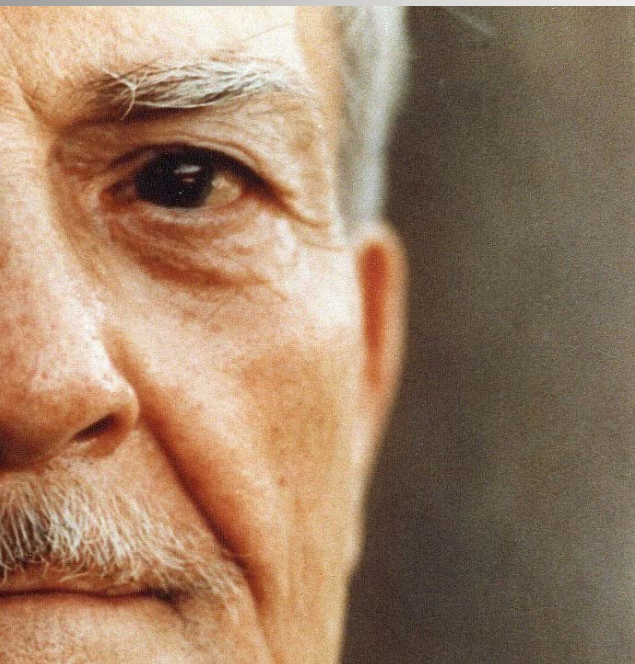


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ON ERICKSONIAN APPROACHES TO PSYCHOTHERAPY



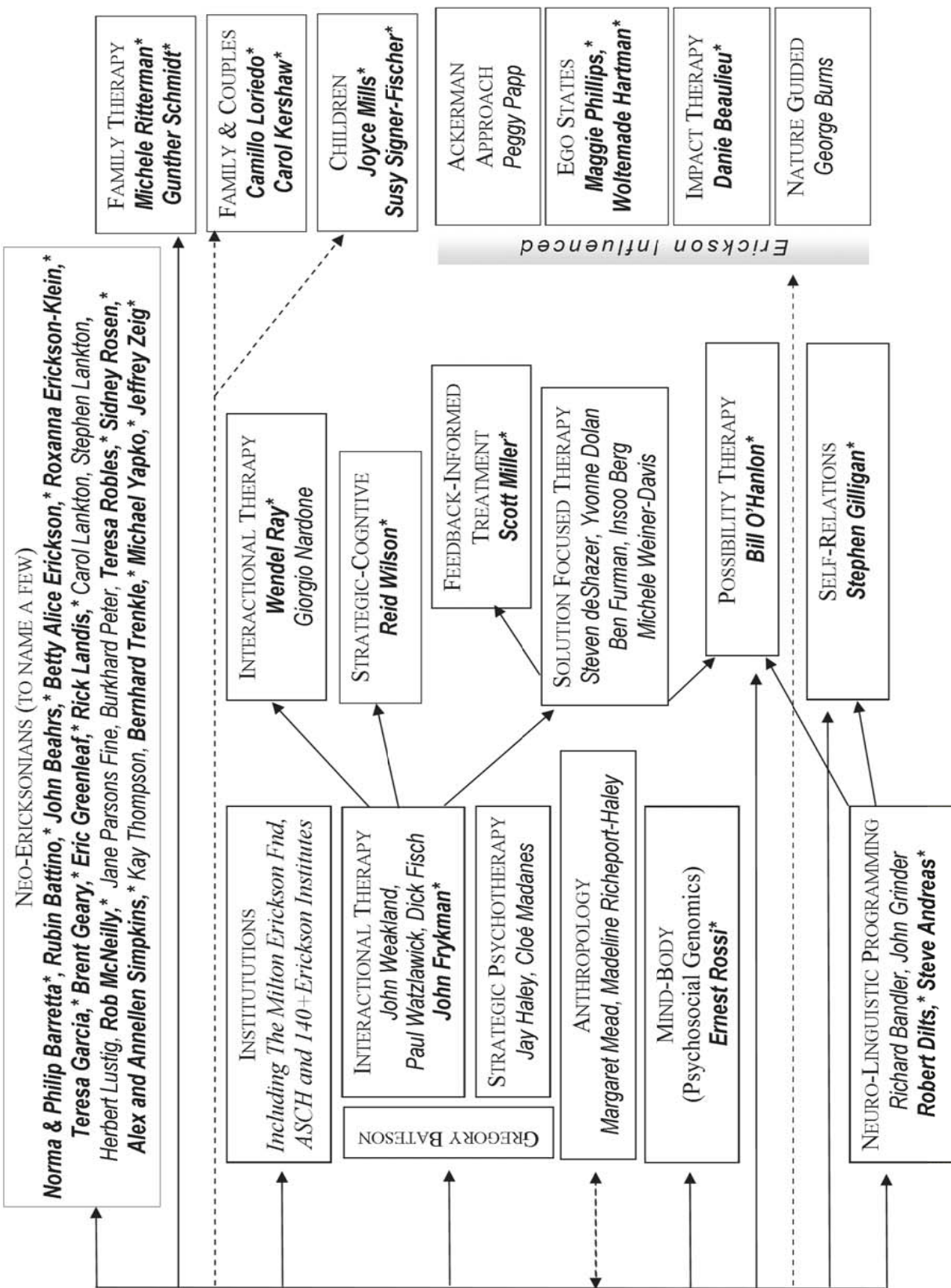
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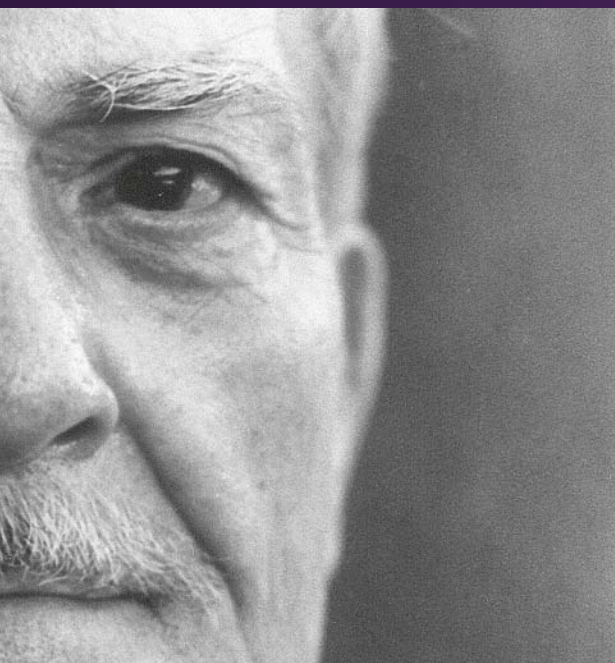
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THE MILTON H. ERICKSON
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To friends, family, students, and practitioners who embrace Ericksonian methodology – we extend a hearty welcome to the 11th International Congress! It's wonderful to join together with you again for a celebration of Dr. Milton H. Erickson's teachings.

Thirty-one years ago, a starry-eyed (arising from inspiration not trance) Jeffrey K. Zeig, PhD, organized and executed the first ever International Congress honoring Dr. Erickson. More than 2,000 eager attendees came together making the first Congress one of the largest meetings ever held on the topic of hypnotic approaches to psychotherapy. You join us this week as testament to the enduring legacy of effective, individualized psychotherapeutic protocol as taught by the Great Master, Erickson himself.

This week offers you world-class faculty, cutting-edge subjects, an opportunity to engage in the fundamentals of Ericksonian hypnotic techniques, as well as listen to some globally renowned practitioners and teachers of psychotherapy. We have many opportunities for networking, brainstorming, and even for letting your hair down to cut the rug at a dance party Thursday evening and an author's book-signing and silent auction on Saturday. You are joining professional colleagues from Switzerland, Russia, Mexico, Germany, Canada and the United States (not to mention many other fine countries) for a whirlwind of exciting educational opportunities.

This is an especially exciting time for The Milton H. Erickson Foundation as we seek to engage the support of fans of Dr. Erickson's to fund improvements to our office space, the establishment of a museum in the Erickson Family home on Hayward Ave in Phoenix, and expansion and accessibility to our precious archives. We are establishing an International Center of Excellence for Hypnosis and Psychotherapy in a new facility on Thomas Rd. Please note all the displays and printed materials distributed at Congress about this endeavor. You can contact our new Executive Director, Susan Kavanaugh, if you have more questions about our undertaking. You also can go to our newly redesigned website and make a secure donation online.

May your several days attending the 11th International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy be rich in personal growth and long on memorable professional moments. We are ever so grateful for your patronage and support.

Sincerely,



Jeffrey K. Zeig, PhD
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THE MILTON H. ERICKSON FOUNDATION, INC. is a federal non-profit 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 six landmark Evolution of Psychotherapy Conferences in 1985, 1990, 1995, 2000, 2005, and 2009 attracting more than 7,000 professionals from around the world at each conference. The next Evolution Conference is scheduled for 2013 in Anaheim, California.

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Faculty



Jorge Abia, MD, has been the co-director of the Milton H. Erickson Institute of Mexico City since 1989. Dr. Abia has training in internal medicine, family therapy, and Ericksonian hypnotherapy, and has 23 years of experience as an Ericksonian Hypnotherapy clinician, teacher, researcher and programs designer. He is co-Author of a 1,500 page teaching program and author of a self-hypnosis book.



Naji Abi-Hashem, Ph.D. is an independent scholar and a clinical and cultural psychologist currently based in Seattle, Washington. He received his M.Div from Golden Gate Theological Seminary; MA and Ph.D. from Rosemead Graduate School of Psychology, Biola University; DABPS Diplomate, American Board of Psychological Specialties; IABMCP Diplomate, International Academy of Behavioral Medicine, Counseling and Psychotherapy.



Helen Adrienne, LCSW, BCD, is in private practice with a specialty in infertility. She conducts mind/body stress reduction classes at NYU Fertility Center. She also educates mental health professionals on the parameters of infertility at national and international conferences. Her book *On Fertile Ground: Healing Infertility* is available at www.amazon.com and www.createspace.com.



Ronald Alexander, PhD, is executive director of the Open Mind Training Institute in California. He is a Diplomate in professional psychotherapy in the International Academy of of Behavioral Medicine, Counseling and Psychotherapy. He is the author of *Wise Mind Open Mind: Finding Purpose and Meaning I Times of Crisis, Loss and Change*.

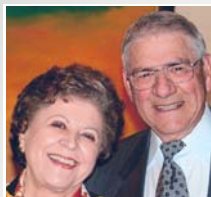


Steve Andreas, MA, has been learning, training, researching and developing NLP methods for the last 31 years. He is the author of *Six Blind Elephants*, *Transforming Your Self*, and *Virginia Satir: the Patterns of Her Magic*. He is co-author, with his wife Connirae, of *Heart of the Mind and Change Your Mind—and Keep the Change*.



Marilia Baker, MSW, is a multicultural Licensed Marriage and Family Therapist based Scottsdale, Arizona. She is a board member of the Phoenix Institute of Ericksonian Therapy and Advisor to Centro Ericksoniano de México, she is currently a consultant to *InTheWomb Project* an initiative of the Gladys Taylor McGarey Medical Foundation.

Ms. Baker is author of *A Tribute to Elizabeth Moore Erickson: Colleague Extraordinaire, Wife, Mother and Companion*, also published in Spanish, Portuguese, and French.



Norma Barretta, PhD, & Philip Barretta, MA, MFT, partners since 1948, have been working together since 1972. They teach regularly in the United States, Italy, Poland, Spain, and occasionally other countries. Norma continues to see patients in her private practice and Phil helps with couples and families. They often use the double induction in their work as a team. They have been honored for their service to the American Society of Clinical Hypnosis and are both frequent faculty for ASCH. They are regular faculty for the Southern California Society of Clinical Hypnosis and serve on the SCSCH Board. They have written numerous chapters for other people's books and are still working on two books of their own.



Rubin Battino, MS, has a private practice as an LPCC in Ohio, specializing in very brief therapy and hypnosis. Fellow of the National Council for Hypnotherapy (UK), and co-author of *Ericksonian Approaches*. And author of a play on the life and work of Milton Erickson: *That's Right Is IT Not?* A regular presenter of workshops on various topics, his most recent book is on healing language.



John Beahrs, MD, is a psychiatrist retired from the Portland Veteran's Administration Medical Center, and Professor Emeritus, Oregon Health and Science University. A three-time recipient of a Milton H. Erickson Award, Dr. Beahrs developed strategic self-therapy for treating personality disorders and a "shared self-deception hypothesis" of how human minds evolved. He is the author of three books, with two books in progress: *Psychotherapy* and *The Reality Question*.



Danie Beaulieu, PhD, holds a doctorate degree in psychology and is internationally recognized as a co-developer in Eye Movement Integration (EMI) Therapy and Impact Therapy. She has authored seventeen books, some of which have been translated into several languages. Her dynamic and concrete workshops have been ranked among the best in every conference where she presented.



Cheryl Bell-Gadsby, MA, MFCC, RCC, is a psychotherapist, clinical supervisor and educator in the US and Canada. She has specific expertise in issues of trauma, mind/body and energetic therapies, family violence, sexual exploitation and abuse, child and adolescent development, and hypnotherapy with children, adolescents and adults. Ms. Bell-Gadsby has co-authored *Reclaiming Herstory: Ericksonian Solution-Focused Therapy for Sexual Abuse*, and *It's a Girl Thang!*



Sonja Benson, PhD, is a psychologist in private practice. She earned her PhD in Counseling Psychology from the U of MN. She has worked as a medical psychologist at the VAMC, in EAP programs for two Fortune 500 companies and in private practice. Sonja is a member of the APA and ASCH. She has published two books on hypnosis with George Gafner.



George Burns, MA, PsS, is internationally recognized for his seven books, including the best-selling *101 Healing Stories* and his recent, much-acclaimed *Happiness, Healing, Enhancement*. An Australian clinical psychologist, therapist trainer, George is also an Adjunct Senior Lecturer at Edith Cowan University and Director of the Milton H. Erickson Institute of Western Australia.



Consuelo Casula, Lic Psych, is a psychologist and a psychotherapist with a private practice in Milan, Italy, and a trainer for hypnosis and psychotherapy. She is in the Board of Directors of SIL, President-Elect of ESH and Secretary/treasurer of ISH. She writes books on communication skills, leading groups, creating metaphors, resilience, and women's development.



Sheldon Cohen, MD, is a psychiatrist in private practice in Atlanta, GA. He is past professor at Tulane and Emory. His research efforts have centered on the biochemistry of the brain. He is a past editor of the *American Journal of Clinical Hypnosis*, as well as past vice president of ASCH. He received the Presidential Merit Award ASCH, the Distinguished Service Award MAA, and recognized as Man of the Year by GPA.



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 an elected fellow with the American Society of Clinical Hypnosis and author of *Anxiety Disorders: The Go-to Guide for Clients and Therapists* and the award winning *Affect Regulation Toolbox*.



Robert Dilts has a global reputation as a leading developer, author, coach and trainer in the field of Neuro-Linguistic Programming (NLP). Robert worked closely with NLP co-founders John Grinder and Richard Bandler at the time of its creation and also studied personally with Milton H. Erickson, M.D., and Gregory Bateson. A founder of NLP University in Santa Cruz, CA, Robert pioneered the applications of NLP to education, creativity, health, leadership, belief systems and the development of what has become known as "Third Generation NLP." He is the principal author of the standard reference text for the field, as well as numerous other books on NLP.

Joseph Dowling, MS Joseph Dowling, M.S., LPC is a specialist in Peak Performance Psychology with 20 years of experience working with athletes on the professional and collegiate level, performing artists, and corporate professionals. His solution-focused, strength based model enables his clients to bypass negativity while developing an unwavering belief in their ability to succeed. He also frequently employs specialized Zone techniques with athletes to enable them to 'experience' their peak performance routinely. He has a private practice in Philadelphia, PA.



Susan Dowell, LCSW, BCD, is Diplomate, National Association of Social Workers, with over 35 years of clinical experience. Nationally, she has taught regional workshops for the American Society of Clinical Hypnosis and is an active member of the Education Committee of the American Society of Clinical Hypnosis. She is the Developer and Director of FOOT-PRINTINGS®, a new interactive treatment modality designed to work three dimensionally with Self States. She has taught this approach internationally as well as in the United States.



Betty Alice Erickson, MS, LPC, LMFT, a hypnosis demonstration subject for her father's patients and students for over 30 years, has been Keynote Speaker and faculty for national and international Conferences. Co-author of "Hope & Resiliency" she's written numerous book chapters and articles. Her latest book (with Bradford Keeney), *Milton Erickson, American Healer*, has been translated into three languages.



Helen Erickson, PhD, RN, AHN-BC, FAAN, is Emeritus Professor, The University of Texas at Austin, PhD. BSN, MS, PhD, The University of Michigan. Board Chair, The American Holistic Nurses Certification Corporation; Consultant on Holistic Caring. Endowed Lectureship in Holistic Nursing; Fellow, American Academy of Nursing. Member: STTI, ANA, American Academy of Nursing, SAMRM. She is the author of "Exploring the Interface Between the Philosophy and Discipline of Holistic Nursing: Modeling and Role-Modeling at Work."



Roxanna Erickson-Klein, RN, PhD, work is a balance of clinical, writing, and teaching activities. With a special interest in the archives she is co-editor of the Collected Works of Milton H. Erickson, and is currently engaged in compiling an *International Glossary* to bring more consistency to translations of professional Ericksonian literature.



Ricardo Feix, MD, is medical doctor and master in Public Health by São Paulo University. Post graduated in Toxicology and Community Health has developed a center for treatment of substance abusers in Porto Alegre, Brazil. President of the MHE Brazil Sul Institute has taught hypnotherapy in Brazil, Argentina, Mexico and U.S.A.



Neil Fiore, PhD, is a psychologist in Berkeley, CA, speaker, and the author of six books including *The Now Habit at Work*, *Coping with the Emotional Impact of Cancer*, and *Awaken Your Strongest Self*. His work has published in *The New England Journal of Medicine* and been cited in *The New York Times*, *The London Times*, and *The Wall Street Journal*. He is the former president of the Northern California Society of Clinical Hypnosis and is the president of The Fiore Productivity Program™ that empowers people and businesses to reach superior levels of performance on the job and to live a more satisfying life.



Douglas Flemons, PhD, Professor of Family Therapy at Nova Southeastern University in Fort Lauderdale, has written and edited books on hypnosis and therapy (*Of One Mind*), psychotherapy and Eastern philosophy (*Completing Distinctions*), brief sex therapy (*Quickies*), and suicide assessment (*Therapeutic Suicide Assessment*). He is an in-demand presenter both nationally and internationally.



Steve Frankel, PhD, JD, is an ABPP certified clinical and forensic psychologist, as well as an attorney at law. Dr. Frankel has been on the faculty of the University of Southern California for over 35 years and is currently a Clinical Professor of Psychology. He served as an Adjunct Professor of Law at Loyola Law School (Los Angeles) and is now an Adjunct Professor at Golden Gate University School of Law. He has taught courses on healthcare policy, regulation of healthcare practice and mental disorder and the law. Author of more than 50 articles and book chapters, he won the USC Award for Teaching Excellence early in his academic career.



John Frykman, MDiv, PhD, is a California licensed Marriage and Family Therapist, founder of Cypress Institute, an ordained Lutheran minister, and organizer of the Drug Treatment Program at the Haight-Ashbury Free Clinic. He studied privately with Dr. Erickson from 1969-1979, observing, sharing, and discussing cases with him. He has done teaching, consulting, training, and supervising in 27 states and 16 countries. In California, he served as Clinical Supervisor and Clinical Case Manager at Ross Hospital CD Unit (Marin County) and at Ohloff Intensive Outpatient Services (San Francisco). He continues his consulting work and private practice of Brief Solution Focused psychotherapy.



George Gafner, LCSW, is author or co-author of five books on clinical hypnosis and 35 journal articles on psychotherapy. In 2008, he retired from the Tucson VA where he was director of family therapy and hypnosis training.



Teresa Garcia-Sanchez, ECP, is the Director of the Milton H. Institute of Madrid. Over the last 7 years, she has presented 76 workshops, trainings, and conferences at hospitals, universities and Congresses (EAP, ESH, ISH, ASCH, CFBH) in 19 different countries. She was the opening keynote speaker at the Hungarian Hypnosis Congress on Milton Erickson and will also be an opening keynote speaker in Biarritz (France).



Brent Geary, PhD, is a licensed psychologist with a private practice in Phoenix. Since 1988, he has also been the Director of Training for the Milton H. Erickson Foundation. He teaches internationally and edited two books with Jeffrey Zeig, *The Handbook of Ericksonian Psychotherapy* and *The Letters of Milton H. Erickson*.



Richard Gellerman, PhD studied 350 hours with Dr. Milton H. Erickson which enabled him to learn the most innovated techniques for hypnosis and psychotherapy. He earned his Ph.D. at the University of Arizona in 1976 from the Department of Counseling and Guidance. He is a licensed psychologist with 33 years experience, providing counseling for grief, anxiety, depression, stress, extended family issues, problems with every day living, trauma and social anxieties.



Stephen Gilligan, PhD, received his doctorate from Stanford University, and was a major student of Milton Erickson. Dr. Gilligan has been extending this work for the past 35 years in significant ways, while also developing Self-Relations Psychotherapy. In 2004, he received the rarely given Lifetime Achievement Award from the Erickson Foundation in honor of his many contributions. He is well-known throughout the world for his inspirational teaching. He has published extensively, and his 7 books include the classic *Therapeutic Trances*, *The Courage to Love*, *The Legacy of Erickson*, and *The Hero's Journey* (with Robert Dilts). His website is StephenGilligan.com.



Eric Greenleaf, PhD, directs the Milton H. Erickson Institute of the Bay Area, practices in Albany, CA, teaches worldwide, studies trance healing in Bali, and wrote *The Problem of Evil: Ancient Dilemmas and Modern Therapy*. Milton Erickson chose Eric to receive the first Erickson Award of Scientific Excellence for Writing in Hypnosis.



Bruce Gregory, Ph.D. is the Director of the Master Program in Counseling Psychology at Ryokan College in Los Angeles. He is a licensed marriage family therapist specializing in mind-body hypnotherapy, and the treatment of trauma and abuse. He has been a frequent presenter at Ericksonian Conferences focusing his presentations on the integration of Rossi's Mind-body approach with other therapeutic modalities. He is the author of numerous articles on the integration of mind-body hypnotherapy with classical music composition theory, mathematics, physics and tai chi, which focus on the treatment of resistance, trauma, and abuse.



