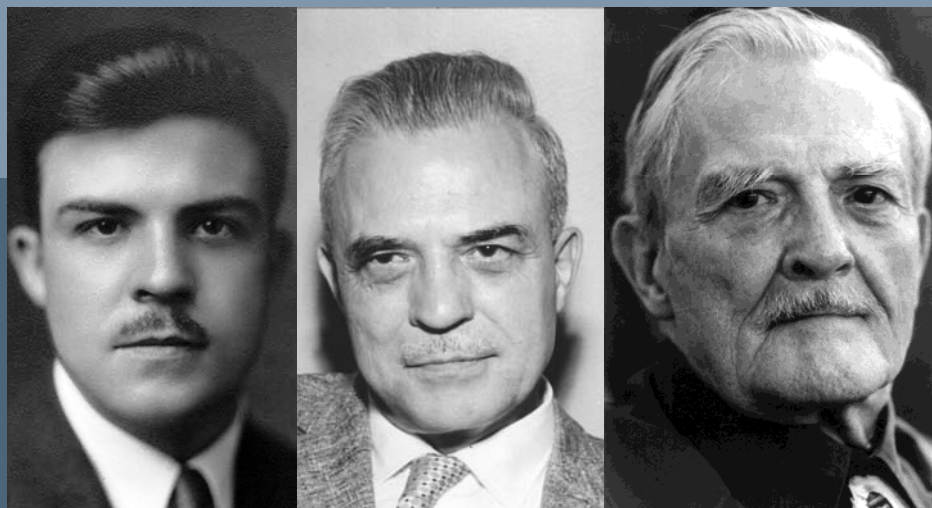


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THE 12TH INTERNATIONAL CONGRESS

ON ERICKSONIAN APPROACHES TO PSYCHOTHERAPY

PHOENIX HYATT REGENCY DECEMBER 10-13, 2015
PHOENIX, ARIZONA



Syllabus



THE MILTON H. ERICKSON FOUNDATION

welcomes you to the

12TH INTERNATIONAL CONGRESS

ON ERICKSONIAN APPROACHES TO PSYCHOTHERAPY

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NEO-ERICKSONIANS (TO NAME A FEW)

Marilyn Baker, Norma Barretta, Rubin Battino, John Behars, Betty Alice Erickson, Roxanna Erickson-Klein, Brent Geary, Eric Greenleaf, Rick Landis, Carol Lankton, Stephen Lankton, Herbert Lustig, Rob McNeilly, Jane Parsons Fine, Burkhard Peter, Teresa Robles, Sidney Rosen, Dan Short, Kay Thompson, Bernhard Trenkle, Michael Yapko, Jeffrey Zeig...

INSTITUTIONS
Including *The Milton Erickson Fnd*,
ASCH and *140+ Erickson Institutes*

INTERACTIONAL THERAPY
John Weakland,
Paul Watzlawick,
Dick Fisch, John Frykman

STRATEGIC PSYCHOTHERAPY
Jay Haley, Cloé Madanes

GREGORY BATESON

ANTHROPOLOGY
Margaret Mead, Madeline Richeport-Haley

NEURO-LINGUISTIC PROGRAMMING
Richard Bandler, John Grinder
Robert Dilts, Steve Andreas

MIND-BODY
(*Psychosocial Genomics*)
Ernest Rossi

INTERACTIONAL THERAPY
Wendel Ray
Giorgio Nardone

STRATEGIC-COGNITIVE
Reid Wilson

FEEDBACK-INFORMED TREATMENT
Scott Miller

SOLUTION FOCUSED THERAPY
Steven deShazer, Yvonne Dolan
Ben Furman, Insoo Berg
Michele Weiner-Davis

POSSIBILITY THERAPY
Bill O'Hanlon

SELF-RELATIONS
Stephen Gilligan

NEUROBIOLOGICAL ORIENTATIONS
Carol Kershaw, Bill Wade,
Alex and Anellen Simpkins

DIRECTIVE THERAPY
Richard Van Dyke,
Feddie Lange
Onno van der Hart

FAMILY THERAPY
Michele Ritterman
Gunther Schmidt

FAMILY & COUPLES
Camillo Loredio

CHILDREN
Joyce Mills
Susy Signer-Fischer

ACKERMAN APPROACH
Peggy Papp

EGO STATES
Maggie Phillips
Woltemade Hartman

IMPACT THERAPY
Danie Beaulieu

NATURE GUIDED
George Burns

IMPROVISATIONAL THERAPY
Bradford Keeney

Erickson Influenced

MILTON ERICKSON

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 25 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.



