▶ [Affidavit](#) (not complete - [click here](#) )
- ▶ [Download your Certificate](#) (not complete - [click here](#) )

4. From there, you'll be asked to select which of the seminars you have attended. Either select the program you attended, or select the option for "I did not attend a session at this time". Then Click on submit.

After that, evaluations will show up for each program attended. Click on the name of the program to expand those evaluations.

5. Please go through each Evaluation and provide feedback. You will need to do that for each session that you've attended in order to get your certificate. Any sessions highlighted in green are completed, any highlighted in pink need to be finished. Once you have entered feedback for each session you attended, you will need to Agree with the Affidavit verifying your information.

- ▶ [Evaluation - WS13 - Therapy with Polyamorous Clients:...](#) (complete - [click here](#) )
- ▶ [Evaluation](#) (complete - [click here](#) )
- ▼ [Affidavit](#) (complete - [click here](#) )

I certify that I have attended each program as selected in the evaluations to receive the corresponding continuing education.

6. If you need to edit your attendance OR print out your attended conferences, please click on Customer Attendance Confirmation at the top of the window again to expand that field, and then click on the Edit button to change your entries, or the printer button to print out a list of your seminars.

## ✓ CE Certificate ✕

- ▼ [Customer Attendance Confirmation](#) (complete - [click here](#) )

Please confirm the sessions you attended.

+ **Date Completed:** 10/25/2017 @ 8:31 AM PDT  

7. Once you have entered all the required information, the last section will provide you with buttons to either Download Certificate (so you can print it out directly), or Email Certificate to keep a copy for your records.

- ▶ [Evaluation - WS13 - Therapy with Polyamorous Clients:...](#) (complete - [click here](#) )
- ▶ [Evaluation](#) (complete - [click here](#) )
- ▶ [Affidavit](#) (complete - [click here](#) )
- ▼ [Download your Certificate](#) (complete - [click here](#) )

# The Milton H. Erickson Foundation

**The Milton H. Erickson Foundation, Inc.** is a federal nonprofit corporation, formed to promote and advance the contributions to the health sciences by the late Milton H. Erickson, MD. In addition to organizing congresses, workshops, Brief Therapy and Couples Conferences, the Erickson Foundation also organized eight landmark Evolution of Psychotherapy Conferences in 1985, 1990, 1995, 2000, 2005, 2009, 2013 and 2017 attracting more than 7,000 professionals from around the world at each conference. The next Evolution Conference is scheduled for 2020 in Anaheim, California.

## The Board of Directors

Helen Erickson, PhD, MSN, BSN  
Roxanna Erickson-Klein, RN, MS, PhD  
Camillo Lorio, MD  
J. Charles Theisen, MA, MBA, JD  
Bernard Trenkle, Dipl Psych.  
Jeffrey K. Zeig, PhD

The Milton H. Erickson Foundation does not discriminate on the basis of race, color, religion, age, national or ethnic origin, physical challenge, gender or sexual orientation.

## Training Opportunities

### CONFERENCES

The Foundation organizes educational conferences designed to share and explain state-of-the-art methods, while refining and enhancing clinical skills. Currently these conferences include:

- The International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy (which began in 1980 and is scheduled every three years)
- The Brief Therapy Conference (which began in 1988 and is scheduled approximately every three years);

- The Couples Conference (first held as a stand-alone conference in 1995 and roughly each year thereafter).

• The Evolution of Psychotherapy  
The Foundation organized the first Evolution Conference in 1985 in Phoenix. It was instantly hailed as a landmark conference—“The largest gathering ever devoted to the practice of psychotherapy” by TIME. At the suggestion of Virginia Satir, the conference was repeated every five years. A four-year cycle was initiated with the 2009 conference.

### INTENSIVE TRAINING IN ERICKSONIAN APPROACHES TO HYPNOSIS & THERAPY

Since 1987, the Foundation has offered Intensive Training in Ericksonian Approaches to Hypnosis and Psychotherapy. Held three times a year in Phoenix, Arizona, these workshops have limited enrollment for individualized instruction, and are organized into three levels of training. All of them focus on principles, applications, and techniques of Ericksonian hypnotherapy.

## The Archives and Erickson Historical Residence

The Foundation headquarters and archives are designed as a center of study for Ericksonian psychotherapy and hypnosis, and as a work place for the staff.

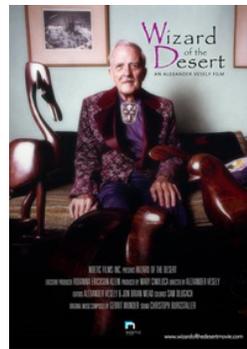
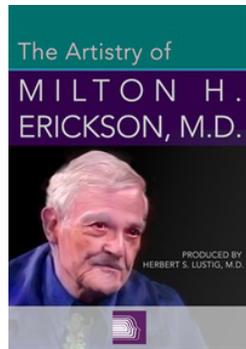
The Foundation purchased Dr. Erickson’s last home in Phoenix, Arizona, which is now the Milton and Elizabeth Erickson Historic Residence—the home where Dr. Erickson conducted his famous teaching seminars.



# Audio, Video Recordings & Training DVDs

The Foundation has professionally recorded many of its meetings, which are available for purchase in streaming formats online.

The Foundation also distributes recordings of lectures by Milton H. Erickson from the 1950s and 1960s, when Erickson's voice was strong.



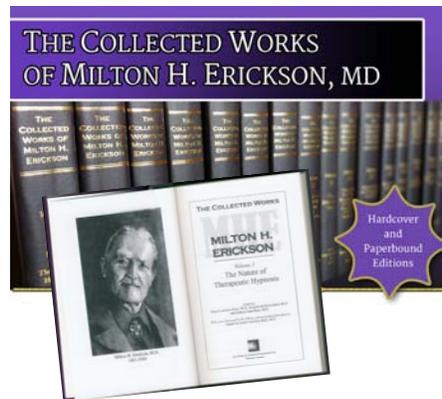
**The Evolution of Psychotherapy**

- 1985
- 1990
- 1995
- 2000
- 2005
- 2009
- 2013
- 2017

## Printed Resources

### THE ERICKSONIAN MONOGRAPHS

The Foundation is sponsor of The Ericksonian Monographs. The highest quality articles on Ericksonian hypnosis and psychotherapy are included in The Monographs. Ten issues were published under the editorship of Stephen Lankton. The Monograph series evolved into the Annual of Brief Therapy. These are available from Taylor & Francis.



### CURRENT THINKING AND RESEARCH IN BRIEF THERAPY

Current Thinking and Research in Brief Therapy: Solutions, Strategies and Narratives. Evolving from the Ericksonian Monographs, this series contains only the highest quality articles on brief therapy theory, practice and research. Volumes I, II and III are available from Taylor & Francis.

**THE FOUNDATION PRESS** began by publishing the proceedings of the 1998 Brief Therapy and Evolution of Psychotherapy Conferences. The PRESS makes a library of print, audio and video resources available for

mental health care providers. These include classics like *The Handbook of Ericksonian Psychotherapy*. Also offered are DVDs of Dr. Erickson, discussed by Jeffrey Zeig, such as *Advanced Techniques of Hypnosis & Psychotherapy: Working with Resistance*. An especially important project is the limited edition Collected Works of Milton H. Erickson, of which Volumes 1 through 16 are in print.

The Milton H. Erickson Foundation publishes a Newsletter for professionals three times a year to inform its readers of the activities of the Foundation. Articles and notices

that relate to Ericksonian approaches to hypnosis and psychotherapy are included. Submissions should be sent to karen@erickson-foundation.org. Business and subscription matters should be directed to the Erickson Foundation at 2632 E. Thomas Rd., Suite 200, Phoenix, AZ 85016; newsletter@erickson-foundation.org.

### NEWSLETTER STAFF

Richard Landis, PhD Executive Editor  
Karen Haviley Production Manager



## Erickson Institutes

There are 125 Milton H. Erickson Institutes/Societies in the United States and abroad that have permission to use Dr. Erickson's name in the title of their organization. Institutes provide clinical services and professional training. There are Institutes in major cities in North America, South America, Europe, Asia, Australia, New Zealand and South Africa.

To find an Institute, go to <https://www.erickson-foundation.org/institutes/>

# Websites

The Foundation's website features detailed information about the Foundation and its activities:  
[www.erickson-foundation.org](http://www.erickson-foundation.org)

Milton H. Erickson Foundation Press products, as well as Foundation recordings:  
[catalog.erickson-foundation.org](http://catalog.erickson-foundation.org)

Other Foundation websites include:  
[BriefTherapyConference.com](http://BriefTherapyConference.com)  
[CouplesConference.com](http://CouplesConference.com)  
[EricksonCongress.com](http://EricksonCongress.com)  
[EvolutionofPsychotherapy.com](http://EvolutionofPsychotherapy.com)

# Milton H. Erickson Foundation Staff

|                         |                              |                        |   |
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| Marnie McGann .....     | Project Specialist           | Jeffrey Zeig .....     | Director  |
| Joshua McLaughlin ..... | Content Marketing Specialist |                        |   |

## Session types you will encounter at Congress

### Session Type Abbreviations

- CD** - *Clinical Demonstration* - A live demonstration of a particular therapy in practice.
- CH** - *Conversation Hour* - Analyze and assess the philosophies of various practitioners and theorists. There should be time for conversation with the audience about a particular subject.
- FH** - *Fundamentals of Hypnosis Track* - Six workshops within the conference which teach a foundational understanding of therapeutic hypnosis (see page 21).
- K** - *Keynote* - A 1-hour plenary that centers on the theme of the conference.
- LE** - *Law and Ethics* - A pre-conference session (see page 19).
- MC** - *Master Class* - The post-conference session (see page 77).
- SC** - *Short Course* - A 90-minute workshop conducted by an accepted proposal submission.
- SE** - *Special Event* - A unique 6 hour session on a topic related to the Congress.
- TP** - *Topical Panel* - Compare and contrast clinical and philosophical perspective of 3-4 experts.
- WS** - *Workshop* - A 2-hour meeting at which a group of people engage in intensive discussion and activity on a particular subject. These are conducted by invited faculty.

7:30 am Registration Opens

Atrium

## 8:30 am - 12:30 pm Pre-Conference Workshops

### Law and Ethics

Safe Practice: Liability Protection and Risk Management

Steve Frankel, PhD, JD

LE01

Suite 318

4.0 Ethics Credits

*Difficulty:* All levels

This presentation outlines key legal and ethical information pertaining to maintaining clinical records, privacy regulations and confidentiality, and is designed for early career through senior professionals. The program begins with a review of recently enacted or modified laws in the State of California, which have implications for all jurisdictions in the United States. The program then turns to issues concerning record retention from a legal liability viewpoint rather than the simple statements of how long records must be kept, and websites that provide helpful information about liability and risk management for any/all mental health clinicians, and then turns to an analysis of record-keeping requirements.

The presentation then reviews situations in which clinicians are involved in the legal system and especially in courts of law, including witness categories. What follows is a review of practice formations, and ways to create and manage mental health practices, including how to cope with reputational problems. The program ends with information about developments for involuntary commitment, internet practice and a review of the best online training for child abuse reporting.

*Educational Objectives:* 1. List two legal developments in California law that impact Child abuse reporting. 2. Identify two major factors governing record retention. 3. State the three types of witness categories that clinicians may be assigned by the legal system. 4. Name at least two categories of practice formation List at least two legal underpinnings of involuntary hospital commitment.

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### Self-Hypnosis

Experiences from Two Cultural Viewpoints

Roxanna Erickson-Klein, PhD and Alejandra Diaz, MS, LPC

SE02

Suite 312

4.0 Multicultural  
Credits

*Difficulty:* All levels

This 6 hour event is designed to educate professionals about the power of self- hypnosis. The workshop offers an experiential approach that is brought together by comparing and contrasting the learning backgrounds from the two co-presenters. Each bringing different life experiences, cultural elements are identified and utilized to facilitate participants' individual creation of their own learning pathway.

Suitable for professionals who already use hypnosis as well as those who are not yet familiar with hypnosis, this workshop is experiential in nature and builds a step-by-step framework within which an individual can prepare for a process of self-discovery that goes beyond the workshop experience.

Proceeds from this event benefit the maintenance and development of the Erickson Historic Residence.

*Educational Objectives:* 1. Identify physiological hypnotic phenomena in the trance process. 2. Identify cultural barriers relevant to techniques. 3. Contrast specific stereotypes, perceptions and beliefs regarding culturally different groups. 4. Identify three cultural elements that contribute to similarities and differences in two models of self-hypnosis. 5. Identify five recurrent themes that unite multicultural perspectives on hypnosis. 6. Identify those traits that are involved with cultural encapsulation.

## Introduction to Ericksonian Hypnosis

Brent Geary, PhD

SE01  
Suite 322  
4.0 Credits

*Difficulty:* Fundamental

Designed for participants with little or no previous exposure to Ericksonian hypnosis and psychotherapy, the course will familiarize attendees with essential tenets, terms, and principles of the approach. Topics covered include a historical perspective of Erickson's work, important pre-hypnotic treatment considerations, and discussion of the typical course of a hypnotic session.

*Educational Objectives:* 1. Discuss the importance of expectancy in hypnosis. 2. Cite four ways in which attention can be focused in induction. 3. Identify which is typically the longest phase of a hypnotic session. 4. List at least five hypnotic phenomena. 5. State two reasons why full reorientation from hypnosis is important.

## 12:30 - 2:00 pm Lunch Break

## 2:00 - 4:00 pm Pre-Conference Workshops Continued

Law and Ethics

Suite 318  
2.0 Ethics Credits

Self-Hypnosis

Suite 312  
2 Multicultural Credits

Introduction to Ericksonian Hypnosis

Suite 322  
2.0 Credits

*Open to All Attendees*

## 4:45 pm - 5:45 pm Keynote

Milton Erickson's Views of Hypnosis:  
An Evolution Over Decades  
Roxanna Erickson-Klein, PhD

K01  
Regency CD

*Difficulty:* All levels

This Keynote event offers a historical perspective of how Milton Erickson's views of hypnosis evolved over a lifetime. By reviewing publications from his early works in the 1920s over the next half century Roxanna summarizes shifts on style and emphasis and emphasis. Using this framework, attendees can gain a deeper appreciation for the evolution of Erickson's ideas as we self-reflect on the professional growth process and our own development.

*Educational Objectives:* 1. Enumerate recurrent themes in Erickson's publications about hypnosis. 2. Identify shifts in emphasis of Erickson's teaching about hypnosis from one decade to the next. 3. List five key elements relevant to professional knowledge about hypnosis.

5:45 pm - 6:45 pm Keynote

The Future Orientation of Milton H. Erickson  
Michael Yapko, PhD

K02  
Regency CD

*Difficulty:* All levels

A core element of the innovative psychotherapies of Milton Erickson was his emphasis on helping patients gradually shift from a focus on the unchangeable past to a focus on the positive potentials of the future. In recent years, substantial evidence has accumulated that makes it clear that a focus on the future is far more than just a philosophical preference. In fact, an orientation to the future has been associated with some of the most fundamental aspects of clinical practice ranging from an individual's personality traits to his or her treatment response. In this address, then, we will consider some of the many facets of a future orientation and some of the ways Dr. Erickson was prescient in his encouraging a future focus in psychotherapy.

*Educational Objectives:* 1. Identify and discuss ways Dr. Erickson oriented therapy patients to future potentials. 2. List and discuss the consequences of a future orientation on different aspects of psychological functioning.

## The Fundamentals of Hypnosis Track

Enjoy a guided tour of the Fundamentals of Hypnosis in this 12-hour track.

Attend these six workshops within the conference for a foundational understanding of therapeutic hypnosis. You will learn principles of hypnotic induction, basic hypnotic language and methods of utilization, orienting toward, indirect trance work, and more!

Located in the Hanson meeting room.

### Hypnosis Track Workshops:

#### Friday, Dec 13:

8:30am - Principles of Hypnotic Induction

*Brent Geary, PhD*

10:45am - Indirection - Basic Hypnotic Language

*Steve Lankton, MSW*

2pm - Induction and Utilization -

*Jeffrey Zeig, PhD*

#### Sunday, Dec 15:

8:30am - The Ericksonian Approach to Hypnotic Phenomena

*Dan Short, PhD*

10:45am - Dissociation and Automaticity in Hypnosis as Therapeutic Allies -

*Michael Yapko, PhD*

2pm - The Primacy of Non-Verbal Communication in Creative Trance Work -

*Stephen Gilligan, PhD*

# Thursday, December 12

7:00 am Registration Opens

Atrium

8:00 am Convocation

Not for credit

8:30 am - 10:00 am Short Courses

## Gaslighting

Amethyst (Broomand) Kiani, PsyD, LMFT

SC01  
Sundance

*Difficulty:* All levels

Gaslighting is a term describing how people attempt to emotionally control by emphasizing the perceived negative attributes of their partners. This abusive behavior leads to severe self-esteem issues for the victims, including increased risk of isolation, depression and suicide. This seminar considers related questions: why do some people effectively gaslight themselves, and how can we assess and treat this problem?

*Educational Objectives:* 1. Identify clients who are effectively gaslighting themselves. 2. Identify therapeutic guidelines for dealing with such cases.

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## Utilizing Brief Experiential Activities to Enhance Client Resources

Michael Reiter, PhD

SC02  
Phoenix East

*Difficulty:* All levels

This presentation will explore the utilization of brief experiential activities in helping clients to access and enhance their naturally occurring resources. In this session, participants will learn the philosophy behind utilizing in-session experiential activities and how these relate to bringing forth existing client resources. During the presentation, the presenter will explain the purpose of experiential activities and then will conduct a live demonstration of various experiential activities to help demonstrate the process of experiential techniques as well as the usefulness for clients. By the end of the presentation, participants will have gained the philosophical underpinnings of using experiential activities as well as the fundamentals of several experiential techniques that have proven useful for the presenter in his work with supervisees, individuals, couples, and families.

*Educational Objectives:* 1. List three reasons that experiential activities are useful for marriage and family therapists. 2. Describe how experiential activities can help clients to access existing resources. 3. List one or more experiential activities one could utilize with clients.

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## Eleven Principles of the Successful Therapy of Milton H. Erickson

Abraham Hernandez Covarrubias

SC03  
Suite 312

*Difficulty:* All levels

Erickson was known by the efficiency of his treatments and how he was able to quickly treat difficult patients. However, he did not create a systematization of his strategies. In this course you will learn the main contributions of Erickson to psychotherapy according to views from some of his main supporters, hypnosis specialists and Ericksonian colleagues around the world, all of them great personalities in the world of Ericksonian hypnosis and psychotherapy, many authors and creators of new approaches. In total, the opinion of more than 51 authors from 14 countries and 4 continents were gathered.

*Educational Objectives:* 1. Describe the main contributions of Milton Erickson to psychotherapy according to the point of view of experts around the world. 2. Describe the main strategies of Milton Erickson according to the point of view of experts around the world. 3. Describe the essence of Ericksonian philosophy.

## Priming: Understanding the Power of Word Choice on Successful Therapeutic Outcomes

SC04  
Hanson

Clifton Mitchell, PhD

*Difficulty:* All levels

The priming research has confirmed that we are controlled by an unconscious behavioral guidance system more than previously conceived and, once covertly activated, unconscious goals are just as powerful as or more powerful than conscious goals. This presentation will introduce participants to the concept of priming, review selected research, and demonstrate its implications in resolving therapeutic roadblocks and creating therapeutic movement. Ultimately, attendees will learn what priming is, the theory behind what occurs in the brain when priming occurs, and how to incorporate priming into the therapeutic dialogue to minimize resistance and create movement. An added bonus will be a discussion on how to incorporate the same scientific principles into your personal life for self-improvement and habit control. The ideas and methods presented are readily integrated into all theoretical approaches and client problems. A detailed handout will be provided.

*Educational Objectives:* 1. Define what priming is and describe how and why it has such a significant impact on mental processing. 2. Utilize priming principles into the therapeutic dialogue in order to circumvent resistance and increase the impact of the therapeutic dialogue.

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## Limbic Communication; the Crucial Ingredient in Transformative Psychotherapy

SC05  
Cassidy

Susan Pinco, LCSW, PhD

*Difficulty:* Intermediate - Advanced

This seminar will introduce you to the concept of limbic communication, explore why it is central to the work of Ericksonian Hypnosis and offer you a framework for developing your skills in this area. Through lecture and accompanying experiential exercises you will learn how to talk to your client's limbic brain rather than their neocortex and in so doing improve outcomes and facilitate transformation.

*Educational Objectives:* 1. Demonstrate an understanding of the difference between cortical and limbic communication 2. Given a clinical case, suggest 2 different ways of communicating with that client's limbic system.

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## Hypnotic Dissociation: a Bridge Between Conscious and Unconscious which Facilitates the Success of the Hypnotic Intervention

SC06  
Suite 324

Jesus Menendez Reyes, MA

*Difficulty:* Beginner

This presentation will review the concept of dissociation and its evolution in modern Psychology and its relationship with hypnotic process, when it is described as a mind state of focused attention. We will explore the idea of dissociation between the conscious and unconscious mind during hypnosis and how it can lead to therapeutic success. Some practical exercises and demonstrations to provoke dissociate states.

*Educational Objectives:* 1. Describe the meaning of dissociative mind state. 2. Utilize dissociation in hypnotic interventions.

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## How to Translate Erickson's Utilization Principle into Terms of Chrono-Bio-Genomics in Order to Obtain Epigenetic Effects Both in Psychotherapy and with Breast Cancer Patients

SC07  
Suite 318

Mauro Cozzolino, PhD and Giovanna Celia, PhD

*Difficulty:* All levels

In this course, we are going to illustrate how Erickson's classic Utilization principle can be translated into chrono-bio-genomic terms. We will explain how the MBT-T method activates a mind-body-gene therapeutic transformation both in psychotherapy and with breast cancer patients. The innovative quality of MBT-T lies in its capacity – in a single session – to reduce stress, induce epigenetic effects and activate the genes associated with a reduction in inflammatory processes and with the strengthening of the immune system (Cozzolino et al. 2017). Among the advantages of MBT-T is the possibility to obtain these results even in medium sized and/or large groups.

*Educational Objectives:* 1. Explain how to translate the Ericksonian's Utilization principle into terms of chrono-bio-genomics both in psychotherapy and with breast cancer patients. 2. Demonstrate that the change produced by Ericksonian therapies integrated with chrono-bio-genomics is so deep that it has epigenetic effects. 3. Define how the MBT-T method activates the genes associated with a reduction in inflammatory processes and with the strengthening of the immune system in psychotherapy.

## The Art of Creating a Magical Session

Paul J. Leslie, EdD

SC08  
Regency CD

*Difficulty:* Beginner - Intermediate

In this training you will learn the factors which lead to creating alive and inspired therapy sessions regardless of theoretical orientation. Drawing from such diverse sources as indigenous wisdom traditions and modern psychotherapy approaches, this training will demonstrate how embracing improvisation and utilization can revitalize and energize therapy sessions. By understanding how circular interaction, expectancy, humor, and imaginative performance can assist clients in obtaining treatment goals, one can learn to create effective, transformational, and “magical” experiences in therapy.

*Educational Objectives:* 1. Describe three processes in opening up interaction in counseling sessions. 2. Discuss the use of creative therapeutic applications in diverse settings. 3. Describe how to create attuned, synergistic relationships that are unique to each client.