Woltemade Hartman, PhD, is a clinical psychologist in private practice in Pretoria, South Africa. He is a past member of the Board of Psychology of the Health Professions Council of South Africa and is the Founding Director of the Milton H. Erickson Institute of South Africa. He is the recipient of the 2009 Jay Haley Early Career Award for Innovative Contributions to Hypnosis from the International Society of Hypnosis.



Harriet Hollander, PhD, is a clinical psychologist in Princeton, New Jersey. She is the director of the Milton H. Erickson Society of New Jersey, serves on the editorial board of the *American Journal of Clinical Hypnosis*, and has published articles on ECEM (eye closure, eye movements) for the treatment of trauma, and for panic and depersonalization disorder.



Michael Hoyt, PhD, is senior staff psychologist at the Kaiser Permanente Medical Center in San Rafael, California. He is the author and editor of numerous books, most recently *Brief Psychotherapies: Principles and Practices* (2009). A nationally and internationally recognized lecturer, he is a Woodrow Wilson Fellow and has been honored as a Continuing Education Distinguished Speaker by both the American Psychological Association and the International Association of Marriage and Family Counselors, as a Contributor of Note by the Milton H. Erickson Foundation, and is a recipient of the prestigious APF Cummings Psyche Prize for lifetime contributions to the role of psychologists in organized healthcare.



Anita Jung LPC, DAPA, originally from Europe, is most well known for weaving together a tapestry of music and trance to access and transform therapeutic states. She routinely teaches by invitation to professional audiences internationally. Her therapeutic CDs incorporate music and Ericksonian hypnosis and are published in the United

States and in Germany. In addition to a private practice she serves as the President of the Central Texas Society of Clinical Hypnosis and directs the Counseling Services Division at Life-Works in Austin, Texas.



Carol Kershaw, EdD, is a licensed psychologist in private practice and Co-Director of the Milton H. Erickson Institute of Houston. She is an Approved Supervisor for the AAMFT, a member of the American Psychological Association, Approved Consultant for the American Society of Clinical Hypnosis, and board certified in Neurofeedback by the Biofeedback Certification Institute of America. She is also a member of the International Society for Neurofeedback and Research. She is the author of the book, *The Couple's Hypnotic Dance*, and co-author of the forthcoming book, *Brain Change Therapy: Clinical Interventions for Self Transformation*.



Krzysztof Klajs, Dipl. Psych., is Founder and Director of The Milton H. Erickson Institute of Poland, where he also maintains a private practice. He is certified as psychotherapist by Polish Psychiatric Association, and licensed as psychotherapist by Polish Psychological Association.



Richard Landis, PhD, is a clinical and medical psychologist, 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 Clinical Director of the *Ericksonian Integrative Medical Institute of Orange County*. He is board certified in traumatology, and holds diplomate status in the areas of integrated medicine, behavioral medicine, and psychopharmacology.



John Lentz, DMin, directs an Ericksonian Institute and practices marriage and family therapy. He is a member and supervisor of AAMFT, AAPC, and ASCH. He graduated from and later taught at Louisville Presbyterian Seminary. Authoring six books, including *Trans-Altering Epiphanies*, he pastors Radcliff Presbyterian Church, and is the retired Chief Chaplain of the women's prison in Kentucky.



Camillo Lorio, MD, PhD, is Professor of Psychiatry and Psychotherapy at the University of Rome, School of Medicine and the School of Specialization. Since 1998, he has been a member of the Board of Directors of the Milton Erickson Foundation. He has been recently elected President of the Italian Society of Psychotherapy. He is a member of the Editorial Board of the *American Journal of Clinical Hypnosis* since 2005. Professor Lorio has been awarded the Milton H. Erickson Lifetime Achievement Award for outstanding contribution to the field of Psychotherapy. He has authored over 350 scientific papers and 26 books.



Lynn Lyons, LICSW, is in private practice in Concord, New Hampshire and specializes in the treatment of anxiety and the use of hypnosis with children. Lynn has created many acclaimed workshops on managing anxiety for children, parents, and professionals, focusing on usable, concrete skills to handle stress and worry.



Robert McNeilly, MD, was in a suburban Melbourne general medical practice for 10 years when he was inspired by Milton Erickson's human approach to therapy. He founded the CET in 1988 to introduce Ericksonian Hypnosis and the Solution Oriented Approach to hypnosis, counseling and coaching in Australia. He is co-author, with Jenny Brown, of *Healing With Words*, and author of *Healing the Whole Person*. Crown House published a series of DVD demonstrations of counseling and hypnosis.



Scott 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 and training in the United States and abroad, helping hundreds of agencies and organizations, both public and private, to achieve superior results.



Joyce C. Mills, PhD, LMFT, Registered Play Therapy Supervisor is the Founder/director of the Story-Play® Center in Scottsdale AZ and Co-director of the Phoenix Institute of Ericksonian Therapy. Recipient of 1997 Annual Intern Play Therapy Award for an "outstanding career contribution in Child Psychology and Play Therapy." An internationally recognized trainer speaker, consultant, and program development specialist, author of eight books, including the award-winning *Therapeutic Metaphors for Children and the Child Within* and *Reconnecting to the Magic of Life*.



Michael Munion, MA, LPC, is Chief Clinical Officer for Mountain Health and Wellness which provides integrated primary and behavioral healthcare. He has been a practicing psychotherapist in Arizona since 1979, and affiliated with the Erickson Foundation since 1980. He is co-author of Sage's book on Milton H. Erickson. Michael is also adjunct faculty at Ottawa University in the Masters in Professional Counseling program.



Peter Nemetschek, DGSF, is a family therapist, supervisor, in private practice in Munich, Germany. Has been teaching family therapy for 30 years, 20 years director of a family therapy institute. He participated in four teaching seminars with Milton H. Erickson, ninety days with Virginia Satir. He works with hand, heart and humor. He developed the River of Life Model, a holistic approach.



Rafael Núñez, MA, has been the co-director of the Milton H. Erickson Institute of Mexico City since 1999. He has training in industrial relations, family therapy, and Ericksonian hypnotherapy, and 23 years of experience as an Ericksonian Hypnotherapy clinician, teacher, researcher and programs designer. He has been an academic coordinator of post-graduate courses at the National Autonomous University of Mexico since 2005. He is the author of two books in hypnotherapy for Children and co-author of a 1,500 page teaching program.



Bill O'Hanlon, MS, has written and published 31 books, 59 articles or book chapters, three computer programs, eight videos, and numerous audios. He was the founder of solution-oriented therapy. He has given over 3,000 talks internationally. He was Dr. Erickson's gardener while attending graduate school at Arizona State University. He has written several books on Dr. Erickson's work, including *Taproots*, *An Uncommon Casebook*, *A Guide to Trance-Land*, and *Solution-Oriented Hypnosis*.



Maggie Phillips, PhD, lives and works as a clinical psychologist in the Oakland Hills above the San Francisco Bay. As the author of numerous papers and articles on trauma, dissociation, ego-state therapy, hypnosis, and mind-body healing, she specializes in the treatment of traumatic stress and pain disorders. Dr. Phillips is author of *Reversing Chronic Pain*, *Finding the Energy to Heal*, *Healing the Divided Self*, and *Body-Focused Therapy Can Help Restore Mind-Body Health*.



Wendel Ray, PhD, is Professor of Family System Theory, Marriage & Therapy Program, University of Louisiana-Monroe (ULM); Senior Research Fellow & former Director, Mental Research Institute (MRI) Palo Alto, CA. . Author of 10 books available in 8 languages, Dr. Ray conducts workshops in Brief Systemic Therapy nationally and internationally. Recent books: *Focused Problem Resolution: MRI Brief Therapy Center Selected Papers*; *Paul Watzlawick: Insight may cause Blindness*; and *Don Jackson: Interactional Theory in the practice of Therapy*.



Michele Ritterman, PhD, is recognized as the Mother of the integration of hypnosis and family therapy, in her classic text: *Using Hypnosis in Family Therapy* (1982). One of Erickson's leading students, she originated the concept of the symptom as a trance state that is suggested by people and social structures. From this basic concept that Erickson himself admired, she framed therapy as the production of COUNTER-INDUCTIONS, hypnotic SEQUENCES that impact the symptom trance. Her latest book *The Tao of a Woman* (2009) is a tool for us to carry with us to move from the symptom trance to the healing stance. Her book in progress is *From Trance to Stance*.



Teresa Robles, PhD, Director of the Centro Ericksoniano de Mexico in Mexico City, which offers the first officially accredited Masters Degree in Ericksonian Psychotherapy in the world. Member of the Board of Directors of the International Society of Hypnosis and was organizer of its 17th Congress. Dr. Robles teaches worldwide and her books have been translated into many languages.



Sidney Rosen, MD, a board-certified psychiatrist and certified psychoanalyst (American Institute for Psychoanalysts), is the Founding President of the New York Milton H. Erickson Society for Psychotherapy and Hypnosis. He is the author of *My Voice Will Go With You: The Teaching Tales of Milton H. Erickson* and several papers on Ericksonian Therapy. He has been Invited Faculty at all 11 International Congresses and has given seminars and workshops internationally.



Ernest Rossi, PhD, received Lifetime Achievement Awards from the Erickson Foundation, 1980; American Association of Psychotherapy, 2003; American Society of Clinical Hypnosis in 2008. He has published 36 books and 175 papers on therapeutic hypnosis, psychotherapy, dreams, consciousness & creativity. He is the author of *The Breakout Heuristic: The New Neuroscience of Mirror Neurons, Consciousness and Creativity in Human Relationships* and his most recent book *Creating Consciousness: How Therapists Can Facilitate Wonder, Wisdom, Beauty & Truth* (in press).



Kathryn Rossi, PhD, is a Founding Director of the Milton H. Erickson Institute, California Central Coast (MHE-CCC). She has edited, authored, and co-authored more than 15 books and 25 scientific articles. She conducts workshops and consultations internationally and also through SKYPE. Her private practice is in Los Osos, California.



Gary Ruelas, DO, PhD, holds doctoral degrees in medicine and psychology. His passion for working with individuals has been an integral part of his life. First trained as a child neuropsychologist, then in family medicine, he is one of the limited number of individuals in the country licensed as both a clinical psychologist and a physician.



Alan Schefflin, JD, is Professor of Law at Santa Clara University, School of Law. The current Chair of the Law and Mental Disability Section of the Association of American Law Schools. Recipient of 12 awards from professional associations, including the American Psychiatric Association, the American Psychological Association, the Society for Clinical and Experimental Hypnosis, the American Society of Clinical Hypnosis, the International Society for the Study of Dissociation, and the American Family Foundation. He is the author of six books and 70 articles.



Gunther Schmidt, MD, MA, is the director of the Milton H. Erickson Institut Heidelberg and director of the SysTelios Clinic for Psychosomatic Competence, Siedelsbrunn. Dr. Schmidt holds a master's degree in Economics and is the recipient of the Lifetime Achievement Award from the German Business Training Association. He is a founder, honorary member, and former vice-president (1984-2003) of Milton Erickson Society of Germany, founding member and teaching expert of Systemic Society of Germany, German Society of Systemic Family Therapy, and German Federal Association of Coaching.



Robert Schwarz, PsyD, is a psychologist and marriage and Family therapist. He is the executive director of the Association for Comprehensive Energy Psychology and is in private practice. He is author of: *We're No Fun Anymore: Guiding Couples to a Joyful Marriage Through the Power of Play and Tools for Transforming Trauma*.



Dan Short, PhD, is most well-known for his work in Ericksonian hypnosis and is the lead author of *Hope and Resiliency*, a book that has received world-wide attention. His most recent book is *Transformational Relationships*. Dr. Short has served as faculty for the Ericksonian Congresses since 1996. Dr. Short maintains a private practice in Scottsdale, Arizona.



Susy Signer-Fischer, Lic. Phil., is a psychologist and psychotherapist FSP, specializing in working with children, adolescents and adults. She works at the Institute for Developmental and Personality Psychology at the University of Basel in Switzerland and is also in private practice in Basel and Bern. Susy was director of the Family and Educational Counseling Centre in Basel, Switzerland for the past ten years. She is a supervisor and trainer in psychotherapy, mainly in hypnotherapy, psychotherapy for children, adolescents, families and couples. She is the past-president and founding member of the Swiss Society of Clinical Hypnosis (GHypS).



Alexander Simpkins, PhD, and **Annellen Simpkins, PhD**, are psychologists specializing in meditation, hypnotherapy, and neuroscience. They are authors of 26 books, including: *Zen Meditation in Psychotherapy* (Wiley, 2011), *Neuroscience for Clinicians* (Springer, 2012), and forthcoming, *The Mindful Way Through Bipolar Disorder* (New Harbinger, 2012). Their books have many foreign editions and awards. They have worked with clients and taught for decades at conferences, state mental hospitals, and universities. They have performed psychotherapy research and studied personally with Erickson and Rossi. They are reviews editors of the Erickson newsletter.



Albina Tamalonis, PsyD, has a full-time private practice on the Upper West Side of New York City, using Ericksonian psychotherapy and hypnosis. Dr. Tamalonis was in the first training program offered by Dr. Jeffery Zeig at the Foundation in 1984 and authored the third doctoral dissertation validating Erickson's work in 1990 for her clinical psychology doctorate. She also has two masters' degrees; one in experimental social psychology and the other in child clinical psychology. Dr. Tamalonis and her husband produce hypnosis CDs with original music.



Bernhard Trenkle, Dipl.Psych., is Director of the Milton Erickson Institute Rottweil Germany, and member of the Board of Directors of the Milton Erickson Foundation. He is Member of Board of Directors International Society of Hypnosis ISH and Past President of Milton Erickson Society of Clinical Hypnosis Germany (1996-2003). Author of *Ha Ha Handbook of Hypnosis and Psychotherapy* a bestselling joke book in Germany (now translated in English, Russian and Italian). Co-Organizer of the European Evolution of Psychotherapy Conference 1994 in Hamburg and organizer of 6 international child hypnosis conferences in Germany.



Claude Viot, MD, is a psychiatrist who lives and practices in Rennes, Brittany, France. He is Founder of Institute Milton H Erickson de Rennes Bretagne, Director of EMERGENCES: Institute of research and training in therapeutic communication, and board member of ISH (International Society of Hypnosis). Dr. Viot received the 2009 Jay Haley Early Career for Innovative Contributions Award from ISH 2009.



Reid Wilson, PhD, directs the Anxiety Disorders Treatment Center in Chapel Hill, NC and is Associate Clinical Professor of Psychiatry at the UNC School of Medicine. He is author of *Don't Panic: Taking Control of Anxiety Attacks* and is co-author, with Edna Foa, of *Stop Obsessing! How to Overcome Your Obsessions and Compulsions*. He served on the Board of Directors of the Anxiety Disorders Association of America for 12 years and as Program Chair of the National Conferences on Anxiety Disorders from 1988-1991. His free self-help website—anxieties.com—serves 385,000 visitors (16 million hits) per year.



Charlotte Wirl, MD, is a medical doctor with diplomas from the Austrian Medical Association for Psychotherapy, Psychosomatic and Psychosocial Medicine. Widely published and a regular presenter at seminars, Dr. Wirl is experienced in hypnotherapy, Ericksonian hypnotherapy and brief interventions. She specializes in smoking cessation, psychosomatic medicine, pain, trauma, child therapy.



Michael D. Yapko, PhD, is a clinical psychologist residing in Fallbrook, California. He is internationally recognized for his work in clinical hypnosis, brief psychotherapy, and the strategic treatment of depression. He has been invited to speak in 30 countries across six continents. He is the author and editor of 14 books, including his newest, *Mindful and Hypnosis*, as well as *Breaking the Patterns of Depression*, *Depression is Contagious*, and *Trancework: An Introduction to the Practice of Clinical Hypnosis*. He is the recipient of numerous awards for his innovative contributions in advancing the fields of hypnosis and brief therapy.



Lilian Borges Zeig, MA, LPC, has been conducting seminars in the US and internationally on Ericksonian hypnosis, brief therapy and couples therapy. She currently has a private practice, and teaches Medical Psychology and Medical Hypnosis for medical students in Phoenix, Arizona. Lilian has a vast multicultural knowledge and conducts programs and psychotherapy in English, Spanish and Portuguese.



Jeffrey Zeig, PhD, is the Founder and Director of Milton H. Erickson Foundation. Dr Zeig is the architect of The Evolution of Psychotherapy Conference, the Brief Therapy Conference, the Couples Conference, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. He is on the Editorial Board of numerous journals; Fellow of the American Psychological Association (Division 29, Psychotherapy); and Fellow of the American Society of Clinical Hypnosis. He is a Distinguished Practitioner in the National Academy of Practice in Psychology of the National Academies of Practice and an Approved Supervisor of the American Association for Marriage and Family Therapy. A clinical psychologist, Dr. Zeig has a private practice, and conducts workshops internationally (40 countries). He has edited, co-edited, authored or co-authored more than 20 books on psychotherapy that appear in 12 foreign languages.

Don't miss it!

POST-CONFERENCE MONDAY

December 12
(See page 53 for
more information.)

Earn 6 CEs



MASTER CLASS IN HYPNOTIC PSYCHOTHERAPY

Michael Yapko, PhD and Jeffrey Zeig, PhD

9:00 AM-12:00 PM
MASTER CLASS 1

1:30 PM-4:30 PM
MASTER CLASS 2

REGENCY BALLROOM A

IMPORTANT INFORMATION

BOOKSTORE

A bookstore featuring works by the faculty, as well as related titles, will be open each day throughout the Conference. The bookstore is located in the **Cowboy Artists Room**, just off the Atrium lobby and near Registration (see *map on back cover*).

Bookstore Hours:

Thursday, December 8	8am - 6pm
Friday, December 9	7am - 7pm
Saturday, December 10	8am - 7pm
Sunday, December 11	8am - 4pm

EXHIBITS

A small but diverse group of exhibits of interest to attendees will be open throughout the meeting. Exhibits will be located in the Cassidy Room, located directly across the Atrium Lobby from Registration (see *map on back cover*).

Exhibit Hours:

Thursday, December 8	4:30 pm - 8:30 pm
Friday, December 9	7:30 am - 7:00 pm
Saturday, December 10	8:00 am - 7:15 pm (Book Signing Reception: 6:15 - 7:15 pm)
Sunday, December 11	8:00 am - 2:00 pm

AUDIO AND VIDEO RECORDINGS

Presentations will be audio and video recorded and available for purchase. The Audio and Video Recordings Booths will be located in the International Foyer exhibits area.

SITE, SESSIONS & SEATING

The International Congress is held at

HYATT REGENCY PHOENIX
122 North Second Street
Phoenix, Arizona 85004

Tel: 602-252-1234 • Fax: 602-254-9472

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. **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 a name 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 special ribbons on their name tags. If you are asked to change seats to accommodate someone who is physically challenged, please comply.

SMOKING POLICY

The Hyatt Regency is 100% non-smoking.

PARKING

Self-parking overnight is \$12 plus tax; self-parking day rate is complimentary for the first hour, in excess of one hour \$12 including tax. An all-day "In and Out" pass is available for \$19 per day. Valet parking overnight is \$27 plus tax, and valet parking/day rate is \$12 including tax for the first hour, \$1 per hour after.

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 Lobby. There is a charge to display materials. Please ask at the Erickson Foundation desk for information and permission to display literature on these Free-Take-One tables. Unauthorized material will be removed.

SYLLABUS

This book contains educational objectives, presentation descriptions, location of events and other important information. Additional copies will be available for \$20, while supplies last.

PROGRAM OBJECTIVES

Attendees will increase their clinical effectiveness by—

1. Learning state-of-the-art methods in hypnosis and psychotherapy.
2. Refining and enhancing clinical skills in counseling and psychotherapy.
3. Comprehending the nuances of Ericksonian techniques and integrating them into their work.
4. Demonstrating Ericksonian principles of diagnosis, thereby improving observational skills

ELIGIBILITY

The International Congress is open to professionals in health-related fields, including physicians, doctoral-level psychologists and dentists who are qualified for membership in, or are members of, their respective professional organizations (e.g., AMA, APA, ADA), and to professionals with mental health-related graduate degrees (e.g., MSW, MA, MS, MSN) from accredited institutions.

Registrations also will be accepted from full-time graduate students in accredited programs in the above fields who supply a letter from their department certifying their full-time student or intern status as of December 2011.

CONTINUING EDUCATION

EARN UP TO 36 CONTINUING EDUCATION CREDIT HOURS

- 24.5** Continuing Education Credit Hours for the International Congress
- 6** Continuing Education Credit Hours for Law & Ethics (Pre-Conference) or Pre-Conference Courses
- 6** Continuing Education Credit Hours for Post-Conference Workshops

Credit Hours Per Day:

Thursday, Dec. 8, 2011 – Pre-Conference: **6.0 credit hours**
Thursday, Dec. 8, 2011 – Conference: **2.0 credit hours**
Friday, Dec. 9, 2011: **8.5 credit hours**
Saturday, Dec. 10, 2011: **7.0 credit hours**
Sunday, Dec. 11, 2011: **7.0 credit hours**
Monday, Dec. 12, 2011 – Post-Conference: **6.0 credit hours**

Total Credit Hours:

Full Conference – Dec. 8-11, 2011: **24.5 credit hours**
Full Conference + Pre-Conference – Dec. 8-11, 2011: **30.0 credit hours**
Full Conference + Post-Conference – Dec. 9-13, 2011: **30.0 credit hours**
Full Conference + Pre- and Post-Conference – Dec. 8-14, 2011: **36.0 credit hrs**
Maximum Credit Hours: 36.0

ACCREDITATION

A.M.A. The Milton H. Erickson Foundation, Inc., is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The Milton H. Erickson Foundation, Inc., designates this live activity for a maximum of 36.5 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A.P.A. 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. Credit is provided on an hour-per-hour basis (36.5 hours maximum).

N.A.S.W. This program is in process of being approved by the National Association of Social Workers (Provider #886392793) for 36.5 continuing education contact hours.

N.B.C.C. The Milton H. Erickson Foundation, Inc., is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors (Provider No. 5056). We adhere to N.B.C.C. Continuing Education Guidelines. This program provides a maximum of 36.5 contact hours.

B.R.N. The Milton H. Erickson Foundation, Inc. Provider approved by the California Board of Registered Nursing, Provider Number CEP 9376 for 20 contact hours.

