Class Syllabus Proposal - UCSD Centers for Integrative Health

Hypnotherapy 101

(This syllabus is for the proposed Hypnotherapy 101 Course for UCSD Centers for Integrative Health. It is proposed and developed by Dorthy Tyo, director of Palo Alto School of Hypnotherapy and Evelyn Wang, director of Center for Advanced Life Skills and is a compilation of curricula from courses taught in both schools.)

Entire Course: 9 Classes - 9 Weeks
Each Class: 3 - 3.5 Hours

CLASS 1 - The Introduction

I.   Introduction
     A.   Instructors introduce themselves, email addresses and other pertinent information.
           1. Students introduce themselves and share goals and experiences pertaining to hypnosis.
     B.   An overview of the manual and list of assignments.
     C.   History of Hypnosis and applicable as a therapeutic intervention
     D.   Hypnosis is everywhere - present day hypnosis.   Evelyn
     E.   How Hypnosis Works
     F.   What You Don't Know
     G.   Prime Directives of the Unconscious Mind

II.   What is hypnosis?
     A.   Chart of Brain Waves for hypnosis and the trance state.
     B.   The pre-induction talk, purpose and application.
     C.   The experience of an induction, heavy arms as a suggested test, developing and utilizing the special place.

III.   What is NLP?   Evelyn
     A.   History of NLP.
     B.   Fundamentals of NLP
     C.   Discuss benefits of NLP and Hypnotherapy

V.   The Hypnotic Induction
     A.   Group induction and discussion about how the induction works and deepening the trance state.

VI.   Homework
     A.   Read material in first and second tabs of manual.
           1. Research other pre-induction talks; books, internet.

B.   Write a 3-to-5 minute pre-induction talk of one or two paragraphs, in your own words, to educate a client or an audience about hypnosis, trance state and what you consider important.
1. Practice your pre-induction talk with a colleague, friend or family member.

CLASS 2 - The Hypnotic Induction

I.   Review of student's week.
  A.   Did you read manual material and write pre-induction talk?
  B.   Did you practice pre-induction talk?
  C.   What was response from your talk?
  D.   Do you have any questions about this experience?
    1. Discuss other research you did.

II.   A few students read their pre-induction talk for critique.
  A.   All students email their pre-induction talk to instructor.

III.   Discuss
  A.   Questions students may have about what they have read or experienced.
  B.   Anatomy of the induction.
    1. Begin the induction
    2. Systematic relaxation of the body
    3. Deepening the trance
    4. Imagery and Establishing and describing Special Place
    5. Concluding the induction
  C.   Basic Hypnotic/Relaxation Induction
  D   Review trance states and brainwave patterns related to hypnosis. Our syllabus

IV.   The Post-hypnotic Suggestion
  A.   Negative and positive terms and suggestions.
  B.   Connective and transitional words.

V.   Students practice the relaxation induction on each other.
  A.   Discuss what was learned.
    1. As the hypnotherapist.
    2. As the subject.

VI.   Changing self-talk from disempowerment to empowerment
  A.   Discuss perception of self.
    1. Aristotle quote: "A vivid imagination compels the body to obey it….." And Thomas Aquinas doctrine: "Every idea conceived by the mind is an order which the organism obeys. It can also engender a disease or cure it."
  B.   Group discussion on self-applied negative and positive suggestions.
  C.   Review self-talk as self-hypnosis.
  D.   Types of resistance.

VII.   NLP model of therapy

A. NLP Presuppositions - the principles of NLP.
B. Review coaching questions.
C. Discuss giving advice versus asking questions.

VIII. Client Information form and interview questions
A. Discuss form and importance of the interview.
B. Interview helps create client intention for hypnosis session.
C. Importance of establishing client Intention.

IX. Imagery with supportive and positive suggestions
A. Instructor demonstrates interview and induction.
1. Mining imagery from client.

X. Exercise/Practice
A. Students interview each other using questionnaire.
B. Students use relaxation induction adding post-hypnotic suggestion imagery for student partner.   ???????
C. Students practice rapport

XI.. Homework

CLASS 3 - Guided Imagery
I. Guided Imagery
A. Using guided imagery as an alternative to a relaxation induction.
B. Samples in manual.
C. The use of auditory, visual, tactile, and olfactory sensory perceptions. The importance of utilizing senses, including emotional, in guided imagery,
D. Interviewing client for "special place".
1. Helping the client create with use of senses.

E. Create end result imagery (with client's words - Intention).

II. Music and sound during induction.   Discuss. Evelyn and Dorthy
A. Hypnotic/relaxation conducive music.
B. Binaural beats with music

III. Homework

CLASS 4

I.   Habit Control and Developing the Program for the Client
     Students share "special place" descriptions. One or two will read for critique.

II. Awareness of Habits
     A.   Weight Control
          1. Discovering the problematic habits
          2. Go over the interview form: where, when and why with new options.
          3. Discuss weight control induction
     B.   Demonstrate interview

III. Homework
     A.   Students record induction with new suggestions for weight reduction for partner.

CLASS 5 - Suggestibility Testing and Rapid Induction Techniques

I.   Suggestibility testing - The purpose of suggestibility exercises
     A.   Creating expectation, believability in the hypnotic process, mind/body connection.

II. Instructor demonstrates suggestibility tests
     A.   Bucket test.
     B.   Glues hands.
     C.   Rigid arm.
     D.   Lemon.
     E.   Rubber band.
     F.   Flexibility (their upper body turns while standing up).

III. Introduce Depth scale (Davis and Husband Susceptibility Scale: 0-30)
     A.   Rapid induction utilizing 0-30 scale.

IV. Homework
     A.   Practice suggestibility and depth scale/rapid induction with volunteer.

CLASS 6 - Stress and Stress Reduction

     Homework from Class 5
     Responses from students practice of suggestibility exercises.

I.   Stress and Stress Reduction
     A.   Assessment
     B.   Instructor's lecture and demonstrations.
     B.   Demonstrate NLP and hypnosis.

II. Imagery and Inductions

III. Students practice

IV.   Homework
        A.   Practice with volunteer outside of class.

CLASS 7 - Neurolinquistic Programming (NLP)

I.   NLP and Hypnotherapy
        A. 1st session protocol versus subsequent sessions -
        B. Exploring perceptual shifts

II.   NLP Dynamic Spin technique - demonstrate and practice.
        B.   Exploring 3 gift boxes - hypnotic discovery of self-esteem, motivation, etc.

II.   Homework
        A.   Practice new techniques

CLASS 8 - Pain Control
I.   Doctor's referral

II.   Types of pain control Techniques
        A.   Various inductions
                1.   Used in dentistry
                2.   Used in surgery
        B.   Diversion techniques.

III.   Glove anesthesia
        A.   Demonstration then practice.

IV.   Tight fist
        A.   Imagining hand/fist and pain location as the same intensity.
        B.   Teach the body to respond to the relaxation of the hand simultaneously.

V.   Metaphor Intervention
        A.   Give it a shape and form that can be eliminated or transformed.
        B.   Dialogue with and receive message from the symbol (symptom).

VII.   Case studies
        A.   Instructors share cases from their practices