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## Three Core Competencies in Hypnosis and Psychotherapy: Reading the Client, Seeding and the Art of Prediction

Julio Juanes Rubert, MA

SC09  
Phoenix West

*Difficulty:* All levels

The ability that Dr. Milton Erickson had for “reading the patient” and get information from them in order to build a context in which change was easy to obtain is an area that has been often overlooked due to the difficulty to understand the process that he was using. In what way was he carefully observing the patient to gain personal information from them? Several techniques will be listed and demonstrated in order to become an observant and strategic therapist. This capacity for “reading the patient” combined with one of the most valuable techniques in Ericksonian therapy which is the seeding technique, creates a powerful intervention tool that will allow the therapist to set a proper context for intervention and create a learning environment in which change is easily achievable. It will be explained how to combine them to guarantee success in therapy. In addition to this, several techniques will be discussed to do predictions for the patient using all the information previously obtained to help create the perfect context for hypnotic induction and intervention.

*Educational Objectives:* 1. Demonstrate several techniques to obtain valuable information from the client. 2. Demonstrate the use of the seeding technique in order to set a proper context for intervention. 3. Define strategies to predict future outcomes for the client.

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## It's All Their Fault! Essential Pragmatic Tools to Get Through to and Work well with the Toughest, Most Resistant, Unmotivated Clients

Ilene Wolf, MA, LMFT

SC10  
Suite 322

*Difficulty:* Intermediate

This interactive workshop utilizes the group to teach and apply highly effective trance methods, combined with evidenced-based research from Stanford, and drama therapy action methods, (i.e. sociometric scaling, role reversal to increase empathy and the empty chair), to address clients' unwillingness to give up defensiveness, blame and other relationship problems. This tool-based program will provide you with concrete skills to be a highly effective therapist when faced with a client's anger to prevent pre-termination. Interactive Hypnotherapy and Action Methods help to assess and keep clients motivated, so that clients can ultimately give up self-sabotaging defensive behaviors and negative coping styles.

*Educational Objectives:* 1. Demonstrate overcoming fear of conflict around difficult clients while learning how to master 5 Essential Communication Tools. 2. Identify what is the primary mistake therapists repeatedly make when working with difficult clients. 3. Utilize Drama Therapy and Sociometric Tools to build motivation while creating safety and a cohesive group experience.

## 10:15 am - 11:45 am Short Courses

### The Last 24 Hours of Life – How We Help Patients to Die in Peace: Hypnotherapeutic Approaches with Dying Patients and their Families

SC11  
Sundance

Stefan Hammel, M. Th

*Difficulty:* All levels

What can we do for dying people and their families in addition to palliative care? What is helpful to communicate during the last hours of life? In this workshop we bring integrate the millennium-old pictorial traditions of religion with techniques of hypnotherapy including pacing and leading, utilizing metaphors, and the evocation of values and convictions of dying patients with their families. Using case examples, we will explore how hypnotherapeutic and spiritual support can be combined to meet the emotional and somatic needs of patients – even in non-religious contexts and by non-religious staff for patients without any identified religious background. We will discuss and practice techniques for communication, developing rapport, and building metaphors with patients who are unable to speak or clearly show their needs.

*Educational Objectives:* 1. Identify at least two common obstacles to maintaining rapport with comatose patients, i.e. creating a “deadly silence”. 2. List and model at least three criteria for helpful communication with patients who may be unable to speak or clearly show their needs. 3. Practice explaining and exemplify some of the potential benefits of three metaphors that can be used with dying patients and their relatives. 4. Demonstrate at least two other interventions suitable for reducing dying patients’ somatic and emotional suffering.

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### Cultivating a More Diversified Relationship with Religion and Culture in Therapy through the Development of Intercultural Resiliency

SC12  
Suite 318

Joanne Ginter, MA Psych

*Difficulty:* All levels

This workshop emphasizes ways culture and religion can be integrated into the therapeutic discourse through the promotion of intercultural resiliency. Interculturalism allows for relationship building and learning from each other while taking the therapist deeper than multicultural or cross-cultural communication. Resiliency as a healing process allows for creating new meanings to unfortunate life events based on developing the self through mentorship and community, the building blocks of resiliency. In the development of intercultural resiliency all resources are respected and included while fostering a more diversified and pluralistic therapeutic practice. Intercultural resiliency encourages and cultivates the broadening of worldviews while deepening of the therapeutic process.

*Educational Objectives:* 1. Define the underlying ideals of intercultural resiliency, the components of culturally infused counselling and understanding the essential elements that define one’s worldview. 2. Identify ways the building blocks of resiliency and the resiliency process can be fostered across diverse religions and cultures 3. Participate in activities to self-reflect on one’s worldview and how to use the become more diversified and pluralist in practice.

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### The Special Place of Bliss - a Problem Shelving Exercise Used by Over 9,000 People in NZ

SC13  
Regency CD

Patrick McCarthy, MMChB

*Difficulty:* All levels

This exercise allows people to park all of their problems without any disclosure of their problems. Complete privacy. There is no need to discuss their problems at all. The micro-structure of the session will be explored to show the various safety devices used. This astonishing exercise can be used for PTSD, abuse, trauma, losing car keys, financial concerns, i.e. absolutely anything! It received a great reception at the ISH meeting in Montreal.

*Educational Objectives:* 1. Demonstration of the privacy aspect of the technique. 2. Micro-analyze the structure of the presentation.

## Inner Heroes as Therapy Resources

Christine Guilloux, DESS Psychologie Sociale Clinique

SC14

Phoenix East

*Difficulty:* All levels

All of us are shaped from an essence, the stuff we are made of, the hero within. With his numerous physical problems, Milton H. Erickson had to struggle for life and for everyday life. Through a list of questions, we will construct in this workshop an inventory of the heroes that we've integrated into our selves, and the stories that are built of our deep metaphors. We will travel and explore those resources that have contributed to our construction and our structure, in productive and unproductive ways. We will play with those heroes, those models we live out in unknown or ill-defined ways. This workshop will offer ways to utilize heroes in our therapeutic goals for inner change and to help the patient build upon the hero within.

*Educational Objectives:* 1. Utilize our models of heroes, our deep metaphors, as resources for inner change; 2. Define how to use those heroes, those metaphors, in our therapeutic goals.

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## The Art of Client-Responsiveness in Hypnotherapy and Psychotherapy

Richard Hill, MA, Med, MBMSc

SC15

Hanson

*Difficulty:* Beginner

Hypnotherapy and psychotherapy have been developing over time through various phases. Directive therapies with an intervention orientation have shifted over the years to suggestive and client centered approaches. More recently both research and practice has opened our minds to relational and responsive approaches. This presentation explores the foundational elements of being client-responsive and how to utilize these concepts in a creative and emergent way. This session will explore i) language principles ii) sensitive observation and iii) improvisational responsiveness. We will both discuss and experience these qualities in a series of activities. These elements, and others we describe in our book, truly allow for the co-creation of a therapeutic experience that fully embraces both the qualities of the therapist and the implicit expertise within the client to mutually discover what needs to be done.

*Educational Objectives:* 1. List and demonstrate various language principles of client responsive therapy. 2. Describe and demonstrate practical activities that enhance the therapist's sensitive observation of the client. 3. Describe and demonstrate how to be responsive to the client and co-create the therapeutic experience.

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## Changing the Language of Pain to Sensation

Rachel Hott, PhD

SC16

Phoenix West

*Difficulty:* All levels

How often do we notice our pain, and not our comfort?! Most people only notice pain. When we pay attention to the "sensation," of pain we have a vocabulary that goes from A-Z to explain what we are feeling. However, when people think about the sensation of comfort, or attempt to describe how they are feeling without pain, they do not have descriptive language except for adjectives. In this presentation, participants, along with a demonstration client, will discover the language of 'comfortable sensations'. Once we have explored this comfort language we will explore "sensation shifting" to teach the brain a new way to perceive previously identified chronic pain. When we learn to identify the sensations of comfort, we create a new neural pathway for healing and feeling better. This will be an experiential presentation.

*Educational Objectives:* 1. Create a list of words that describe comfort using sensations descriptions. 2. Define subjective units of disturbance and subjective units of comfort. 3. Demonstrate how to do sensation shifting with a client.

Session Type Abbreviations

**CD** - Clinical Demonstration

**CH** - Conversation Hour

**FH** - Fundamentals of Hypnosis Track

**K** - Keynote

**SC** - Short Course

**TP** - Topical Panel

**WS** - Workshop

## Context-Enriched Conversation Analysis of Relational Hypnotherapy with a Client Diagnosed with a Phobia of Blood and Needles

SC17  
Suite 312

Carlos Ramos, PhD, MFT

*Difficulty:* All levels

The author of this research and presentation will explore how Douglas Flemons, the developer of relational hypnosis, facilitated an enduring non-volitional shift with a client, "Grace," who desired to have a baby but could not see or talk about blood, needles, or medical procedures without fainting. Using context-enriched conversation analysis (CECA), the author will describe how he examined selected audio-recorded excerpts from Douglas and Grace's hypnotherapeutic sessions; Grace's descriptions of change in her email correspondence with Douglas; and Douglas's case notes. Although there was a total of eight sessions, the author will discuss how his analysis revealed that the most influential and significant moments occurred during the first two sessions. He will demonstrate how Douglas's initial interventions, or as he would say, intraventions, were inspired by Erickson's (1959) notion of utilization, and how they laid the foundation for a shift in Grace's identity, which helped her embrace a variety of resourceful skills and attributes to overcome her problem.

*Educational Objectives:* 1. Discuss the importance of utilizing the client's strengths and resources in the resolution of a problem diagnosed as a phobia. 2. Describe the process of how a relational hypnotherapist communicates his therapeutic intentions in order to encourage his client to engage in, and experiment with, new behaviors.

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## A Multi-Systemic Approach to Improving Chronic Pain

SC18  
Cassidy

James Keyes, PhD

*Difficulty:* Intermediate

During this presentation, the development of chronic pain syndromes and some practical interventions will be discussed. Specifically, assessing patient's current functioning within a "whole-person approach" will allow clinicians better information about where to begin assisting with change. While using the "evidence-based treatments" as a starting point, finding ways to tailor the intervention to the individual will be reviewed. We will honor the long history of hypnosis being used to treat chronic pain. Finally, we will review outcome research indicating what seems to make the most effect for patients with pain. Attendees will learn about the multiple areas of patient's lives needing to be evaluated when treating chronic pain.

*Educational Objectives:* 1. Demonstrate ability to evaluate patient's level of functioning in physical realms, as well as mental and emotional realms. 2. Report ability to use 5 different types of interventions for chronic pain following this workshop. 3. Demonstrate the significant link between trauma and stress and chronic pain in treating this complex problem.

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## Dealing with the Effects of Trauma: Depression, Hopelessness, and Alienation

SC19  
Suite 324

Robert Wubbolding, EdD

*Difficulty:* Intermediate

The American novelist William Faulkner stated, "The Past is never dead. In fact, it is not even past." This presentation emphasizes the unconventional use of reality therapy that connects the past with the present by helping clients realize that their current behaviors are normal responses to abnormal situations that they have experienced. It also operationalizes the Ericksonian principle: "The solution often appears unrelated to the problem." The core of this session is a simulated demonstration illustrating a cluster of possible interventions focusing on the WDEP system of reality therapy. W indicates wants and perceptions. D searches for behaviors: actions, cognitions and emotions. He emphasizes implicit and explicit self-evaluation whereby the therapist assists clients to conduct a fearless inventory of helpful and hurtful behaviors. The P represents treatment planning based on at least 5 motivators identified in the underlying theory of reality therapy. The resulting client change culminates from having "seeded the plan" that takes place, especially through a detailed discussion of clients' self-evaluations. Participants will gain practical, usable skills immediately implementable in their therapeutic relationships - skills that can be integrated into other theories and methodologies.

*Educational Objectives:* 1. Demonstrate one intervention that helps clients see the connection between past trauma and current behavior in a more positive light. 2. List 2 interventions that are pre-requisites for effective treatment planning. 3. Describe how reality therapy interventions can be efficacious for "seeding the plan" that leads to positive client change.

## How to Take the Next Affective Step for Promoting Resilience

Bardia Monshi, PhD

SC20  
Suite 322

*Difficulty:* All levels

Effective therapy, or coaching, is touching and moving clients. As professionals, we are providing an emotional service because all of our clients' problems have to do with emotional self-regulation. Therefore, to make therapy effective the impact must be affective! I will first provide an overview of the Person-System-Interactions theory of the personality-researcher Julius Kuhl. It represents a theoretical foundation for thinking about specific ways of self-regulation. Prof. Kuhl defined four interacting subsystems and specific interplays, e.g. the interplay between "self-confrontation & self-calming" or the interplay between "self-motivation & self-braking". How a person manages the interplay between these subsystems results in different ego states. Coaching and therapy can be regarded as a service to enhance the client's affective self-regulation, improving their resilience. That is why secondly, we will take a look at resilience from an affective and process-oriented point of view using the PSI-theory. Viennese humor, short movies and case examples will make this course an affective journey, too.

On the basis of this knowledge we can

- profile our clients concerning access to their different systems of personality
- strategically think about the next affective step for our clients and also
- figure out which specific method might be best for promoting resilience.

*Educational Objectives:* 1. Define the 4 subsystems of the PSI-Theory 2. Create a profiling of clients with the PSI-Theory 3. Utilize the PSI-Theory to plan the next affective step for enhancing resilience.

11:45 AM - 1:00 PM Lunch Break

1:00 pm - 2:30 pm Short Courses

## An Ericksonian Look at the Fifth Vital Sign

Virgil Hayes, Doctor of Osteopathy

SC21  
Phoenix East

*Difficulty:* Intermediate - Advanced

This presentation examines chronic pain over a broader cognitive, emotional, and behavior context. It goes beyond matching opiates to pain receptors, by including pain's emotional and cognitive roots. Physical pain is exacerbated by emotional pain; and emotional pain is exacerbated by physical pain. Pain is generally addressed as a physical issue, and not as an emotional or cognitive issue. The narcotics have no impact on relieving emotional, or mental pain, but are the current 'go to' method of treatment. This presentation presents a paradigm that chronic pain is not limited to a physical or somatic dysfunction but has cognitive and emotional roots as well. The presentation uses case studies and lecture to assist the clinician in seeing and understanding the creation of chronic pain in order to effectively teach the patient to manage it.

*Educational Objectives:* 1. List two emotional or cognitive components of pain. 2. List two therapeutic hooks to help gain rapport and direct the intervention. 3. List two words or phrases that connect physical pains to emotions and thoughts.



Please be considerate of others at the conference. Do not use use cell phones during sessions - and please turn off your ringers.

## A Roadmap for High Speed, Engaging Therapy with Children and Adolescents Struggling with Anxiety and Depression: Integrating Ericksonian Hypnosis, EMDR, and Cognitive Behavioral Approaches.

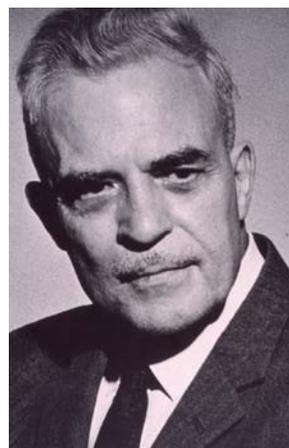
SC22  
Phoenix West

Joseph Sestito, MA

*Difficulty:* All levels

First, you will learn about the ingredients that are of central importance in developing a strong therapeutic alliance with a child or adolescent. Second, what cognitive therapists call “agenda setting” is going to be articulated. Next, it will be shown how powerful methods are used to transform his / her self-defeating cognitions into ones that reduce or eliminate unhealthy negative emotions, as well as make the client “vulnerable” to enthusiasm, authentic happiness, motivation, zest for living, and peak experiences. However, this process of changing a self-defeating thought is sometimes difficult, because they are impermeable, as if set in stone. It will be shown how EMDR can be used to make such cognitions more fluid, pliable, and amenable to positive transformation. Now will come perhaps the greatest innovation of this roadmap. The elicitation of an Ericksonian trance will be demonstrated, followed by the interspersal of the clients new, happiness producing, and anxiety and depression reducing cognitions into the therapeutic trance. Further, a future projection will be facilitated, as you are shown how to enable the adolescent to experience themselves in their optimal future, with these new, adaptive cognitions as their experiential reality.

*Educational Objectives:* 1. List at least three of the benefits of using EMDR methods to “soften” or “unthaw” a deeply ingrained, depression and anxiety producing, self-defeating cognition that is keeping a child or adolescent client “stuck.” 2. Describe two methods of guiding a client to change a self-defeating cognition into a calmness, hopefulness, and productivity producing cognition, once it has been “unthawed,” if necessary. 3. List three methods of strengthening a transformed, self-enhancing cognition, once trance elicitation has taken place (usually at or near the end of the session).



## Clinical Practice of Hypnosis Combined with CBT-I in Treatment of Insomnia

SC23  
Suite 312

Chenggang Jiang, PhD

*Difficulty:* All levels

In our previous research we found that CBT-I (Cognitive-behavior Therapy for insomnia) cannot effectively improve sleep in patients with anxiety or depression. Actually, most of insomnia patients are comorbid with anxiety and depression. So, we find a new way to add some hypnotic elements in CBT-I to supplement the limitation of CBT-I. We collect some data, the analytic conclusion showed that hypnosis combined with CBT-I can effectively improve sleep quality and anxiety in insomnia patients. So, this presentation will show what is the specific procedure and clinical practice of this treatment model.

*Educational Objectives:* 1. Explain the dangers and research status of insomnia comorbid anxiety. 2. Compare the advantage and disadvantage of Cognitive Behavior Therapy for Insomnia (CBT-I) and CBT-I combined with hypnosis. 3. Explain the clinical application and specific procedure of hypnosis combined with CBT-I for insomnia comorbid with anxiety.

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## Utilization of Ericksonian Techniques in Healing Childhood Trauma: A Case Study of Encopresis

SC24  
Suite 318

Stefanie Badenhorst, D.Litt

*Difficulty:* All levels

It has become increasingly documented that the vast majority of patients with adult pathology, reported experiences of severe childhood trauma. Early appropriate therapeutic intervention can relieve symptoms and prevent adjustment difficulties and pathology. A theoretical overview of the effect of trauma will explain the process of dissociation as a coping mechanism to deal with overwhelming experiences. The child dissociates from feelings and memories associated with trauma in order to survive emotionally. The dissociation is initially helpful and enables the individual to cope, however eventually it can result in pathology and become destructive. This presentation will focus on Ericksonian techniques; how to utilize the hypnotic phenomena to resolve trauma and allow healing not only for children but also for adults who experienced trauma during their childhood. The process of empowerment within a dysfunctional system where support lacks will be explained. A case study of a six-year-old child with enuresis/encopresis will demonstrate the value of this treatment modality. Early intervention can prevent symptoms or pathology in later life.

*Educational Objectives:* 1. Explain the theoretical basis of trauma as well as the dissociation process. 2. Demonstrate skills to access severe trauma. 3. Describe facilitating the integration process.

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## The Use of Ericksonian Hypnosis in Systemic, Dialectical Long-Term Group Therapy

SC25  
Suite 322

Malvina Tsounaki, MS

*Difficulty:* All levels

This short course will present the systemic, dialectic, multilevel, multifocal, model of group therapy utilized at the Institute of Anthropos in Athens, Greece. The approach is influenced by Ericksonian methods and additional techniques from other perspectives have been added.

The presentation will illustrate the manner in which the group therapeutic process, viewed as a sequence, can create a hypnotic script for the group. The goal is to utilize and reframe what is developed during the group session as a synthesis. This creates a higher level of abstraction that can be shared in common by the group as a whole. In turn, an emotional shift in each member is facilitated. The ultimate purpose is to promote group and individual therapeutic goals in a context of support and connection.

*Educational Objectives:* 1. Explain how use of the group session content and process can create an Ericksonian hypnotic induction that promotes changes in group members. 2. Cite important principles of the Systemic Dialectic, Multilevel Multifocal Group Therapy approach.

## Effective Management of Chronic Anxiety and Depression with Essential Neurobiological Communication

SC26  
Hanson

Bart Walsh, MSW

*Difficulty:* Intermediate - Advanced

Chronic anxiety and depression present significant challenges for those affected by these conditions. A behavioral treatment which accesses deep levels of mind body functioning facilitates remission of these debilitating conditions. This treatment, conceptualized as essential neurobiological communication (ENBC), incorporates a form of body language known as ideomotor signaling. Because these are chronic conditions, the affected individual learns how to fully manage these states on their own. Also presented is a non-invasive, structured protocol for reducing the adverse influence of unresolved emotion on present experience. Essential to this model is a progressive ratification sequence intended to ground emotional adjustments in thought, perception and behavior. This brief procedure is a useful adjunct to other treatment modalities and instrumental in clarifying the focus of treatment. Given adequate time, a demonstration with a volunteer will illustrate this approach.

*Educational Objectives:* 1. Explain the use of ideomotor questioning in resolving emotional experience. 2. Describe a method for accessing and quelling the source of chronic anxiety and depression. 3. Identify one clinical application of a parts model.

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## Healing Trauma with Ritual and Ceremony: Connecting Ericksonian Hypnosis and Native American Spirituality

SC27  
Regency CD

Claudia Weinspach, Diplom-Psychologin

*Difficulty:* All levels

In this workshop we will apply new research findings (like the brain's plasticity) with ancient wisdom to expand our healing power. In the language of ceremony, we will explore the factors that promote the healing process.

Learning more about ancient wisdom that can be applied in modern therapy not only enriches the therapeutic repertoire of each therapist or doctor but also helps creating a new balance in society. Honoring and applying spiritual components includes helping patients being connected within them and thereby strengthen their immanent healing powers.

Presentation Format: lecture, experiential.

*Educational Objectives:* 1. Identify three elements of healing ceremonies. 2. Name the connections between the ordinary world and a ritual. 3. List 5 components of the indigenous health concept.

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## Stories to Facilitate Healing After Surgery

SC28  
Cassidy

Marta Nowak Kulpa, Dipl. Psych

*Difficulty:* Intermediate

This workshop will teach participants skills in using metaphors and stories to help patients experience a deep contact with themselves so that they can survive and even thrive following life-changing surgery. The material will focus on Ericksonian approaches that help patients heal, experience comfort, and restore body homeostasis. Clinical examples from patients undergoing transplantation – including face transplantation – will be presented. For some patients, the therapeutic goal is to help them return to a state before the disease – as in the case in breast reconstruction after mastectomy. For other patients, such as those undergoing amputations or transplantations, healing is associated with developing a new and positive image of themselves. An Ericksonian perspective will guide the presentation, demonstrations, and practice opportunities. The focus will be on how to best adapt the psychotherapy to the individual patient's needs, abilities, and healthy possibilities.

*Educational Objectives:* 1. List the elements of psychotherapeutic tale. 2. Create a psychotherapeutic story using informations from an interview with the patient. 3. Discuss three different ways to present a hypnotic story.

## Understanding Genito-Pelvic Pain/Penetration Disorder ‘Vaginismus’ within Cultural Contexts: A Neuro-Psychotherapy Approach

SC29  
Suite 324

Mitra Rashidian, PhD and Robert Jaffe, PhD, LMFT

*Difficulty:* All levels

According to research (Rashidian et al. 2015), Genito-Pelvic Pain/Penetration Disorder ‘Vaginismus’, causes significant sexual challenges for groups of sub-population women in the US. This workshop provides raw data and statistical analysis, supporting the hypothesis that these women experienced sexual pain as a manifestation of biopsychosocial conditions, resulting from cultural orientations. Using this therapeutic modality, therapists can gain a microscopic insight into the activity of a specific neural network involved with women’s fear and have a macroscopic view of clients’ interpersonal relationships and environment, in order to gain a thorough grasp of these women’s situations. With the knowledge that there is a dynamic and powerful influence between the mind, brain, and environment, therapists will be able to find valuable insight into women’s conditions, by understanding with more clarity what’s hidden within their neurology and biology.

*Educational Objectives:* 1. Explain the role of culture as an etiology to Genito-Pelvic Pain/Penetration Disorder ‘Vaginismus’ among Sub-population women. 2. Review and practice specific Neuro-psychotherapy approaches used to assist therapists, in assessment and interventions for this disorder, within cultural contexts.