State of Illinois Department of Professional Regulation-Registered Social Worker Continuing Education Sponsorship. The Milton H. Erickson Foundation, Inc., is approved by the State of Illinois Department of Professional Regulation to offer continuing education for social workers at Couples Conference. (License No. 159-000501).

B.B.S. The Milton H. Erickson Foundation, Inc., is a board-approved provider (PCE No. 398). This course meets the qualifications for 36.5 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

State of Florida Department of Professional Regulation. 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).

Please note that it is your responsibility to contact your licensing/certification board directly to determine eligibility to meet your continuing education requirements. The Milton H. Erickson Foundation, Inc. is applying to other certification boards for continuing education approval. Information will be updated as approvals are received. For updates, log on to EricksonCongress.com.

CE PROCEDURES

GET YOUR CERTIFICATE ONLINE!

Just go to **www.CmeCertificateOnline.com**, use this password **IC2011** and complete the evaluation form and print it out. No more standing in line or waiting for the mail! **If you don't have internet access**, stop by the registration desk and we'll help you get a paper form. *Please be aware that your certificate will take 8-10 weeks to be mailed!*

Required sign-in/sign-out sheets are located in the center section of this syllabus. For your convenience, please use these pages, one for each day of the conference. After you have completed each form, please place it in the conveniently located drop-boxes or at the Erickson Foundation registration desk.

NOTE: Attendees will receive a separate Documentation of Attendance onsite for Law & Ethics (pre-conference workshops).



Activities of the MILTON H. ERICKSON FOUNDATION

TRAINING OPPORTUNITIES

The Milton H. Erickson Foundation organizes International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. These meetings have been held in Phoenix in 1980, 1983, 1986, 1992, 1999, 2001, 2004, 2007 and 2011; in San Francisco in 1988 and in Los Angeles in 1994.

In 1993, the Foundation sponsored the first Brief Therapy Conference in Orlando. The next Brief Therapy Conference was held in December 1996 in San Francisco. Subsequent conferences have been held in New York City, Orlando, Florida in 2002, San Francisco, Anaheim, San Diego, and most recently in Orlando in 2010. Each was attended by 1,200-2,000 professionals.

In the intervening years, the Foundation organized national seminars. The four-day seminars are limited to approximately 450 attendees, and they emphasize skill development in hypnotherapy. The 1981, 1982, 1984 and 1997 seminars were held in San Francisco, Dallas, Los Angeles and Phoenix, respectively. In 1989, the Foundation celebrated its 10th Anniversary with a training seminar in Phoenix.

The Milton H. Erickson Foundation organized the first Evolution of Psychotherapy Conference in

1985 in Phoenix. It was hailed as a landmark conference in the history of psychotherapy. Faculty included Aaron Beck, the late Bruno Bettelheim, the late Murray Bowen, the late Albert Ellis, the late Robert and Mary Goulding, the late Jay Haley, the late Ronald D. Laing, Lazarus, Madanes, Marmor, Masterson, the late Rollo May, Minuchin, Moreno, E. Polster, the late Miriam Polster, the late Carl Rogers, Rossi, the late Virginia Satir, Thomas Szasz, the late Paul Watzlawick, the late Carl Whitaker, the late Lewis Wolberg, the late Joseph Wolpe and Zeig. This conference was repeated in 1990 in Anaheim, California with a similar faculty including Bugental, Glasser, Hillman, the late Helen Singer Kaplan, Lowen, Meichenbaum and the late Mara Selvini Palazzoli. Keynote addresses were given by the late Viktor Frankl and Betty Friedan.

The Erickson Foundation jointly sponsored the European Evolution of Psychotherapy Conference, July 27-31, 1994, in Hamburg, Germany. This Conference offered a faculty similar to previous Evolution meetings with the addition of Frankl, Gendlin, Grawe, Kernberg, Meyer, Stierlin and Yalom.

The December 1995 Evolution of Psychother-

apy Conference was held in Las Vegas, Nevada. Gloria Steinem offered the keynote address. The Evolution of Psychotherapy Conference returned to Anaheim for the May 2000 Conference. Keynotes were given by Elliot Aronson and Herbert Benson. In December 2005, the fifth Evolution of Psychotherapy was held in Anaheim, California; marking this conference's most impressive and diverse audience ever, with individuals representing every State in the US and 50 nations. The most recent Evolution of Psychotherapy Conference was held one year early, December 2009, in Anaheim, California. The conference returns to Anaheim in 2013.

The Phoenix Intensive Programs, with Fundamental, Intermediate and Advanced (supervision) levels, are available to qualified professionals and are held regularly throughout the year. And the newly added Master Class in Brief Psychotherapy is held in the home of Milton H. Erickson (see below). Master Class is limited to 12 participants. Regional workshops and the Intensive Programs are announced in the Foundation's Newsletter. The Foundation provides training/supervision for professionals.

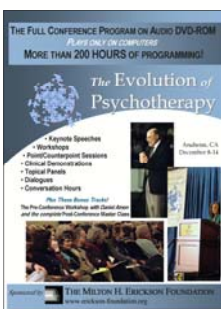
THE ARCHIVES AND ERICKSON RESIDENCE

The Foundation long ago outgrew its Indian School Road offices and recently acquired a two-story office complex—not far from the original headquarters. The structure now bears the sign: "The Erickson Building" and the actual build-out has begun. Here will be the new home for our offices and the Archives, and as a Center of Excellence in Hypnosis and Psychotherapy for years to come.



In 2010 the Foundation purchased the Erickson family home with the goal of maintaining the property, and especially Dr. Erickson's office, as a museum to both the man and the place where modern clinical hypnosis was born.

AUDIO, VIDEO RECORDINGS & TRAINING DVDs



Erickson Foundation Seminars, and the 1986,

The Milton H. Erickson Foundation has for purchase professionally recorded audio from its meetings, available in CD and many as MP3 downloads. Professionally produced videos of one-hour clinical demonstrations by members of the faculty of the 1981, 1982, 1984, 1989 and 1997

1988, 1992, 1994, 1999, 2001, 2004, and 2007 Erickson Congresses also can be purchased from the Foundation. Audio and video recordings from the 1985, 1990, 1995, 2000, 2005 and 2009 Evolution of Psychotherapy Conferences, and the Brief Therapy Conferences also are available from the Foundation.

The Erickson Foundation distributes recordings of lectures by Milton H. Erickson from the 1950s and 1960s, when Erickson's voice was strong. Releases in our audio series are announced in the Newsletter.

Also available are training DVDs featuring hypnotic inductions conducted by Milton H. Erickson, M.D. *The Process of Hypnotic Induc-*

tion features inductions conducted by Dr. Erickson in 1964. Jeffrey K. Zeig, Ph.D., discusses the process of hypnotic induction and describes the microdynamics of techniques that Erickson used in his 1964 inductions. In *Symbolic Hypnotherapy*, Dr. Jeffrey Zeig presents information on using symbols in psychotherapy and hypnosis. Segments of hypnotherapy conducted by Milton H. Erickson with the same subject on two consecutive days in 1978 are shown. Dr. Zeig discusses the microdynamics of Erickson's symbolic technique. Also available: *Therapy within a Marital System*; *Working with Resistance*; and multi-DVD sets, *Fundamentals of Ericksonian Hypnotherapy, Parts I, II, III*.



Activities of the MILTON H. ERICKSON FOUNDATION

The following books are published by and can be ordered through Taylor & Francis Group, 7625 Empire Dr, Florence, KY 41042. Toll free phone: 800-634-7064.

- *A Teaching Seminar with Milton Erickson* (J. Zeig, Ed. and Commentary) is a transcript with commentary, of a one-week teaching seminar held for professionals by Dr. Erickson in his home in August 1979. (Dutch, German, Italian, Japanese, Portuguese, Spanish and Russian translations available.)
- *Ericksonian Approaches to Hypnosis and Psychotherapy* (J. Zeig, Ed.) contains the edited proceedings of the first International Erickson Congress. (Out of print.)
- *Ericksonian Psychotherapy, Volume I: Structures; Volume II: Clinical Applications* (J. Zeig, Ed.) contain the edited proceedings of the Second International Erickson Congress. (Out of print.)
- *The Evolution of Psychotherapy: The First Conference* (J. Zeig, Ed.) contains the edited proceedings of the 1985 Evolution of Psychotherapy Conference. (German and Japanese translations available.)
- *Developing Ericksonian Therapy: State of the Art* (J. Zeig & S. Lankton, Eds.) contains the edited proceedings of the Third International Erickson Congress.

- *The Evolution of Psychotherapy: The Second Conference* (J. Zeig, Ed.) contains the edited proceedings of the 1990 Evolution Conference.
- *Brief Therapy: Myths, Methods & Metaphors* (J. Zeig & S. Gilligan, Eds.) contains the edited proceedings of the Fourth International Erickson Congress.
- *Ericksonian Methods: The Essence of the Story* (J. Zeig, Ed.) contains the edited proceedings of the Fifth International Erickson Congress.
- *The Evolution of Psychotherapy: the Third Conference* (J. Zeig, Ed.) contains the edited proceeding of the 1995 Evolution of Psychotherapy.

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.

THE SEMINARS OF MILTON H. ERICKSON

To commemorate the Centennial Celebration of Erickson, the Foundation launched a new professional series of books and audio recordings of Milton H. Erickson, M.D. The first in this series is a seminar conducted in 1962 in San Diego, California.

See www.erickson-foundation.org/press.

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 ERICKSON FOUNDATION PRESS

The Erickson Foundation Press published the proceedings of the 1998 Brief Therapy and Evolution of Psychotherapy Conferences. Also offered are DVDs of Dr. Erickson, discussed by Jeffrey Zeig.

FOUNDATION NEWSLETTER

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 3606 N. 24th St., Phoenix, AZ 85016-6500; newsletter@erickson-foundation.org.

NEWSLETTER STAFF

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Karen Haviley Production Manager

ERICKSON INSTITUTES

There are 135 Milton H. Erickson Institutes/Societies in the United States and abroad that have permission to use 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, South Africa and the Philippines.

WEBSITES

The Milton H. Erickson Foundation's website features detailed information about the Foundation and its activities:

www.erickson-foundation.org

Information regarding the Congress can be found at our website:

www.EricksonCongress.com

Milton H. Erickson Foundation Press products, as well as Foundation audio recordings, may be purchased at

www.EricksonFoundationStore.com

Other Milton H. Erickson Foundation websites include:

CouplesConference.com

BriefTherapyConference.com

www.EvolutionofPsychotherapy.com

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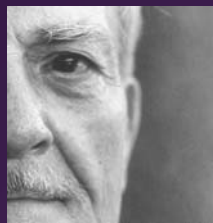
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CONFERENCE PROGRAM AT A GLANCE...

[illegible]

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THE FUNDAMENTAL HYPNOSIS TRACK

Regency Ballroom A/B

WORKSHOP
1



FRIDAY, DECEMBER 9
8:30-10:00 AM
Brent Geary, PhD
PRINCIPLES OF HYPNOTIC INDUCTION

WORKSHOP
2



10:15-11:45 AM
Stephen Gilligan, PhD
PHENOMENOLOGY OF HYPNOSIS

WORKSHOP
3



1:00 PM - 3:00 PM
Michael Yapko, PhD
INDUCTION FRAME WORK II:
WHAT MAKES FOR A GOOD INDUCTION?

WORKSHOP
4



3:15-5:15 PM
Dan Short, PhD
LANGUAGE OF HYPNOSIS I:
WORKING WITH COMPLEX RESISTANCE

WORKSHOP
5



5:30-7:00 PM
Jeffrey Zeig, PhD
LANGUAGE OF HYPNOSIS II

WORKSHOP
6



Sunday, December 11
8:30 AM-10:30 AM
Lilian Borges Zeig, MA, LPC
UTILIZATION
IN A TRANCE INDUCTION

WORKSHOP
7



10:45 AM-12:45 PM
Bill O'Hanlon, MS
HYPNOTIC PHENOMENA

WORKSHOP
8



2:00-4:00 PM
Betty Alice Erickson, MS
ANECDOTES & METAPHORS:
EASY, EFFECTIVE AND ENGAGING

Take break. Coffee or tea.
It's on the house!

In the Atrium

Thursday 10:00-10:30 AM

Friday 10:00-10:30 AM

Saturday 9:30-9:45 AM

Sunday 10:30-10:45 AM

Courtesy of
THE MILTON H. ERICKSON
FOUNDATION



7:00 AM-8:45 AM

PRE-CONFERENCE REGISTRATION

ATRIUM

8:00 AM-12:00 PM

LE 1

LAW & ETHICS

Workshop 1

L & E'S GREATEST "HITS"

ALERTING YOU TO THE MOST FREQUENT PROBLEMS FOR MENTAL HEALTH PROFESSIONALS

Steven Frankel, PhD, JD

This workshop reviews the areas of professional functions that have been most associated with regulatory problems for mental health professionals, including sexual and non-sexual boundary violations, "law-psych" interfaces, competence, "moral" offenses, licensing board and malpractice actions. The workshop covers causes for these problems and ways of avoiding them and/or managing them.

Educational Objectives: 1) List the most frequent causes for discipline of mental health professionals. 2) State the primary vulnerability factors for clinicians. 3) State the primary vulnerability factors for patients. 4) List two types of "moral" offenses. (5) List at least two steps in licensing board action procedures. (6) List at least two steps in the malpractice action procedure.

PHOENIX
BALLROOM

9:00 AM-12:00 PM

PRE-CONFERENCE COURSES

PC 1

INTRODUCTION TO ERICKSONIAN HYPNOSIS

Brent Geary, PhD

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 prehypnotic 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.

SUNDANCE

PC 2

StoryPlay®

AN ERICKSONIAN PLAY THERAPY APPROACH FOR RE-AWAKENING THE RESILIENT CHILD WITHIN

Joyce Mills, PhD

With the healing power of therapeutic metaphors and the neuro-importance of play at its center, StoryPlay®, a new Ericksonian, resiliency-based "indirective" model of play therapy provides participants with hands-on, creative tools for working with children and adolescents who experience phobias, medical issues, abuse, and trauma in a variety of settings to include private practice, hospitals, and the classroom. Case examples and experiential exercises will highlight how StoryPlay® can be effectively utilized with specialized populations or situations. Part I will focus upon the foundations of StoryPlay® Roots, Nine Essential Elements, Therapeutic Metamorphosis - four passages to transformation, and Steps for Creating and Utilizing Storytelling Metaphors both real and made-up. Multi-cultural aspects, Nature as co-storyteller, and relaxation exercises will be integrated. The second part will show how to recognize, retrieve and utilize "blocked sensory resources" to achieve Sensory Synchronicity. Additionally, The Artistic Metaphor, StoryCrafts™, Creating and implementing Living Metaphors and Therapeutic Rituals will be explored through case examples and experiential exercises.

Educational Objectives: 1) Define three essential elements of StoryPlay® Therapy. 2) List the four stages of the Therapeutic Metamorphosis model of healing and transformational change. 3) Create and utilize Therapeutic Metaphors for children and adolescents dealing with phobias, medical issues, abuse, and trauma.

BOREIN

PC 3

STRATEGIC TREATMENT OF THE ANXIETY DISORDERS

ELLIS WEST

Reid Wilson, PhD

We will begin by studying how all anxiety disorders generate an absolute standard for certainty and comfort, thus manipulating people into worry. You will learn specific skills within the three targets of treatment for both worry and GAD: physiological, cognitive, and behavioral. Then we will explore strategies for panic, social anxiety, phobias and OCD, helping clients find the courage and motivation to challenge their old beliefs and attitudes. Cutting-edge treatment now pushes further into the confrontational. You will learn how to help clients purposely seek out anxiety as their ticket to freedom from crippling fear.

Educational Objectives: 1) Teach six or more techniques for controlling anxiety-provoking worries. 2) List four methods for generating alternative perspectives. 3) Explain how to shift clients' orientation from defense to offense.

PC 4

THE ERICKSON WAY: TELLING STORIES WHERE THEY BELONG

ELLIS EAST

Betty Alice Erickson and Eric Greenleaf

Therapists often forget how easily stories reach into the hearts of clients, how much they give, teach and heal. This workshop will teach construction of effective therapy stories drawn from each person's own life experiences and then how to make these stories an active part of client therapy.

Education Objectives: 1) List three components of a psychotherapeutic story. 2) Create a psychotherapeutic story for a specified situation. 3) Discuss 3 different ways of presenting a story to a client.

PC 5

CORE DIMENSIONS OF GENERATIVE CHANGE: AN ADVANCED WORKSHOP IN ERICKSONIAN HYPNOTHERAPY

CURTIS AB

Stephen Gilligan, PhD

This workshop presents an integrative model for generative psychotherapy. The first part details how helpful therapeutic conversations traverse three core axes: (1) a *time-line* in which each significant life experience contributes towards a positive future; (2) a *systemic dimension* that integrates different "identity parts"; and (3) a *hypnotic dimension* that flows between conscious and unconscious processes.

Education Objectives: 1) Show three methods for developing therapeutic change. 2) Describe three techniques for developing a therapeutic relationship.

12:00-1:15 PM LUNCH BREAK

Special
Event

12:15 -1:00 PM Special Event

HYPNOTIC MUSICAL TRANCE JOURNEY

with Anita Jung, LPC, DAPA

Live Music by Oliver Rajamani

(See page 29 for a complete description)

PHOENIX
BALLROOM

1:15 PM-3:15 PM

LE 2

LAW & ETHICS *Workshop 2*

PHOENIX
BALLROOM

1:15 PM-4:15 PM

PRE-CONFERENCE COURSES *(CONT'D)*

PC 1

Cont'd

INTRODUCTION TO ERICKSONIAN HYPNOSIS, PART II

Brent Geary, PhD

SUNDANCE

PC 2

Cont'd

StoryPlay® PART II:

SENSORY SYNCHRONICITY; ARTISTIC METAPHORS;

STORYCRAFTS; LIVING AND RITUAL METAPHORS

Joyce Mills, PhD

BOREIN

PC 3
Cont'd

STRATEGIC TREATMENT OF THE ANXIETY DISORDERS, PART II Reid Wilson, PhD

ELLIS WEST

For panic disorder, social anxiety and phobias, you will learn how to interrupt anticipatory anxiety and to manage physical symptoms. Therapist skills will include cognitive strategies, paradox, pattern disruption, exposure and interoceptive exposure, and peeling away their ever-present "safety crutches." For OCD clients, persuading them to adopt a new frame of reference is the therapist's primary task. You will learn a persuasive strategy—built out of whole cloth within the first session—that will frame the entire treatment protocol. We will support this approach with concrete interventions for both obsessions and rituals.

PC 4
Cont'd

THE ERICKSON WAY: TELLING STORIES WHERE THEY BELONG, PART II Betty Alice Erickson and Eric Greenleaf

ELLIS EAST

PC 5
Cont'd

CORE DIMENSIONS OF GENERATIVE CHANGE: AN ADVANCED WORKSHOP IN ERICKSONIAN HYPNOTHERAPY, PART II Stephen Gilligan, PhD

CURTIS AB

This workshop presents an integrative model for generative psychotherapy. The second part examines how to situate these conversations within the hypnotic "sponsorship bond" that is at the heart of all developmental growth and transformation. An integrative theoretical framework will be offered, along with multiple techniques, demonstrations, examples, and exercises.

CONGRESS BEGINS

4:30 PM-5:45 PM

CONVOCAATION Jeffrey Zeig, PhD

REGENCY
BALLROOM

K 1



KEYNOTE 1

THE PROBLEM WITH HELPING PEOPLE WITH
PHYSIOPSYCHOLOGICAL PROBLEMS IS...

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

This presentation explores Ericksonian concepts that provide a base for modeling the client's world view, and role-modeling interventions that deal with physiopsychological problems. Related personal life experiences, professional practice and related research will be used to illustrate.

Educational Objectives: 1) State two Ericksonian concepts essential when working with people who have physiopsychological problems. 2) State that Modeling is a strategy used to create a mirror image of your client's world view.

5:45-7:30 PM DINNER BREAK

7:30 PM-8:30 PM

K 2



KEYNOTE 2

CREATING CONSCIOUSNESS: CONTINUING MILTON ERICKSON'S LEGACY
OF RESEARCH ON REHABILITATION & HEALING
Ernest Rossi, PhD

With support faculty: Mauro Cozzolino, PhD & Giovanna Celia, PhD

Creative Psychosocial Genomics is proposed as the new foundation that underpins the neuroscience of therapeutic hypnosis and many psychotherapies. Currently it is the only evidence-based molecular-genomic approach to mind-body healing and problem solving that facilitates (1) stem cell activation and a reduction of (2) chronic inflammation & (3) cellular oxidation.

Educational Objectives: 1) List 3 evidence-based molecular-genomic foundations of therapeutic hypnosis. 2) List 3 behaviors that facilitate gene expression & brain plasticity.

REGENCY
BALLROOM

8:30 PM-10:00 PM

WELCOME TO PHOENIX

DANCE PARTY

IN THE PHOENIX BALLROOM



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at this year's Congress.



Thursday, December 8 8am - 6pm

Friday, December 9 7am - 7pm

Saturday, December 10 8am - 7pm

Sunday, December 11 8am - 4pm

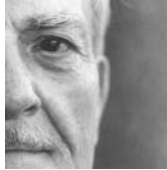
7:00 AM-7:30 PM

REGISTRATION

8:30-10:00 AM

ATRIUM

FH 1



FUNDAMENTALS OF HYPNOSIS WORKSHOP I

PRINCIPLES OF HYPNOTIC INDUCTION

Brent Geary, PhD

This session will provide an overview of important concepts in the beginning stage of hypnosis. Consideration of prehypnotic variables will be discussed. Then, methods to facilitate absorption into trance will be presented.

Educational Objectives: 1) Discuss the importance of expectancy in hypnosis.
2) Cite four ways in which attention can be focused in induction.

REGENCY
BALLROOM AB

SHORT COURSES 1-17

SC 1

HIDDEN HEROES PEOPLE PLAY

Christine Guilloux, DESS

Subject, patient, client, therapist, teacher, trainer, supervisor, supervised, all of us are shaped from an essence, the stuff we are made of, the hero within. This workshop will offer ways to utilize our hidden heroes, our hidden models in our therapeutic goals for inner change and help the patient build from the hero within himself/herself.