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## An Erickson Duet: Creative Collaboration in Ericksonian Hypnotherapy

SC30  
Sundance

Jimena Castro, PhD and Eric Greenleaf, PhD

*Difficulty:* All levels

Most descriptions of hypnotherapy come from clinicians. We talk about the ideas and techniques informing what we did with a case, and then we share what we observed and understood our client’s response to be. This workshop takes a different approach. The presenters—Drs. Eric Greenleaf and Jimena Castro—explore the creative synergy of Ericksonian hypnosis through the mutual participation and perspective of both therapist and patient. In this presentation, we share the unique ways that Dr. Greenleaf brings Dr. Erickson’s methods alive and the authoritative voice of a patient—Dr. Castro—who herself is a licensed therapist and experienced hypnotherapist. Together, they will weave a story of Ericksonian hypnotherapy that will both illuminate and inspire.

*Educational Objectives:* 1. List three unique elements of Greenleaf’s approach to Ericksonian hypnosis. 2. Describe the added depth of perspective that comes from understanding hypnotherapy from both the therapist and the patient’s perspective.

## 2:45 pm - 4:15 pm Short Courses

### More Common Therapy: The Complex Simplicity of Experiential Mastery

SC31  
Phoenix East

Robert Staffin, PsyD, ABPH

*Difficulty:* All levels

Often, being dubbed a “master” means that what the teacher does cannot be done by others. However, a cornerstone of Jeffrey Zeig’s lifelong quest has been to demystify, annotate, and democratize Milton H. Erickson’s work and then his own. In this session, the presenter will map the breadth and scope of Zeig’s work, which he has augmented by integrating a theoretical and experimental corpus with the most effective practices of the arts: film, music, theater, literature, and dance. This powerful weave, which Zeig calls “experiential psychotherapy,” is an especially powerful holistic approach to working with the broad range of clients. Using a combination of lecture, case examples, and group activities, he will highlight how therapists can apply these clinical tools and skills in their own work.

*Educational Objectives:* 1. Delineate 3 ways other than through speech that a therapist can communicate ideas to clients. 2. Explain how evoking experiential understanding versus delivering information can better help clients recognize and galvanize inner resources. 3. Outline 3 ways Dr. Zeig uses his own physical vocabulary to engender rapport with the client.

## Supervision, Co-Vision, and Ericksonian Core Competencies

Dale Bertram, PhD and Mike Rankin, LMFT

SC32  
Phoenix West

*Difficulty:* Intermediate

The new Ericksonian Core Competencies offer possibilities for supervisors and supervisees to build resources for competent supervision and practice. They offer ways for supervisors to assess competency across several areas, give guidance on specific tasks/attributes/competencies to assess within their supervisees, and offer some guidance in assisting supervisees in becoming excellent therapists who work in Erickson informed ways. However, the new Erickson informed competencies come with their own set of concerns. Because of these types of concerns, the structure of the presentation will be: 1. Begin with a discussion related to what core competencies are/aren't, looking at not just the Ericksonian ones, but ones from other disciplines groups. 2. Review the Ericksonian Core competencies in detail, looking at their value in supervision. 3. Discuss how supervision needs to transcend core competencies, even though it embraces them.

*Educational Objectives:* 1. Demonstrate how to access the Ericksonian Core Competencies and how to use them for guidance in assessing supervisees. 2. Articulate both the value and limitations in core competencies across disciplines and organizations. 3. Demonstrate how they can use the Ericksonian Core Competencies to enhance the development of supervisees as clinicians.

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## Release Traumas through Shifting Belief Systems with Awareness Integration Model

Foojan Zeine, PsyD

SC33  
Suite 318

*Difficulty:* Intermediate

The effect of Traumas can persist throughout a person's lifespan and across different areas such as work, finances, intimate relationship, sexuality, relationship with body, and people at large. Through the Awareness Integration®(AI), a multi-modality psychological model, a person learns to release their traumas by identifying and releasing the core belief that they associated to the self and the world and therefore not assigning or generalizing a victimized stance toward life, build resiliency, identify their strengths, envision a desired future, and create an action plan to fulfill a successful future. The presentation will begin with introducing the general aspects of the model, the 9 Principals of the AI model, and the 6 intervention phases will be discussed with participant's engagement in an exercise related to each phase. The session will be completed with a general question and answer time.

*Educational Objectives:* 1. Explain the theoretical foundation of Awareness Integration Model. 2. Identify the principals of the model. 3. Practice intervention approach.

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## Singles: Creating Brief, Focused Hypnosis Experiences and Recordings

Bob Bertolino, PhD

SC34  
Cassidy

*Difficulty:* All levels

There are many ways in which hypnosis can be used to assist clients in accessing and utilizing their internal resources in the service of change. One approach to hypnosis is to create "singles," brief recordings of three to eight minutes in length, to provide clients with "fingertip resources" that can be accessed quickly and easily. The purpose of this session is to learn how to structure brief hypnotic experiences, record such experiences, address common and potential audio issues, and manage consent and release of therapeutic material. At the end of the session, participants will have knowledge of how to create brief, focused recordings that serve as a resource to clients at virtually any place or time.

*Educational Objectives:* 1. Describe a structure for creating brief, focused hypnotic experiences; 2. List two methods for creating hypnosis recordings; 3. Describe two ways to increase the benefit of hypnosis recordings.

## Chronic Pain and Ericksonian Hypnosis – Using Ericksonian Strategies and Recent Research to Enhance Results in Treating Persistent Pain

SC35  
Hanson

José Cava, Lic Psychologist

*Difficulty:* All levels

Milton H. Erickson was a pioneer in understanding and managing chronic pain, even in his own life. He developed a variety of original and very effective hypnotic approaches to deal with pain. Research has validated most of Erickson's strategies and recent findings offer new ways and possibilities to greatly improve and systematize the treatment of chronic pain. In this workshop we will review Ericksonian hypnotic approaches, showing new ways to take advantage of latest research, such as brain imaging, expectations management or olfactory stimulus. Some techniques and considerations applied in and out of the hypnotic session, can have a great impact on client's expectations, pain perception, anxiety level and perceived self-efficacy. Participants will learn some practical guidelines and techniques to treat chronic pain, that will help to increase client's expectations and to better tailor hypnotic procedures and suggestions to each case.

*Educational Objectives:* 1. Define what are the differences between acute and chronic pain conditions and their implications in the treatment. 2. Describe effective hypnotic procedures and strategies for chronic pain treatment and how to tailor them to each case. 3. List at least three techniques to increase client's expectations and perceived self-efficacy in chronic pain management.

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## Hypnotic Elegance: Music in Hypnosis to Attune to Rhythms of Connection

SC36  
Suite 324

Anita Jung, MS

*Difficulty:* Intermediate - Advanced

Milton Erickson, the musician of mind, body and soul, was the first to structure communication for greatest effect so that clients could change many aspects of their life, not merely their presenting symptoms. Just as the cadence of voice and patterns of speech form the music of Ericksonian communication, repetition and rhythm create the emergence of a trance state in music, film, and in poetry. The utilization of art and creativity in a hypnotherapy model functions as a catalyst accentuating the nuances of core competencies such as tailoring, utilization, strategic approach, and destabilization. Elegantly gift-wrapped in landscapes of music, poetry, and film, participants will playfully learn how to cultivate a mutual process of discovery. The format of the presentation will be didactic and experiential. Steeped in rhythmic components participants will explore how to invite dissonance and harmony and will experience how to awaken a natural process of growth to evoke curiosity and openness to new challenges and possibilities while fostering an innate capacity for healing and learning.

*Educational Objectives:* 1. Demonstrate and design a consistent method to add hypnotic rhythm to your voice. 2. List 3 songs as a tool to interrupt a pattern and transform a symptomatic state that you will add to your current medical or therapeutic practice. 3. Demonstrate and design a consistent method to attune to the rhythm of you and your client to increase rapport.

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## There is No Cold, Only Absence of Heat: Eliciting Emotional Warmth in Relationships

SC37  
Sundance

Kevin Hall, MSC

*Difficulty:* Intermediate

It is part of the clinician's job to help clients to discover the value of personal warmth in relationships and to develop the capacity for (self) compassion and emotional responsiveness. A useful assumption here is that these are innate abilities we are all born with and given the right set of conditions they will grow and flourish. In attending this seminar, participants will experience new ways of eliciting and utilizing warmth in clients as well as within the clinician's own person. They will learn how Ericksonian approaches for promoting and augmenting reference experiences can be combined with attachment-based concepts from emotion-focused therapy to achieve this goal.

*Educational Objectives:* 1. Metaphorically or symbolically express the significance and value of compassion. 2. Identify three techniques to cultivate and amplify warmth within/between clients. 3. Explain how to combine attachment focused and Ericksonian therapy.

## Barefoot Therapy

Gabrielle Peacock, MBBS

SC38  
Suite 312

*Difficulty:* All levels

The term “Barefoot Therapist” was borrowed from Barefoot Doctors, an initiative developed in China in the 1930’s to address the inequity of health care between urban and rural communities. Farmers were trained in basic health care and disease prevention, with good effect. Barefoot Therapy, distilled from an Ericksonian approach, can be taught to lay people simply and easily. The combination of these two arms bring a synergistic cohesion to build resources that allow communities to connect to their most vulnerable members. This workshop will explore ways that we can be leaders in our community and create groups that are inclusive, connecting and healing. The skills we already have as therapists are the skills that are needed, and this workshop will explore how we can translate those skills to build connection and empower others to be humanly available to their peers.

*Educational Objectives:* 1. Name three skills therapists use that are essential for building communities 2. Name three outcomes of the World Health Organisation’s mental health Gap Action Program (mhGAP) 3. Describe the three elements of the Barefoot therapy approach.

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## New Brief Therapy Process: How to Quickly Release Your Negative Thought Patterns, Limiting Beliefs and Physical Pain with Dynamic Spin Release

SC39  
Regency CD

Tim Hallbom, MSW and Kris Hallbom, BA

*Difficulty:* All levels

Created by Tim and Kris Hallbom, Dynamic Spin Release is a powerful set of processes that allows users to quickly release their negative thought patterns and emotions, limiting beliefs and physical pain – in just one brief session. Just as the earth rotates around the sun, and the moon circles around the earth, your thoughts, feelings and beliefs have a certain spin quality to them as well. DSR powerfully blends the universal archetype of spin with the psychology of metaphors – and involves several techniques that can be applied to almost any problem state or negative thought pattern. These intuitive processes are practical, easy to use with yourself and others, and work well with children!

*Educational Objectives:* 1. Demonstrate shifting negative thought patterns and limiting beliefs in yourself and others in a matter of minutes. 2. Explain how to quickly relieve the pain and discomfort of physical ailments such as headaches, colds or chronic injuries. 3. Define and demonstrate the role that metaphors, memes and archetypes play in transforming your thoughts, feelings and beliefs.

## Questions about the conference?

Ask at our on-site registration table!  
The Milton H. Erickson Foundation  
2632 E. Thomas Road, Suite 200,  
Phoenix, Arizona 85016  
Phone: 602-956-6196

## Perfume and Cologne

In consideration for attendees with fragrance allergies, please use deodorant instead of perfume and cologne. Thank you!

## Using Ericksonian Psychotherapy with Children Experiencing Challenging Events, Such as Diseases and Family Conflicts

SC40  
Suite 322

Maria Escalante de Smith, MA

*Difficulty:* All levels

Ericksonian Psychotherapy emphasizes the importance of utilization. When treating children, as therapists, we need to keep in mind that we also need to utilize whatever happens during therapy whether that can be a given behavior, if the child brings a toy for the consultation, their likes and also provide them with a wide array of resources they can access during therapy. In this short course, there will be reference to how children were treated when experiencing life challenging events such as serious diseases, family conflicts, and behavioral issues. During this course, attendants will also learn how Narrative Therapy was combined with Ericksonian techniques. There will also be reference to how “sung trances” were included as a part of the treatment where interspersed suggestions are part of the treatment with children sick with cancer as well as with autistic spectrum disorders. The use of toys as a means to build bridges between the therapy and the client’s home will be explained too. Attendants will also see how the use of toys during conversational trances can enhance the outcome of the therapeutic process where they were incorporated whilst working with children.

*Educational Objectives:* 1. Demonstrate how Ericksonian psychotherapy can be combined with Narrative therapy to improve the outcome of the therapeutic process. 2. Demonstrate how “sung trances” can be used during therapy with special populations such as autistic children. 3. List examples of how toys were included during hypnosis and conversational trances as well as for building bridges between therapy and clients’ homes.

4:30 pm Lifetime Achievement Award Ceremony Regency CD

4:45 pm - 5:45 pm Keynote

## Being True to Milton Steve Lankton, MSW

K03  
Regency CD

*Difficulty:* All levels

Dr. Milton Erickson graduated from the University of Wisconsin’s School of Medicine in 1925. During the ensuing 55 years of his career, Erickson was devoted to researching, practicing, learning, refining, teaching, and publishing the lessons borne of his creative intuition and experience. And over the years his practices evolved. The last two decades of his life, and even more so in the 40 years since his death, through the efforts of those he influenced the number of ideas and interventions attributed to Erickson proliferated abundantly. His influence enriched the Palo Alto Mental Research Institute, Haley, de Shazer, Solution Focused Therapy, and drew attention to permissive and indirect hypnosis. There was also self-psychology, magic questions, possibility therapy, tools of intention, and more. Explanations of his work ranged from second-ordered learning, ultradian rhythms, baseball diamonds, butterflies, neurolinguistics, aesthetic art, building happiness, genomics, and even forays into speculative quantum consciousness.

Erickson cultivated and enriched our field. Yet, on this 40th conference, it is fitting to set these creative trappings aside. This is a keynote about his legacy, so we will rediscover what Erickson thought to be essential in his work. In his own words, beginning with his invariant definition of “change,” we will examine his conceptual evolution in three areas: (1) etiology of symptoms, (2) forms of suggestion, and (3) evocation of metaphors. Perhaps most importantly, this presentation will cover, and include clinical examples, of what he explained to me to be the 5 key elements upon which he built his approach: 1) utilization, 2) speaking the client’s experiential language, 3) reordering clients’ experiential resources, 4) conscious/unconscious dissociation, and 5) the power of ambiguity. In this, we will unlock the essence of what has made Milton Erickson’s contributions enduring.

*Educational Objectives:* 1. Define a cure in Ericksonian terms. 2. Describe implementing utilization techniques. 3. Explain an ambiguous function assignment in treatment.

5:45 pm - 6:45 pm Keynote

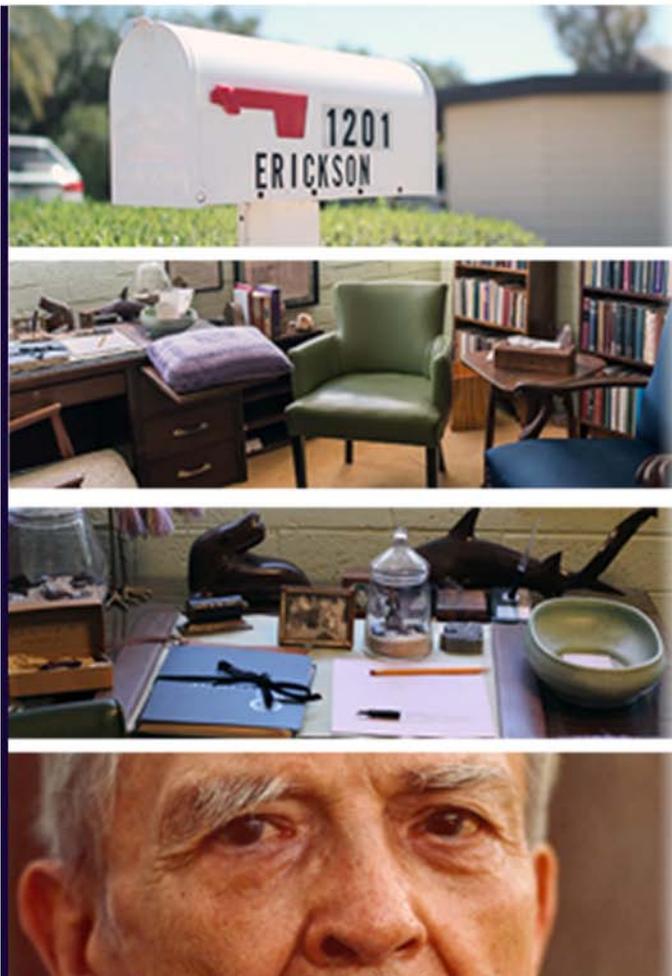
## Better Results: Using Deliberate Practice to Improve Therapeutic Effectiveness Scott Miller, PhD

K04  
Regency CD

*Difficulty:* All levels

What can mental health professionals do to enhance their performance? Available evidence makes clear that attending a typical continuing education workshop, specializing in the treatment of a particular problem, or learning a new treatment model does little to improve effectiveness. In fact, studies to date indicate clinical effectiveness actually declines with time and experience in the field. The key to improved performance is engaging in deliberate practice. In this address, the latest research on deliberate practice will be presented and translated into concrete steps all clinicians can immediately apply in their efforts to achieve better results.

*Educational Objectives:* 1. Explain evidence showing that traditional training and the use of standardized treatments do not improve outcome. 2. Define deliberate practice for psychotherapists. 3. Identify three steps for implementing deliberate practice.



## You Are Warmly Invited

...to the Erickson Historic Residence.



Come and see Dr Erickson's home, just as it appeared to his family, patients, and countless students.

Erickson family members will personally guide you. They offer a treasure trove of intimate stories, as well as a showcase of nostalgic artifacts.

Sit where Erickson sat, see what he saw (perhaps in color), and enjoy time with your uncommon colleagues.

Scheduled 90 Minute Tours

Thursday / Friday / Monday 8 - 10 AM

Open House

Thursday 12-2 PM

*Tours are limited to 8 people at a time.  
Sign up at the Congress registration desk.*

7:30 am Registration Opens

Atrium

8:30 am - 10:30 am Fundamentals of Hypnosis and Workshops

## Fundamentals of Hypnosis Workshop 1 Principles of Hypnotic Induction

Brent Geary, PhD

FH01  
Hanson

*Difficulty:* Beginner

This workshop will cover approaches for initiating hypnotic processes through various forms of induction. Topics will include pre-hypnotic considerations, expectancy, the use observations and suggestions, truisms, and rapport.

*Educational Objectives:* 1. Describe the purpose of using truisms in hypnotic induction. 2. Discuss the importance of rapport in facilitating absorption into hypnotic trance. 3. Demonstrate a pattern of three observations followed by a suggestion.

## 4600 Patients, Group Crisis Intervention with Ericksonian Hypnotherapy

WS01  
Suite 322

Jorge Abia, MD and Rafael Nunez, MA

*Difficulty:* Intermediate

Immediately after earthquakes in center and southern Mexico in 2017, crisis intervention was done by Mexican navy health care professionals to solve crisis and prevent PTSD. Groups of patients were structured for crisis intervention with Ericksonian hypnotherapy, ranging from 50 to 200 patients. Methodology will be presented along with recorded interviews to two captains head of Mexican navy health care system. One powerful proven group technique will be taught.

*Educational Objectives:* 1. Demonstrate the importance of the systematization of interventions in disasters with Ericksonian hypnosis for training of specialists belonging to organizations such as the Mexican Navy. 2. Demonstrate a crisis intervention can be structured to handle suicidal ideas or death ideas, with automatic writing 3. Explain the advantages of the use of Classic hypnotic techniques blended with Ericksonian hypnosis.

## Dealing with Conflicts and Double Binds

Robert Dilts

WS02  
Regency CD

*Difficulty:* All levels

A “double bind” is a special type of conflict which creates a “no-win” situation; i.e., a situation in which one is “damned if you do, and damned if you don’t.” According to anthropologist Gregory Bateson, who originally defined the notion of the double bind, such conflicts are at the root of both creativity and psychosis. The difference is whether or not one is able to identify and transcend the bind in an appropriate way. This workshop will cover some of the key skills necessary to identify the underlying conditions which create conflicts double binds, and thus to resolve them.

*Educational Objectives:* 1. Describe the conditions that create conflicts and double binds. 2. Present the key skills necessary to identify and resolve conflicts and double binds in the therapeutic context. 3. Demonstrate and discuss the five steps for resolving conflicts and double binds.

## Coping with Cancer: Helping Patients Play an Active Role in Their Treatment

WS03  
Suite 318

Neil Fiore, PhD

*Difficulty:* All levels

Training cancer patients in Stress Management and Dialectic Behavior Therapy methods to challenge worries, ineffective self-management, and ambivalence, using Motivational Interviewing: 1) Positive Inner dialogue [e.g., messages of safety and choice] to decrease physical stress, heal mind-body alienation, and replace passive compliance with active participation. 2) Dispelling negative image of the body as weak and cancer as “spreading,” with images of the body holding cancer in place in lymph nodes and in the blood’s filtering system, the lungs – “99% of you is healthy and working with treatment to remove the weak and confused cancer cells that make up less than 1% of your body.” 3) Presenting chemotherapy (and medical treatment) as a “strong ally” capable of destroying rapidly dividing cells, such as hair and cancer cells. Temporary hair loss, therefore, becomes a sign that the medication is working. “Your healthy hair cells will recover, but the weak, confused cancer cells will be destroyed and removed from your body.” 4) Deep relaxation and Self-Hypnosis to decrease the stress response and to keep patients in a state similar to the most recuperative phases of REM sleep 5) Shifting to a protective role toward one’s body that evokes compassion, gratitude, acceptance, and worth, “no matter what happens and regardless of what anyone says” 6) Encouraging the expression of feelings [in writing, art, and speech] to facilitate the processing of emotions through higher brain functions, reduce stress, and enhance immuno-competency.

*Educational Objectives:* 1. Describe the key words/phrases that contribute to patient stress, resistance, and depression. 2. Demonstrate the ability to help patients replace negative hypnotic statements/self-talk/images with statements that lower stress and increase empowerment. 3. State at least two images that acknowledge the body’s ability to cope with medical treatment.

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## The Heart of Ericksonian Hypnotherapy

WS04  
Sundance

Douglas Flemons, PhD

*Difficulty:* All levels

This workshop will go to the heart of Ericksonian hypnotherapy, in both senses of the word. We’ll use Gregory Bateson’s ideas about mind to illuminate the core or essence of an Ericksonian Approach, exploring key principles and signature practices, such as utilization, metaphoric communication, and therapeutic double binds. But we’ll also explore the beating heart of this way of working - the application of empathy, the invitation of trance, and the evocation and facilitation of therapeutic change, all guided by a deep respect for and understanding of the mindfulness of the body and the embodiment of the mind.

*Educational Objectives:* 1. Describe how hypnosis accesses the mind-body communication system. 2. List 3 key components of an Ericksonian approach. 3. State 2 similarities between inviting trance and inviting therapeutic change.

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## Eye of the Tiger: The Integration of Quantum Physics with Mind-Body Hypnotherapy in the Transformation of Hidden Dimensions of Resistance in Couples and Organizations

WS05  
Suite 312

Bruce and Birgitta Gregory, PhDs

*Difficulty:* Intermediate - Advanced

This workshop will explore how the processes and variables of quantum physics can be integrated with mind-body hypnotherapy in the treatment of couples and organizations. The intention of the workshop is to support the expansion of trust within professionals to contain resistance and creatively focus attention, facilitating novelty, rapport, and opportunities for learning. The Erickson Resistance Protocol and Poincare’s four stage creative process will be utilized to provide a template to develop internal yes sets for quantum principles, processes and variables. Emphasis will be placed on how the grandiosity and victim subsets of resistance, and the appreciation of intent and accountability are related to the quantum variables of momentum, motion, time, space and position.

*Educational Objectives:* 1. Describe two ways to integrate quantum variables in the treatment of couples. 2. Demonstrate two ways the uncertainty principles can be utilized to expand trust and facilitate the integration of opposites. 3. Describe three ways the grandiosity and victim complexes can be contained.

## 7 Difficult Cases in the Manner of Dr. Erickson

Eric Greenleaf, PhD

WS06  
Cassidy

*Difficulty:* All levels

Utilization of Dr. Erickson's approaches can be daunting. They are both meticulously planned and rehearsed, as with his Induction for Resistant Patients, and spontaneous and intuitive, responding at the moment to his patient. Dr. Greenleaf will present 7 of his own brief cases, each of which required spontaneous, intuitive response to patient needs. They are called: 2 Promises: Postcards, Death Grip; 2 Threats: Bust, "I Like That Wall"; 2 Doorways to Reality: "You Wonned", "I'd Like to Have That Desk" and "3 Counter Tenors". Discussion will be followed by an exercise intended to help participants respond to difficult problems in their Erickson-influenced practices.

*Educational Objectives:* 1. Describe a workable approach to suicide threats in therapy. 2. Describe a spontaneous approach to physical threats in therapy. 3. Describe a utilization approach to fantasy expressions in therapy.

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## Transparent Hypnotherapy Instead of Indirectness: How Clients as Active Co-Hypnotherapist with All Their Senses Can be Invited to Utilize Symptoms as Competent Messengers of Needs

Gunther Schmidt, MD Diplom-Volkswirt

WS07  
Phoenix Ballroom

*Difficulty:* All levels

In the Ericksonian tradition on the one side it is assumed that the knowledge and competences are already existent within the clients but on the other side many hypnotherapeutic interventions are structured as rather indirect and intransparent for the conscious mind of the clients. Although this can be very effective it also implies often significant disadvantages on the level of the cocreation of the relationship between therapist and clients and also often is experienced as a discount of the competences of the conscious mind. In the workshop it will be shown theoretically and practically how with strategies of transparent metacommunication the clients with their competent conscious minds can be won for effective and the whole person dignifying cooperation. So, clients can also learn how they create unconsciously (autopietically) their own experience- also their problems- and how they can transform them in constructive solution. Even interspersal techniques can so be utilized with overt preparation as priming interventions which make them even more effective. Also, so the clients can understand that their symptoms and problems are mostly attempted solutions for covert needs and can so be utilized as reminders of the needs and how one can do also on a conscious level something for their fulfillment.

*Educational Objectives:* 1. Describe important premises of Ericksonian approaches of hypnotherapy and their implications and some possible Problems for the creation of relationships between Clients and therapists. 2. Discuss concepts which enable to consequently build up processes which strengthen the internal cooperation of conscious mind and of involuntary and unconscious processes. 3. Demonstrate how with very transparent communication and of explicit explanations of every step of the offers of therapists the clients can learn to be their own hypnotherapists who utilize their experiences-also their symptoms- as competent signals about their needs.

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## Yoga Story in Ericksonian Therapy

Kathryn Rossi, PhD

WS08  
Suite 324

*Difficulty:* All levels

Is peace within really possible? We propose Erickson's naturalistic-utilization therapy and Rossi's 4-Stage Creative Process are consistent with yoga's science of self-inquiry, mental dexterity and Buddha's 4 Noble Truths. We will practice gentle yoga exercise for all fitness levels and share transformational ancient stories of our new neuroscience of mind-body therapy.

*Educational Objectives:* 1. Describe the 4 stages of the creative process with Buddha's 4 Noble Truths. 2. Describe the 8 tenants of yoga in relationship with higher consciousness. 3. Demonstrate where story fits within psychotherapy and therapeutic hypnosis.

## Waking Up in Wonderland: Biohacking the Superconscious Mind

Carol Kershaw, EdD and Bill Wade, PhD

WS09  
Curtis AB

*Difficulty:* Intermediate

Most people live in survival-based thinking and feeling by repeating the same reactions to similar triggers and have forgotten what it means to live in harmony and connection with themselves and each other. Chronic depression, anxiety, rumination, and other psychological problems are not natural states. As science explodes new findings of how to live more often in states of resilience and thriving, these tools can be easily learned and taught to clients. Through a process of "Neural Synchrony Activation and Training" the workshop demonstrates the latest research on how to biohack the human brain and body and wake up the SuperConscious Mind. This level of mind opens more optimal mental states that block anxiety and depression and turns on healing systems in the body. With this approach, you will learn how to increase your range of therapeutic outcomes by bridging the gap between research and practice. Come and learn the secret code to living a worry-depression-anxiety-free life with more joy and super-effectiveness.

*Educational Objectives:* 1. Discuss the process of Neural Synchrony Activation and Training. 2. Describe how to stimulate the neural chemicals that drive motivation. 3. Demonstrate how to turn on the state of Gamma to maximize client engagement and turn curiosity into passion and purpose.

## 10:45 am - 12:45 pm Fundamentals of Hypnosis and Workshops

### Fundamentals of Hypnosis Workshop 2 Indirection - Basic Hypnotic Language

Steve Lankton, MSW

FH02  
Hanson

*Difficulty:* Basic - Intermediate

The rationale and basic research regarding the use of indirection will be presented. Participants will be guided through several exercises to help them learn and practice the construction of 4 fundamental forms of suggestions and 3 therapeutic binds. A demonstration using these forms will illustrate the implementation of these language techniques for both the induction and therapy.

*Educational Objectives:* 1. Explain the use of the rule of three, yes-sets, and ambiguity in hypnosis. 2. Formulate and utilize presuppositions, 4 indirect suggestions in induction and treatment. 3. Formulate and utilize 3 therapeutic binds to facilitate induction and treatment.

### Mind/Body Interventions for Stress Reductions

Helen Adrienne, MSW

WS10  
Suite 324

*Difficulty:* All levels

This experiential workshop promises to provide attendees with techniques which can be adopted or adapted for their patients whose response to stress is problematic. Their patients can benefit from learning select techniques which have the power to guide them in the direction of mental and physical ease. These coping interventions are easy to learn and easy to teach.

*Educational Objectives:* 1. Demonstrate an array of techniques which mitigate the impact of life's stressors. 2. Demonstrate these experiential options for stress reduction. 3. Demonstrate these solutions for stress reductions.

## “Wax on, Wax off”:

### Lessons Mr. Miyagi Taught Us about Psychotherapy and Hypnosis

WS11  
Suite 318

Marc Oster, PsyD

*Difficulty:* All levels

Mr. Miyagi (The Karate Kid, 1984) taught that things are not always as they seem and about functionality. Simple day-to-day activities can also be karate moves. Milton Erickson, a Western version of Mr. Miyagi, introduced us to his concept of utilization in psychotherapy, or functionality. This presentation will focus on applying the utilization principle in hypnosis and psychotherapy to enhance the alliance, focus on strengths rather than pathology, reinforce the patient's sense of competence, and encourage hope. The presentation will include various therapeutic and educational stories aimed at meeting the patient's needs and the student/clinician's needs as they evolve. I will address how to create such stories and how to apply them to achieve the above goals.

*Educational Objectives:* 1. Explain and demonstrate a method for creating educational or therapeutic stories. 2. Explain the various sources of their stories. 3. Explain some differences between a seasoned practitioner and a novice and how they can move down the continuum toward mastery. 4. Demonstrate/explain how utilization applies to both the clinician as well as their client/patient.

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## Hypnosis to Elicit Post Traumatic Growth:

### Live the Present, Learn from the Past and Project the Future

WS12  
Sundance

Consuelo Casula, Dipl. Psych

*Difficulty:* Intermediate - Advanced

During our entire life - from adolescence to old age- we face transition phases, changes and passages going towards the future. During life passages hypnosis can help to harmonize the process of losses and winnings, change and adaptation, crisis and opportunity. The workshop will show a hypnotherapeutic model based on the identification of the resources of the present with which to revisit the traumas of the past and then turn to the future with hope and resiliency.

*Educational Objectives:* 1. Describe the process of helping the patient to elicit his/her current resources. 2. Demonstrate how to bring those resources into the past trauma. 3. Discuss the validity of the Post Traumatic Growth process.

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## Traumatic Experiences and Dissociation: Connecting and Integrating Different Parts into a Functional and Unified Self

WS13  
Cassidy

Camillo Lorio, MD, PhD

*Difficulty:* All levels

Dissociation can be described as the failure to integrate information and self-attributions that should ordinarily be integrated, and as alterations of consciousness characterized by a sense of detachment from the self and/or the environment. The strong connection between Hypnosis and Dissociation is known since the time of Pierre Janet's pioneer work. Dissociative hypnotic intervention demonstrated to be very useful in treating pain, anxiety disorders and many other conditions. But hypnosis can as well reactivate the natural process of mind, to link differential parts (distinct modes of information processing) into a functional and unified self, particularly after traumatic experiences. Rapport, the special relationship that is able to create intense interpersonal links, and at the same time profound disconnections with the non-hypnotic reality, is a crucial aspect of the therapeutic approach to dissociative conditions. How to use rapport as well as other new specific therapeutic interventions to reestablish the natural integrative links in a dissociative mind system will be outlined in this presentation.

*Educational Objectives:* 1. Distinguish dysfunctional dissociation from therapeutic hypnotic dissociation. 2. Explain different hypnotic techniques to treat traumatic and non-traumatic dissociation. 3. Utilize hypnotic rapport to integrate dissociated parts.

## Changing the OCD Mindset – Rapidly

Reid Wilson, PhD

WS14  
Phoenix Ballroom

*Difficulty:* All levels

You will learn the core strategies of a cognitive therapy intervention that radically and swiftly shifts the client's point of view regarding both their relationship with OCD and the tactics of change. The principles will be illustrated by brief video clips of a 45-minute initial treatment session from the author's live demonstration at the 2018 Brief Therapy Conference. These will include establishing rapport, developing placebo, generating an outcome picture, dismantling their dysfunctional logical system, and persuading them to adopt the paradoxical frame of reference. The therapist "sets the hook" by ensuring that the client can collaborate on designing paradoxical behavioral experiments as their first homework assignments.

*Educational Objectives:* 1. Describe how to instruct a client in logically dismantling the common dysfunctional frames of reference of OCD. 2. Describe how to establish a new, internally consistent paradoxical frame of reference. 3. Explain how to activate "approach" emotions toward anxious uncertainty during exposure.

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## Integrating Energy Psychology and Ericksonian Approaches for Treating Trauma

Robert Schwarz, PsyD

WS15  
Curtis AB

*Difficulty:* Intermediate

Energy Psychology (EP) techniques are easy to learn, safe/non-abreactive, evidenced-based, brief approaches, used for everything from bullying to rape to PTSD in veterans to survivors of genocide in Rwanda. Ericksonian Hypnosis and Energy Psychology are brief mind body approaches for treating trauma that both utilize interpersonal neurobiology and memory reconsolidation. We will rapidly review the research and theory supporting them. Then we will focus on teaching you the basics of using emotional freedom techniques (EFT-tapping) within a trauma informed framework and integrating it with Ericksonian principles.

*Educational Objectives:* 1. Describe at least one-way Energy psychology and Ericksonian Hypnosis use memory reconsolidation. 2. List the 4 basic steps of emotional freedom techniques. 3. Describe at least 3 pieces of outcome research that supports the effectiveness of energy psychology techniques for treating trauma.

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## Self-Efficacy: How to Influence Self-Efficacy Efficiently Hypnosis with Children, Adolescents and Adults

Susy Signer-Fischer, Lic Phil. Psych

WS16  
Suite 322

*Difficulty:* Intermediate - Advanced

Self-efficacy is an essential topic throughout life. Even babies like to control their environment, for example by moving a mobile by a wire attached to their foot. During school years and later on self-efficacy is very important. The contrary is helplessness, the opposite, which can lead to hopelessness and depression. While in certain situations we are able to influence our environment (or processes) directly, such as learning harder in order to get better math marks, this is not always possible. For example a girl losing sight as a result of an illness cannot directly influence this process, but she can learn Braille to gain some control over her situation. It is often important to determine whether a situation itself can be influenced or whether it is necessary to learn how to deal with the situation and the circumstances. In psychotherapy or consulting, hypnotic methods are very useful to take an adequate influence on one's own life.

*Educational Objectives:* 1. Describe in which situations may help the patients to increase their self-efficacy. 2. Explain different kinds of interventions in order to prevent taking on a "victim-attitude." 3. Explain different interventions to enhance self-efficacy.

## Special Symposium: PTSD: Traumatic Sensitization and Iatrogenic Amplification: Therapeutic Antitheses

WS17  
Regency CD

John Beahrs, Bill O'Hanlon, Michael Yapko, and Jeffrey Zeig

*Difficulty:* Advanced

"Traumatophobia" is fear of fear itself, sensitizing people to the psychological effects of stressors such as crime, terror, and hurtful communications. Paradoxically, increasing knowledge of trauma has not empowered, but sensitized us to it – thereby amplifying its effects. The Institute of Medicine challenged society to examine this process and redirect our knowledge toward building resilience. Data for this are well-established, but under-attended. Neutral third parties play a pivotal role, by modulating trauma's effects through mutual suggestion. Sensitizing interactions foster traumatic re-enactment and polarize people against one another. Appeasing and counter-traumatizing lead to escalation of traumatic coercion. Validating victimhood and rescuing its targets can regressively destabilize them by unintendedly undermining their agency. Also pivotal are standing firm at one's locus of control, seeking alternate narratives, and optimizing all parties' accountability. Promoting constructive discourse over trauma-driven suppression is a fundamental precondition for building resilience.

*Educational Objectives:* 1. Describe how sensitization and addiction both reinforce and amplify traumatic re-enactment. 2. List three ways that traumatic re-enactment can de-stabilize social systems. 3. List roadblocks to applying psychotherapeutic skills to complex social system.

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## Learning Hypnosis - a Respectful Method of Allowing a Client to Heal

WS18  
Suite 312

Rob McNeilly, MBBS

*Difficulty:* Advanced

Hypnosis is often regarded as complex and difficult. In this workshop we will build on Milton Erickson's concept of "The common everyday trance" to create an experience that is respectful of each client's individuality. We will explore what a client likes as a way of accessing their resources and 4 methods of connecting them with their resources so they can resolve their problem and heal. There will be a blend of lecture, demonstration and opportunities to practice this easy and effective approach.

*Educational Objectives:* 1. Describe and demonstrate a series of questions to give focus to an effective hypnotic session. 2. Describe and demonstrate a respectful way of inviting anyone into hypnosis. 3. Describe and demonstrate a process of connecting a client with a resource that they have lost contact with and create a resolution of their problem.

12:45 pm - 2:00 pm Lunch Break

## Handouts

Attendees are responsible for downloading and/or printing handouts. Handouts are posted on [www.ericksoncongress.com/handouts/](http://www.ericksoncongress.com/handouts/) as they are received by presenters.

Attendees may prefer to download the PDF handout files to personal devices. Please note there is free WiFi in the common areas of the Hyatt Regency, and if you are a guest there is complimentary WiFi in your hotel room.

Please download handouts to your devices in advance in case you cannot access the internet in the meeting rooms.

2:00 - 4:00 pm Fundamentals of Hypnosis and Workshops

## Fundamentals of Hypnosis Workshop 3 Induction and Utilization

Jeffrey Zeig, PhD

FH03  
Hanson

*Difficulty:* Beginner

An Ericksonian induction structure will be presented and demonstrated. Utilization, a foundation of Ericksonian hypnosis and psychotherapy, will be incorporated and demonstrated. Practice sessions are included.

*Educational Objectives:* 1. Define utilization. 2. Describe the induction structure. 3. List the phenomenology that underlies induction.

## Guided Imagery with Hypnosis for Brief Psychotherapy

Rubin Battino, MS

WS19  
Cassidy

*Difficulty:* All levels

Guided imagery (GI) was used initially to help people with life-challenging diseases, yet it is also highly applicable to psychotherapy. A brief history of GI will be presented. The presenter has used it successfully in brief therapy for almost all of his recent clients.

Hypnosis is an essential part of GI sessions. The requirements for using GI will be described. It is necessary to tailor the session to the client's individual background and needs, and this will be discussed. The attendees will have the opportunity experience this via a group guided imagery session. And, the session will end with a GI healing meditation.

*Educational Objectives:* 1. Describe the three pieces of information needed for a guided imagery session. 2. Describe the necessity of individually tailoring these pieces of information to the individual client. 3. Describe the role of hypnosis in a guided imagery session.

## Optimum Balance Model (OBM): Connecting Systems Thinking and Erickson Therapy

Tamer Dovucu, MA

WS20  
Suite 312

*Difficulty:* All levels

We can understand how Erickson did therapy by studying his tools. But there's something more important than that; what and why he did so. We need to understand the dynamics he used, and we need to understand them systemically. In this workshop I'll try to explain main change models of OBM and its relationships with system thinking and Ericksonian approach. So, what Erickson did could be visible by identifying background system dynamics of his therapy. I'll also show some techniques of OBM which can be used in therapy room with great impact.

*Educational Objectives:* 1. Describe the layers of the structure of human nature according to OBM. 2. Describe the structure of a problem as a system. 3. Demonstrate the steps of a change process in OBM psychotherapy.

ZONEfulness:  
An Ericksonian Approach to Peak Performance  
In The Game of Life

WS21  
Suite 318

Joseph Dowling, MS, LPC

*Difficulty:* All levels

Zonefulness is the integration of mindfulness mediation, hypnotic zone exercises, and solution oriented/strategic therapy. This workshop will enable participants to learn How to Become Smart Enough To Know When To Stop Thinking; How To Dismantle Atomic What-ifs; and how to seamlessly access their peak performance zone. This workshop will afford participants to experience group hypnotic zone exercises, a live client demonstration, as well as a discussion of case studies. The work and influence of Dr. Milton H. Erickson will be highlighted throughout the entirety of the presentation.

*Educational Objectives:* 1. Utilize anxiety symptomology as positive triggers to create calm and comfort. 2. Explain how to create and experience a 1-3-minute power zone to facilitate peak performance.

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Getting in Touch with the Energy Within: Ericksonian Utilization Joins  
Energy Medicine and Neuroscience with a BHAM

WS22  
Sundance

Jeffrey Feldman, PhD

*Difficulty:* All levels

This primarily experiential workshop will guide participants through two related hand focusing hypnotic induction techniques that utilize both Western and Eastern concepts of energy balance. This will include Western concepts of nerve conduction, hemispheric functional differences, cybernetics, resonance, coherence and entrainment, with Eastern concepts of polarities and the unblocking, flow and balance of energy (Chi, Prana). From a hypnotic perspective, manifestations of sympathetic nervous system arousal (e.g. psychomotor agitation) or energy imbalance are utilized as a source of initial focus, thereby transforming ("trance forming") symptoms into a therapeutic resource for healing. The hand focusing techniques will further be used as a bridge to therapeutic resource retrieval ("you have a wealth of life experience at your fingertips"), including experiences of mastery ("handling things easily"), flow ("moving effortlessly without thinking"), coping ("getting a handle on things"), positive emotions ("in touch with what you appreciate") and positive future pacing ("getting your life back in your own hands"). A bihemispheric autonomic model (BHAM) will be introduced as a hypothesized explanatory model connecting the balancing of sympathetic and parasympathetic functioning with Eastern concepts of polarities and energy balance.

*Educational Objectives:* 1. Demonstrate two hand focusing hypnotic induction techniques with patients and for self-hypnosis. 2. Explain the parallel between parasympathetic and sympathetic nervous system functioning and Eastern concepts of polarities and energy balance. 3. Demonstrate the use hand focused language for resource retrieval in four areas.

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Using Tools of Intention in Hypnosis and Brief Therapy

WS23  
Curtis AB

Steve Lankton, MSW

*Difficulty:* All levels

This workshop will teach six positive techniques that actually make Ericksonian experiential hypnosis successful. Dysfunctional families fail to teach children how to use their experiences to succeed. Consequently, clients learn dozens of self-defeating habits and later present in our offices as adults with depression, anxiety, phobias, etc. The desire to change, insight, and motivation do not counteract those habits - nor does hypnotic suggestion create such change. Experience is the key to cure. The "Tools of Intention" protocols are designed to teach clients exactly that. Using these tools with, and teaching them to, clients is valuable for their overcoming learned limitations and achieving self-mastery in various desired situations. Therapy may proceed without them, but with them, the therapeutic process is more efficient and focused. These procedures can be conducted within or without hypnosis.

*Educational Objectives:* 1. Demonstrate the protocol and indications for Chunking Logic. 2. Demonstrate the protocol for Vivid Symbolic Imagery. 3. Demonstrate the protocol for Self-Image Thinking.

## From Avoidance to ACTION: The Ten Best Homework Assignments to Move Families Out of Their Anxious Patterns

WS24  
Phoenix Ballroom

Lynn Lyons, MSW

*Difficulty:* All levels

After decades of working with anxious children and teens, I have two unshakable truths: families MUST be involved in treatment and anxious patterns are shifted through experiential learning. Working with the FOUR critical concepts to manage anxiety in families and the SIX patterns that must be interrupted, this workshop will describe HOW to create active, engaging assignments for families to do between sessions and describe the TEN favorites that I return to again and again.

*Educational Objectives:* 1. Describe the four critical concepts of anxiety treatment in families. 2. Create at least 3 assignments for families that support the critical concepts through experiential learning. 3. Utilize homework assignments in a first session with anxious families to create momentum and positive expectancy.

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## Deliberate Practice for Therapists

WS25  
Regency CD

Scott Miller, PhD

*Difficulty:* All levels

Thanks to a number of recent studies, there is now solid empirical evidence for what distinguishes highly effective from average therapists. The best engage in significantly more deliberate practice. In this workshop, participants will learn three specific strategies for implementing deliberate practice in their professional development efforts. Participants will also learn a simple method for measuring success rates that can be used to develop a profile of their most and least effective moments in therapy—what works and what doesn't. Not only will attendees get a far more exact idea of their clinical strengths and weaknesses and how to use the findings in to improve their own practice, but they will also come away with concrete tools that will immediately boost clinical abilities and effectiveness.

*Educational Objectives:* 1. Demonstrate learning of the evidence-base supporting the use of deliberate practice to improve therapeutic effectiveness. 2. Discuss a valid and reliable method for assessing their baseline level of effectiveness. 3. Discuss a valid and reliable method for identifying performance improvement opportunities unique to their own clinical practice.

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## Becoming a Clinical Wizard - What's Intuition Got to Do with It?

WS26  
Suite 324

Bette Freedson, MSW

*Difficulty:* All levels

In this didactic and experiential workshop, we will examine the therapeutic utilization of intuition from the perspective of three clinical phenomena of an Ericksonian approach.

1. The therapist's state of receptivity to his/her own intuitive ideas, sensations, images and mini thoughts.
2. The therapist's intuitive state of readiness to utilize significant material from the client's personal story.
3. Intuitive utilization of metaphors, re-imagined stories, and dissociation in the service of creating re-associative experiential moments.

Participants will be introduced to The ACE Schema, an innovative 3-step model that can guide the development of the therapist's archaeopsychic, i.e. intuitive, faculties, provide tools for assisting clients to develop their own intuitive resources, and facilitate the evolution of psychosocial effectiveness into creative dimensions of clinical Wizardry.

*Educational Objectives:* 1. Identify one clinical use of intuition from the perspective of an Ericksonian approach. 2. List the three features of the ACE Schema for developing intuition. 3. Given an individual client, utilize an intuitive metaphor, story or dissociative experience to create a dynamic integrative moment.