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

GILBERT

SC 2

THE NEUROSCIENCE OF UTILIZATION:

THE INTERPLAY BETWEEN BRAINS OF CLIENT AND THERAPIST

Richard Hill, MA

Breakthroughs in neuroscience explain how the brain, mind and body function. The work of Siegel, Rossi, Panksepp, Shore Iacoboni, Seligman and others provide a knowledge base that can be synthesized into a deeper understanding of these processes and suggest a new theory of the neuroscience of utilization. As a fundamental element of Ericksonian practice, it can only be helpful. Like pieces of a puzzle, we can connect disparate knowledge into a new and expanding picture.

Educational Objectives: 1) Describe theoretical perspectives of interpersonal activity. 2) Explain an integration of a number of diverse theories. 3) Present a synthesized theory of the neuroscience of utilization.

SUITE 316

SC 3

"FLOURISH" OR THE PETALS OF SATISFACTION IN LIFE AND WORK

Nicole Ruyschaert, MD

In this workshop, we will adopt a positive approach and focus on aspects that are part of the FLOURISH model: Flow, Utilization, Resilience, Imagery to stimulate high levels of pleasure and satisfaction. These aspects can be developed with self-hypnosis exercises. Neurobiological aspects will be reviewed and impact of the flourish model on development. In practical exercises you can discover how to work out your own "petals of satisfaction."

Educational Objectives: 1) Expand concepts of flow, resilience, satisfaction, their utility in thriving and neurobiological aspects. 2) Develop creativity and practice self-hypnosis exercises to develop these characteristics.

SUITE 320

SC 4

USING MOVIES IN ERICKSONIAN PSYCHOTHERAPY

Daniel Bass, Dipl. Psych

Movies are complex multisensory stories reflecting a specific world, transporting messages and solutions in order to provide the viewer with the possibility of identifying with the movie characters. Viewers get absorbed in movies and empathize, recognize consciously or subconsciously one's own central topics in life. They provide the possibility of being catalysts for developmental processes that can be used in psychotherapy. In this presentation participants will learn about the processes of watching movies and the transfer into therapy.

Educational Objectives: 1) Describe several techniques of how movies can be used to elicit therapeutic processes. 2) Describe a method of how therapists can identify and apply therapeutically useful movies.

SUITE 322

SC 5

“I AM JUST A GUEST HERE...”
HOW THE PRINCIPLES OF ADVAITA HINDUISM CAN SUPPORT HYPNOSIS & STRATEGIC THERAPY
Donald Miretsky, MEd

REGENCY
BALLROOM C

Experience video and didactic presentations comparing strikingly similar methods between eastern spirituality and Ericksonian approaches. Advaita teaches self-inquiry for recognition of that which is already present as Ericksonian thinkers teach unconscious exploration for resources already attained. Learn the core concepts of each and how their integration can enhance therapist effectiveness, and create the space needed for personal development, wellness, and enrichment. Demonstration.

Educational Objectives: 1) Describe the similarity and therapeutic value of hypnotic trance logic and the Advaita concept of consciousness. 2) Explain the value of the Advaita approach of self-inquiry in facilitating client experience, trance induction, and enhancement of client awareness of personal responsibility for symptom maintenance.

SC 6

THE UTILIZATION OF EXPECTATION IN SOLUTION FOCUSED BRIEF THERAPY
Michael Reiter, PhD and Arlene Brett Gordon, PhD

PHOENIX WEST

Milton Erickson's notions of utilization and the development of expectations are the foundation of Solution Focused Brief Therapy (SFBT). This therapeutic approach assists clients in utilizing their own resources and developing hope and expectancy of change to achieve their goals. This workshop will provide participants with an in-depth explanation of how SFBT helps clients by instilling hope and infusing an expectation of change in its core philosophy and therapeutic interventions.

Educational Objectives: 1) Explain how the philosophical underpinnings of Solution Focused Brief Therapy are based upon the notion of expectation. 2) Describe how the therapeutic techniques of Solution Focused Brief Therapy utilize clients' resources and expectancy of hope and change.

SC 7

REFRAMING DARKNESS WITH THE “TRANCE-SENDING” LIGHT OF PLAYFULNESS:
ACTIVATING COMPASSIONATELY UPLIFTING SOLUTIONS AND “TRANCE-ACTION POTENTIAL”
Betty Blue, PhD

SUITE 318

This workshop will use PowerPoint images, research, theories, examples and experiential exercises to demonstrate how therapeutically playful interaction with others may create lasting solutions by producing spiritually-uplifting catharsis and creatively explorative trance states capable of replacing sensations of helplessness with sensations of empowerment, enhancing sensations of meaningful relatedness, encouraging immune system functioning and possibly serving to “wake up” otherwise dormant genetic functioning and activate brain plasticity.

Educational Objectives: 1) List three therapeutic benefits of playfully interacting with others. 2) List three processes commonly occurring during therapeutically playful interactions that are also highly associated with hypnotic trance.

SC 8

RAPID REMISSION OF EATING DISORDER SYMPTOMS USING UNCONSCIOUS COMMUNICATION
Bart Walsh, MSW

REGENCY
BALLROOM D

Rapid remission of anorexia, bulimia and binge eating disorder results from this new approach. A form of unconscious communication known as ideomotor questioning is employed. Experiential exercises introduce participants to this communication style which allows safe access to psychobiological information. Clients are given instructions allowing them to maintain full management of this chronic illness on their own.

Educational Objectives: 1) Describe one approach to arrest anorexia nervosa symptoms. 2) Explain one approach to communicate with a person's physiological and unconscious process.

SC 9

UTILIZING HYPNOSIS IN SUPERVISION
Dale Bertram, PhD and Mike Rankin, MA

ELLIS WEST

By utilizing hypnosis in supervision, supervisors can help supervisees tap into their resources and grow in confidence as therapists. This process of utilizing hypnosis in supervision can be a useful method to meet the standards for achieving the results that supervisors, supervisees, and clients seek. This process can be a very effective method in achieving coherence, strengthening the ability to be accountable, while helping form a clear map for directing supervision.

Educational Objectives: 1) List ways that utilize hypnosis in supervision will be helpful in their work with supervisees. 2) Describe ways that the models that supervisors use in therapy are also applied to supervision.

SC 10

USING HOLISTIC APPROACH IN HYPNOTHERAPY TO ENHANCE BEING MOTIVATION

REMINGTON AB

Erika Chovanec, PhD

This workshop will introduce a holistic-motivational approach toward hypnotherapy, inspired by the work of Abraham Maslow. It will use lecture and demonstrations to show how hypnotherapy can aid in the utilization and encouragement of what Maslow would call Being Motivation and Being Values in order to create lasting solutions. Participants will also learn specific forms of Ericksonian communication that may enhance Being Motivation and Being Values.

Educational Objectives: 1) List three Ericksonian communication processes that may be used to contribute to the establishment of Being Motivation. 2) List three ways that Being Values can be utilized in trance work.

SC 11

"ARE YOU AWARE OF YOUR BREATHING?"

ELLIS EAST

Ana Melikian, PhD

Usually we are not aware of our breathing, yet we are always doing it. Moreover, breathing provides a way of consciously managing processes usually of an unconscious nature. During this course, a theoretical introduction will be made from breath work traditions such as yoga to our actual medical understanding of the breathing process. Practical and simple exercises will be done and clinical applications will also be given, including the use of breath work in hypnosis.

Educational Objectives: 1) Explain how breathing can be used to control the autonomic nervous system. 2) Describe at least two practical breathing exercises that can be used in day-to-day situations.

SC 12

STRENGTHS-BASED THERAPY WITH ADOLESCENTS AND FAMILIES: SC EFFECTIVE, TIME-SENSITIVE STRATEGIES FOR IMPROVING OUTCOMES

CURTIS

Bob Bertolino, PhD

A Strengths-Based Therapy approach provides practitioners with essential principles and practices for improving effectiveness and outcomes with adolescents and families. Participants in this workshop will be introduced to current research findings on effective practice and will learn key strategies to strengthen the therapeutic relationship and alliance, maximize client contributions to change, and respond efficiently to client progress. The strategies offered can be applied to a wide range of settings with a continuum of concerns.

Educational Objectives: 1) Describe at least four key factors that research has identified as central to successful therapy and for the foundation of strengths-based therapy with adolescents and families. 2) Describe two essential processes for eliciting, monitoring, and responding to client feedback to improve therapy outcomes.

SC 13

EMOTION-FOCUSED HYPNOTHERAPY FOR COPING WITH PAIN

SUITE 314

Jeffrey Feldman, PhD

This short course will introduce a treatment approach that targets the affective dimension of pain. The emotion specific wording and elicitation of positive state dependent learning can be used in a brief therapy approach whether or not patients' feelings of anger, sadness, or anxiety are associated with physical pain.

Educational Objectives: 1) Use a heart-focused self-hypnotic technique for themselves and their patients. 2) Identify words associated with the most commonly presenting emotions of anger/irritability, sadness/depression, and anxiety/fear. 3) Identify five potential sources of positive state dependent learning to utilize in modifying affect.

SC 14

A SELF-RELATIONAL APPROACH TO MANAGING CHRONIC PAIN AND RELIEVING SUFFERING: HELP YOUR CLIENTS HELP THEMSELVES

SUNDANCE

Jeanne Hernandez, PhD, MSPH

Guide your patients in self-relational, self-hypnotic intra-body conversations to self-manage their chronic pain and suffering. Patients will learn to compassionately listen to pain signals as distinct from self and body, and to proactively respond in self-supportive and soothing ways. The process is also effective for affect and anxiety management.

Educational Objectives: 1) Learn how to have an intra-body versus an internal conversation. 2) Describe what pain is and why it is important.

SC 15

POST-HYPNOTIC SUGGESTIONS: HOW TO MAKE THEM MORE EFFECTIVE

PHOENIX EAST

José Cava, Psychologist

The probability that posthypnotic suggestions will be carried out is highly increased by associating them to the client's daily life events or activities with an analogical or metaphorical relationship to the therapeutic goals. These life events or activities work as a frequently available signal that facilitates the intended behavior or response.

Educational Objectives: 1) Explain how to link posthypnotic suggestions with daily routines to make it more likely to happen. 2) Describe how to structure a posthypnotic suggestion to make it more effective to achieve the therapeutic goal.

SC 16

RESISTANCE MANAGEMENT: PRIMING THE SUBCONSCIOUS MIND

REMINGTON C
RUSSELL A

Clifton Mitchell, PhD

Priming is the process of directly or indirectly introducing new ideas to clients and preparing them for new perspectives and behaviors. 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 resolve resistance, discover solutions, and create therapeutic movement.

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

SC 17

THE SOUL ORIENTATION PROCESS: A HYPNOTIC APPROACH TO FURTHERING ENLIGHTENMENT

RUSSELL BC

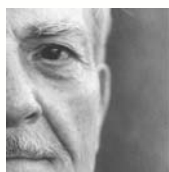
Judith Swack, PhD

Many clients seek therapy in a spiritual crisis. Some feel that life has no meaning or is punishment requiring redemption. In this seminar, the presenter will describe original research on the patterns that cause these misconceptions and lead participants in a guided meditation back in time to the formation of their souls. There they will attend an orientation seminar to review their soul contracts and prepare for a satisfying life in the dualistic universe.

Educational Objectives: 1) List two common patterns that cause people to feel disconnected from God. 2) Perform this guided meditation with their clients.

10:15 AM-11:45 AM

FH 2



FUNDAMENTALS OF HYPNOSIS WORKSHOP 2

REGENCY
BALLROOM AB

PHENOMENOLOGY OF HYPNOSIS

Stephen Gilligan, PhD

This workshop overviews the basic phenomenological shifts that occur in hypnotic trance, both spontaneously and through suggestion, and describes how they may be positively utilized for therapeutic change.

Educational Objectives: 1) Identify the major phenomenological changes that occur in hypnotic trance. 2) Describe three ways in which trance phenomena are relevant to therapeutic change.

SHORT COURSES 18-34

SC 18

EQUINE-ASSISTED PSYCHOTHERAPY (EAP) AND ANIMAL ASSISTED THERAPY (AAT): EXPLORING A BRIEF EFFECTIVE ALTERNATIVE TO TRADITIONAL COGNITIVE-BEHAVIORAL THERAPY

SUITE 318

Dale Klein-Kennedy, MA

This workshop will explore the human-animal bond and its history and will define and describe the use of Animal-Assisted Therapy (AAT) and Equine-Assisted Psychotherapy (EAP) in working with domestic violence survivors, child-witnesses, families, children at risk and populations not benefiting from traditional therapies. In addition to the information presented about this brief therapy, participants will have the opportunity to view a video of AAT and EAP sessions.

Educational Objectives: 1) Describe AAT and EAP. 2) Describe how AAT and EAP are brief and increase the effectiveness of psychotherapy.

SC 19

BRIEF THERAPY WITH GAY MEN

Rick Miller, MSW

Successful brief psychotherapeutic work with gay men includes the use of clinical hypnoses as well as an accepting compassionate stance of the psychotherapist. Ego state work and positive self-representations create healing from years of internalized shame. Specific psychosocial issues for gay men, core issues common in the gay male community, customized hypnosis scripts, and effective short-term treatment strategies will be discussed.

Educational Objectives: 1) Describe and utilize at least three successful hypnotic techniques or short-term interventions specific for gay men. 2) List the five special challenges in working with groups. 3) Describe how a therapist's bias can affect treatment outcomes.

ELLIS EAST

SC 20

THE THERAPIST ON STAGE:

HOW TO ACTIVATE THE BODY'S THINKING THROUGH ACTING TECHNIQUES

Antonella Monini, MD

Communicating and understanding others, beyond the verbal language, are interactional motor experiences: the Mirror Neurons are the biological base of intentional attunement and underpin the ability to perceive the difference between action and mere movement. In this experiential workshop, therapists will learn ways to successfully interweave somatic awareness techniques to facilitate their ability to listen and respond to their embodied emotions. A variety of exercises from acting techniques will be taught that promote body language for communication avoiding cognitive processes to utilize the creative resources and to improve flexibility through self-exploration and self-expression.

Educational Objectives: 1) Experience and describe how intentional attunement enhances the power of relationship and the effectiveness of therapy. 2) Describe how to better utilize our neurophysiological resources as therapists.

GILBERT

SC 21

WHAT MILTON ERICKSON LEARNED FROM NATIVE AMERICAN RITUAL HEALING

Timothy Thomason, MA, EdD

Milton Erickson studied Native American healing practices and incorporated some of what he learned into his own approach to hypnosis. In this presentation principles and practices of Native American healing that parallel hypnosis will be described, and contribution to Erickson's approach will be identified.

Educational Objectives: 1) Describe three trance induction techniques used by traditional Native American healers in ritual healing. 2) Describe three parallels between Ericksonian trance induction and the trance induction techniques of Native American healers.

SUITE 314

SC 22

UTILIZING HYPNOSIS TO ENHANCE OUTCOME IN BRIEF THERAPIES AND PREVENT RELAPSE

Assen Alladin, PhD

There is growing evidence for an additive effect when hypnosis is combined with brief therapies in the management of various emotional disorders. This workshop will describe Cognitive Hypnotherapy, an innovative integrated approach to brief psychotherapy that systematically combines hypnotic techniques with CBT in the management of various emotional disorders to enhance treatment outcome and prevent relapse. This course will be invaluable to therapists who wish to broaden their skills in the management of emotional disorders.

Educational Objectives: 1) Describe the theoretical and empirical rationale for combining hypnosis with CBT in the management of emotional disorders. 2) List several brief therapy techniques for countering anxiety and depression, and preventing relapse.

RUSSELL BC

SC 23

THE USE OF BRIEF ERICKSONIAN SOLUTIONS IN THE TREATMENT OF THE BORDERLINE

WHO IS ADDICTED TO CARBOHYDRATES

Ilana Oren, PhD

Have you worked with a patient who one day idealized you and the other devalued your skills? The Borderline, who finds refuge in Food Addiction. Borderline personality is an underlying character structure, marked by a fragmented sense of identity and maladaptive patterns of perceiving, behaving and relating to others. Food provides a soothing antidote to feelings of shame, betrayal and the longing for a positive mother. Brief Ericksonian Solutions paved the way to reach the habitually oppositional patient who is addicted to carbohydrates.

Educational Objectives: 1) Describe the utilization principle as a brief Ericksonian Solution and its application to treating the carbohydrate addict. 2) Recognize the pain chain response of the addictive spiral.

SUITE 320

SC 24

“UNPLUGGING FROM THE OUTSIDE IN:” BRIEF STRATEGIC HYPNOTHERAPY WITH OLDER ADOLESCENTS AND YOUNG ADULTS (AGES 16-25)

Tobi Goldfus, LCSW-C, BCD

With a plugged-in 24/7 cyberspace that demands instantaneous response of internet and social networking, many young people have difficulty with self-regulation and modulation. This workshop proposes a tailored strategic approach toward utilizing the natural creativity and novelty that young people have embedded in their developmental make-up to combat this impulsivity or limited access to inner resources. Experiential and specific ways to elicit responsiveness will be explored.

Educational Objectives: 1) Apply inductions tailored for this age group. 2) Utilize client resistance as a gateway for creativity. 3) Plan and implement internal and external post hypnotic cues.

REMINGTON C
RUSSELL A

SC 25

HOW TO FRAME THERAPEUTIC INTERVENTIONS WITH TRANCE PHENOMENA

Rachel Hott, PhD

Trance phenomena are both behavioral and experiential phenomena that occur during the process of hypnosis. Participants will analyze eight pairs of trance phenomena that can be easily detected in the description of a client's “problem,” and/or displayed in a client's presenting behavior. Utilizing the trance phenomena in the stages of hypnotic sessions will be demonstrated and practiced.

Educational Objectives: 1) Analyze a client's presenting problem and plan a hypnotic intervention. 2) Utilize eight trance phenomena and their compliments for clients with depression, pain and addictions.

SUITE 312

SC 26

A NEW COGNITIVE MODEL FOR BRIEF SOLUTION-FOCUSED COUPLE THERAPY **Robert Johansen, PhD, Ian Johansen, PhD, and Todd Gaffaney, PhD**

The presentational will introduce a new and brief cognitive model for treating couples. It is a solution-focused model that proposes specific steps on how to differentiate types of love and how these impact an intimate relationship. The participants will develop strategies on how to effectively manage needs in an intimate relationship.

Educational Objectives: 1) Utilize a brief solution-focused treatment plan for treating couples in psychotherapy. 2) Demonstrate how to help clients analyze the stories each tells about the other in a constructive way.

REGENCY
BALLROOM C

SC 27

HUMOR MATTERS: CLINICAL APPLICATIONS OF HUMOR IN PSYCHOTHERAPY

Steve Sultanoff, PhD

Humor in the serious realm of psychotherapy? This lively presentation, filled with anecdotes and clinical illustrations, will explore the rationale for and practical application of humor in cognitive therapy. Both cognitive therapy and humor can create change in the central aspects of human experience—cognitions, emotions, behaviors, and physiology. The presenter will explore how humor can be a powerful tool for both diagnosis and treatment, and will differentiate between empathic and hostile styles of humor.

Educational Objectives: 1) Describe the link between humor and feelings, behaviors, thoughts, and biochemistry. 2) Use humor as both a treatment and diagnostic tool.

CURTIS

SC 28

FEEL THE FEELING, FIND THE STRENGTH: A THEORY OF EMOTION

Linda Duncan, PhD

This workshop presents a theory of emotion and model for therapy, founded on the positive view that emotions offer us opportunities to realign with our inherent wholeness, once disruptions occur. The key lies in resolving the destabilizing effects of emotion with a stabilizing emotional and psychological strength. With fear, the strength is personal power, for example. The workshop includes principles and interventions. A map of emotion illustrates the arc of its occurrence from stimulus and effect to regulation and resolution.

Educational Objectives: 1) List four principles of this theory of emotion. 2) Explain how to match psychological strengths with four categories of emotion: fear, anger, sadness, and joy.

ELLIS WEST

SC 29

AN INTRODUCTION TO SUBLIMINAL THERAPY

Edwin Yager, PhD

Therapists will learn Subliminal Therapy (ST), a psychodynamic technique used to accomplish consciously desired change. ST is a hypnotically mediated and utilizes the capabilities of a higher level of the patient's intelligence that exists in the unconscious domain. ST empowers the patient by providing awareness of causal influences, thereby facilitating resolution by the patient. ST is described, its effectiveness is quantified and justified, and typical applications are detailed.

Additionally, participants will witness a demonstration of the technique.

Educational Objectives: 1) Describe the background and theory underlying Subliminal Therapy. 2) Explain the principles of application of Subliminal Therapy.

PHOENIX WEST

SC 30

SOOTHING SLUMBER: TUCKING THE DAY'S PAIN AWAY

Deborah Beckman, MS

Clients in pain yearn for sleep; comfort just out of reach. Focus first on establishing soothing sleep and encouraging nocturnal restorative functions. Treating remaining pain stays in the day's domain. Hypnosis enlists the mind and body's natural processes, restoring healthy sleep. Strategic protocols combine physiology of sleep and pain management with the client's own experience. These are further reinforced by self-hypnosis techniques. Program includes demonstration, application of trance script protocols, and case study discussion.

Educational Objectives: 1) List the strategic criteria for applying the soothing sleep protocols with distressed clients. 2) Describe how to individualize the provided trance script protocols to address several combinations of disturbed sleep and pain.

REGENCY
BALROOM D

SC 31

ARTISTIC THERAPY: A SELF-REFLECTIVE PROCESS

Leslie Nadler, PhD and Steven Geschwer, PsyD

This workshop will demonstrate an integrative therapeutic model that can aid therapists in rapidly identifying and modifying their own early maladaptive schemas. These schemas operate as selective filters that limit the therapist's ability to respond compassionately and effectively to certain material presented by their clients.

Educational Objectives: 1) Explain how to identify personal maladaptive schemas that can interfere with the therapist's ability to respond more effectively and compassionately. 2) Describe several experiential exercises aimed at enhancing the therapist's behavioral flexibility and effectiveness.

PHOENIX EAST

SC 32

AN ERICKSONIAN APPROACH APPLIED TO LEARNING DIFFICULTIES

Carme Timoneda-Gallart, PhD

The aim of this short course is to present the therapeutic work developed with children affected by learning difficulties. A cartoon video created to make children aware of their own learning processes will be presented. As the majority of learning difficulty cases are a clear emotional component, some very effective Ericksonian resources will be exemplified with several practical cases.

Educational Objectives: 1) List the four cognitive processes that underlie learning processes. 2) Analyze the relationship between affection in each cognitive process and the consequent difficulty in the learning process. 3) Describe the way to identify a behavior shown by a child as a clear emotionally defensive one. 4) State three appropriate Ericksonian techniques to cope with learning difficulties and emotional defensive behavior.

REMINGTON AB

SC 33

THE ROLE OF THE THERAPIST'S CONSCIOUSNESS IN BRIEF THERAPY

Virgil Hayes, DO, MSW

Consciousness can be defined as increased awareness. Simply put it is, "seeing a bigger picture." The more you understand yourself, the easier it is to understand other. AN individual's consciousness is the "x" factor in therapeutic encounters. The short course with lecture and case discussions is useful to all skill levels. Non-pathological understandings and co-created solution for anxiety, depression, and PTSD are included in case discussions.

Educational Objectives: 1) Describe and practice three techniques to elevate consciousness. 2) List two questions to ask clients to evaluate their level of consciousness. 3) Describe and perform two techniques to assist clients in elevating their consciousness.

SUNDANCE

SC 34

A DEMONSTRATION OF BRIEF ERICKSONIAN SOLUTIONS & REDECISION TRANSACTIONAL ANALYSIS

Janet Lee O'Connor, EdS and Del Worley, MC

This presentation will demonstrate the utilization of the Ericksonian position on change within the framework of Redecision Transactional Analysis. Permission, co-creating a unique response, developmental meaning of symptoms, and creating new responses to the environment will be illustrate using volunteers attending the program.

Educational Objectives: 1) Identify the therapeutic change contract for each demonstration. 2) Explain what a redecision is identify what, if any, redeisions were made in each demonstration. 3) Use two or more techniques which allow clients to access their Free Child ego state.

SUITE 316

11:45 AM-1:00 PM LUNCH BREAK

Special
Event



12:00 -12:45 PM Special Event

HYPNOTIC MUSICAL TRANCE JOURNEY

with Anita Jung, LPC, DAPA

Live Music by Oliver Rajamani

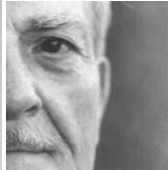
Experience a deep trance state while you rejuvenate your body and soul is the central theme for this musical, hypnotherapeutic induction. Explore your inner, constantly changing reality while travelling into a state of deep trance. You will connect to inner vibrations and find a still point within yourself while evoking inspirational landscapes, sounds, and images. The music by Oliver Rajamani that has been influenced and inspired by elements of folk, nomadic, and spiritual traditions of India and the Middle East plays an important role on this journey.

Objectives: To experience various states of trance; To become fully aware of phases of stillness and relaxation

REGENCY
BALLROOM AB

1:00 PM-3:00 PM

FH 3



FUNDAMENTALS OF HYPNOSIS WORKSHOP 3

WHAT MAKES FOR A GOOD INDUCTION?

Michael Yapko, PhD

The hypnotic induction is the vehicle for facilitating the qualities of dissociation that characterize hypnotic experience: selective attention, detachment, multiple-level processing, non-volitional responses, and so forth. In some ways, the induction used matters very little and in other ways matters a lot. In this workshop, we'll explore and practice with a variety of induction processes ranging from structured to conversational.

Educational Objectives: 1) Describe the role of the induction process in facilitating hypnotic experience. 2) List and describe a variety of induction procedures.

REGENCY
BALLROOM AB

WORKSHOPS 1-32

WS 1

THE GENERATIVE SELF IN PSYCHOTHERAPY: HOW HIGHER STATES OF CONSCIOUSNESS CAN TRANSFORM PROBLEMS INTO SOLUTIONS

Stephen Gilligan, PhD

The Generative Self approach emphasizes how the state of consciousness in which an experiential challenge is held determines whether a problem or solution develops. The model identifies three types of mind—Somatic, Cognitive, and Field—and how each mind can be operating at a Primitive, Ego, or Generative Level. We will see how a problem degrades a person's consciousness level so that change is impossible, and how that low-level state can be improved to a Generative level, so that the problematic experience either spontaneously changes or is more easily engaged. Numerous practical techniques and clinical examples will be offered.

Educational Objectives: 1) List three techniques for developing higher states of consciousness in a psychotherapy session. 2) Identify four ways to transform a problem or symptom by lifting it into a higher state of consciousness.

REGENCY
BALLROOM C

WS 2

FINDING THE FERTILITY IN INFERTILITY

Helen Adrienne, LCSW

Infertility is devastating. Few have coping skills adequate enough to manage the intense physical and emotional demands of the experience, which can drag on without resolution for a long time. A didactic introduction will sensitize registrants to the gestalt of infertility. Effective treatment options with emphasis on letting-go techniques will be shared didactically and experientially.

Educational Objectives: 1) Prepare to effectively serve infertility patients in a way that matches their needs. 2) Select appropriate treatment options for each infertility patient who comes into their practice

SUITE 316

WS 3

A TRANSFORMATIONAL PARADIGM:
MIND, BODY AND SPIRIT INTEGRATION USING ERICKSONIAN APPROACHES
Richard Landis, Ph.D. and Gary Ruelas, DO, Ph.D.

This workshop will show you how we can therapeutically bring about a transformational integration to our mind, body and spirit even at the molecular level. We will demonstrate how therapeutic intervention changes our cells and how this integration of self results in a natural balance, empowering harmony of the self, even in the face of great distress. Genetic do not have to determine our destiny. You will learn, as a holistic practitioner of integrative psychotherapy, how one can alter not only our perspectives and relationships but also our biology. Using hypnosis, mindfulness, energy and functional medicine, you will learn specific paradigms for integrative psychotherapy techniques that will enhance the changing of our mind, body and spirit.

Educational Objectives: Your will learn integrative psychotherapy techniques that directly effect biological function and methods on how to use the self as a catalyst of change for the patient. 2) Discover holistic paradigms to determine portal of entry for change including physical, emotional or spiritual pathways, and concepts of natural balance for internal harmony of the self.

PHOENIX WEST

WS 4

THE POWER OF PLAY TO CREATE POSITIVE RESOURCES
Robert Schwarz, PsyD

Learn how to help individuals and couples break the trances of "the daily grind", childhood & societal Injunctions against play, and absurd expectations of how to create a satisfying relationship and life. Discover how play is a world class resource for creating joy. Cultivate your own inner "playful Ericksonian self" as a therapist.

Educational Objectives: 1) List three Positives effects of play for relationships. 2) Describe three potential blocks that people have to playing more in their lives.

REGENCY D

WS 5

THE SLEEPING GIANT:
TREATING DEPRESSION WITH INDIVIDUAL AND FAMILY HYPNOSIS
Camillo Lorio MD, PhD

Depressive patients are described by Lynn Hoffman as Sleeping Giants, that cannot be awoken by powerful efforts, while they are ready to arouse because of the delicate stimulus of a child. The role played by the non-depressed family members in the development, as well as in the treatment of depression can be considered very relevant. Some useful principles for utilizing hypnosis with depressive individuals and families as well as clinical examples will be presented together with both specific techniques and specific pitfalls that can be expected in the course of the therapeutic process.

Educational Objectives: 1) List six interactional patterns of the depressive couple. 2) Describe ten techniques for working with families with a depressive.

ELLIS EAST

WS 6

POSITIVE RESULTS DEMONSTRATED WITH SCANNERS OF
HYPNOSIS MULTIPLE SCLEROSIS TREATMENT
Teresa Garcia-Sanchez MA, ECP

Ericksonian psychotherapy and hypnosis treatment (done in conjunction with the latest advances in medicine) of a multiple sclerosis (MS) case will be reported. Ten years later, medical reports show 95% recovery based on the evidence of the scanned images that will be presented as well as patient's feedback videos and a full description of the development of the illness and treatment.

Educational Objectives: 1) List three metaphoric images to help paralysis recoveries. 2) Describe two techniques for working with side effects of medication

REMINGTON AB

WS 7

ANTHROPOLOGY OF CHANGE:
USING CEREMONY IN THERAPY
Eric Greenleaf, PhD

From psychoanalysis, to psychodrama, to hypnosis, therapists have employed ritual and ceremony to aid their patients. This workshop will provide a hypnotic experience based on the Balinese Cleansing Ceremony. Utilization of available and invented ceremonies from participants' lives will also be developed as aides to therapy, and practiced by participants.

Educational Objectives: 1) Utilize existing ceremonies from another culture in a western hypnotherapy. 2) Develop ceremonies from patient's lives to augment their therapy.

RUSSELL BC

WS 8

HYPNOTIC STRATEGIES TO IMPROVE CHILDREN
AND ADOLESCENTS' SELF-ESTEEM & IDENTITY FORMATION
Susy Signer-Fischer, Lic. Phil.

REMINIGTON C
RUSSELL A

Self-esteem, self-confidence and self-concept are concepts closely connected with the development of human identity. The enhancement of self-esteem and identity formation can be used effectively in psychotherapy with children, especially in the treatment of anxiety disorders, depression, post-traumatic stress disorder and many other social difficulties. Hypnotic interventions proved to be effective in working with children and adolescents on an individual basis.

Educational Objectives: 1) Describe of the importance of self-esteem, self-confidence and self-concept in the development of a child's and an adolescent's identity. 2) Explain the importance of self-esteem and identity formation in the treatment of various childhood disorders.

WS 9

HOW TO BE AN ENVIRONMENTALIST LIKE MILTON ERICKSON
Sheldon Cohen, MD,

RUSSELL BC

How we bring the environment into therapy. Dr. Cohen will describe techniques that consciously and unconsciously motivate patients to be active in their treatment and to understand why he utilizes certain methods. Attendees will share their experiences that resonate with Erickson's life.

Educational Objectives: 1) Bring ecological understandings into therapeutic contacts. 2) Utilize cues, which help patients to modify everyday activities. 3) Describe five techniques you can incorporate in your sessions to subconsciously motivate patients to be environmentally conscious.

WS 10

FREEDOM FROM PAIN:
HOW YOUR BODY CAN BE YOUR BEST ALLY IN HEALING
Maggie Phillips, PhD

REMINGTON C
RUSSELL A

The single reason most people don't recover from pain is related to unresolved trauma. This workshop will present efficient, effective ways to develop cooperative partnership with somatic experience to create lasting comfort, balance in the nervous system, and healing of past trauma. Techniques are drawn from , neuroscience, Somatic Experiencing,TM Ericksonian principles, mindfulness, and Energy Psychology to provide a cohesive, multi-modal approach.

Educational Objectives: 1) Practice two techniques for forging an effective partnership with body experience. 2) Practice two strategies to synthesize Ericksonian principles with Somatic Experiencing and Energy Psychology to create reliable relief.

WS 11

MINDFULNESS, TRAUMA AND TRANCE: BRIEF ERICKSONIAN SOLUTIONS
Ron Alexander, PhD

SUNDANCE

This workshop will address the rapid treatment of trauma by utilizing both Mindfulness practice and Ericksonian orientation's that understand the importance of the symptom as a pathway to inner healing. We will review the clinical skills of tracking, pacing and utilization of the symptom for accessing the unconscious and inner resources with mindfulness and trance. The workshop will highlight Milton Erickson's use of storytelling, metaphor and rapid trance induction as well as the use of mindfulness practice for framing, reframing and de-framing for the immediate reorganization of transforming somatic-affective experience into new healing rhythms in the body. These methods allow the body to open healthier pathways for new somatic learning's in mind/body-healing therapies.

Educational Objectives: 1) Apply two styles of trance (Naturalistic and Guided Mindfulness-Outcome focused) for rapid induction. 2) Utilize new clinical skills for tracking, pacing and reframing trauma into new learning's for healing and resolution. 3) Apply the principle of Mindstrength to rapidly and quickly overcome trauma and shift the mind-body process.

WS 12

HYPNOSYSTEMIC APPROACH TO OCD TREATMENT
Krzysztof Klajs, Dipl. Psych.

SUITE 314

OCD affects an estimated 2-3% of the adult population and is recognized by therapists as a difficult and long-lasting disorder. A number of useful strategies for working with OCD will be presented in this workshop. The presenter will discuss B.B.Geary's continua of the trance phenomena concept in the OCD treatment.

Educational Objectives: 1) List four therapeutic strategies coping with OCD patients. 2) Apply trance phenomena in working with OCD patients.

WS 13

SKELETONS IN THE CLOSET:
THE DARK SIDE OF HYPNOSIS

Alan W. Schefflin, J.D., LL.M., M.A., Edward Frischholz, Ph.D. and Steve Frankel, J.D., Ph.D.

This workshop will examine some of the most serious allegations raised against hypnosis, and some of the most controversial questions about it. In particular, we will discuss the following five topics: (1) Hypnosis and Death; (2) Hypnosis and Seduction; (3) Hypnosis and the Commission of Antisocial Acts; (4) Hypnosis and the Implantation of False Memories; and (5) Should Hypnosis Be Used to Interrogate or "Brainwash" Terrorists?

Educational Objectives:

PHOENIX EAST

WS 14

INTEGRATING EYE MOVEMENTS INTO HYPNOTIC THERAPY:
TREATMENT OF PANIC DISORDER AND ANTICIPATORY ANXIETY
Harriet Hollander, PhD

Hypnotic approaches are effectively utilized in panic disorder, a treatable clinical condition, with a strong familial based disorder involving dysfunctional breathing patterns. The initial treatment focus is on using hypnotic approaches to contain panic attacks by regulating breathing during hypnosis. Secondly, the focus is on managing anticipatory fears of having panic attacks. Anticipatory anxiety is managed through the use of a novel technique, ECEM (eye closure, eye movement) in which the eye movement component of EMDR is integrated with hypnotic interventions while the client is in a hypnotic state in order to reduce and desensitize fear of panic attacks. The demonstration will cover research, hypnotic techniques and a demonstration.

Educational Objectives: 1) List two patterns of breathing dysfunction that trigger panic attacks. 2) Assess the use of eye movements during hypnosis to manage anticipatory fear of panic attacks.

SUITE 312

WS 15

EXPECTATION:
THE ESSENCE OF VERY BRIEF THERAPY
Rubin Battino, MS

Expectation is the essence of doing very brief therapy using hypnosis. When a client knows that you rarely see people more than one or two times, he/she is primed to do significant work immediately. Various methods of doing very brief therapy will be illustrated experientially.

Educational Objectives: 1) Describe two methods of doing very brief therapy. 2) Describe how expectation affects the length of therapy.

SUITE 318

WS 16

MUSIC AND TRANCE:
CREATIVE USE OF MUSIC IN ERICKSONIAN HYPNOTHERAPY
Anita Jung, MS

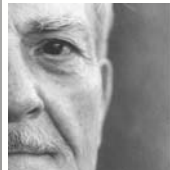
Music within a hypnotherapy model functions as a catalyst accentuating the nuances of seeding, guiding associations, and deepening trance states. Participants will experience and practice how to musically transform mood states, utilize music creatively and effectively within a hypnotherapy session, and explore the latest research on the melody-mind-body link.

Educational Objectives: 1) Explain how to utilize music as a seeding device. 2) List three Ericksonian techniques found in music to rapidly induce trance. 3) List three methods to rapidly bypass resistance.

CURTIS

3:15 PM-5:15 PM

FH 4



FUNDAMENTALS OF HYPNOSIS
WORKSHOP 4

LANGUAGE OF HYPNOSIS I:
WORKING WITH COMPLEX RESISTANCE
Dan Short, PhD

Although your clientele may be voluntarily seeking treatment, you will occasionally encounter individuals who are strongly opposed to outside influence. Standard techniques and procedures often fail to achieve results with these individuals. This workshop will describe the type of approach that achieves positive outcomes in cases of complex resistance.

Educational Objectives: 1) Describe how to discern the type of interpersonal stance needed to achieve progress with ambivalent clientele. 2) Make outcome-based decisions producing a documented standard of care.

REGENCY
BALLROOM AB

3:15 PM - 5:15 PM *(cont'd)*

S-TP

Special Topical Panel

PHOENIX EAST

THE COURAGE TO IMAGINE THE OTHERWISE;
TRANSFORMING ERICKSONIAN METHODS THROUGH IMAGINATION AND CREATIVITY

**Marilia Baker, Consuelo Casula, Stephen Gilligan,
Teresa Robles, and Lilian Borges-Zeig**

"The courage to imagine the otherwise is our greatest resource, adding color and suspense to all our life" (Daniel J. Boorstin). Milton H. Erickson's masterful interventions and teachings are examples of an individual who consistently had 'the courage to imagine the otherwise'. This interactive panel will address the multipronged ways we as therapists and teachers can further expand on that concept for clinical effectiveness. Examples from the arts, science, industry, and personal contributions to the field will be discussed.

Educational Objectives: 1) To describe how imagination and creativity are fundamental tools for enriching human life. 2) To identify three Ericksonian strategies or techniques designed to enhance clinical effectiveness.

WS 17

ART OF PERSUASION:
CHANGING THE MIND ON OCD
Reid Wilson, PhD

CURTIS

Persuading OCD clients to adopt a new frame of reference is the therapist's primary task. Altering perception—not adding technique—helps them change directions, because belief always trumps exposure practice. Participants will learn a persuasive strategy—built out of whole cloth within the first session—that will frame the entire treatment protocol.

Educational Objectives: 1) Explain the two primary, though dysfunctional, objectives of clients with obsessive-compulsive disorder. 2) Defend the importance of altering perception, as opposed to utilizing technique, to help clients with OCD.

WS 18

TRANS-ALTERING INTERVENTIONS
John Lentz, DMin

SUITE 316

Useful techniques of Altering Trances that block clients from achieving their goals will be discussed, and demonstrated. These techniques do not require knowledge of hypnosis to employ but were designed and draw from hypnotic understanding of language. This approach is compatible with other treatment modalities, and simply gives participants

Educational Objectives: 1) List three ways of altering a client's trance. 2) Describe how trance altering can help your work with clients.

WS 19

HYPNOSIS AND COUPLES' THERAPY:
ENHANCING AFFECT REGULATION AND CONNECTION
Carolyn Daitch, PhD

PHOENIX WEST

This course will present concrete tools and methods of hypnosis to help couples end their habitual conflict escalation. Participants will learn the impact of affect dysregulation on relationships, client-friendly tools to enhance intimacy and connection, and how to rehearse and transfer skills from therapy to real life

Educational Objectives: 1) Identify the need for affect regulation training in relationship therapy. 2) Describe methods that facilitate maintenance and transfer of therapeutic learning outside the therapy room.

WS 20

ACHIEVING CLINICAL EXCELLENCE
Scott Miller, PhD

REGENCY
BALLROOM C

Thanks to a number of recent studies, there is now solid empirical evidence for what distinguishes highly effective from average therapists. In this workshop, participants will learn three specific strategies that separate the great from the good. 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 to improve their own practice, but they will also come away with the concrete tools that will immediately boost clinical abilities and effectiveness.

Educational Objectives: 1) Describe three specific practices employed by highly effective therapists. 2) Identify cases at risk for dropping out of treatment or experiencing a negative or null outcome

WS 21

WS 21 – GOTTA LOVE THE STORY:

A BOMBARDMENT OF INDIRECTION FOR RECALCITRANT DISORDERS

Sonja Benson, PhD and George Gafner, MSW

There are myriad indirect techniques and the addition of only one or two new ones to your toolbox can both motivate clients and alleviate the boredom of professional practice. The presenters have written extensively about the rich panoply of indirect techniques that can be used employed in both hypnosis and standard talk therapy. In this workshop, which will be both experiential and didactic, some of the topics include how to employ interspersal, pause, and subtle vocal shift as unconscious communications, metaphorical and short-burst ego-strengthening for clients debilitated by chronic medical and psychological disorders, story construction and story techniques, how to embed mindfulness principles in group anger management therapy, pattern interruption, and how to employ the clinician's everyday emanation from the unconscious in creating hypnotic material for professional practice.

Educational Objectives: 1) Recognize optimal times to employ story and anecdote. 2) Recognize hypnotic phenomena embedded in an induction or story. 3) State two examples of hypnotic ego-strengthening.

REMINGTON AB

WS 22

WS 22 – MINDFUL BODY MEETS EMBODIED MIND

Douglas Flemons, PhD

Somatic problems seem to have a mind of their own, so why not embrace and utilize this acumen when working with them hypnotically? Learn how to conceptualize trance as a "meeting of minds" and how to respect and engage the mindfulness of body-based symptoms when inviting them to change.

Educational Objectives: 1) Explain trance as a mind-body connection. 2) Describe a method of utilizing the mindfulness of somatic problems.

SUITE 318

WS 23

WS 23 – STORYPLAY®: HEALING METAPHORS FOR CREATING TRANSFORMATIONAL CHANGE WITH CHALLENGING AND TRAUMATIZED CHILDREN AND ADOLESCENTS

Joyce Mills, PhD

With the neuro-healing power of *metaphor*, *creativity* and *play* at its center, this experiential training presents *StoryPlay®*; an Ericksonian, *resiliency-based*, *indirective* process that interweaves *cultural diversity* and *natural healing abilities*, to effect *transformational change* for children and adolescents who have experienced trauma and adversity.

Educational Objectives: 1) List two StoryCrafts that facilitate healing after trauma. 2) Create a resiliency-based metaphor for children and adolescents.

REGENCY
BALLROOM D

WS 24

WS 24 – ACTIVATION OF RESOURCES IN A DEEP CHAOTIC DEPRESSION

Claude Viro, MD

After eight sessions, a patient remains chronically depressed, a condition he's suffered with for years. To date, hypnosis and therapy have had no effect, and he is considering illicit drugs. What happens now? In this workshop we will work with a DVD of the next two sessions: each step of the process will be explored with the audience.

Educational Objectives: 1) Identify methods for maintaining calm with a very depressed patient. 2) Create a "prescription" of metaphors within the therapy to alleviate symptoms.

SUITE 320

WS 25

WS 25 – UTILIZATION OF BURNOUT- AND EXHAUSTION- "TRANCES" FOR OPTIMAL INDIVIDUAL LIFE-BALANCE AND FOR ORGANIZATIONS-HYPNOSYSTEMIC STRATEGIES

Gunther Schmidt, MD

The number of burnout-syndromes and associated depressive reactions is increasing tremendously. In postmodern global business situations many people have so many tasks at the same time that it is totally impossible to fulfill them. At the same time especially people with high achievement standards and intensive loyalty attitudes try to fulfill them all and finally get frustrating insufficient results compared to these perfectionistic goals. This induces very often very destructive inner process, increasing inner pressure, involuntary self-devaluating activities and dangerous psychophysiological processes with the experience of incompetence and helplessness. In the workshop it will be shown (theoretically and practically) how with hypnosystemic and Ericksonian strategies the underlying value systems and patterns can be utilized as hidden systemic competences and can be transformed into helpful abilities to create fulfilling life-balance and for meaningful and rewarding relationships.