# Friday, December 13

## Hypnosis Across the Spectrum: Hypnotic Conversations with Young People and Parents who Meet Criteria for Autism Spectrum Disorder

WS27  
Suite 322

Laurence Sugarman, MD

*Difficulty:* All levels

Hypnotic conversations explore, evoke, engage and reallocate and experiential resources. Having hypnotic conversations with young people who meet criteria for autism spectrum disorder (ASD), presents challenges both in relating and accessing resources. The challenge extends to helping their parents to better parent by seeing them as resourceful and capable. Recent research supports viewing ASD through an autonomic diversity lens such that restrictive and repetitive behaviors (RRB) are self-regulatory efforts to moderate sympathetic arousal and increase vagal (parasympathetic) tone. In practice this means that, rather than teaching young people with ASD to suppress RRB, we can help them utilize them for comfort and competence. In this workshop, we will identify and apply skills for hypnotic conversations that open opportunities for growth and change by building rapport, helping young people with ASD to self-regulate in creative ways, and supporting parents at their growing edge. The lessons learned in this role-playing and discussion broadly apply.

*Educational Objectives:* 1. List four fundamental skills for having hypnotic conversations. 2. Identify at least three caveats for clinicians using therapeutic communication with young people who meet criteria for autism spectrum disorder. 3. Delineate steps in a therapeutic interaction that can help young people with autism spectrum disorder access and utilize restrictive and repetitive behaviors more adaptively. 4. List three parenting practices that can be conveyed and modeled in hypnotic conversation.

4:15 pm - 5:15 pm Keynote

## Trance and Human Connection: The Cornerstones for Deep Therapeutic Change

Stephen Gilligan, PhD

K05  
Regency CD

*Difficulty:* All levels

This talk will outline the view that chronic suffering is maintained by the twin maladies of human disconnection and neuromuscular lock. We will see how Erickson's great insight was that what comes into human experience can equally be a symptom or a solution, depending on the contextual connection, and how the skillful use of trance can transform long-standing problems into resources. This method cannot be reduced to a technique, it requires a deeply connected, humanizing relationship. The talk will overview what we need to understand and practice to master this Ericksonian legacy.

*Educational Objectives:* 1. Describe the core patterns by which experiences become problems or resources. 2. Discuss how therapeutic trance allows the deconstruction and reconstructions of problems into resources.



## But first ... Coffee or Tea

Atrium Foyer

Wed ----- 7:45 - 8:45 am  
Thu ----- 7:30 - 8:30 am  
Fri ----- 7:45 - 8:45 am  
Sat ----- 7:45 - 8:45 am  
Sun ----- 7:45 - 8:45 am  
Mon ----- 8:15 - 9:15 am

5:30 pm - 6:30 pm Keynote

Applying Principles of Generative Change  
to Psychotherapy  
Robert Dilts

K06  
Regency CD

*Difficulty:* All levels

The core focus in Generative Change is creativity: How do you create a positive relationship with others and yourself—your body, your past, your future, your wounds, and your gifts? To accomplish this, a person's state of consciousness is the difference that makes the difference. Generative Change work involves building the generative states, for yourself and others, needed to make significant change. It then focuses on how to maintain these states in order to reach meaningful goals and transform challenging obstacles. This presentation will explore how the six steps of Generative Change may be applied to Psychotherapy.

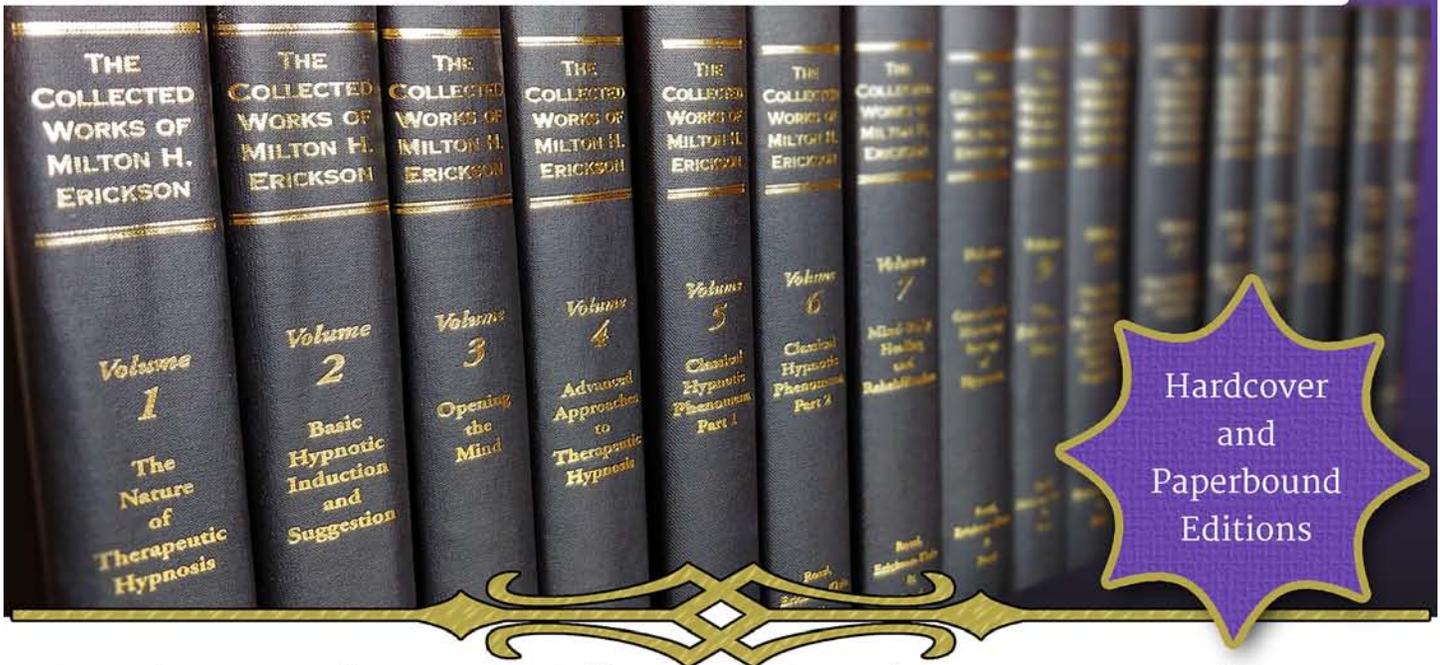
*Educational Objectives:* 1. Describe the three core principles of Generative Change. 2. Describe the six steps of Generative Change. 3. Discuss how generative change can be used to enrich and accelerate the process of psychotherapy.

FRIDAY 8:00 PM-11:00 PM  
IN THE REGENCY BALLROOM AB

DANCE  
PARTY

FEATURING A LIVE DJ!

# THE COLLECTED WORKS OF MILTON H. ERICKSON, MD



Spread over 16 volumes, The Collected Works series represents a major commitment to assemble the wealth of material created by Dr. Erickson during his five decades of work. The purpose of the series is to make his knowledge, insight, techniques, and discoveries accessible to students, researchers, clinicians and educators in the behavioral and health sciences. This series presents his groundbreaking studies in therapeutic hypnosis, psychotherapy, rehabilitation, and research:

- |   |                                       |
|---|---------------------------------------|
| Nature of Therapeutic Hypnosis              | Hypnotic Realities                    |
| Basic Hypnotic Induction and Suggestion     | Hypnotherapy: An Exploratory Casebook |
| Opening the Mind                            | Experiencing Hypnosis                 |
| Advanced Approaches to Therapeutic Hypnosis | Healing in Hypnosis                   |
| Classical Hypnotic Phenomena Parts 1 and 2  | Life Reframing in Hypnosis            |
| Mind-Body Healing and Rehabilitation        | Mind-Body Communication in Hypnosis   |
| General and Historical Surveys of Hypnosis  | Creative Choice in Hypnosis           |



Available for special discount at the Erickson Congress bookstore  
or for purchase online at [catalog.erickson-foundation.org](http://catalog.erickson-foundation.org)

7:30 am Registration Opens

Atrium

8:30 am - 9:30 am Interactive Events

## Session Type Abbreviations

**CD** - Clinical Demonstration

**CH** - Conversation Hour

**TP** - Topical Panel

### Evocative Approaches to Eliciting Resources

Jeffrey Zeig, PhD

CD01

Ellis

Clinical Demonstration

*Difficulty:* All levels

Clients progress by the realizations they achieve in treatment. Evocative methods prompt conceptual realizations that prompt adaptive states and identities. Experiential methods derived from hypnosis can be applied with and without formal trance.

*Educational Objectives:* 1. Define an evocative orientation. 2. Given a patient, devise an evocative treatment plan. 3. List three evocative methods.

### Metaphors Be with You: Using Storytelling for a Change

Bill O'Hanlon, MS

CD02

Regency C

Clinical Demonstration

*Difficulty:* All levels

Stories can be a gentle, non-impositional way to respect clients and create change, as well as avoiding cross-cultural mistakes. Come hear a master of therapeutic storytelling who was trained directly by Milton Erickson, use stories in a way that may surprise and delight you.

*Educational Objectives:* 1. Identify two elements of effective therapeutic storytelling. 2. Use stories in therapy. 3. Identify the right story for the right client.

### Guided Imagery and Brief Therapy using Hypnosis

Rubin Battino, MS

CD03

Regency D

Clinical Demonstration

*Difficulty:* All levels

The use of guided imagery using hypnosis will be demonstrated with a volunteer as a method of doing brief therapy. The volunteer may present a physical or behavioral difficulty for this demonstration. Also demonstrated will be the use of physical anchors.

*Educational Objectives:* 1. Describe the three elements needed for a guided imagery session. 2. Explain the necessity of tailoring these three elements to the individual client. 3. Discuss how hypnosis is a central part of guided imagery.

## Trauma I

John Beahrs, Stephen Gilligan, Camillo Lorigo, Teresa Robles

TP01  
Sundance  
Topical Panel

*Difficulty:* All levels

Posttraumatic stress disorder consists of a complex of symptoms including hyper arousal, social withdrawal and intrusions. The panelists will describe commonalities and differences in their approach to PTSD.

*Educational Objectives:* 1. Difference between acute stress disorder and posttraumatic stress disorder. 2. Describe three different approaches to working with PTSD. 3. Given a patient with PTSD, outline a treatment program.

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## Mind/Body/Medical Hypnosis

Helen Erickson, Jeffrey Feldman, Neil Fiore, Marc Oster

TP02  
Hanson  
Topical Panel

*Difficulty:* All levels

Hypnosis has an extensive history and research findings about its use with functional problems. Panelists will describe their experience in the medical applications of hypnosis.

*Educational Objectives:* 1. Describe the use of hypnotic procedures for treating psychosomatic illness. 2. List three principles of hypnotic methods that are applicable for treating mind/body problems.

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## Utilization

Tamer Dovucu, Krzysztof Klajs, Michael Munion, Bernhard Trenkle

TP03  
Cassidy  
Topical Panel

*Difficulty:* All levels

Utilization is a state of response readiness in which the clinician stands ready to utilize whatever exists in therapeutic situation to advance clinical goals.

*Educational Objectives:* 1. Describe the utilization approach. 2. Given the patient's situation, indicate possible avenues for utilization.

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## The Place of Emotion in a Strategic Psychotherapy

Eric Greenleaf, PhD

CH01  
Suite 312  
Conversation Hour

*Difficulty:* All levels

Participants will discuss the place of emotional expression in the conduct of modern brief, strategic and hypnotic psychotherapies.

*Educational Objectives:* 1. Discuss the place of emotion in modern therapies. 2. Describe utilization approaches to emotion. 3. Describe strategies of brief, expressive therapies.

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## Becoming a Better Therapist

Scott Miller, PhD

CH02  
Suite 324  
Conversation Hour

*Difficulty:* All levels

In this hour-long discussion, participants will have an opportunity to address questions regarding deliberate practice and their use of routine outcome measures in clinical practice.

*Educational Objectives:* 1. Demonstrate the use of two evidence-based scales for assessing progress and the quality of the therapeutic alliance. 2. Demonstrate how to fine a therapists "zone of proximal development." 3. Demonstrate how to engage in deliberate practice.

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## 9:45 am - 10:45 am Interactive Events

### Generative Trance and Transformational Change

Stephen Gilligan, PhD

CD04

Ellis

Clinical Demonstration

*Difficulty:* All levels

This clinical demonstration will explore how the skillful use of therapeutic trance can produce positive change. A six-step model will be demonstrated: (1) Opening a positive connection, (2) goal setting, (3) cultivating a relational trance field, (4) including client parts into field, (5) transforming identify patterns, (6) bringing changes into real world.

*Educational Objectives:* 1. Demonstrate how client patterns, both positive and negative, are the ingredients for a therapeutic trance. 2. Demonstrate how the relational connection between therapist and client is the key to generative trance. 3. Demonstrate a 6-step model for a Generative Trance session.

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### Hypnotic Couple Therapy: Develop a Shared Deep Experience Utilizing Rapport and Other Techniques

Camillo Lorio, MD, PhD

CD05

Regency C

Clinical Demonstration

*Difficulty:* All levels

As suggested by Milton Erickson, naturalistic hypnosis seems to be one of the best ways of utilizing couple's resources. Frequently couples fail in reaching a deep mutual exchange and complain of being unable to satisfy their needs for intimacy. Hypnotic experience is able by itself to produce a deep contact that rarely develops when disturbed by their habitual patterns. Specific couple's responses to hypnotic induction that can be utilized to produce contact and intimacy will be demonstrated. In some other cases couples are caught by conflicts they are unable to solve. A couple hypnotherapist can extend to both couple members rapport and succeed in obtaining a special relationship that produces more syntonic and attuned behaviors, in which conflict intensity decreases and a greater ability to listen to each other and negotiate conflicts develops.

*Educational Objectives:* 1. List five hypnotic couple's responses that can help to developing contact and intimacy. 2. Explain how to extend rapport to the couple and to reduce conflicts intensity. 3. Explain how to create with hypnosis, mutual synchrony in the couple.

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### Introducing Mind-Body Approaches for Pain Management to the Wary Patient

Jeffrey Feldman, PhD

CD06

Regency D

Clinical Demonstration

*Difficulty:* All levels

Individuals are often referred for mind-body oriented pain management services concerned that the referring physician thinks that their pain is not real or that it is "all in my head". The way in which such concerns are addressed and the relationship between mind and body is explained to patients will be demonstrated. Further demonstrated will be a seemingly simple relaxation technique that primarily focuses upon diaphragmatic breathing and counting one's breaths as an initial focus, with patients then invited to go, if they choose, somewhere in their mind that they enjoy being. Multiple ways in which a "yes set" is established will be illustrated. Interspersed throughout the process will be multiple suggestions for deepening, relaxation, pain reduction, self-efficacy, affect regulation, and the accessing of positive state dependent memory and experience. An emphasis upon reducing associated affective distress, as opposed to the degree that pain is reduced, will also be presented.

*Educational Objectives:* 1. Explain to patients how their increased sensitivity to pain reflects normal sympathetic nervous system arousal, and how activating the relaxation response will likely be of help to them. 2. Describe three components of a relaxation response that patients can readily identify with. 3. Explain focused diaphragmatic breathing as a means of guiding patients into a relaxed state.

## About MHE I

Marilia Baker, Norma Barretta, Steve Lankton, Jeffrey Zeig

TP04

Hanson

Topical Panel

*Difficulty:* All levels

Milton Erickson contributed extensively to the health sciences, and many of his innovations have been researched empirically. Erickson was also the architect of the wounded healer used his disabilities to advance the lives of others.

*Educational Objectives:* 1. Describe three fundamental contributions that Erickson added to the health sciences. 2. Describe relational factors learned from Erickson that can be used to advance healing.

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## Meditation and Hypnosis

Carol Kershaw, Kathryn Rossi, Bill Wade

TP05

Sundance

Topical Panel

*Difficulty:* All levels

There are similarities between meditation and hypnosis. Both approaches can be used in the health/mental health sciences.

*Educational Objectives:* 1. Describe differences between meditation and hypnosis. 2. Indicate how meditation hypnosis can be used in clinical practice

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## Homework Assignments

Teresa Garcia-Sanchez, Wendel Ray, Albina Tamalonis

TP06

Cassidy

Topical Panel

*Difficulty:* All levels

Therapy happens in life, not just in the consulting room. Assignments facilitate treatment goals.

*Educational Objectives:* 1. Describe an effective process for creating client homework. 2. Given the presenting problem describe three different methods for affecting treatment through homework.

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## You Said WHAT?!: Creative Therapy in Challenging Situations

Michael Hoyt, PhD and Monte Bobele

CH03

Suite 312

Conversation Hour

*Difficulty:* All levels

For many, Erickson set the prototypical example of how to be creative and often evoked a You Said What?! (YSW?!) reaction from clients and students. Interventions are particularly useful and effective when approaching unusual client problems. These interventions are characterized by: (1) respect and empathy, (2) surprise and attention-grabbing, (3) humor, (4) context-specific, (5) acceptability, and (6) memorable. This conversation hour will present several clinical examples as a starting point for a discussion about participants' own experiences with such interventions, and as a launch point for their own creativity in therapy. Other issues, including ethics and originality, will also be discussed.

*Educational Objectives:* 1. Describe the concept of a You Said What?! (YSW?!) intervention. 2. Identify several characteristics of such interventions, including potential risks and benefits. 3. Identify ways to use YSW?! with attendees' own clients.

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## Sufism: Understanding Heart by Mind

Tamer Dovucu, MA

CH04

Suite 324

Conversation Hour

*Difficulty:* All levels

Sufism has two big steps. Understanding yourself and life first by mind, then by heart. While I was creating the Optimum Balance Model (OBM) I think I did the first part. During this conversation I will explain steps of the inner journey of a Sufi, I'll share my experiences and the story of how they try to tame their Ego.

*Educational Objectives:* 1. Describe the stages of development of Ego. 2. Demonstrate some techniques they use. 3. Explain the first phases of the students' journey as a therapy model in OBM.

## 11:00 am - 12:00 pm Interactive Events

### Somatic Integration of Symptoms Using a Generative State

Robert Dilts

CD07

Ellis

Clinical Demonstration

*Difficulty:* All levels

This demonstration will show how to apply principles of Generative Change to creatively transform and integrate symptoms that emerge in the form of interference or resistance. By combining somatic modeling with the three positive connections of a generative state, obstacles and resistances can be transformed into a more resourceful expression and brought into alignment with therapeutic goals.

*Educational Objectives:* 1. Describe the three positive connections necessary to produce a generative state. 2. Demonstrate how to elicit somatic models of goal states and symptoms. 3. Demonstrate how to use the three positive connections of the generative state to reshape the somatic model of the symptom into a more resourceful and supportive expression.

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### Representation, Imagination and Healing: Passing the Trance

Eric Greenleaf, PhD

CD08

Regency C

Clinical Demonstration

*Difficulty:* All levels

A volunteer panel of five or six will enter trance by passing a crystal from one to the next. The audience, in light trance states, will describe an impossible problem, in the form of dream imagery. The panel will pass the image of the problem from one to the next, adding something helpful at each interaction, until the transformed image is passed back to the audience member who offered the problem.

*Educational Objectives:* 1. Describe the place of representation in problem solving. 2. Discuss human problems in an imagistic form. 3. Demonstrate an imaginal method in hypnotherapy.

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### Entrancing and Enhancing the Confident Competent Self

Norma Barretta, MA, PhD and Jolie Barretta

CD09

Regency D

Clinical Demonstration

*Difficulty:* All levels

Using a conversational trance induction and developing a deeper level of self-differentiation and autonomy with confidence building.

*Educational Objectives:* 1. Discuss the power of language in trance induction. 2. Describe the visible changes in the subject's response. 3. Identify the words that elicited the most obvious changes in the subject's responses.

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### Utilization of Association in Clinical Hypnosis

Brent Geary, PhD

CD10

Hanson

Clinical Demonstration

*Difficulty:* All levels

Dissociation is a critical element in hypnosis. But its converse, association, is highly useful in generating individualized hypnotic therapy. This demonstration will illustrate the importance of utilizing associations of both the subject and the hypnotist.

*Educational Objectives:* 1. Identify two elements of the pre-hypnotic interview that were utilized in the hypnotic session. 2. Discuss the relevance of hypnotist associations from a utilization perspective. 3. Describe the importance of considering association in hypnotic therapy.

## Secrets of Ancient and Alternative Healing Traditions and What They Can Teach Modern Psychotherapists

Bette Freedson, Paul Leslie, Robert McNeilly, Scott Miller

TP07  
Sundance  
Topical Panel

*Difficulty:* All levels

Psychotherapy did not start with Freud. Although largely forgotten, its origins can be directly traced to traditional healing practices (e.g., mesmerism, mind curers, the occult). In the age of science, healing has been reduced to prescriptions for changing people's thoughts, feelings, behaviors, emotions, or brain chemistry. Lost in translation are the many ways clients' cultural and spiritual beliefs and practices can, according to research, improve engagement and outcomes. At this (workshop/panel discussion), ways for integrating alternative approaches into your own clinical work will be explored. Whatever your perspective – whether secular and scientific or esoteric and spiritual – you will discover how the secrets of ancient and alternative healers can make your psychotherapy practice more effective, creative, and fun.

*Educational Objectives:* 1. Cite two reasons for broadening their views about what constitutes effective psychotherapy. 2. List two sources of empirical support for integrating alternative healing traditions into practice. 3. Utilize at least one ancient healing practice congruent with client beliefs, values, and spiritual orientations.

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## Children and Adolescents

Tobi Goldfus, Lynn Lyons, Susy Signer-Fischer

TP08  
Cassidy  
Topical Panel

*Difficulty:* All levels

The panelist will compare and contrast their approaches to working with children and adolescents. Fundamental principles will be offered. Relevant research will be outlined.

*Educational Objectives:* 1. Describe three fundamental principles of working with children and adolescents. 2. Given a patient who is a child, create an Ericksonian treatment plan. 3. List two research studies relevant to the treatment of children and adolescents using a brief therapy model.

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## Eating Disorders: Ericksonian Interventions with Individuals and Families

Camillo Loriedo, MD, PhD

CH05  
Suite 312  
Conversation Hour

*Difficulty:* All levels

Eating Disorders are a good example of massive interdependence among family members. Salvador Minuchin described families with Anorexia Nervosa as enmeshed families, and the interdependence it is certainly the base for enmeshment. Recent studies as well as more extended clinical experiences demonstrate that although bulimia appears to produce less reciprocal involvement, and some other form of apparent disengagement, we really can say that reciprocal interdependence in the family it always present, even if it assumes more hidden and complex forms. The workshop deals with how to intervene in an effective therapeutic way both with Anorexia and Bulimia Nervosa in order to reduce and redefine the powerful traps of interdependence.

*Educational Objectives:* 1. Explain the main forms of reciprocal interdependence in Anorexia and Bulimia Nervosa families 2. Describe the special form of hypnotic inductions and treatment to be used with Eating Disorders 3. Explain some specific therapeutic problems that arise most frequently when working with Eating Disorders families.

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## Psychosocial Genomics and the Placebo Effect

Kathryn Rossi, PhD

CH06  
Suite 324  
Conversation Hour

*Difficulty:* All levels

Great strides have been made in PsychoSocial Genomics as well as the placebo effects in psychotherapy. We will share our views of how these new state-of-the-arts sciences can gently be integrated into psychotherapy sessions and improve outcomes.

*Educational Objectives:* 1. Describe PsychoSocial Genomics. 2. Describe modern-day Placebo effects. 3. Demonstrate efficacy of PsychoSocial Genomics in brief psychotherapy.

12:00 pm - 1:15 pm Lunch Break

1:15 pm - 2:15 pm Interactive Events

## Hypnosis and Experiential Learning

Michael Yapko, PhD

CD11

Ellis

Clinical Demonstration

*Difficulty:* Intermediate

The modern perspective of hypnosis considers the role of attention and absorption in catalyzing adaptive responses. Hypnosis provides a context for developing new associations on multiple levels that have therapeutic potential. In this clinical demonstration, a hypnosis session will be conducted to assist the client in evolving resources that may be helpful to facilitate personal growth.