Educational Objectives: 1) Write four diagnostic criteria to identify the burnout syndrome and associated depressive reaction. 2) List three methods of reframing and utilization of perfectionistic attitudes and burnout drivers. 3) Describe four techniques for working with double bind situations, ambivalence patterns and stress-inducing environments.

GILBERT

WS 26	WS 26 – YOU WILL ALWAYS BE IN MY HEART: GRIEF AS A RESOURCE IN PSYCHOTHERAPY Woltemade Hartman, PhD Traditional intervention strategies to overcome traumatic grief reactions have in the past failed to achieve successful treatment outcomes. Dysregulation of affect and other central symptoms of acute stress disorder and PTSD are often the result of dissociative reactions to cope with the traumatic loss. This workshop will focus on grief as a resource, methods to facilitate the containment and transmutation of negative affect and how to integrate the deceased as an internal resource. Educational Objectives: 1) List at least two definitions of grief. 2) State the stages of the strategic utilization approach to resolve traumatic grief.	SUNDANCE
WS 27	WS 27 – OM UP! THERAPEUTIC MIND-BODY TRANSFORMATIONS THROUGH YOGA Kathryn Rossi, PhD Is enlightenment 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 stories of our new neuroscience of mind-body therapy. Educational Objectives: 1) Name the 4-stage Creative Processes of mind-body healing. 2) Name Buddha's 4 Noble Truths for Spiritual Development.	ELLIS WEST
WS 28	WS 28 – STRATEGIC SELF-THERAPY John Beahrs, MD Personal identity is both heavily defended and reframable. When accepted as a given, rapport ensues. Patients are then challenged to define themselves: self-description, value priorities, and goals/perceived roadblocks/plan. Being held responsible for what is under their sole control minimizes regression, and promotes responsibility and morale. Educational Objectives: 1) Demonstrate how to heighten personal responsibility and minimize regression. 2) Explain how to challenge patients' competencies within the limits of safety.	SUITE 314
WS 29	WS 29 – EMOTIONAL RESCUE: THE JOURNEY HOME Cheryl Bell-Gadsby M.A., R.C.C. Most people will never know what it is like to survive without housing. Solutions to homelessness rest not only in addressing the inadequate supply of affordable housing, but in assisting the homeless with reclaiming their resilience and sense of "self". Learn 5 ways to interrupt the chronic homeless individuals' patterns, activate strengths and boost neural integration and neuroplasticity. Educational Objectives: 1) List three ways to assist the reclaiming of a homeless person's resilience. 2) Describe two interventions that apply a strength based model to working with the chronic homeless population.	RUSSELL BC
WS 30	WS 30 – THE CRYSTAL BALL TECHNIQUE BEING TRANSFORMED INTO FAMILY THERAPY IN EVERY DAY TRANCE Peter Nemetschek, DGSF The presentation begins with unique slides of Milton H. Erickson in his teaching seminars, followed by a video segment featuring Dr. Erickson working with Peter N. This is followed by a video and explanation of how Nemetschek uses the future oriented approach of Erickson in a vivid way, working with an entire family and its issues. Additionally, the presentation reveals how the "River of Life Model" flows into the far future where family members can "smile about their problem," or have completely forgotten. Educational Objectives:	ELLIS EAST
WS 31	WS 31 – PSYCHOTHERAPY IN A WORLD OF GLOBALISM, SECULARISM, AND FUNDAMENTALISM Naji Abi-Hashem, PhD What is a modern definition or a contemporary conceptualization of caregiving and counseling? How are the events and trends of our world today shaping the nature and function of the helping professions? Presently, globalism, secularism, extremism, and radicalism constitute a major challenge to individuals, communities, and nations alike and to both the care-giver/therapist and the care-receiver/client! Transnational, trans-theoretical, and trans-cultural implications will be discussed. Educational Objectives: 1) List four major effects, both advantages and disadvantages, of globalization on us and on our world today. 2) Describe two major challenges (socio-cultural and psycho-political) facing psychotherapy and the helping professions in general.	REMINGTON C RUSSELL A

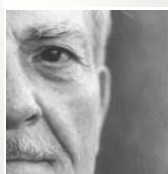
APPRECIATING AND EXPANDING THE ROLE OF CREATIVITY IN THE TREATMENT AND TRANSFORMATION OF RESISTANCE: THE INTEGRATION OF ERICKSON'S RESISTANCE PROTOCOL WITH PRINCIPLES FROM PHYSICS AND CLASSICAL MUSIC COMPOSITION THEORY

Bruce Gregory, PhD

This workshop will explore the expanding role of creativity in the treatment of resistance. It will integrate Erickson's resistance protocol with principles from physics and classical music composition theory. Five major components of Erickson's protocol: validation, the experience of failure, motivation, the conscious/unconscious polarity, and the experience of uncertainties with respect to the lessening of the patient's defenses will be integrated with the concepts of mass, momentum, motion, position, time, creative repetition and harmony.

Educational Objectives: 1) Identify five major components in the treatment of resistance. 2) Identify three ways creativity can play a significant role in the treatment of resistance.

5:30 PM-7:00 PM



FUNDAMENTALS OF HYPNOSIS WORKSHOP 5

LANGUAGE OF HYPNOSIS II
WORKING WITH COMPLEX RESISTANCE

Jeffrey Zeig, PhD

The language of hypnosis is an expressive grammar oriented to eliciting changes in state, mood, and perspective. We will study the use of truisms, yes-sets, presuppositions, dissociation statements, and implied causatives. Lecture, demonstration, practice.

Educational Objectives: 1) Define "implied causative." 2) Discuss the role of indirect forms of language in facilitating responsiveness to hypnosis. 3) List three paraverbal techniques that enhance the delivery of hypnotic communication.

SHORT COURSES 35-51

SYSTEMIC FAMILY CONSTELLATIONS: A BROKEN HEART CAN HEAL...SOMETIMES IN ONE BEAT

Dan Booth Cohen, PhD

This workshop includes Systemic Family Constellation therapy. Redefined by Bert Hellinger and others, it has gained acceptance in Europe as a groundbreaking advancement in brief form therapy. The process explores how transgenerational traumas remain active. In a single session, the imaginal family system is transformed. The burden of memory becomes an enduring source of strength and healing.

Educational Objectives: 1) Explain the reasons why SFC is the fastest growing form of therapeutic intervention in Europe. 2) Describe how new insights in transgenerational systemic family can augment and support individual psychotherapy.

ERICKSONIAN PSYCHOTHERAPY FOR WOMEN EXPERIENCING UNPLANNED PREGNANCY

Maria Escalante de Smith, MA

When women face unexpected pregnancies, they may experience a variety of feelings. Ericksonian techniques can help them consider alternatives. Short crises interventions such as future rehearsal and utilization will also be discussed as Ericksonian tools to be used during single session therapy. Participants will be able to discuss different alternatives such as adoption and ways to help keep their baby will be promoted. Age regression for coping with post-abortion syndrome will be described.

Educational Objectives: 1) Discuss emotional situations women go through when they face unplanned pregnancies. 2) Demonstrate how Ericksonian techniques can help during these crises and list at least four exercises that can be used for this purpose. 3) Apply short Ericksonian techniques to help clients compare alternatives during pregnancy. 4) Compare different age regression techniques that can help women after experiencing an abortion.

SC 37

THE USE OF HYPNOTIC PHENOMENA FOR TEST ANXIETY:
BRIEF ERICKSONIAN SOLUTIONS AT WORK
Antonio Bustillo, PhD

PHOENIX WEST

This is a clinical presentation of a five step model for tailoring hypnotherapy interventions in test anxiety cases utilizing the client's spontaneous trance phenomena, allowing the clinician's ability to utilize and maximize the client's internal resources based on his/her total life experience. Clinical cases will be presented of this hands-on approach of Erickson's utilization philosophy.

Educational Objectives: 1) Identify natural/spontaneous manifestations of three hypnotic trance phenomena in test anxiety problems. 2) Apply the five step model of hypnotherapy intervention with test anxiety. 3) Practice two easy steps technique utilizing trance phenomena manifestations in the context of trance induction for test anxiety.

SC 38

APPLYING SENSORY BODY WORK & IMPROVISATIONAL THEATER
FOR SEXUAL ABUSE SURVIVORS
Claudia Weinspach, Dipl. Psych

ELLIS WEST

The utilization of body work and improvisational theater can be employed for different therapeutic purposes. In a therapy group with sexually abused survivors, it is a useful tool in the tradition of Ericksonian therapy. Since sensory body work and improvisational theater elements are excellent tools to absorb the patients' attention in an equally structured and playful way, they become actors and creators of their new body experience. This is an experiential workshop.

Educational Objectives: 1) Explain the application of improvisational theater as a playful, active trance induction. 2) Utilize a repertoire of short vignettes that are useful for therapeutic work in a group.

SC 39

ERICKSONIAN HYPNOSIS FACILITATED PSYCHOTHERAPY FOR PATHOLOGICAL GAMBLING
Pantazis Iordanidis, MD, PhD

PHOENIX EAST

Pathological gambling is an impulse control disorder characterized by persistent and recurrent maladaptive gambling behavior. Hypnotic phenomena of absorption, dissociation and imaginative involvement seem to play a significant role in the persistence of gambling behavior. These capacities of the client can be utilized in effective treatment, using hypnosis.

Educational Objectives: 1) List four diagnostic criteria of pathological gambling. 2) Discuss the psychopathology of the disorder. 3) Describe the types of treatment and apply the use of hypnotic imaginal desensitization and rehearsal for pathological gambling.

SC 40

MERGING ERICKSONIAN HYPNOTHERAPY & ACTIVE PSYCHODRAMATIC TECHNIQUES
IN MAKING CREATIVE & ADAPTIVE CHOICES
Beatriz Suarez-Buratti, MA

REGENCY
BALLROOM C

Insight usually offers little help to clients willing to make changes in their lives or in their professional careers; being able to explore the experience of solving a dilemma is needed. This short course will explore effective therapeutic interventions to assist clients in breaking out the frustration circle and helping them bring about creative and adaptive choices by means of Ericksonian hypnosis and dyadic psychodramatic techniques like therapist sculpting and role reversal.

Educational Objectives: 1) List and describe two hypnotic phenomena elicited in Ericksonian communication. 2) Explain one way sculpting exercises experientially assist the client in making choices.

SC 41

PSYCHO-DRAMATIC TRANCE
Jeanne Burger, EdD

SUITE 316

This experiential workshop will introduce the principles of classical psychodrama as a method of inducing trance. Sociometry (the measurement of relationships and choices) will be demonstrated as a way to warm-up clients to work and doubling and role reversal will be learned as techniques for deepening conscious and unconscious awareness.

Educational Objectives: 1) State two ways that clients can be warmed up to work psycho-dramatically. 2) Describe role reversal and explain how this technique can facilitate psycho-dramatic trance work for clients. 3) Describe doubling and explain how this technique can facilitate psycho-dramatic trance work for clients. 4) Describe soliloquy and explain how this technique can facilitate psycho-dramatic trance work for clients.

SC 42

USING LANGUAGE TO GENERATE SOLUTIONS IN BRIEF THERAPY WITH CHILDREN

Marilyn Wedge, PhD

The language a therapist uses to conceptualize and treat a problem determines whether or not that problem can be resolved effectively. This workshop introduces a new model, child-focused family therapy, which is a respectful and effective technique for treating severe problems of children. This method includes a precisely worded opening question, a strategic dialogue with parents and children, Erickson's principle of utilization, and the use of metaphor to open up solutions.

Educational Objectives: 1) Describe how to interpret children's problems as behavioral metaphors. 2) List five strategies used by child-focused family therapy to resolve children's problems.

REGENCY
BALLROOM D

SC 43

ERICKSONIAN APPROACHES TO WEIGHT LOSS: THE JOURNEY TO HEALTH AND WELLNESS

Stu Belskus, MSW

This workshop explores Ericksonian approaches to weight loss, including paradox, metaphor, utilization, humor and possibilities. Motivational Interviewing will be utilized. The metaphor of weight loss as a journey is central. Departure, initiation and return are highlighted, noting obstacles and struggles encountered during this exciting adventure! A transformational journey representing a higher level of consciousness with increased meaning that makes change possible will be presented.

Educational Objectives: 1) List the stages of change in Motivational Interviewing. 2) Describe three core beliefs helpful in the weight loss journey. 3) State three methods of dealing with resistance.

ELLIS EAST

SC 44

UTILIZING HYPNOTIC TECHNIQUES IN CONTINUING EDUCATING FOR SOCIAL WORKERS

Diane Carol Holliman, PhD, LCSW and Halim Faisal, LCSW

In continuing education (CE), knowledge and skills are most often taught didactically. Participants of continuing education come to workshops ready for the CE trance. In this short course, we will demonstrate how we did something different! We integrated hypnotic techniques such as suggestion and dissociation, along with performance, improvisation, music, philosophy and psychotherapy to elicit experiential learning with emotional impact in a series of workshops for Georgia NASW.

Educational Objectives: 1) Describe three hypnotic techniques that could be used to facilitate learning in group presentations. 2) Discuss how music can be used to elicit emotional impact and learning in group presentations. 3) Discuss the complexities of evaluation for experiential learning and emotional impact.

SUNDANCE

SC 45

RESILIENCE AND RESOURCEFULNESS: APPLYING RESOURCES AT THE PEAK OF CRAVING

Jörg Albers, Dipl. Psych

This approach combines the exposure-response prevention paradigm from behavioral therapy with hypnotherapeutic intervention. The program contains six sessions with different topics. In each session, consecutive exposure to substance and triggers alters with rapid installation of ideodynamic resources. A less resilient patient learns to apply resourcefulness at the right time.

Educational Objectives: 1) Apply rapid installation of resources. 2) Analyze the addiction memory paradigm.

REMINGTON C
RUSSELL A

SC 46

NEURO EMOTIONAL TECHNIQUE: THE BASIC STEPS

Jef Gazley, LMFT and Scott Walker, DC

An overview of Neuro Emotional Technique™ (NET™) basic 15 steps will be explained and demonstrated. NET™ is a revolutionary body/mind therapy that promotes homeostasis and is a major improvement over TFT and EFT. The major tenets of NET™ will also be addressed, including repetition compulsions, emotional/meridian correlation, and memory dynamics.

Educational Objectives: 1) Recognize the basic steps of NET™. 2) List the 7 theoretical underpinning of NET™.

REMINGTON AB

SC 47

THE ART OF CONSULTATION: USING A REFLECTING TEAM TO ACCESS ALL THE RESOURCES

AVAILABLE IN THE CONSULTATION ROOM

Stan Stutzman, MA, LP

Consultation can be a valuable process in the provision of therapeutic services to clients. Traditional case presentation scenarios can lead to limited, reactive dialogues that solidify the therapist's sense of "stuckness." The reflecting team approach to consultation uses reflexive questioning to allow non-reactive associations free from the constraints of conversation thinking to access all of the participants' inner resources. This workshop will explore the elements of meaningful consultation with discussion, video, and live demonstration.

Educational Objectives: 1) Describe the basic components of a reflecting team consultation. 2) List at least three reasons for using a reflecting team consultation. 3) Design a scenario for the implementation of a reflecting team consultation.

SUITE 312

SC 48

HOW TO DEAL WITH IRRITABLE BOWEL SYNDROME (IBS): HYPNO- AND BODY-THERAPEUTIC INTERVENTIONS

Brigitta Loretan-Meier, MS

Irritable Bowel Syndrome (IBS) is one of the most common gastrointestinal disorders. This presentation explains an interdisciplinary approach to dealing with serious problems of IBS-patients. We learn that there are multiple expectations and needs of the clients with a high level of dysfunctional symptoms, as well as multiple stress factors, anxiety and depression. How to regain a better quality of life scores? The importance of focusing the invisible, the affective part of the IBS difficulties is complicated. While setting realistic goals, a new approach leads to body self-regulation with different bodywork techniques and hypnotherapeutic strategies.—all focused on completing the vasomotoric stress circle (model of Gerda Boyesen) and unfinished stress cycle (Peter Levine), directed at specific physical, emotional and energetic aspects. Efficacy through therapeutical intervention: hypnosis and bodywork, breathing work and energetic movement are combined in the “healing” process.

Educational Objectives: 1) Gain a better understanding of the IBS phenomena with its body and psychic aspects, and the importance of psychotherapeutic interventions, high efficacy with hypnotherapy. 2) The importance of creativity in the process of finding self-confidence, focus on exploring and utilizing clients resources, and the importance of establishing new ways of self-management and self-regulation in dealing with IBS.

SUITE 318

SC 49

THE MIRACLES OF MINDFULNESS, CBT AND AEROBIC EXERCISE FOR ADD AND DEPRESSION

Joseph Sestito, MSSA, LISW-S

The basics about mindfulness and cognitive-behavioral therapy will be explained, along with the research findings which show that aerobic exercise helps both ADD and depression through improving brain functioning. Participants will become acquainted with ten mindfulness skills, four CBT methods and five types of aerobic exercise which can help their clients. Participants will see how they can be the instruments who help their clients deliver themselves from distraction to distinction.

Educational Objectives: 1) List ten (10) Mindfulness skills with which you can quickly empower your clients. 2) Describe four CBT methods to rapidly improve the depressed mood (commonly coexists with ADD) of clients.

GILBERT

SC 50

SHORT TERM THERAPY TECHNIQUES WITH LONG-TERM

POPULATIONS: ERICKSONIAN & STRATEGIC APPROACHES IN TREATING THE SEVERELY MENTALLY ILL

Hank Griffin, MA

Severe mental illness predominately strikes the young, derailing normal social, cognitive and emotional development. The unfortunate consequence can be a lifelong battle to gain mental health. Ericksonian approaches may be particularly apt in treatment because they encourage skill acquisition and recontextualization via remedial experiential learning. This presentation will detail the use of ordeals, pattern interruption, symptom prescription, presupposition and other common Ericksonian methods suitable for treating chronic and newly ill clients.

Educational Objectives: 1) Describe how mental illness has a differential impact across individuals depending upon age of onset. 2) List and describe three Ericksonian techniques suitable for the use in treating the severely mentally ill. 3) Describe and discuss how Ericksonian strategies may be particularly appropriate to use with severely mentally ill clients.

CURTIS

SC 51

USING MUSIC AS A BRIEF THERAPY SOLUTION

Alan Redstone, MA

Music is an effective Brief Therapy tool that can be used to instantly access right brain intelligence, elicit conscious and unconscious material for processing, and induce hypnotic states that render listeners receptive to positive suggestions of wellness, relaxation, and integration. A single short song can cut through resistance, setting the perfect atmosphere for a highly productive session.

Educational Objectives: 1) Describe how to use music to bypass resistance and elicit states of receptivity and openness with clients. 2) Demonstrate the therapeutic effects of music through live performance of original songs with voice and guitar, providing a direct experience of benefits to the audience.

SUITE 314



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

SATURDAY December 10

Morning Interactive Events

8:30-9:30 AM

CD 1 • Clinical Demonstration 1 REGENCY BALLROOM AB

EXPERIENTIAL PSYCHOTHERAPY

Jeffrey Zeig

Psychotherapy is a symbolic drama of change the imperative of which is: By living this experience you will be difference.

Educational Objectives: 1) List three essentials of experiential therapy. 2) Given a patient with a behavior problem, create an experiential treatment plan to elicit change.

CD 2 • Clinical Demonstration 2 REGENCY BALLROOM CD

SELF-HYPNOSIS TRAINING
AS A FIRST TRANCE INDUCTION

Bernhard Trenkle

Working at the Department of Speech Pathology, University Clinic, Heidelberg Germany in the 80s, most patients with voice disorders came with expectations getting medical treatment. But resistance to psychological approaches were common. Being confronted with this resistance many times created a very indirect approach of self-hypnosis training (which actually is a trance induction). Tailoring the standard approach to different patients and symptoms will be discussed, as well as how to use this in group therapy.

Educational Objectives: 1) Demonstrate a new way of self-hypnosis training. 2) Demonstrate how to tailor the standard approach to individual patients and symptoms. Educational Objectives: 1) Demonstrate a new way of self-hypnosis training. 2) Demonstrate how to tailor the standard approach to individual patients and symptoms.

TP 1 • Topical Panel 1 ELLIS

OCD/ANXIETY

**Carolyn Daitch • Woltemade Hartman
Krzysztof Klajs • Reid Wilson**

TP 2 • Topical Panel 2 Curtis

SPIRITUALITY

**Consuelo Casula • Robert Dilts
John Lentz • Joyce Mills**

TP 3 • Topical Panel 3 SUNDANCE

HOMEWORK ASSIGNMENTS

**John Edgette • Lynn Lyons
Susy Signer-Fischer**

D 1 • Dialogue 1 RUSSELL

TRAUMA

Steve Andreas • Danie Beaulieu

D 2 • Dialogue 2 REMINGTON

RESOURCE ELICITATION

**Betty Alice Erickson • Robert McNeilly
Rafael Nunez**

CH 1 • Conversation Hour 1 BOREIN

Scott Miller

9:45-10:45 AM

CD 3 • Clinical Demonstration 3 REGENCY BALLROOM AB

HYPNOSIS AS A CATALYST FOR TAKING
THE NEXT GROWTHFUL STEP

Michael Yapko

Hypnosis itself cures nothing. Rather, it's what happens during hypnosis that has therapeutic potential. In this demonstration, the focus will be on helping the volunteer client evolve an awareness for and willingness to take "the next step" in addressing some issue.

Educational Objectives: 1) Demonstrate the merits of linear thinking in problem-solving. 2) Demonstrate hypnosis as a therapeutic tool in encouraging growthful experience.

CD 4 • Clinical Demonstration 4 REGENCY BALLROOM CD

THE UTILIZATION OF THE "INNER FAMILY
SYSTEM/INNER PARLIAMENT" FOR SUCCESSFUL HEALTHY SOLUTIONS

Gunther Schmidt

Symptoms are expressions of contradictory inner needs and movements and inner fights. This demonstration will show how the different parts of a person can be utilized as helpful "messengers of needs and knowledge" and as powerful competences for goal-serving synergy and context-flexible successful behavior.