*Educational Objectives:* 1. Describe the merits of hypnosis in catalyzing therapeutic goals. 2. Demonstrate the use of hypnosis as a means of empowering clients. 3. Demonstrate the role of guided discovery in the therapy process.

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## Interrupting Anxious Patterns: Planting the Seeds to Change the Story

Lynn Lyons, MSW

CD12

Regency C

Clinical Demonstration

*Difficulty:* All levels

Most anxiety sufferers create patterns over time that focus on avoidance of anxiety while preventing them from updating old and powerful anxious narratives. Hypnosis provides the opportunity to identify these patterns, question them in interesting ways, and plant the seeds for different stories and responses in the future. While many who use hypnosis for anxiety focus on relaxation and physical calmness (both great things!) the potential to shake up the often-ingrained patterns shouldn't be missed.

*Educational Objectives:* 1. Create a hypnotic intervention that focuses on changing the narrative and patterns of the client's anxiety disorder. 2. Utilize induction techniques and response sets to establish treatment targets. 3. Discuss the connection between hypnotic intervention for anxious clients and the use of experiential homework assignments.

---

## Easing Clients into Trance while Describing Meditation

Douglas Flemons, PhD

CD13

Regency D

Clinical Demonstration

*Difficulty:* All levels

Come see and experience how to move seamlessly and effortlessly into a conversational trance induction while introducing clients to meditation. You will learn how to dissolve the difference between description ("Here's what meditation is and how you do it") and invitation ("You can just notice and note the feel, . . . the sense . . . of your breath"). The method will be demonstrated with a volunteer, but everyone in the audience will have an opportunity, if they wish, to participate in the experiential part of the process.

*Educational Objectives:* 1. Distinguish 2 similarities and differences between hypnosis and meditation. 2. State 3 key aspects of breath-based meditation. 3. Describe how to shift between description and invitation.

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## Self-Hypnosis Training as a First Trance Experience

Bernhard Trenkle, Dipl. Psych

CD14

Hanson

Clinical Demonstration

*Difficulty:* All levels

A well-known self-hypnosis technique will be taught in a way that it is at the same time a first trance induction for a client. There will be one demonstration client but at the same time the whole group can learn the approach too. This includes an old oriental story of the lion who saw his face in the water. At the end it will be discussed how this approach can be tailored for individual clients and modified for many goals: treating chronic pain, phobias, sleeping disorders, etc.

*Educational Objectives:* 1. Demonstrate a self-hypnosis technique. 2. Describe 3 clinical problems the technique can be used for. 3. Describe 3 possibilities to modify a basic story for individual clients.

# Saturday, December 14

## Maximizing Your Impact: Tips for Being an Effective Presenter

Rubin Battino, Roxanna Erickson-Klein, Michael Hoyt, Scott Miller, Dan Short

TP09  
Sundance  
Topical Panel

*Difficulty:* All levels

Based on their extensive experience, the panelists will present via anecdotes, suggestions, and their delivery styles a host of ideas for being an effective presenter at psychotherapy conferences. Many of the tips will also be applicable to other presentation situations, such as clinical consultations and case study meetings.

*Educational Objectives:* 1. Identify three ways to speak effectively. 2. Identify three ways to select and work with demonstration volunteers. 3. Identify three ways to involve audiences.

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## Spirituality

Connirae Andreas, Bruce Gregory, John Lentz

TP10  
Cassidy  
Topical Panel

*Difficulty:* All levels

Understanding the client's spiritual predilections can be important in helping some clients to achieve therapeutic results. Panelists will discuss how they use spiritual orientations in medical/psychological practice.

*Educational Objectives:* 1. Describe how to utilize the patient's spiritual orientation. 2. List ways in which the patient's spiritual orientation can be used to effect treatment goals.

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## The Unlimited Mind:

### Travel the Inner Path to Expand Creativity, Flow, and Possibility

Carol Kershaw, EdD and Bill Wade, PhD

CH07  
Suite 312  
Conversation Hour

*Difficulty:* Intermediate

Explore the latest research in optimal functioning, creativity, and flow and how to help clients achieve this state more frequently.

*Educational Objectives:* 1. Discuss what optimal functioning is. 2. Describe the deep hypnotic state to achieve optimal functioning. 3. Discuss the process for stacking motivators to achieve creativity and the eureka moment. 4. Discuss the less travelled route to reach the state of creativity.

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## The Relational Connection: Welcoming Men into Treatment

Rick Miller, MSW

CH08  
Suite 324  
Conversation Hour

*Difficulty:* All levels

Men are frequently misunderstood, even in the context of psychotherapy with well intentioned providers. Providers will be reminded about normal coping mechanisms for men and provided with a revised awareness of masculinity. Empathy for male clients, including couples and family work will increase as a result of further appreciating these complexities.

*Educational Objectives:* 1. Learn Ericksonian principals for encouraging men to participate and enjoy psychotherapy. 2. Utilize strategies for dealing with their own biases regarding difficult men. 3. Expand definitions of healthy masculinity.

## Questions about the conference?

Ask at our on-site registration table!

The Milton H. Erickson Foundation

2632 E. Thomas Road, Suite 200, Phoenix, Arizona 85016

Phone: 602-956-6196

## 2:30 pm - 3:30 pm Interactive Events

### Strategies for Worriers

Reid Wilson, PhD

CD15

Ellis

Clinical Demonstration

*Difficulty:* All levels

Those suffering from generalized anxiety disorder scan their world for potential catastrophes they feel incapable of facing. The noise of worry can be like a boombox in their heads with no off switch. They're in too aroused a state—hearts pumping, mouths dry, brains unable to think clearly—to settle down and meditate. Paradoxically, they can turn that anxious energy into an action plan for confronting their anxiety by using direct self-commands that override competing instructions to escape. Dr. Wilson will demonstrate how to help clients face the unneeded worries of GAD head-on and dispatch with them rather than trying to avoid them.

*Educational Objectives:* 1. Identify the common frames of reference and ensuing actions that limit anxious clients' ability to generate change. 2. Collaboratively create a therapeutic frame of reference for an anxiously worried client. 3. Discuss and practice how to train any anxiously worried client in activating a new attitude during behavioral practice.

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### Revisiting a Life Changing Moment for Future Purposes

Dan Short, PhD

CD16

Regency C

Clinical Demonstration

*Difficulty:* All levels

Versatile therapists know how to access and utilize all dimensions of time, thereby enabling their clients to learn from the past, embrace the present, and create their future.

*Educational Objectives:* 1. Discuss how to access and utilize material from the client's past experiences. 2. Discuss how to access and utilize material from the client's present experience. 3. Discuss how to access and utilize material from the client's future opportunities.

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### Creating Connections in Hypnosis

Robert McNeilly, MBBS

CD17

Regency D

Clinical Demonstration

*Difficulty:* Advanced

In this demonstration I will explore what the client likes, creating a respectful access to resources. I will clarify with the client what resource would be useful and then invite the client into hypnosis by focusing and becoming absorbed in the experience of what they like, support them in discovering the missing resource and then assist them to bring this resource to the problem experience, creating a respectful and permanent resolution.

*Educational Objectives:* 1. Demonstrate a series of questions to give focus to an effective hypnotic session. 2. Demonstrate a respectful way of inviting anyone into hypnosis. 3. Demonstrate a process of connecting a client with a resource that they have lost contact with and create a resolution of their problem.

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### Integrating Emotional Freedom Techniques with Narrative Approaches

Robert Schwarz, PsyD

CD18

Hanson

Clinical Demonstration

*Difficulty:* Intermediate - Advanced

This demonstration will focus on using Emotional Freedom Techniques to treat the negative affect of a traumatic or stressful incident followed by using Narrative approaches and imagery to integrate changes into the client's life and identity.

*Educational Objectives:* 1. Demonstrate the steps of Emotional Freedom Techniques to reduce negative affect associated with a traumatic or stressful event. 2. Describe how to use narrative questions or imagery to change the meaning of an event. 3. Discuss how to integrate the resolution of a negative memory/event with a person's identity.

## Use of Humor

Rick Miller, Donald Miretsky, Bill O'Hanlon

TP11  
Cassidy  
Topical Panel

*Difficulty:* All levels

Jokes can be used as a vehicle in which therapeutic messages can be couched. Humor can enliven the therapeutic situation.

*Educational Objectives:* 1. Describe how to use a joke to giftwrap the therapeutic directive. 2. Describe research findings about the use of humor in therapy.

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## About MHE II

Robert Dilts, Eric Greenleaf, Rick Landis, Gunther Schmidt

TP12  
Sundance  
Topical Panel

*Difficulty:* All levels

Milton Erickson contributed extensively to the health sciences, and many of his innovations have been researched empirically. Erickson was also the architect of the wounded healer used his disabilities to advance the lives of others.

*Educational Objectives:* 1. Describe three fundamental contributions that Erickson added to the health sciences. 2. Describe relational factors learned from Erickson that can be used to advance healing.

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## Knowing What to Treatment

Steve Lankton, MSW

CH09  
Suite 312  
Conversation Hour

*Difficulty:* All levels

Often students use hypnosis as a context for creating a safe or comfortable state of mind, suggesting away symptoms, or uncomplicated ego-strengthening by bolstering encouragement. This is little more than psychoeducation done in trance. But hypnosis offers opportunities for far more therapeutic intervention. This open discussion format will help participants dig into this area and develop some expanded possibilities for therapy during hypnosis.

*Educational Objectives:* 1. Formulate eco-systemic interventions when appropriate. 2. Formulate and use experience retrieval within hypnotic interventions. 3. Explain ideo-motor feedback as a guide during interventions.

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## Anxious Kids and Relaxation: Beyond Calming Down

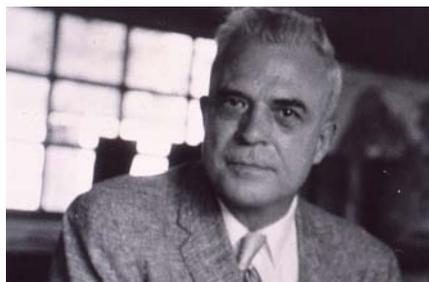
Lynn Lyons, MSW

CH10  
Suite 324  
Conversation Hour

*Difficulty:* All levels

Many clinicians focus on breathing, calming, or other distraction techniques when dealing with anxious children. However, focusing on "getting rid of the worry" often backfires, and leaves children and teens feeling more hopeless than engaged. But, when we use short "relaxation" practices with children to shift their patterns and beliefs—when we use this time of focus to deliver and seed valuable information—we create great opportunities for change, engagement, and skill-building. In this hour, I'll describe the tricks to getting the most out these exercises, without stepping into the trap of elimination.

*Educational Objectives:* 1. Describe the risks of using elimination strategies with anxious kids and teens. 2. Create short and focused experiential recordings to use with anxious clients. 3. Utilize relaxation as a way for anxious children to step toward active exposure practice in treatment.



## 3:45 pm - 4:45 pm Interactive Events

### Retrieving Resources with Hypnosis

Steve Lankton, MSW

CD19

Ellis

Clinical Demonstration

*Difficulty:* All levels

Throughout his career Erickson maintained that a cure is a matter of having the required experiential resources in each situation. This demonstration examines what that means for hypnosis and therapy.

*Educational Objectives:* 1. Demonstrate the approaches of Utilization for resource retrieval. 2. Demonstrate Conscious/Unconscious Dissociation for resource retrieval. 3. Explain the use of Ambiguity for resource retrieval.

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### Love & Intention: An Evocative Approach

Michael Munion, MA

CD20

Regency C

Clinical Demonstration

*Difficulty:* All levels

This demonstration entails identification of desired change, assessment and enhancement of motivation, and implementation of a solution oriented, strategic intervention. This approach utilizes client strengths and experiences to improve outcome through accessing prior success experiences.

*Educational Objectives:* 1. Demonstrate enhancement of motivation. 2. Demonstrate strategic evocative intervention development. 3. Demonstrate ratification (enhancement) of commitment to follow through.

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### My Problems as My Guiding Helpers: Utilizing Symptoms and Problem States as Competent Messengers of Important Needs

Gunther Schmidt, MD

CD21

Regency D

Clinical Demonstration

*Difficulty:* All levels

Problems are self-made constructions of reality which expresses a discrepancy between what is experienced as it is just "happening," and "what should be." Suffering evolves when the conscious mind is fighting the unwanted involuntary reactions it tries to escape from. In "translating" symptoms on the basis of this understanding clients can be dignified in a holistic way about their intuitive knowledge and it can be developed a peaceful and curious cooperation between conscious and unconscious involuntary processes. This can be intensively supported by the use of parts models, systemic context-related questions, pseudo orientation of time and of metaphorical and symbolic interventions.

*Educational Objectives:* 1. Describe the autopoietic creation of experiences on an autonomous internal unconscious level as the creation of networks of sensory elements of experiences which interact with each other in a circular way. 2. Demonstrate how clients can change their experience autonomously in creating differences into their experiential networks. 3. Demonstrate how clients can translate their symptoms into helpful messages, how they can build up helpful distance to suffering processes and how they can successfully associate (also consciously directing their focus of attention) with competent experiences of feeling protected and at the same time being able to act in a wanted way and to utilize unwanted inner reactions to fulfill their needs.



### Perfume and Cologne

In consideration for attendees with fragrance allergies, please use deodorant instead of perfume and cologne. Thank you!

## Ericksonian Psychotherapy Based on Universal Wisdom

Teresa Robles, MA, PhD

CD22  
Hanson

Clinical Demonstration

*Difficulty:* All levels

In this demonstration I will present how to introduce to the client the concept of Universal Wisdom and how to utilize it during the session. We are going to work with the minimum information about the problem because we are going to work with what I call Universal Topics that underly the problem. The problem will be treated with several different mini trances that trigger processes that will continue in the hands of Universal Wisdom.

*Educational Objectives:* 1. Discuss the concept of Universal Wisdom and how to induce it to the client. 2. Demonstrate how to create instantaneously a trance through dissociation. 3. Describe how to work with Universal topics.

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## Anecdotes and Metaphors

Helen Adrienne, Consuelo Casula, Douglas Flemons, Michael Yapko

TP13  
Sundance  
Topical Panel

*Difficulty:* All levels

Metaphors activate processes in the limbic system. Since patients tell therapist stories, therapists can use anecdotes to promote clinical goals.

*Educational Objectives:* 1. Describe verbal and conceptual metaphors that can be used therapeutically. 2. Given a patient and a therapeutic goal, construct an anecdote that advances adaptive processes within the patient.

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## OCD/Anxiety

Carolyn Daitch, Joseph Dowling, Gary Ruelas, Reid Wilson

TP14  
Cassidy  
Topical Panel

*Difficulty:* All levels

Anxiety disorders are among the most common reasons that patients seek therapy. Hypnotic processes have been empirically validated to treat anxiety disorders including obsessive-compulsive illness.

*Educational Objectives:* 1. Describe research findings about the use of hypnosis with the panoply of anxiety disorders. 2. Given a patient, described the use of hypnosis to treat anxiety.

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## Trauma II

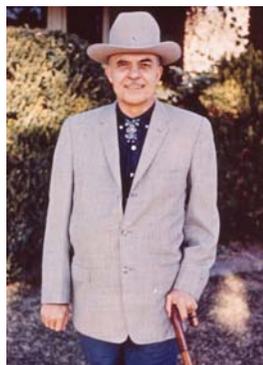
Ronald Alexander, Maggie Phillips, Robert Schwarz

TP15  
Suite 312  
Topical Panel

*Difficulty:* All levels

Posttraumatic stress disorder consists of a complex of symptoms including hyper arousal, social withdrawal and intrusions. The panelists will describe commonalities and differences in their approach to PTSD.

*Educational Objectives:* 1. Difference between acute stress disorder and posttraumatic stress disorder. 2. Describe three different approaches to working with PTSD. 3. Given a patient with PTSD, outline a treatment program.



## A Hypno-Systems Therapy Approach to Treating Traumatized Children and Adolescents: The Use of Hypnotherapy Within a System that Traumatizes Children and Adolescents

CH11  
Suite 324  
Conversation Hour

Susy Signer-Fischer, lic. Phil., and Jennifer Steinbach, PhD

*Difficulty:* All levels

Various kinds of traumatic experiences that prove to be especially detrimental in children and adolescents (such as child neglect, sexual abuse, domestic violence) are inflicted upon the children/adolescents by their families or persons close to them. Considering the facts that (1) trauma experienced in childhood is particularly harmful since the traumatic stress interferes with the child's development and (2) repeated interpersonal trauma is known to have the most detrimental effects, there is a special need in developing treatment-approaches for children encompassing the whole system in which trauma occurs. The authors present their hypno-systems therapy approach, derived from evidence-based therapeutic approaches to treating trauma in children and adolescents. This approach combines the advantages of hypnotherapy with children and adolescents with a systems-approach to treating trauma.

*Educational Objectives:* 1. Explain hypnotherapeutic and systems-therapy tools to be used to enrich trauma-therapeutic approaches. 2. List different kinds of traumatic experiences in children/adolescents will be presented as well as their effects (on the children's mental and physical health.) 3. Describe special topics of interest to consider within a hypno-systems trauma-therapy approach.

### *Author's Hour*

Book signing in the Atrium

Saturday, Dec 14

5:00 pm - 6:00 pm



7:30 am Registration Opens

Atrium

8:30 am - 10:30 am Fundamentals of Hypnosis and Workshops

## Fundamental Hypnosis Workshop 4 The Ericksonian Approach to Hypnotic Phenomena

Dan Short, PhD

FH04  
Hanson

*Difficulty:* Intermediate

Erickson resisted standardized hypnotic protocols because he found that everyone responded to hypnosis uniquely. Rather than seeking to force his preferred hypnotic phenomena, he cultivated whatever came naturally. Fortunately, clinical objectives, such as pain relief, can be achieved using a variety of hypnotic phenomena. This session will identify three broad classes of hypnotic experiencing and provide guidance on how to identify natural predispositions.

*Educational Objectives:* 1. State the central characteristics of hypnotherapy that distinguish it from other forms of mental therapy. 2. State the three major types of hypnotic responsiveness, as supported by current research. 3. Identify which types of hypnotic phenomena are likely to succeed with a given client.

## Mind Body Healing Approaches to Trauma: Navigating Chaos, Complexity and Resiliency

WS28  
Regency A

Ronald Alexander, PhD

*Difficulty:* All levels

This workshop will address the treatment of trauma by utilizing Ericksonian Hypnosis, Somatic Experiencing and Mindfulness practices for accessing the unconscious and activating inner resources with somatic experiencing, mindfulness and trance. These three orientations emphasize a unified mind body healing approach that appreciates utilization as an orientation that understands the importance of the symptom as a pathway to inner healing. We will review the clinical tracking skills for: orientation, resourcing states, titration, pendulation, containment and the witnessing awareness as well as learning to pace and follow the patient's nervous system. A step by step model will be taught how to navigate the complexity and chaos of energy wells through containment and resourcing. Participants will learn tools for tracking coherency and creating comfort, safety and resiliency within the body and nervous systems. Clinical Hypnosis, Neuroscience and Polyvagal theory for clinical adaptations for working with an activated nervous system and shuttling towards trauma deactivation and integration and settling of experience will be demonstrated. The course will highlight both Milton Erickson's use of metaphor and rapid trance induction as well as the work of Peter Levine's models of Trauma and Healing Vortex states of experiences. These methods allow the body to open healthier pathways for rapid new somatic recoveries. We will also emphasize the use of naturalistic hypnotic trance, guided mindfulness practice, and somatic breath tools for generating new therapeutic skills in fostering trauma healing, coherency and Resiliency.

*Educational Objectives:* 1. Identify the two styles of trance induction used in the demonstration. 2. Explain Guided Mindfulness meditations which will be demonstrated for clinical use in the treatment of trauma. 3. Utilize new clinical skills from Ericksonian Hypnosis and Somatic Experiencing for tracking, pacing and reframing somatic symptoms into healing pathways for trauma healing and mind-body resolution.

## Coming to Wholeness: How to Awaken and Live with Ease

Connirae Andreas, PhD

WS29  
Regency B

*Difficulty:* All levels

Eastern spiritual teachings tell us that “suffering” goes away when we dissolve the ego. But what is the ‘ego’ and how does one dissolve it? You’ll be introduced to a new way of doing inner work, offering a precise way of dissolving the everyday sense of the ego. Used both to resolve problems, and as a gentle personal practice, typical results include, deep relaxation of the nervous system, transformation of many emotional and behavioral issues, greater access to creativity, problem-solving, and humor, increased wellbeing, sleep issues often resolve. The Wholeness Work has been described as a precise and accessible way of getting the results Mindfulness is going for (and perhaps more), in a way that follows the experience of each individual.

*Educational Objectives:* 1. Describe a simple way to find what can be considered “ego” or “self” in experience. 2. Explain how to access another way of experiencing “self.” 3. Describe the demonstration of a specific process for “dissolving the ego” that also changes our life issues.

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## Restoring Trauma Victims’ Agency and Accountability

John Beahrs, MD

WS30  
Sundance

*Difficulty:* Intermediate - Advanced

Ratifying victimhood often paradoxically sensitizes to trauma’s effects and is heavily reinforced socially. Therapists are challenged to help victims restore personal agency and accountability, without denying victimhood. Contracting for roles and boundaries precedes efforts to interdict traumatic re-enactment, redefine personal and social identity, access locus of control, and restore accountability.

*Educational Objectives:* 1. Demonstrate how ratifying victimhood can paradoxically sensitize to traumatization. 2. Describe roadblocks to identifying and interdicting traumatic reenactment. 3. Discuss how reframing personal identity can shift from helplessness to agency.

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## Taming the Worried Brain: An Integrative Approach

Carolyn Daitch, PhD

WS31  
Cassidy

*Difficulty:* All levels

Anxiety destroys the normal enjoyment of life through the fear, worry, obsessive thinking and avoidant behavior that anxious people experience. Simple activities like going to the grocery store, taking a child to her first day of school, or meeting a friend for lunch trigger a barrage of frantic “what ifs.” This demonstration will explore the subtleties of working with this pervasive category of disorders, and will introduce a powerful, integrative therapy model. Using this integrative therapy model, attendees will learn practical interventions that are applicable to the treatment of generalized anxiety disorder, managing uncertainty. A special component of this workshop is a focus on performance anxiety. The presenter will introduce a powerful, integrative therapy model that combines CBT, hypnosis and mindfulness.

*Educational Objectives:* 1. Delineate and demonstrate a treatment protocol using mindfulness, CBT, and hypnosis to manage worry. 2. Describe two techniques for tolerating uncertainty. 3. Identify two interventions that can help clients manage performance anxiety.

### Session Type Abbreviations

**CD** - Clinical Demonstration

**CH** - Conversation Hour

**FH** - Fundamentals of  
Hypnosis Track

**K** - Keynote

**SC** - Short Course

**TP** - Topical Panel

**WS** - Workshop

## Breaking Negative Patterns with the Inclusion of Sound in Hypnotherapy

Norma Barretta, MA, PhD and Jolie Barretta

WS32  
Suite 312

*Difficulty:* All levels

Hypnosis can interrupt dysfunctional loops, breaking negative patterns. With the skillful addition of sound that process is often speeded up and has a profound effect physiologically as well as psychologically, influencing and entraining the biological state of the subject. Participants will be shown how to enhance their awareness of tonality, volume, and the power inherent in vowel sounds. Using frequencies to deepen trance will be part of the group experience.

*Educational Objectives:* 1. Describe the changes they experience when specific sounds are added to hypnosis. 2. Distinguish the different levels of sound and the effect they have. 3. Discuss their personal experience of the sounds used in the workshop. 4. Identify instruments which can be used as an adjunct to hypnotherapy.

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## Systemic Trance Work

Stephen Gilligan, PhD

WS33  
Regency CD

*Difficulty:* All levels

This workshop presents Dr. Gilligan's latest work of Systemic Trance, which describes how we generate our realities via the (mostly unconscious) maps of who we are, and what the world is. These systemic filters can be held negatively (in neuro-muscular lock) or generatively (in creative flow), resulting in either problems or positive solutions. To transform problems into resources, Systemic Trance first identifies the key parts of a performance map, then uses generative trance to open a fluid conversational space where each part is positive valued and integrated into a resource pattern. Lecture, demonstration, case examples, and exercises will be included.

*Educational Objectives:* 1. Describe the hypnotherapy approach of Systemic Trance Work. 2. Identify the general steps of implementing this therapeutic approach. 3. Demonstrate and have students practice 3 core techniques of the approach.

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## The Art of Digital Zen: Balancing Social Media with Real Life - Making Evocative Connections Come Alive

Tobi Goldfus, MSW

WS34  
Suite 318

*Difficulty:* Intermediate - Advanced

Smartphones have become a part of our new gestalt, and our flying thumbs take the constant pulse on global connections and experiences. From online trance phenomena, to practicing ego states and relationship, our evolutionary need for social connection finds us on social media sites that can range from highly satisfying to deeply painful. This workshop will focus on the balance and synergy required between digital and real life, how to assess online health and/or trouble, predicating factors of vulnerability, and increasing resiliency factors that integrate both. Using approaches from Ericksonian, Ego State, and Somatic Experiencing alongside the artful languages of connecting in digital time and its social mimicry (like emojis, memes, gifs, etc.), participants will learn how to increase experiential impact while maximizing a client's resource states. This workshop will include experiential exercises, videos, and current research studies.

*Educational Objectives:* 1. Identify how each part of trance phenomena is strongly indicated in constant online use. 2. Assess factors of vulnerability to painful or traumatic social media experiences. 3. Discern how online languages, like emojis, are increasing the impact of connection with others. 4. Utilize the elements necessary to create an effective method for integration of online/real life use with an intervention and treatment technique using trancework, ego states and somatic experiencing.

## The Bond Between Gay Sons and Their Mothers: Seeing Through an Ericksonian Lens

WS35  
Suite 322

Rick Miller, MSW

*Difficulty:* All levels

The emotional mystique between gay sons and their mothers has long been unexplored, but now new evidence suggests that a mother's response to her son's sexuality isn't the only factor in his future success. How she nurtures him based on his interests, rather than his sexual preferences, is key, especially in a society with narrow definitions of masculinity. A mother's indirect acceptance can be more powerful than heroic measures and is a principal source of her son's self-esteem, using an Ericksonian approach without her knowing it! This workshop provides a strength-based perspective of hope for mothers and sons, including theory, research and anecdotal learning from video interviews. Woven in a historical timeline of gay rights are the interpersonal interactions between mothers and sons throughout various eras. Interviews will highlight various struggles based on religion, culture and ethnicity.

*Educational Objectives:* 1. Recite how the bond between gay sons and mothers is crucial for the sons' psychological development. 2. Differentiate cultural implications of acceptance for African Americans, Latinos, and Caucasian men. 3. Identify significant events in gay history that have contributed to increased freedom.

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## "Normal Weight: More or Less?"

WS36  
Suite 324

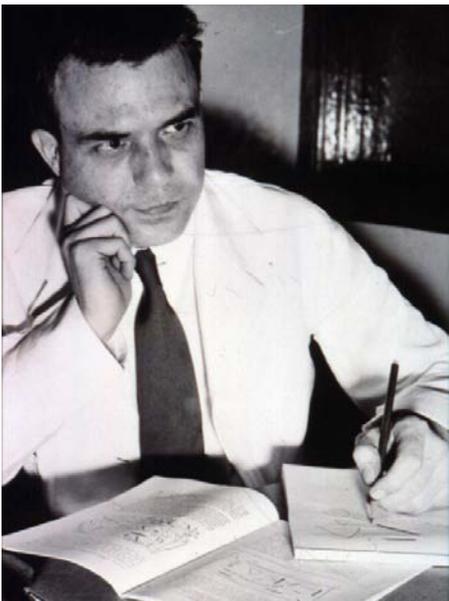
### An Ericksonian Treatment Approach to Eating Disorders

Albina Tamalonis, PsyD

*Difficulty:* All levels

During the first hour of this workshop the specific treatment ideas targeting Eating Disorders will be presented. Also, the workshop will delineate how an eating disorder is an addiction and present the underlying issues, which need to be addressed because of an addiction's multi-dimensional infiltration. The remaining hour will be a demonstration of Ericksonian Hypnosis on a volunteer who wants to lose or gain any amount of weight. You will see: an Ericksonian diagnostic interview which focuses on the present where the solutions can be found; an Ericksonian induction using conscious/unconscious dissociation; a Ericksonian suggestion phase tailored to fit the patient; and a reorientation out of trance. There will be some time for questions and discussion.

*Educational Objectives:* 1. List three specific treatments for Eating Disorders. 2. Describe the six dimensions of a person's life that eating disorders and all addictions infiltrate. 3. Discuss the Ericksonian approach to a conscious/unconscious induction and a tailored suggestion phase of hypnosis.



### Fundamentals of Hypnosis Workshop 5 Dissociation and Automaticity in Hypnosis as Therapeutic Allies

Michael Yapko, PhD

FH05  
Hanson

*Difficulty:* Beginner

A primary feature of hypnosis is dissociation, defined as the breaking of global experiences into their component parts. Dissociation gives rise to some of the most fascinating practical aspects of hypnosis in clinical contexts, such as pain management and the revivification of memories. Dissociation also paves the way for suggested responses to arise seemingly spontaneously, an enormously advantageous phenomenon called automaticity. In this workshop, we will consider the therapeutic roles of dissociation and automaticity and conduct an exercise in generating an "automatic" response.

*Educational Objectives:* 1. Define and discuss the role of dissociation in hypnotic responding. 2. Describe the experience of therapeutic dissociations to automaticity in clinical responsiveness. 3. Sequence a hypnosis session to generate an automatic response.

### A 3-Step Model for Creating Corrective Experiences for Traumatized Clients

WS37  
Sundance

Maggie Phillips, PhD

*Difficulty:* All levels

This workshop presents a 3-Step Model for creating effective corrective experiences for traumatized clients. These steps are Hypnosomatic Resourcing, Re-regulating Nervous System Responses to Post-traumatic Triggering, and Repairing and Rewiring through Enduring Self-integration and Secure Attachment with Self and Others for Permanent Change. We will explore how to help clients shift from more passive responses in their lives to the use of action systems. Polyvagal theory is offered as a solution to unresolved trauma effects, and participants will learn how to move into the ventral vagal system to create safety, secure attachment, and self-connection. The workshop will include experiential exercises, demonstration, and clinical consultation.

*Educational Objectives:* 1. List three ways of helping clients embody their experience and discover resources to expand 2. Explain re-regulation and how this process is connected with co-regulation. 3. Explain how to develop secure attachment and complete developmental repair to stabilize wholeness and enhance resilience.

## Handouts

Attendees are responsible for downloading and/or printing handouts. Handouts are posted on [www.ericksoncongress.com/handouts/](http://www.ericksoncongress.com/handouts/) as they are received by presenters.

Attendees may prefer to download the PDF handout files to personal devices. Please note there is free WiFi in the common areas of the hotel. Please download handouts to your devices in advance in case you cannot access the internet in the meeting rooms.

## Conjoint Family Therapy: The Don D. Jackson & Virginia Satir Collaboration

WS38  
Suite 324

Wendel Ray, PhD

*Difficulty:* All levels

In 1961 Don Jackson, MD & Virginia Satir, LCSW asserted there is a relationship between the patient's symptom (s) & family interaction, stating the extent a therapist "believes" in family therapy determines how this orientation is conveyed to the patient. This workshop will explore the profound meaning of Satir & Jackson's shared conviction that understanding and promoting change in the relationship context(s) within which patients live was a science that was key to human growth. Basic principles of Jackson and Satir's clinical approaches will be described using two rare films, one of Jackson working with a family in "Schizophrenic" Transaction, and one of Satir working with a couple in Conjoint Marital Therapy, to present and teach lessons in effective treatment created by these two pioneers on systemic family and couple therapy.

*Educational Objectives:* 1. Discuss 3 essential conceptual frameworks derived from Jackson & Satir's Conjoint Family Therapy for understanding symptom behavior in the context of interpersonal relationships. 2. Describe 3 techniques for joining with members of a couple and/or family in order to promote cooperation in the therapeutic process. 3. Describe 3 strategies for initiating enduring changes in relational dynamics conducive to problem resolution.

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## Life is a Permanent Grief

WS39  
Cassidy

Teresa Garcia-Sanchez, MA

*Difficulty:* Intermediate - Advanced

Loved ones leave us, couples and friends separate, we suffer physical changes as we grow up during adolescence and as we grow old, work changes happen, as well as our mood, which evolves throughout our lives. Knowing how to manage all these emotions is not always easy, that is the reason why people usually go to a therapist asking for help, especially when a relative has died or there is a very serious loss. However, being able to have a good attitude towards the permanent change that living means is something that can be trained. The use of Ericksonian psychotherapy, hypnosis and conversational hypnosis facilitates a flexible attitude towards life changes, recovering from difficult moments promptly and allowing clients to be open to new opportunities that life brings. Because ... the sun rises after the storm, and it does not have to catch you hidden under the umbrella of the sadness!

*Educational Objectives:* 1. Discuss when symptoms are covering grief. 2. Identify grief in "small losses" (moving to a new house, a habit, loss of a pet) as well as in serious separations or passing. 3. Describe possible psychotherapeutic treatment and hypnotic intervention.

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## Strength Based Culturally Sensitive Integrative Therapy

WS40  
Suite 318

Terry Soo-Hoo, PhD

*Difficulty:* Intermediate

Much of this Workshop will address issues of culture, race, sexual orientation, diversity and social justice and equality, etc. A major premise is the idea that all therapy is multicultural therapy. This means that every client brings to therapy a unique world and therefore the challenge for every therapy is for the therapist to be able to enter the unique world of each client. This therapy method is especially adept at working with cultural differences as it is highly adaptable and therefore able to work within the unique world of the client. This workshop will introduce the Strength Based Culturally Sensitive Strategic Therapy. There will be a discussion of the theory of this approach. Then different innovative interventions will be presented. The Workshop will also focus on using the method to work with family problems as well as couples' problems.

*Educational Objectives:* 1. Describe basic theory and techniques of Strength Based Culturally Sensitive Strategic Therapy 2. Demonstrate the ability to work within a client's cultural context. 3. Demonstrate activating client's strengths and use these strengths to help the client solve the presenting problems.

## OCD and Posthypnotic Suggestions: Advanced Techniques of OCD Therapy

WS41  
Regency A

Krzysztof Klajs, Dipl. Psych

*Difficulty:* Intermediate - Advanced

OCD is a rather chronic illness affecting about 2.5% of adults. Its diagnosis is perceived as a demanding and challenging one. Trance phenomena can be described as natural behavioral manifestations of the trance state. They can be observed in individuals as well as in family communication patterns. In OCD families, one of the most powerful and widely present trance phenomena are the posthypnotic suggestions. They are invisible, deeply hidden, mighty and long lasting. In this workshop, systemic ideas increasing effectiveness of therapy will be stressed. Attendees will learn how to increase therapeutic sensitivity to observe, diagnose, understand and therapeutically remodel these phenomena.

*Educational Objectives:* 1. Indicate the most common posthypnotic suggestions circulating between relatives in OCD families. 2. Describe the significance of posthypnotic suggestions in OCD treatment. 3. List 3 hypnotic strategies of remodeling family posthypnotic suggestions in a therapeutic way.

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## Utilizing Naturalistic Approaches to Untangle the Client's Worldview

WS42  
Regency B

Helen Erickson, PhD, MSN, AHN-BC, FAAN

*Difficulty:* All levels

People have holistic, mind-body-brain interactions, an inherent predisposition to grow, individuate and actualize their potential. But sometimes people get stuck due to their concurrent need for human affiliations. A sense of unresolved loss between the two effects their ability to develop a healthy balance of affiliated individuation which is needed to negotiate the multiple epigenetic developmental tasks from birth to death. As a result, morbid grief affects the epigenetic processes, creating a fertile ground for the development of psychophysiological problems. Unfortunately, the associated biomedical symptoms are usually the focus of treatment. This happens because the root of the problem, unresolved loss, often gets overlooked because it is obfuscated by morbid grief and other secondary outcomes due to morbid grief. To address these issues, it is necessary to untangle the themes embedded in their worldview. This presentation discusses the use of Ericksonian naturalistic approaches to model the worldview, interpret the embedded themes, analyze the patterns and intervene accordingly. Case examples will be used to illustrate the value of Ericksonian approaches when working with persons with psychophysiological conditions.

*Educational Objectives:* 1. Describe three inter-relating, epigenetic processes that affect humans' biophysical wellbeing. 2. Describe how the themes in the individual's worldview can be used to determine the status of his need for affiliated individuation. 3. Describe how the individual's worldview-themes point to the root of the problem.

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## Experience the Journey of Transformation Beyond the Neocortex: How the Melding of the Conscious with the Unconscious Mind Becomes the Illumination of the Soul

WS43  
Suite 322

Rick Landis, PhD and Gary Ruelas, DO, PhD

*Difficulty:* Intermediate

Whether it is a deep state of trance, a phenomenon of awe-ness, a psychedelic induced expansion, and/or a breakthrough or breakdown of perception, therein lays a greater and "deeper" experience of change. From a neuroplastic or biological state there is the activation of the midbrain, such as the amygdale, cingulate gyrus, nucleus accumbens, which then alter the perceptions of the neocortex. This workshop will outline the theory and practical application of such transformations. Methods will be discussed and taught to recognize and stimulate midbrain functions. Dr. Erickson developed the methods for utilizing the internal powers and resources that each individual has to greatly improve the quality of life. With time, it has become evident that Dr. Erickson's brilliance was tapping into the vast levels within the interactions of brain activity. This facilitated the congruency of harmony and resonance of frequency, all highly associated with the alignment of mind, body and spirit.

*Educational Objectives:* 1. Describe how the pathways to the midbrain are relevant for conscious expansion. 2. Discuss the value of non-verbal therapies and how they enhance transformational change. 3. Demonstrate the expansion of consciousness through strategic meditative mindfulness intervention.

## Single-Session Therapy: When the First Session May Be the Last

Michael Hoyt, PhD

WS44  
Regency CD

*Difficulty:* All levels

Many therapies involve very brief lengths of treatment, including one session. A structure will be presented for organizing the tasks and skills involved in different phases (pre-, early, middle, late, follow-through) of therapy. Numerous case examples, including some on video, will illustrate brief therapy techniques applicable in both initial sessions and in the course of longer treatments.

*Educational Objectives:* 1. Describe the tasks and skills of a single-session-at-a-time therapy associated with different phases of treatment. 2. Describe brief single-session therapy techniques that may be useful in different clinical situations. 3. Discuss application of one-session principles to participants' own clinical cases.

## Destabilizing and Healing Bipolar and Borderline Personality Disorders

John Lentz, D. Min

WS45  
Suite 312

*Difficulty:* Advanced

This workshop clarifies the Hypnotic aspects of Bipolar and Borderline Personality Disorder and demonstrates easy ways to alter the trances that perpetuate the disorder. It begins by destabilizing the beliefs and behaviors that perpetuate the disorders and replaces those behaviors with more effective ones arising from the natural relationship and who the person is.

*Educational Objectives:* 1. Discuss how that Bipolar and Borderline personality disorders are perpetuated by trances. 2. Discuss 3 ways of destabilizing current trances and behaviors that perpetuate Bipolar and Borderline disorders. 3. Demonstrate at least two ways that they can use this approach to augment their own work and style.

12:45 pm - 2:00 pm Lunch Break

2:00 pm - 4:00 pm Fundamentals of Hypnosis and Workshops

## Fundamental Hypnosis Workshop 6

### The Primacy of Nonverbal Communication in Creative Trance Work

Stephen Gilligan, PhD

FH06  
Hanson

*Difficulty:* All levels

In therapeutic trance, a person releases from rigid ego positions, thereby opening to the resources and healing capacities of the creative unconscious. In this process, nonverbal communications—such as limbic resonance, felt sense, somatic centering, and musicality—are of central importance. The workshop explores how therapists may attune to these nonverbal patterns and utilize them to develop and guide creative trance work.

*Educational Objectives:* 1. List 4 different nonverbal techniques for effective hypnotherapy. 2. Demonstrate how these nonverbal techniques empower the verbal conversation of psychotherapy.

## A Young Man and His Canoe: The Life-Changing Journey Which Paved the Way for Erickson's Therapeutic Strategies

WS46  
Suite 324

Marilia Baker, MSW

*Difficulty:* All levels

This workshop presents young Erickson's transformative voyage of discovery – ostensibly to improve his physical health and muscular strength after poliomyelitis. This experience significantly influenced his outlook on life, paving the way for his future therapeutic strategies. This seventy-four-day canoe journey contains, in my view, the fundamentals of “the hero's journey” as described by Joseph Campbell. Three dimensions are presented for discussion: 1) Young Erickson's pathways toward heightened self-knowledge through mastery over ordeals; 2) His indisputable triumph over physical limitations due to sequelae from polio; and, 3) the roots of adult Erickson's clinical approaches, as evidenced by strategies such as observation, distraction, utilization, task assignments, and action metaphors. Participants are invited to reflect upon their own life transitions and share with others.

*Educational Objectives:* 1. Describe human developmental stages: adolescence, youth, young adulthood, maturity, and old age as transitions toward higher levels of consciousness. 2. Discuss the roots of some of Milton Erickson's approaches as a clinician, such as observation, distraction, utilization, and action metaphors.

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## Naturopathic Treatments for Mental Health

WS47  
Suite 312

John Dye, ND

*Difficulty:* All levels

This lecture presentation will include an overview of biological, nutritional, and herbal approaches in mental health. This will include up-to-date research on these topics, including evidence for dietary and nutraceutical treatments that can be useful to complement psychotherapy for mental illness. In addition, the presentation will highlight recent understanding on the gut/brain connection, including protocols for modulating the microbiome to influence mental health. Specific biological insights into various mental health concerns such as anxiety-panic, depression, bipolar, and schizophrenia will be discussed.

*Educational Objectives:* 1. Describe common modifiable lifestyle and dietary influences on mood and mental health. 2. Identify specific herbal remedies that show promise in treating specific mental health concerns. 3. Discuss the influence of gut flora and the microbiome on various mood and psychiatric disorders. 4. Describe specific dietary factors, pre- and pro-biotics, and over-the-counter supplements with evidence for improving gut flora, brain, and mood.

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## The Chinese Box: Combining Ericksonian, EMDR with Traditional Chinese Techniques

WS48  
Cassidy

Bernhard Trenkle, Dipl. Psych.

*Difficulty:* All levels

Teaching for 12 years in China I also learned techniques from leading Chinese colleagues. In this workshop I will demonstrate an old Chinese technique used originally for preparing mentally for meditation in a way, so it can be used for psychotherapeutic purposes. Additionally variations of the Chinese technique using elements of EMDR, EMI, tapping techniques and Ericksonian Hypnosis will be demonstrated and discussed with case examples.

*Educational Objectives:* 1. Describe one old Chinese technique for meditation useful for psychotherapy. 2. Discuss 3 variations of this technique combining it with EMDR, EMI and Tapping techniques. 3. Exercise and experience this technique in small group exercise.



Please be considerate of others at the conference. Do not use cell phones during sessions - and please turn off your ringers.

## When Milton Erickson, Virginia Satir, and Lao Tzu Enjoying a Cup of Tea Together: Integration of Western and Eastern Somatic Centered Approaches to Treat Anxiety

WS49  
Suite 322

Wei Kai Hung, Ed.M and Eva Wieprecht, MBA

*Difficulty:* All levels

In this workshop, East and West blend, intertwine, and approach anxiety symptoms in a creative way. Eva from Germany, with her masterful practice in Satir somatic modeling, combined with Wei Kai from Taiwan, with his mindful practice in Tai Chi and Taoism hypnotherapy, will create a new model in treating anxiety. We both learned Ericksonian approach for years, and utilized various somatic movements to help self-regulation, and increase self-steering competencies in challenging times. You will learn to create a collaborative relationship between involuntary processes of anxiety and voluntary use of somatic resources. In this workshop, we will hold the opposites and allow a new third to emerge. Once you learn it, experience it, and you can use it to treat anxiety internally and externally.

*Educational Objectives:* 1. Describe an Ericksonian Tai-Chi trance. 2. Explain modern Satir stance dance. 3. Demonstrate exercises from Ericksonian, Virginia Satir, and Lao Tzu perspectives that help you to be flexible and transform anxiety into resources.

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## Core Competencies of Ericksonian Hypnosis

WS50  
Regency A

Dan Short, PhD

*Difficulty:* Intermediate

Recently a set of core competencies was identified and endorsed by a majority of the leading figures in Ericksonian therapy. These key concepts have been subjected to empirical testing and found to be pivotal to the identity of this unique form of therapy. Dan Short, author of the recently released Core Competencies Manual for Ericksonian Therapy, will provide an overview of this wealth of information.

*Educational Objectives:* 1. List the six core competencies of Ericksonian hypnotherapy. 2. Utilize a device for measuring these competencies. 3. Demonstrate a readiness to measure progress in treatment.

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## Love and Intention

WS51  
Sundance

Michael Munion, MA

*Difficulty:* All levels

This workshop provides a framework for assessing clients along two important dimensions that impact therapeutic outcome: motivation and sense of agency (one's perception of their ability to create change in their own lives). This assessment fosters interventions that enhance the capacity for strategic interventions to be truly brief and solution focused. The participant in this workshop will have the opportunity to observe and practice this approach.

*Educational Objectives:* 1. Assess and enhance client's motivation for change. 2. Discuss a technique to help clarify and improve therapeutic outcome.

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## Future Pull: Creating Change from the Future Back

WS52  
Regency CD

Bill O'Hanlon, MS

*Difficulty:* All levels

Most therapy orients to the past. This session will offer an alternative, using "future pull," a method of engaging people in compelling preferred futures and working backwards to the near future to create change in therapy.

*Educational Objectives:* 1. Use three methods of future pull. 2. Give three examples of positive presuppositional language. 3. Provide one example of future pull in therapy.

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## Ericksonian Psychotherapy Based on Universal Wisdom

Teresa Robles, MA, PhD

WS53  
Regency B

*Difficulty:* All levels

Dr. Erickson proposed that all our life experiences were learnings and resources registered in our Unconscious Mind. He considered Unconscious Mind as a Wise Part. For Quantum Physics in the same way that all the information about each person is in its DNA, the information of the Whole Universe is present in each one of its parts. I call that information our Universal Wisdom. Wisdom, because it is all the information and Universal because it is the same everywhere. For me Universal Wisdom is the Creative Force, and so, Almighty. That is not a question of beliefs but a question of imagining. What we imagine for our brain is stronger than what it recognizes as reality. Participants will learn to contact their Universal Wisdom and to utilize it for making their practice more efficient. But, Universal Wisdom, knows whatever the client needs. It has the resources of the complete Universe and the power for utilizing them. Participants will learn a five steps exercise for utilizing Universal Wisdom in their practice. Presenter will: 1. Offer a brief presentation about Ericksonian Therapy Based on Universal Wisdom, 2. Do a demonstration, 3. Analyze the work, 4. Present a schema for working with it. Participants will practice the exercise under supervision of the presenter, then comment it and propose questions about the technique.