Educational Objectives: 1) List three methods to induce relieving dissociation and the creation of safe places. 2) State three techniques that could be used with a subject with massive inner conflicts and confusion

TP 4 • Topical Panel 4 ELLIS

ABOUT MILTON H. ERICKSON, MD

Betty Alice Erickson

**Roxanna Erickson Klein • Robert McNeilly,
Peter Nemetschek • Sidney Rosen**

TP 5 • Topical Panel 5 SUNDANCE

HYPNOSIS IN BRIEF THERAPY

**Douglas Flemons • Teresa Robles
Claude Viot • Charlotte Wirl**

TP 6 • Topical Panel 6 Curtis

ANECDOTES & METAPHORS

**Sonja Benson • George Burns
George Gafner, Dan Short**

D 3 • Dialogue 3 REMINGTON

HYPNOSIS FOR MEDICAL ISSUES

**Jorge Abia • Rick Landis
Gary Ruelas**

D 4 • Dialogue 4 RUSSELL

CORE ELEMENTS OF BRIEF THERAPY

**Stephen Gilligan • Harriet Hollander
Wendel Ray**

CH 2 • Conversation Hour 2 BOREIN

"PRACTICE MAKES PERMANENT"

Carolyn Daitch

Morning Events *cont'd*

11:00 AM-12:00 PM

CD 5 • Clinical Demonstration 5 REGENCY BALLROOM AB

SOLUTION-ORIENTED HYPNOSIS

Bill O'Hanlon

Solution-oriented hypnosis derives from Erickson's work and is concerned not with the origins of problems, but with accessing past, present and future resources to resolve problems. This session will demonstrate the assessment and treatment process involved in solution-oriented hypnosis.

Educational Objectives: 1) Compare solution-oriented with traditional hypnotic and hypnotherapy approaches. 2) Apply a resource-based approach in hypnosis and hypnotherapy.

CD 6 • Clinical Demonstration 6 REGENCY BALLROOM CD

UNCOVERING PREVIOUSLY

UNRECOGNIZED POTENTIALS

Dan Short

Social roles, established identities, and learned expectations can sometimes stand in the way of healthy adaptation and personal achievement. Hypnosis an experiential phenomenon that enables individuals to access previously unrecognized human potential.

Educational Objectives: 1) Explain how to discern the type of interpersonal stance needed to achieve positive results with hypnosis. 2) Make clinical decisions based on the nonverbal responses of the hypnotic subject.

TP 7 • Topical Panel 7 ELLIS

DEPRESSION

**Marilia Baker • Maggie Phillips
Michael Yapko • Jeffrey Zeig**

TP 8 • Topical Panel 8 SUNDANCE

ADDICTIVE BEHAVIOR

**Ricardo Feix • Gunther Schmidt
Alexander & Annellen Simpkins
Albina Tamalonis**

D 5 • Dialogue 5 CURTIS

PSYCHOSOMATICS

Helen Erickson • Ernest Rossi

D 6 • Dialogue 6 Remington

CONVERSATIONAL INDUCTION

**Rubin Battino • John Lentz
Camillo Lorio**

D 7 • Dialogue 7 RUSSELL

TRAINING AND SUPERVISION

**Brent Geary • Michael Munion
Claude Virot**

CH 3 • Conversation Hour 3 BOREIN

ETHICS

Alan Schefflin

Afternoon Events

1:15-2:15 PM

CD 7 • Clinical Demonstration 7 REGENCY BALLROOM AB

GENERATIVE TRANCE

Stephen Gilligan

This demonstration will show how problems/symptoms may be viewed as attempts by the creative unconscious to bring transformation and healing, and how the development of a generative trance can allow that transformation to be realized.

Educational Objectives: 1) Describe a problem in hopeful and positive terms. 2) Demonstrate techniques by which a problem may be transformed into a solution.

CD 8 • Clinical Demonstration 8 REGENCY BALLROOM CD

HYPNOSIS AND FAMILY THERAPY

Camillo Lorio

Specific direct and indirect techniques are required to activate family resources and to induce a deep and meaningful change of the most rigid family patterns. A family hypnotic session tends to overcome the powerful and subtle resistances a family may develop in the course of the treatment as well as to offer many different solutions a therapist may adopt to overcome these resistances. Special focus will be how to combine properly direct and indirect in the different phases of the therapeutic process.

Educational Objectives: 1) Explain the peculiar phenomena that are typical of the family trance. 2) Describe how to combine direct and indirect approaches in an hypnotic intervention with families.

TP 9 • Topical Panel 9 CURTIS

THERAPISTS AND INSPIRATIONAL RENEWAL

**John Frykman • Eric Greenleaf
Michael Hoyt • Michele Rittman**

TP 10 • Topical Panel 10 ELLIS

MEDITATION, SPIRITUALITY & HYPNOSIS

**Teresa Garcia • Richard Landis
Kathryn Rossi • Lilian Borges Zeig**

D 8 • Dialogue 8 SUNDANCE

COMORBID ANXIETY AND DEPRESSION

**Carolyn Daitch • Reid Wilson
Michael Yapko**

D 9 • Dialogue 9 Remington

STUTTERING

Woltemade Hartman • Bernhard Trenkle

D 10 • Dialogue 10 RUSSELL

METAPHORS

**George Burns • Consuelo Casula
Krzysztof Klajns**

CH 4 • Conversation Hour 4 BOREIN

ELIZABETH MOORE ERICKSON, COLLEAGUE EXTRAORDINAIRE

Marilia Baker • Erickson Family Members

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Afternoon Interactive Events *cont'd*

2:30-3:30 PM

CD 9 • Clinical Demonstration 9 **REGENCY BALLROOM AB**

HELPING A CLIENT EXPLORE
THEIR METAPHOR FOR THEIR PROBLEM
TO DISCOVER A SOLUTION

Steve Andreas

Metaphor primarily activates the client's subdominant hemisphere, and this can be utilized without knowing the content of the problem. Asking a client to discover more about their metaphor for a problem is a way to communicate directly with their unconscious understandings, which are often the keys to making useful changes.

Educational Objectives: 1) Distinguish between a client's guiding metaphor and a mere "figure of speech." 2) List the four major criteria for expanding a client's metaphor in a useful way.

CD 10 • Clinical Demonstration 10 **REGENCY BALLROOM CD**

DIMENSIONS OF DISSOCIATION IN HYPNOSIS

Brent Geary

This demonstration and discussion will focus on the ways in which dissociation is utilized in all phases of a hypnotic session. A structured model of dissociation will be presented then illustrated in the hour.

Educational Objectives: 1) Identify eight dimensions of dissociation. 2) Discuss three ways in which dissociation facilitates therapeutic hypnosis.

TP 11 • Topical Panel 11 **ELLIS**

USE OF HUMOR

**Danie Beaulieu • Camillo Loredio • Robert Schwarz
Bernhard Trenkle**

TP 12 • Topical Panel 12 **CURTIS**

HYPNOTIC LANGUAGE

**Norma Barretta • Philip Barretta • Rubin Battino
Stephen Gilligan**

D 11 • Dialogue 11 **SUNDANCE**

ANECDOTES

Sonja Benson • George Gafner

D 12 • Dialogue 12 **REMINGTON**

NEUROSCIENCE FOR CLINICIANS

Alexander Simpkins • Annellen Simpkins

D 13 • Dialogue 13 **RUSSELL**

GENERATIVE RELATIONSHIPS

**Robert Dilts • Carol Kershaw
Dan Short**

CH 5 • Conversation Hour 5 **BOREIN**

PAUL WATZLAWICK:
MASTER OF BRIEF THERAPY
Wendel Ray

3:45-4:45 PM

CD 11 • Clinical Demonstration 11 **REGENCY BALLROOM AB**

STRATEGIC TREATMENT OF OBSESSIONS AND COMPULSIONS

Reid Wilson

Persuading OCD clients to adopt a new frame of reference is the therapist's primary task. Altering perception—not adding technique—helps them change directions, because belief always trumps exposure practice. Participants will learn a persuasive strategy—built out of whole cloth within the first session—that will frame the entire treatment protocol.

Educational Objectives: 1) Defend the importance of altering perception, as opposed to utilizing technique, to help clients with obsessions or compulsions. 2) Describe and utilize a persuasive strategy to frame the treatment protocol for obsessions and compulsions.

CD 12 • Clinical Demonstration 12 **REGENCY BALLROOM CD**

CONVERSATIONAL HYPNOSIS FOR HEARING AND EXPANDING

WHAT THEY SAY

Betty Alice Erickson

Fundamental in Ericksonian work is expansion of perspectives rather than removing problems. Learning to hear underlying meanings in clients' stories, enlarging those and then presenting new perspectives in direct and indirect ways clients are willing to hear will be demonstrated with a volunteer. There will be discussion and audience questions.

Educational Objectives: 1) List three ways to offer productive changes to clients. 2) Describe three ways to deal with client reluctance to implement new, different or expanded thinking or behaviors.

TP 13 • Topical Panel 13 **ELLIS**

MIND/BODY/MEDICAL HYPNOSIS

**Helen Adrienne • Helen Erickson • Gary Ruelas
Ernest Rossi**

TP 14 • Topical Panel 14 **CURTIS**

OUTCOME-FOCUSED PRACTICE

**Steve Andreas • Scott Miller • Michael Munion
Wendel Ray**

D 14 • Dialogue 14 **SUNDANCE**

CHILDREN AND ADOLESCENTS

Lynn Lyons • Joyce Mills • Susy Signer-Fischer

D 15 • Dialogue 15 **RUSSELL**

MEDITATION

Ricardo Feix • Douglas Flemons • Albina Tamalonis

D 16 • Dialogue 16 **REMINGTON**

UTILIZATION

John Beahrs • John Frykman • Lilian Borges Zeig

CH 6 • Conversation Hour 6 **BOREIN**

HOW ERICKSON TREATED WOMEN
Consuelo Casula

SATURDAY December 10

5:00 PM-6:00 PM

K 3



KEYNOTE 3

A THEORY OF UTILIZATION:
WHY AND HOW NEGATIVE EXPERIENCES
CAN BE TRANSFORMED
INTO POSITIVE ONES

Stephen Gilligan, PhD

The most radical and enduring contribution of Milton Erickson to psychotherapy was the principle of utilization, which states that whatever a client presents, including negative experiences, can be positively used for therapeutic change. This presentation offers a theoretical framework for understanding how and why utilization is a generative principle in psychotherapy, emphasizing ideas of archetypal patterns, psychological sponsorship, deep structures vs. surface structures, and the central role of skillful human presence in creating value in any experience.

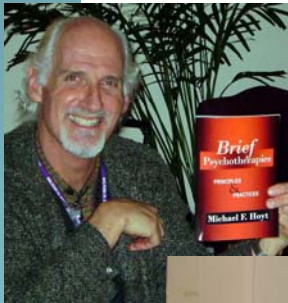
Educational Objectives: 1) Identify three ways to accept and transform a negative experience. 2) List three techniques for inviting a client to skillfully connect to a symptom.

REGENCY
BALLROOM

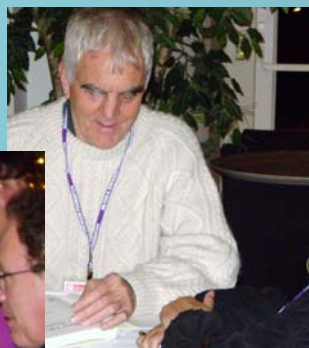
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ATRIUM

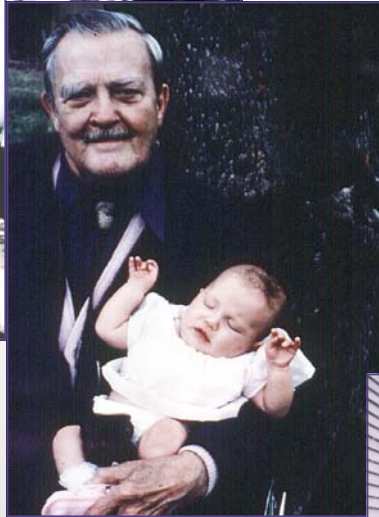
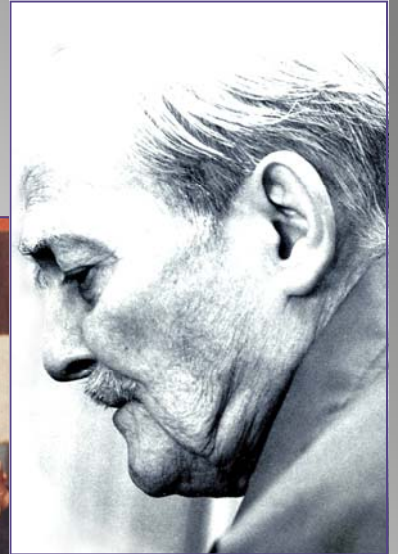
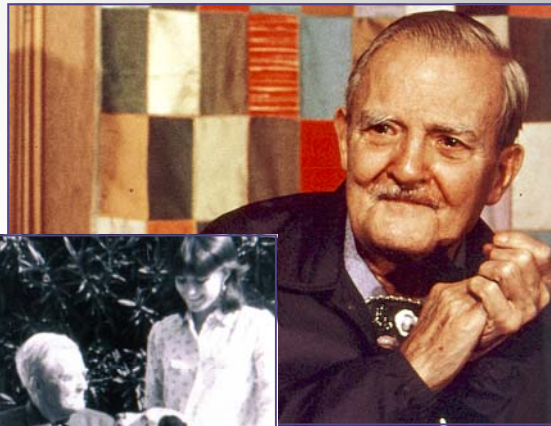
Author's Hour / Book Signing



Meet &
Greet Your
Faculty



Remembering Dr. Erickson...



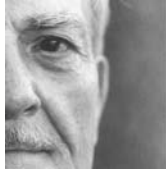
7:00 AM-6:00 PM

REGISTRATION

8:30 AM-10:30 AM

ATRIUM

FH 6



FUNDAMENTALS OF HYPNOSIS WORKSHOP 6

UTILIZATION IN A TRANCE INDUCTION

Lilian Borges Zeig, MA, LPC

This workshop will describe the Ericksonian principle of Utilization and its use in a trance induction. Utilization is a trademark of Ericksonian therapy and hypnosis and one of the things that makes it so effective and powerful. Live demonstration will help illustrate the concept. Exercises will help attendees to learn the concept of "Utilization".

Educational Objectives: 1) Define "Utilization." 2) List 3 ways of "utilizing" resistance in a trance induction.

REGENCY
BALLROOM AB

WS 33

RESOLVING REGRET: A BALANCING ACT

Steve Andreas, MA

Since everyone makes mistakes and bungles opportunities, everyone experiences regret. However, while some people become paralyzed or depressed by regret, others easily "take it in their stride" and move on with their lives. Four different very rapid methods for regaining balance in regard to regret will be demonstrated and taught.

Educational Objectives: 1) Distinguish between regret, guilt, and a mixture of the two. 2) List four different ways to resolve regret, without knowing the content.

REGENCY
BALLROOM C

WS 34

UNLEASH YOUR IMAGINATION WITH IMPACT

Danie Beaulieu, PhD

Are you and your clients in a rut? Need to break out of the routine and add fun, interest and efficacy to your sessions? Come see how simple props — paper, cups, blank videocassettes — can be imaginatively used to create an implicit language system that will enhance communication with your clients and generate more impact in every session. Multisensory techniques allow you to tap into the sensory modalities of your clients, going beyond just words to create change. You'll learn the Mnemotechnique Principles that demonstrate how to stimulate normal functions of memory and imagination to increase your efficacy with every client.

Educational Objectives: 1) List 10 new Impact Techniques. 2) Describe 5 ways to facilitate retention of information and insights with Impact Techniques. 3) Create two new techniques using props.

ELLIS EAST

WS 35

ESCAPE FROM DEPRESSION: TWO STRATEGIES FOR RELIEVING DEPRESSION

Bill O'Hanlon, MS

People with depression, one of the most common problems we see, are sometimes stuck and challenging to help change. Medications don't help all depressed people and, even when it helps, it often comes with uncomfortable side effects and only works partially. Sometimes working with depressed people gets therapists depressed and discouraged. In this presentation, you will learn two hopeful and innovative approaches for helping people with depression to get some traction out of it.

Educational Objectives: 1) List new understandings of depression and its treatment. 2) Implement two innovative strategies for relieving depression.

REGENCY
BALLROOM D

WS 36

MRI BRIEF THERAPY - JOHN WEAKLAND AND RICHARD FISCH AT WORK

Wendel Ray, PhD

John Weakland & Richard Fisch's MRI Brief Therapy is among the most effective & influential models in use today. Original writings and clinical recordings will be used to outline Weakland & Fisch's contributions to interactional theory and therapy. MRI Brief Therapy conceptual framework and clinical techniques for competency based brief therapy will be demonstrated.

Educational Objectives: 1) Articulate the basic problem formation/attempted solution framework and related concepts of Weakland and Fisch's MRI brief therapy. 2) Demonstrate a working understanding of therapeutic strategies for evoking change pioneered by Weakland and Fisch in the practice of effective brief therapy.

REMINGTON AB

WS 37

WS 37 – CREATING NEW CONSCIOUSNESS WITH THE 4-STAGE CREATIVE PROCESS

Ernest Rossi, PhD and Kathryn Rossi, PhD

with Mauro Cozzolino, PhD and Giovanna Celia, PhD

The administration, rationale, and research on the Creative Psychosocial Genomic Healing Experience will be explained and experienced by the entire audience. An individual volunteer from the audience will gain personal confidence in utilizing the 4-stage creative process in therapeutic hypnosis and psychotherapy.

Educational Objectives: 1) Utilize the 4-stage creative process in therapeutic hypnosis. 2) Utilize ideodynamic approaches to the induction of therapeutic hypnosis.

CURTIS

WS 38

AN ERICKSONIAN TOOLBOX

Michael Munion, MA, LPC

This workshop provides instruction and hands-on experience with Ericksonian interventions less commonly addressed than hypnosis. These include anecdotes, implication, paradox, and task assignments.

Educational Objectives: 1) Develop interventions that utilize implication. 2) Practice the skill of Anecdote as intervention.

SUNDANCE

WS 39

HAPPINESS, HEALING, ENHANCEMENT:

ERICKSONIAN POSITIVE PSYCHOLOGY AND BEYOND

George Burns, BA Hon

Erickson made happiness a legitimate goal of therapy and developed many interventions to enhance it. Positive psychology has provided the evidence to support this. In this workshop you will learn from a leading practitioner about the paradigm shift of positive psychology and develop a number of strategies to apply it in your own work.

Educational Objectives: 1) Plan happiness-oriented interventions. 2) List 12 enhancers of happiness and well-being.

PHOENIX WEST

WS 40

ANXIOUS CHILDREN

Lynn Lyons, LICSW

Families dealing with an anxious child often unknowingly “help” their child by doing the very things that make anxiety stronger. This workshop will give clinicians strategies that, from the very first session, show parents and children how to identify and interrupt the cognitive, behavioral, and physiological patterns of anxiety in children.

Educational Objectives: 1) State three cognitive patterns that increase anxiety in children. 2) Describe four strategies parents can use to decrease anxiety in children.

PHOENIX EAST

WS 41

ERICKSONIAN THERAPY WITH CHILDREN AND ADOLESCENTS

Charlotte Wirl, MD

Brief hypnotherapy is particularly suited for children and adolescents with psychosomatic disorders, because it exploits their natural abilities to fall into trance and uses a language of symbols and metaphors. It is based on the Ericksonian belief in the abilities of a child and is astonishing in its effectiveness.

Educational Objectives: 1) List three principles of brief therapy with children and adolescents. 2) Describe three different symbolic interventions to deal with psychosomatic disorders.

BOREIN

WS 42

IDEOMOTOR AND IDEOSENSORY EXPRESSIONS IN WAKING SELF HYPNOSIS

Sidney Rosen, MD

We will explore and experience many ways of communicating with, and receiving feedback from, our “unconscious mind” through “automatic” bodily movements and sensations. These responses can confirm, predict and validate the effectiveness of auto-suggestions given without the need of a “trance” experience.

Educational Objectives: 1) Demonstrate at least 10 expressions of ideomotor activity. 2) Create at least three ideomotor or ideosensory expressions.

ELLIS WEST

WS 43

CONVERSATIONAL UNCONSCIOUS COMMUNICATION

Richard Gellerman, PhD

The use of Conversational Unconscious Communication give the therapist a greatly enhanced ability to influence the client to generate lasting positive change. This workshop will enable the participant to learn the structure and uses of therapeutic metaphor and the interspersal technique at both the conscious and unconscious levels of the mind.

Educational Objectives: 1) Explain the reason for and the value of communicating with the unconscious mind. 2) Construct a therapeutic metaphor. 3) Describe the basics of the interspersal technique.

RUSSELL BC

WS 44

FOOTPRINTINGS: HYPNOSIS IN THREE DIMENSIONS

Susan Dowell, LCSW, BCD

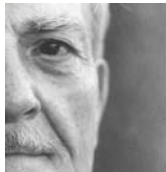
Footprintings, a dynamic new treatment approach, provides effective and easy to use tools for observing and experiencing different Self States, accessing resources and repairing relational perspectives between them. This process lays the groundwork for reorganizing and forging new and supportive internal alliances. In this workshop, we will offer an introduction to the theory and practice of Footprintings. Attendees will then have a chance to participate in a three-dimensional practicum. In addition, an overview of the background literature and research for this new approach will be provided.

Educational Objectives: 1) Describe how an understanding of State Dependent Memory and Perception can enhance our ability to work with Ego States. 2) Describe one way Footprintings can be used to deepen our understanding of individual Ego States. 3) Discuss how Footprintings can foster a three dimensional view of the internal relationships between Ego States.

REMINGTON C
RUSSELL A

10:45 AM-12:45 PM

FH 7



FUNDAMENTALS OF HYPNOSIS WORKSHOP 7

HYPNOTIC PHENOMENA

Bill O'Hanlon, MS

In this session, you will learn about trance phenomena, the experiential distortions that often accompany hypnosis. You will learn how and why to evoke them in induction and treatment.

Educational Objectives: 1) List at least three trance phenomena. 2) Apply trance phenomena to a clinical case.

REGENCY
BALLROOM AB

WS 45

ZEN IN THE ART AND SCIENCE OF PSYCHOTHERAPY

Annelen Simpkins, PhD and Alexander Simpkins, PhD

Zen is a venerable tradition, illuminating inner nature. Neuroscience corroborates that Zen enhances mind and brain in extraordinary ways, helpful for therapy, and this workshop describes new findings. Participants are guided into the Zen experience—open and aware. They will enhance their hypnotherapeutic sensitivities and learn Zen methods for working with clients.