*Educational Objectives:* 1. Discuss the concept of Universal Wisdom. 2. Demonstrate a five steps exercise. 3. Discuss how to utilize Universal Wisdom for improving their work.

## Hypnotic Meditative Directed Self-Inquiry (HMDSI): It's simple. Trust Story Thinking or Trust Pure Experience (that means you).

WS54  
Suite 318

It's Just a Choice.

Donald Miretsky, M.Ed

*Difficulty:* All levels

To present the integration of Ericksonian Hypnosis, the Kashmir Shaivism meditation of Gurumayi Chidvilasananda, the Hindu self-inquiry practice of Gangaji, and the interpersonal humanism of me. I call this method HMDSI: Hypnotic Meditative Directive Self-inquiry. Also presented will be the application of HMDSI for couples: The Accountability Method of Communication. Not originally planned, life has determined a focus for this workshop will be trauma. Ten months ago, this presenter survived a horrific work-related traumatic experience. This was a challenge to utilize every learning, skill, and practice of 35 years for my own symptoms and suddenly counseling was not theoretical any longer. The goal of the workshop will be to teach and demonstrate how to trust the intelligent thought of core experience vs attaching to constructed story thinking; to teach how to enter the state of open waiting as a means of change and healing. To support change by not knowing how or trying to know. I will offer this methodology to those who may need healing themselves in order to serve clients during the most difficult times of their client's lives.

*Educational Objectives:* 1. Describe the origins of "story thinking" and explain its difference from "intelligent thought." 2. Apply "the alien question" to rapidly identify a client's "story thinking." 3. Explain why thought vs open waiting will fail to be effective in treating trauma.



4:15 pm - 5:15 pm Keynote

## Evocation: The Foundation of Ericksonian Hypnosis and Therapy Bill O'Hanlon, MS

K07  
Regency CD

*Difficulty:* All levels

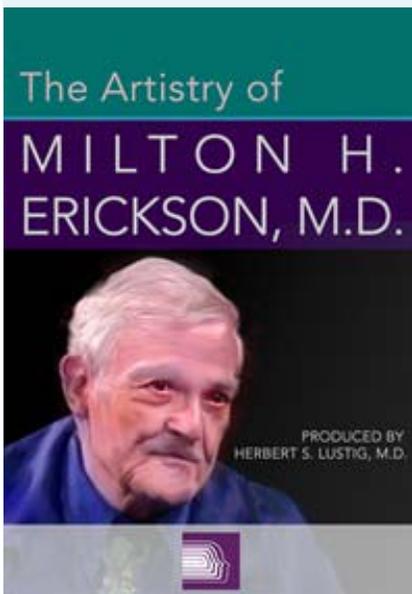
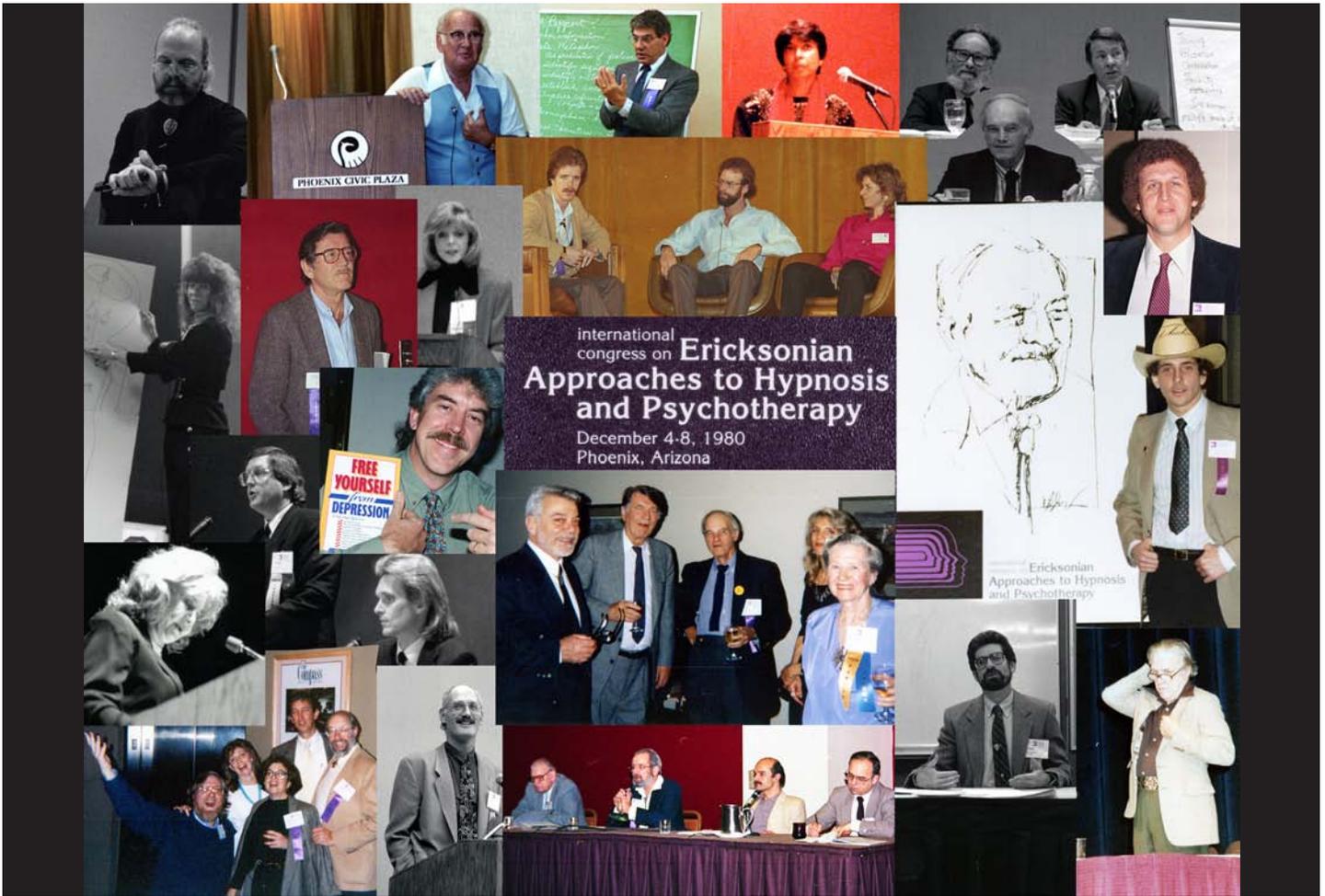
In this provocative session, Bill O'Hanlon will make the case that Ericksonian Hypnosis does not involve suggestion but instead involves evocation of already existing resources, and that Ericksonian Therapy involves a radical departure from the usual diagnostic, pathological-oriented approach that strives to fix or correct the client's or patient's deficits and brokenness. *Educational Objectives:* 1. Articulate what evocation is. 2. List at least one way to evoke in therapy 3. Use two methods of evocation

5:30 pm - 5:45 pm Closing Remarks

Not for Credit  
Regency CD



2015 Erickson Congress  
Faculty Photo



“Your unconscious mind is learning right now. Only you don’t know just what it is learning.” - Milton H. Erickson

Recorded in 1975, *The Artistry of Milton H. Erickson* is rightfully called the “definitive clinical documentary.” Great lengths were taken to ensure the 1 hour 40 minute program of therapy sessions with Dr. Erickson would be recorded in the best possible quality, making this video a paramount showcase of the healing, hypnotic phenomena Erickson could provide.

Dr. Erickson was brilliant in his use of verbal and nonverbal communication with his patients, and his methods transformed the quality of their lives into a healthier state of being. These skills can’t be taught intellectually; they must be experienced by the student. Watching the Artistry videotapes of Erickson offers people that experience.

Artistry is one of Milton’s greatest teaching accomplishments, and perhaps his greatest contribution in conveying to a viewer the experience of his therapy. Viewers will learn, they will experience, and they will become the object of Milton’s voice.

Artistry is available to stream online for \$19.95 at [catalog.erickson-foundation.org](http://catalog.erickson-foundation.org).

Also available are French, German, Italian, Mandarin Chinese, and Spanish subtitles and transcripts to go with the video.

8:00 am Registration Opens

Atrium

9:00 am - 12:00 pm Post-Conference Master Class

Master Class in Brief Ericksonian Psychotherapy

MC01  
Hanson

Bill O'Hanlon, MS and Jeffrey Zeig, PhD

*Difficulty: All levels*

Ericksonian hypnotherapy and the Self-Relations approach are experiential methods of change. In combination they can be synergistic. Psychotherapy is best when clients have a first-hand experience of an alive therapeutic process. Such dynamic empowering experiences pave the way for dynamic understandings. Bill O'Hanlon and Jeffrey Zeig will engage with each other and the participants to examine commonalities and differences in their work.

*Educational Objectives:*

1. Describe the ten therapeutic patterns of Ericksonian influence communication
2. Demonstrate the relationship between interviewing for personal resources and integrating them into a hypnosis session
3. List and describe the stages of hypnotic interaction
4. Describe and demonstrate the role of post-hypnotic suggestions in generalizing individual therapy session gains
5. Compare and contrast elements of an Ericksonian induction with traditional inductions
6. Describe the Utilization Method

12:00 pm - 1:30 pm Lunch Break

1:30 pm - 4:30 pm Master Class Continued

## How to Get CE's

The Application for CE and Evaluation forms will be available online Tuesday, December 17th at [EricksonCongress.com](http://EricksonCongress.com). Follow the link on the home page, complete the evaluation form and print. If you prefer obtaining your certificate by mail, please stop by the registration desk and we'll help you get a paper form. But please be aware that your certificate will take up to 4 weeks to be mailed.

For more information, flip to page 14.



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## The Evolution of Psychotherapy Conference

December 2020

Anaheim, California

[EvolutionofPsychotherapy.com](http://EvolutionofPsychotherapy.com)

# DEVELOPING INTERCULTURAL RESILIENCY

Have you ever had a client who, because of religion, culture, or life experience, seemed so different from you that you wondered how you'd ever make a connection?

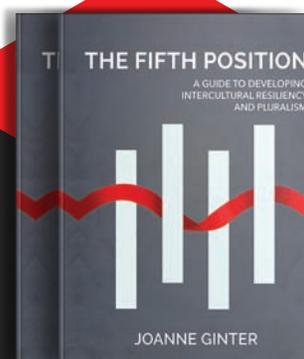
## ONE DAY WORKSHOP



sundancer  
psychological services

### WORKSHOP PARTICIPANTS WILL

- Discover the differences between multicultural, cross-cultural and intercultural therapeutic dialogues
- Learn ways to incorporate the building blocks of resiliency in their work
- Have opportunities to self-reflect on their own world view
- Learn ways to include religion, spirituality and culture in therapy
- Understand the components of culture-infused counselling
- Identify ways the resiliency process can be fostered across cultures
- Learn ways to become a pluralist therapist, offering more diversified and inclusive therapy to clients



### WORKSHOP PRESENTER

Joanne Ginter is a registered psychologist with 35 years of counselling experience with degrees in Psychology and Religious Studies.

Joanne specializes in counselling individuals of all ages and families, focusing on trauma, family violence and development of culturally inclusive counselling. Joanne emphasizes the process of the therapeutic relationship to be key, integrating narrative, solution focus, systemic and collaborative approaches as well as hypnosis and traditional healing methods.

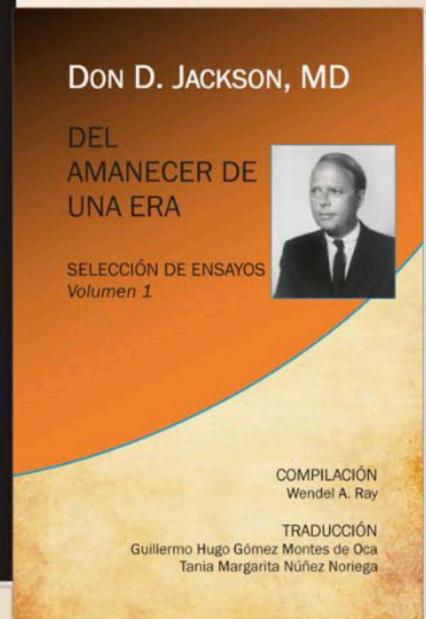
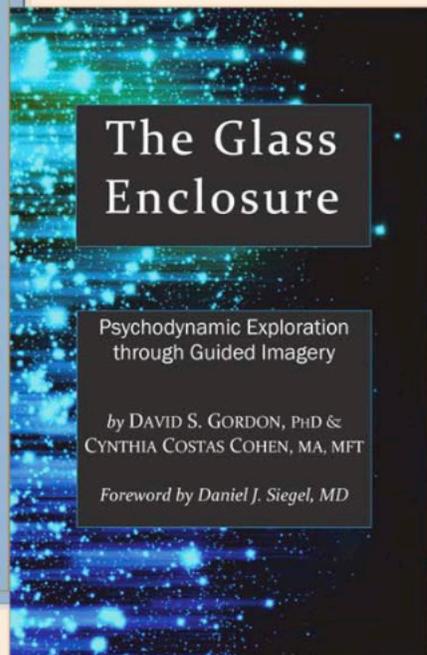
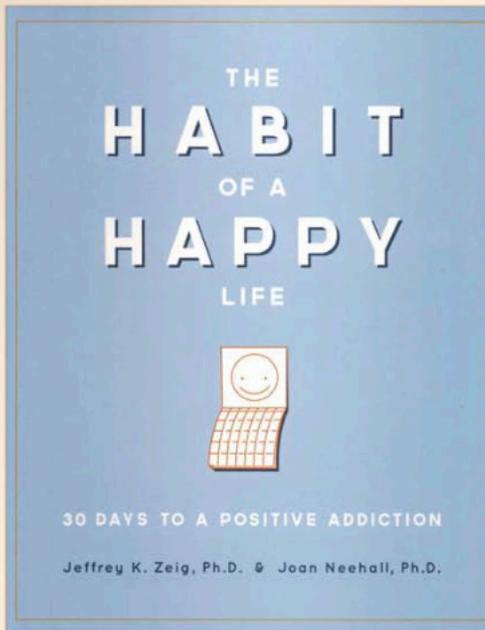
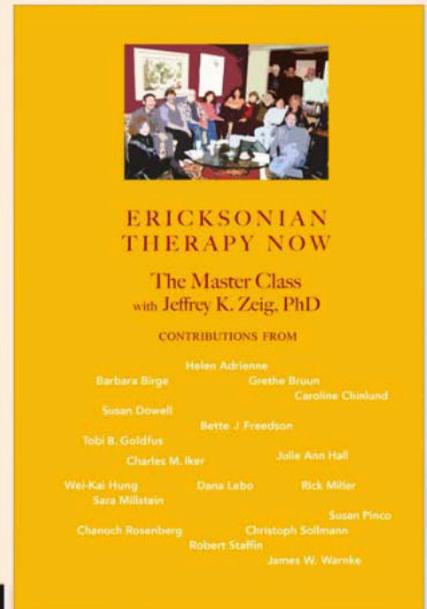
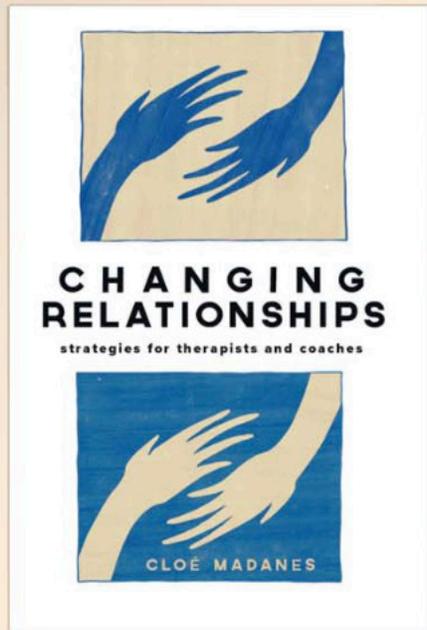
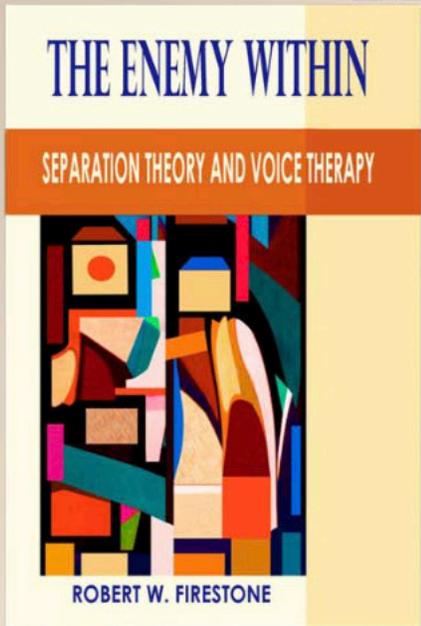
Joanne has been actively devoted to training students and professionals through clinical supervision and the development and presentation of workshops on play therapy, resiliency and collaborative therapy. Joanne has recently become a member of the faculty at the CityUSeattle, Calgary campus.

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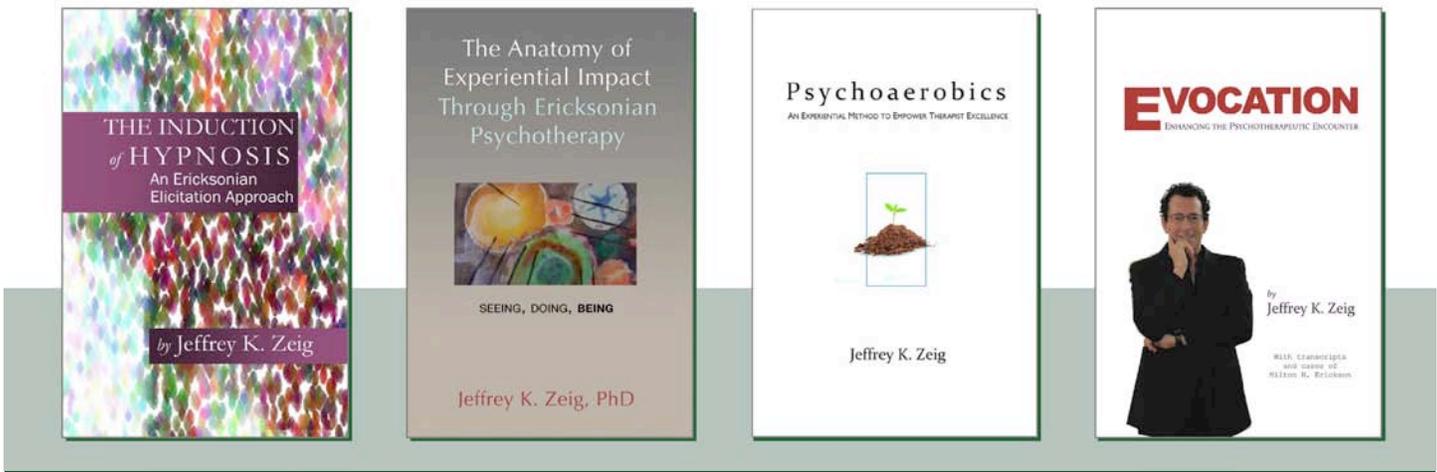


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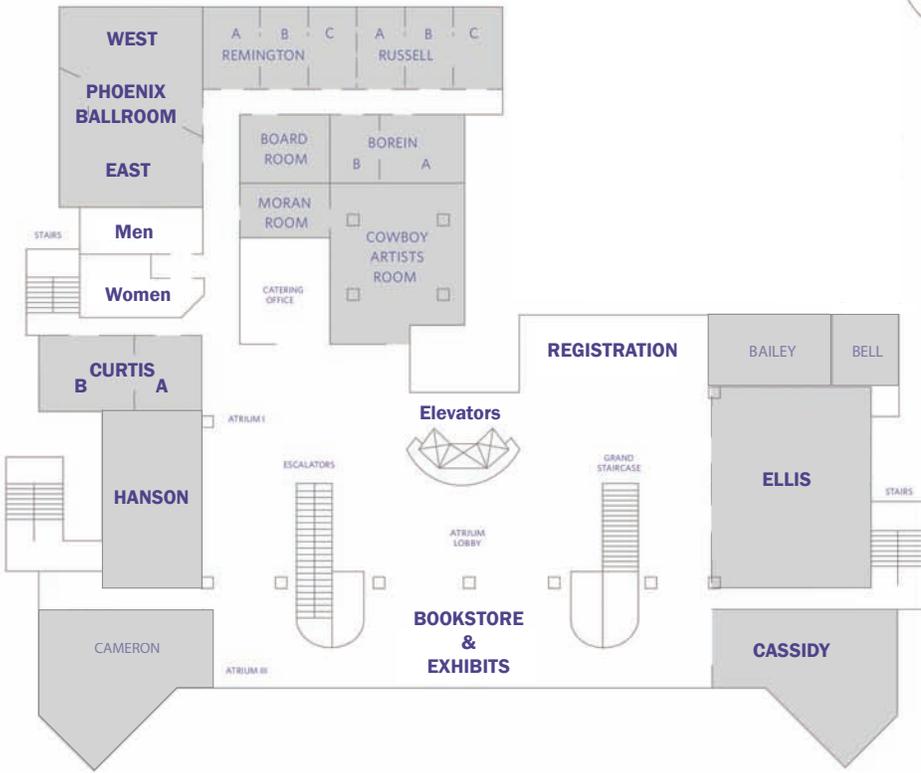
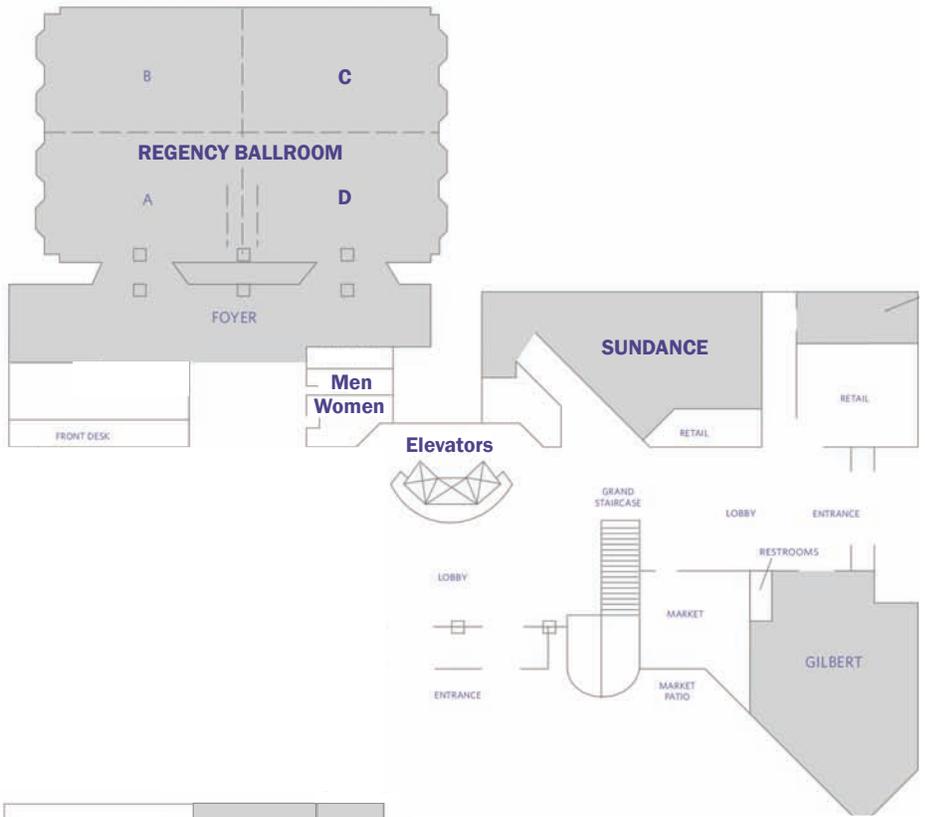
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