Educational Objectives: 1) List the latest research on the neuroscience of Zen meditation and mindfulness as well as the efficacy in using these methods for therapeutic treatments. 2) Perform Zen meditation and mindfulness methods and to describe ways to use these methods with clients.

PHOENIX WEST

WS 46

WHEN A CLIENT SEEMS "STUCK"

Betty Alice Erickson, MS

Conversational Trances occur in virtually every good therapy session. Possessing phenomena of "regular" hypnosis, they speak powerfully both directly and indirectly to the unconscious. Often this opportunity is ignored. This workshop will show ways to create, use and become comfortable trusting both your and the client's own abilities with this.

Educational Objectives: 1) List 3 ways to elicit a Conversational Trance with a client. 2) Discuss why this way of working is effective for therapy.

REGENCY
BALLROOM C

WS 47

ADVANCED TECHNIQUES OF HYPNOSIS AND THERAPY

Jeffrey Zeig, PhD

Language is both informative and expressive. It is the expressive component that elicits changes in emotion, sensation, "state," and physiology. Para-verbal forms will be described, including facial expression; voice modulation; gestures; sound effects; behavioral modeling; social mimicry; hesitations, and proximity. Lecture, demonstration, exercises.

Educational Objectives: 1) Describe the use and benefit of social mimicry in clinical practice. 2) List five method of creating advanced hypnotic inductions.

REGENCY
BALLROOM C

WS 48

**"THE SYMPTOM IS THE SOLUTION":
WELCOMING AND WORKING WITH ARCHETYPAL ENERGIES
Robert Dilts and Deborah Bacon Dilts**

Milton Erickson's ability to use the identified symptom as the seed for a solution is legendary. Yet, his seemingly magical powers are founded on fundamental principles that can deeply enrich the practice of any therapist or coach. This workshop will explore how to help clients transform and integrate the deeper archetypal energy at the basis of a symptom through practices including somatic centering, rhythmic movement and connecting to a deeper "creative unconscious."

Educational Objectives: 1) Expand awareness of the deeper structures behind symptoms. 2) Practice connecting to somatically based resource states that promote healing and transformation.

CURTIS

WS 49

**MAKING THE IMPOSSIBLE DIFFICULT:
USING ERICKSONIAN METHODS WITH DIFFICULT CLIENTS
John Frykman, PhD**

Will relate work with: 1. A woman severely abused and traumatized in a family headed by an "evangelical minister father." 2. A severely depressed, suicidal college teacher, from an abusive family, with what appears to be social phobia, inability to maintain personal relationships, etc. 3. Woman diagnosed as schizophrenic at the age of 9 and her struggle for survival at age 18. On outpatient medications of 800 mg of Thorazine daily. Videos and other AV materials will illustrate these cases. Group members will be invited to share their "impossible cases" and strategies for change and resolution will be developed.

Educational Objectives: 1) Describe how to take "what the client is bringing" to make a treatment plan. 2) Develop ways to follow through with outcomes and learn how to shift beginning plans to meet developing problems.

REMINGTON AB

WS 50

**CREATING CONNECTIONS IN HYPNOSIS
Robert McNeilly, MBBS**

In this practical workshop, we will explore ways of connecting individual clients with their own unique resources by exploring activities they like, connecting with these hypnotically, and transferring these resources to the problem experience so a unique solution can emerge respectfully and effectively through lecture, demonstration, and small group practice.

Educational Objectives: 1) Explore resources in the client's likes. 2) Describe how to connect clients with these resources to create their solutions.

REMINGTON C
RUSSELL A

WS 51

**NEW METHODS TO APPROACH WOMEN'S IDENTITY
Consuelo Casula, Lic Psych**

Women bring to therapy problems and difficulties caused by social, technological and moral changes, and the therapist needs to face them with new Ericksonian methods. Modern society offers women many possibilities, sends ambiguous messages regarding customs and values; therapy faces issues of integrity, ethics and authenticity, transforming faults into virtues.

Educational Objectives: 1) Describe a new model of approaching women's identity called "the five petals of identity": body, social, professional, values, and secret. 2) Demonstrate how to enhance 5 women's strengths: embodiment, empathy, empowerment, ethics, and evolution.

ELLIS WEST

WS 52

**USING HYPNOSIS AND SELF-HYPNOSIS FOR TREATING PHOBIAS AND PANIC
Bernhard Trenkle, Dipl. Psych.**

This workshop describes the use of hypnosis and self-hypnosis for treating phobias and panic disorders. The patient is learning a technique via which he can treat the problem him/herself. Building hope and diminishing helplessness is essential for a successful therapy and the workshop will address different possibilities to achieve this. The workshop is explaining the self-treatment technique via case examples. Homework assignments, pattern disruption, systemic considerations and stabilizing the treatment results are further topics.

Educational Objectives: 1) Describe at least five techniques for reducing helplessness and increasing hope. 2) Explain how to teach a self-treatment technique for anxiety problems.

ELLIS EAST

WS 53

PERMISSIVE SUGGESTION AND COGNITIVE DEVELOPMENT

SUNDANCE

Dan Short, PhD

The conceptualization of “permissive suggestion” ranks among the most important contributions made by Milton Erickson to hypnosis and psychotherapy. Permissive suggestion is a technique that forms a bridge between a full spectrum of hypnotic procedures and the type of processing needed to address existential dilemmas commonly dealt with in psychotherapy.

Educational Objectives: 1) List three examples of proper use of permissive suggestion in Ericksonian Therapy. 2) Describe the theory behind permissive suggestion.

WS 54

ERICKSONIAN APPLICATIONS IN RECOVERY FROM SUBSTANCE ABUSE

PHOENIX EAST

Roxanna Erickson-Klein RN, PhD and Kay Colbert, MSSW

This workshop will identify fundamental principles of Ericksonian approaches as they pertain to group work for clients in recovery from substance abuse. Curriculum development, specific exercises and activities relevant to process and psycho-educational groups will be demonstrated. Application successes and limitations will be discussed.

Educational Objectives: 1) Assess the applicability of Ericksonian philosophy with substance abuse treatment group work. 2) Identify three methods of engaging participants in group activities.

WS 55

NEUROPHYSIOLOGICAL DIFFERENCES BETWEEN HYPNOSIS AND MEDITATION: HOW YOU HELP YOUR PATIENT TO CREATE HIS/HER OWN HYPNOTHERAPEUTIC TALES

BOREIN

Rafael Núñez, MA and Jorge Abia, MD

Departing from neurophysiological differences between Hypnosis versus Meditation we will focus on metaphor creating and its clinical application. Participants will learn a systematic technique to help patient in order to create solving problems metaphors.

Educational Objectives: 1) Describe differences between neurophysiology of meditation and hypnosis and metaphor perception. 2) Apply this knowledge to help patients to create their own solving problems metaphors.

WS 56

FROM WORRY TO WONDER: EVOKE YOUR UNCONSCIOUS TO MAKE IMPOSSIBLE POSSIBLE

RUSSELL BC

Neil Fiore, PhD

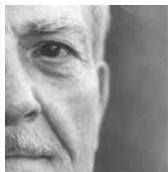
Shifting from worry to wonder releases conscious struggle and makes more energy available for rapid recovery and healing. Reframing worry as a request from the unconscious mind for a plan to survive an anticipated crisis can facilitate the lowering of stress hormones and muscle tension while enhancing immune system health. Knowing you can access a deep unconscious wisdom and support frees the conscious mind and prepares it to receive a surprise.

Educational Objectives: 1) Define worry to a client as a possibly helpful process that seeks a plan for survival. 2) Describe two effective ways of responding to the “Yes, but” or the “What if” voice of the client’s worrying mind. 3) List three ways to shift the client from worry to wonder about the support of the body and unconscious.

12:45 PM-2:00 PM LUNCH BREAK

2:00 PM-4:00 PM

FH 8



FUNDAMENTALS OF HYPNOSIS WORKSHOP 8

REGENCY
BALLROOM AB

ANECDOTES & METAPHORS:
EASY, EFFECTIVE AND ENGAGING

Betty Alice Erickson, MS

Hypnosis is a natural vehicle for use of therapeutically effective metaphors and anecdotes. Participants will be taught to develop effective trances for this. Learning to find themes for and the creation of metaphors and anecdote will be taught and practiced. Using those interventions within the trances will also be taught and practiced.

Educational Objectives: 1) Describe two ways to create a hypnotic trance effective to use with metaphors and anecdotes. 2) List three reasons why metaphors and anecdotes can be effective in psychotherapy.

2:00 PM - 4:00 PM (*cont'd*)

WS 57

THE ROLE OF BEHAVIORAL ACTIVATION IN ERICKSONIAN APPROACHES:
GETTING THE CLIENT TO *DO* SOMETHING

Michael D. Yapko, PhD

The clinical evidence is unambiguous: Getting the client to actually *do* something in treatment makes for both a better *quality* and *rate* of recovery. Erickson was extremely skillful in developing tasks for his patients and getting them to carry them out. In this presentation, we'll consider some of the ways he was able to do that.

Educational Objectives: 1) List and describe ways to encourage behavioral activation in clients. 2) Describe the role of expectancy in influencing clinical outcomes.

REGENCY
BALLROOM C

WS 58

TRANCE AND STANCE:
THE ART OF SHIFTING MENTAL STATES TO CREATE SUSTAINABLE ENVIRONMENTS
Michele Ritterman, PhD

This workshop invites a therapy that helps people learn to shift their mental states in order to adopt the stance needed for the moment as an alternative to use of meds to adapt to a disturbed environment. This therapy encourages people to use their natural full range of consciousness in order to transform their environments. Many environments are not human friendly and endanger the well-being of ourselves as workers and our children. Adapting to those environments can produce mental illness, apparent psychophysiological damage, and can destroy our relational bonds. When we learn to utilize our existing mental capacities and to tap our inner strengths and resources we can become agents of transformation within our homes, neighborhoods and work places. We can offer dignified and creative solutions and realize that social institutions need to be sustainable for people. Globally we need to figure out how to create sustainable societies for the masses. To do this each of us needs all our capacities and senses intact.

Educational Objectives: 1) List and describe several states of consciousness. 2) Teach and utilize these states in a sequence.

ELLIS WEST

WS 59

HYPNOSIS FOR THE MENTALLY ILL PATIENTS
Lilian Borges Zeig, MA, LPC

This workshop will describe several hypnotic techniques that can be used in the treatment of patients who have bipolar disorder, borderline personality disorder and psychosis. These techniques will help treatment of emotion regulation, relationship improvement, symptom management, etc, specific for the mentally ill. Cases will illustrate the use of the techniques.

Educational Objectives: 1) Describe three hypnotic techniques to use with psychotic patients. 2) Describe at least 3 hypnotic techniques for emotion regulation of bipolar and borderline patients.

PHOENIX EAST

WS 60

CONNECTING THE DOTS:
ERICKSONIAN METHODS, THE QUANTUM PARADIGM, SPIRITUAL INTELLIGENCE (SQ)
AND ERNEST ROSSI'S PSYCHOSOCIAL AND CULTURAL GENOMICS
Marilia Baker, MSW

Participants are invited to explore and transform Ericksonian methods by creating meaningful associations to three cutting-edge conceptualizations. How the Principle of Uncertainty or of *quantum* potentials, for instance, is applicable to seeding & utilization; how Erickson's existential philosophy is consistent with indicators of high Spiritual Intelligence (SQ), and how Rossi's *avant-garde* proposals envelop all of them.

Educational Objectives: 1) Given a therapeutic scenario, describe three Ericksonian strategies. 2) Given current research, identify four characteristics of high Spiritual Intelligence (SQ).

SUNDANCE

WS 61

DISSOCIATION DIAGNOSIS: AN EXPLAINED MODEL FOR CLINICAL UTILIZATION
Brent Geary, PhD

This workshop will present an elaborated perspective of dissociation that is designed to assist in therapeutic assessment and treatment planning. Dissociation in everyday life, in psychopathology, and in hypnotic phenomena will be explored.

Educational Objectives: 1) Describe the M-O-R-E elements of dissociation. 2) Identify how dissociation promotes each of the hypnotic phenomena.

REGENCY
BALLROOM C

WS 62

SINGLE-SESSION PSYCHOTHERAPY: ENHANCING ONE-MEETING POTENTIALS

Michael Hoyt, PhD

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

Educational Objectives: 1) List the tasks and skills involved in different phases of treatment. 2) Describe brief therapy techniques that may be useful in different clinical situations.

CURTIS

WS 63

ERICKSONIAN HYPNOSIS FOR ANGER MANAGEMENT

Albina Tamalonis, PsyD and Thomas Tamalonis-Olofsson

Ericksonian hypnotic techniques, potentiated by music, can help the angry patient learn a nonreactive relationship to their anger. The science of music physiology and research that supports the efficacy of recording your hypnosis will be presented. The legal and "fair use" of music on CD's will be explained. Listening to hypnosis with music will allow attendees to experience this calming effect for themselves. Step-by-step directions on how to record a hypnosis session, with or without music, by using a microphone and a computer will be offered. How to use recording software to improve a hypnosis CD will be discussed.

Educational Objectives: 1) Construct three Ericksonian suggestions helpful in managing anger. 2) Create a hypnotic CD with music for your patient to use to manage anger.

BOREIN

WS 64

DEEP TRAUMATIC MEMORY RESSIGNIFICATION (DTMR) AS A TOOL FOR CHALLENGING PATIENTS

Ricardo Feix, MD

Clinical case demonstrates an integrative approach of treating deep trauma. DTMR approximates east and west, old and new traditions. Utilizes concepts from occidental psychotherapy, transpersonal influences and some about Kardecism, Buddhism and Shamanism. Through a deep trance, active, eclectic DTMR responds as a tool for patients with PTSD and dissociation.

Educational Objectives: 1) List five principal characteristics of DTMR approach. 2) Analyze three indications and contraindications of DTMR.

REMINGTON AB

WS 65

THE SLIPPERY SLOPES OF SEMANTICS

Norma Barretta, PhD and Philip Barretta, MA, MFT

Words are the tools of hypnosis. The English language, full of ambiguity, offers remarkable opportunities to embed therapeutic healing messages into the induction and into the body of the hypnotic session. This workshop offers examples and demonstration of multiple meaning and the creative incorporation of linguistic metaphor into therapeutic uses of hypnosis.

Educational Objectives: 1) Demonstrate how to use verbal ambiguity as a means of embedding suggestions and therapeutic interventions into your hypnotic message. 2) Plan how to incorporate these remarkably useful gems into your hypnotic work.

RUSSELL BC

WS 66

HOW TO BECOME SMART ENOUGH TO KNOW WHEN TO STOP THINKING: A BRIEF ERICKSONIAN APPROACH TO LASTING SOLUTIONS

Joseph Dowling, MS

Milton H. Erickson, MD, understood that anxiety was often created and exacerbated by the conscious (thinking) mind, while the unconscious mind is an infinite storehouse of talents, solutions, and healing energies. This workshop will teach a brief, solution-focused, strategic, and hypnotic approach to anxiety related disorders. Intellectualizing, analyzing, self-criticizing, WHY-ing and WHAT-IF-ing clients will be targeted as participants learn to employ Ericksonian interventions including solution-focused questions, strategic task assignments, and formal/conversational hypnosis via live demonstration, experiential exercise, and case studies.

Educational Objectives: 1) Describe how the symptomology of anxiety can be utilized to access the healing energy of the unconscious mind. 2) Describe how to create brief, Ericksonian, lasting solutions in the treatment of anxiety related disorders.

REMINGTON C
RUSSELL A

WS 67

BRAIN CHANGE THERAPY:
CLINICAL INTERVENTIONS FOR SELF TRANSFORMATION
Carol Kershaw, EDD and Bill Wade, PhD

This workshop, based on Carol and Bill's new book, will offer a new approach for psychotherapy that incorporates the latest neuroscience research and identifies the seven neural circuits that clinicians can help turn on and off for change. The workshop demonstrates how to regulate states of mind to manage emotions and behaviors. Using integrative principles from clinical hypnosis, biofeedback, and meditation, therapists learn how to help their clients use resourceful mind states to reduce stress and achieve personal mastery.

Educational Objectives: 1) Discuss the latest and practical neuroscience principles we can use in hypnosis and psychotherapy. 2) Demonstrate three new brief interventions to turn on and off specific neural circuits for change.

PHOENIX WEST

WS 68

WORKING WITH PTSD WITH ERICKSONIAN TECHNIQUES
Teresa Robles, PhD

We are living times of natural disasters, violence, wars. The number of people affected by PTSD is increasing. After a brief theoretical introduction, Dr. Robles will propose a model for working with persons suffering PTSD, in an indirect way, without provoking catharsis. After, she will demonstrate two techniques. Before the end, we will have time for reflections and discussing.

Educational Objectives: 1) Utilize two indirect techniques for working with people suffering from PTSD. 2) Describe an indirect model for working with PTSD.

ELLIS EAST

4:15 PM-5:15 PM

K 4



KEYNOTE 4
BEETHOVEN AND ERICKSON

Jeffrey Zeig, PhD

Expressive elements in the work of Beethoven and Erickson will be compared. Mood and perspective are impacted by expressive elements, not by information.

Educational Objectives: 1) List five techniques that were used by both Beethoven and Erickson. 2) Given a patient, demonstrate how to use one of the methods shared by Beethoven and Erickson.

REGENCY
BALLROOM

5:30 PM-5:45 PM

CLOSING REMARKS
Jeffrey Zeig, PhD

REGENCY
BALLROOM

CERTIFICATE REMINDER

Just go to www.CmeCertificateOnline.com, use this password **IC2011** and complete the evaluation form and print it out. No more standing in line or waiting for the mail! **If you don't have internet access**, stop by the registration desk and we'll help you get a paper form.

Please be aware that your certificate will take 8-10 weeks to be mailed!

Required sign-in/sign-out sheets are located in the center section of this syllabus. For your convenience, please use these pages, one for each day of the conference. After you have completed each form, please place it in the conveniently located drop-boxes or at the Erickson Foundation registration desk.

9:00 AM-12:00 PM

MC 1

POST-CONFERENCE

REGENCY
BALLROOM A



MASTER CLASS IN HYPNOTIC PSYCHOTHERAPY

Michael Yapko, PhD
and
Jeffrey Zeig, PhD

MASTER CLASS 1

Ericksonian hypnotherapy and strategic approaches promote experiential methods of change. In combination they can be synergistic. Psychotherapy is best when clients have the experience of an alive, goal-oriented therapeutic process. Such dynamic empowering experiences pave the way for new understandings and growth-oriented possibilities.



12:00-1:30 PM LUNCH BREAK

1:30 PM-4:30 PM

MC 2

MASTER CLASS 2

REGENCY
BALLROOM A

Drs. Yapko and Zeig will engage with each other and the participants to examine commonalities and differences in their work. The Master Class centers on providing then deconstructing demonstrations of Ericksonian Psychotherapy and Hypnosis, providing a unique opportunity for in-depth learning.

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; and, 6) Describe the Utilization Method.

CALL FOR PROPOSALS

BRIEF THERAPY CONFERENCE

December 6-9, 2012 San Francisco, California

PRESENTATION COVER SHEET

The Milton H. Erickson Foundation is calling for proposals for the 2012 Brief Therapy Conference. Those interested in presenting a Solicited Short Course on the topic of short-term therapy methods (or closely related area), may submit (1) a 200-word presentation summary, (2) a 50 word abstract, (3) two educational objectives, (4) two true/false questions to be used for continuing education purposes and (5) curriculum vitae of all presenters in your program. Two copies of each submission, except CVs, should be included in your packet. Send only one CV for each presenter. Preference will be given to proposals that address the theme *"Brief Therapy: Lasting Solutions"* (please see *"Information for Presentation Development & Composing Educational Objectives"* guide).

There will be approximately 20 concurrent Solicited Short Courses with one and a half hours allotted for each Course on Thursday, December 6, 2012 from 8:30-10:00 AM and 10:15-11:45 AM. Short Course faculty receive complementary registration for the Conference, but pay their own expenses for food and lodging.

1) Individual submitting proposal: (All correspondence will be sent to this address)

Name _____ Degree _____
University where highest degree was earned _____ Major _____
Professional License # _____ State _____
Address _____
City/State/Zip/Country _____
Daytime Telephone _____ e-mail address _____

2) Names, Addresses and Degrees of copresenters (If any)

Note: All presenters MUST meet the Erickson Foundation's academic requirements of a master's degree or above from an accredited institution in a health-related field. Full-time graduate students enrolled in accredited programs also may present. Graduate students must submit a letter on letterhead stationery from their department certifying full-time student status.

3) Title of Presentation:

4) Audiovisual equipment required: ☐ LCD projector ☐ Computer sound files ☐ Connections for a MAC]
☐ VHS player ☐ DVD player ☐ No AV equipment needed

Note: No other AV equipment, can be provided. Please bring your own laptop computer for a PowerPoint presentation.

Enclosure Checklist: (SEND AN ORIGINAL AND 2 COPIES) Attach this cover sheet to the original. The two copies should contain ONLY THE TITLE because the review process will be blind. Please do not include names on the two copies.

- ☐ 200 word presentation summary
- ☐ 50-75 word abstract (for publication in the program and syllabus)
- ☐ Educational Objectives (minimum of two objectives). Objectives state the performance, conditions under which performance is to occur and/or the criteria of acceptable performance for overt, specific skills to be gained by attendees at the end of the course. Your objectives should state what the learner can expect to achieve after the course of instruction, e.g. 1) Write four diagnostic criteria to identify the borderline patient; 2) State three cognitive therapy techniques that could be used with a subject with depression.
- ☐ Two true/false questions to be used for continuing education purposes
- ☐ Curriculum vitae of all presenters (One copy only)

If my proposal is accepted and placed on the program, I will be present at the Conference.

Signature _____ Date _____

DEADLINE: Proposals must be postmarked by January 28, 2011. Acceptance or rejection will be sent by March 18, 2011.

Mail proposals to: The Milton H. Erickson Foundation, Inc.
Eleventh International Congress Committee
3606 N. 24th Street, Phoenix, AZ 85016-6500 USA

Only a limited number of proposals can be accepted. Please submit early.

THE 11TH INTERNATIONAL CONGRESS

DECEMBER 8-11, 2011

PHOENIX
HYATT REGENCY