Ronald Alexander, PhD, is executive director of OpenMind Training Institute, Santa Monica, CA. Licensed psychotherapist, author of *Wise Mind Open Mind* and co-author with Elisha Goldstein Chapter 33 "Mindfulness, Trauma and Trance: A Mindfulness -Based Psychotherapeutic Approach," *The Wiley Blackwell Handbook of Mindfulness*, 2014. He is the originator of the OpenMind Training, a unique method of mind body healing therapies combining Ericksonian Hypnosis, Somatics and Mindfulness Practices. He is active teaching and training applying these principles in the US, Japan, Europe, Russia, Australia and Asia. www.openmindtraininginstitute.com



Helen Adrienne, LCSW, BCD, is an Ericksonian clinician and mind/body therapist recognized for her creative clinical work. She provides individuals, couples and groups with coping tools needed to manage inordinate stress. Since 2002, Helen has hosted, and for the last 4 years has co-taught with Jeff Zeig in the New York City Master Classes.

Along with her private practice she runs a two-day training program for clinicians seeking expertise in working with infertility patients. Additionally, NYU Fertility Center recruited her to lead psychoeducational stress reduction classes. Helen has taught nationally and internationally. She is the author of *On Fertile Ground: Healing Infertility*.



Connirae Andreas, PhD, has been an innovator in the field of personal development for almost 4 decades, best known for her groundbreaking work developing Core Transformation. This method utilizes our limitations as the doorway to a felt experience many describe as their spiritual core, offering a deep healing that resolves many of life's problems. Connirae's new work, the Wholeness Process, provides a precise way to experience "dissolving the ego," another long time spiritual goal. Her work is strongly influenced by her experience with Dr. Erickson in 1979, and has been published in over 14 languages.



Steve Andreas, MA, has been learning, teaching, developing, and writing about briefest therapy methods for over half a century. He is author of several books, including *Transforming Negative Self-Talk*, *Transforming Your Self*, and *Virginia Satir: the Patterns of her Magic*, and has co-authored and edited several others.



Marilia Baker, MSW, is a multicultural, multilingual Licensed Marriage and Family Therapist based in Scottsdale, Arizona. She is a Board member of the Phoenix Institute of Ericksonian Therapy; member of the Advisory Board for Phoenix Friends of C.G.Jung; International Advisor and Consultant, Centro Ericksoniano de México, and Institutes Editor for the Milton H. Erickson Foundation Newsletter. She conducts presentations and workshops locally and internationally. Ms. Baker is the author of *A Tribute to Elizabeth Moore Erickson: Colleague Extraordinaire, Wife, Mother, and Companion*, also published in Spanish, Portuguese, and French.



Norma Barretta, PhD and her late husband, Philip, taught regularly in the United States, Italy, Poland, Spain, and occasionally other countries. Norma continues to see patients in her private practice. She and Philip were honored with a Lifetime Achievement Award for their Contributions to Hypnosis and Hypnosis Education by the American Society of Clinical Hypnosis. Norma is regular faculty for the Southern California Society of Clinical Hypnosis and serves on the SCSCH Board.



Rubin Battino, MS, is a Licensed Professional Clinical Counselor (OH) specializing in very brief therapy generally using hypnosis. He has published ten books on psychotherapy; the latest is *When All Else Fails. Some New and Some Old Tools for Doing Brief Therapy* (2014). He contributed a chapter on single session therapy in *Capturing the Moment* (2014).



Sofia Bauer, Psychiatrist and hypnotherapist in Brazil, received training in Phoenix at the Milton H. Erickson Foundation in 1993. She has worked with S. Gilligan, J. Mills, Teresa Robles, S. Lankton in Positive Psychology Certification with Tal Ben-Shahar, EFT, TFT, EMDR with Francine Shpairo. Director of Milton Erickson Institute of Florianópolis, Hypnosis and Professor of Psychology with several online courses, several publications in the area in Portuguese. Books: *Hypnotherapy Manual*, *Handbook of Advanced Hypnotherapy*, *Understanding the Panic Disorder*, *Primer Optimism*. www.sofiabauer.com.br



John Beahrs, MD is Professor Emeritus of Psychiatry, Oregon Health and Science University. Stanford: ER Hilgard's hypnosis laboratory 1968-69, MD 1969. MH Erickson 1971 et seque. Milton H. Erickson Award x 3. Developed "strategic self-therapy" for treating personality disorders, and a "shared self-deception hypothesis" of human evolution. Three books in progress, including *The Reality Question* and *How Psychotherapy Works*.



Danie Beaulieu, PhD is a psychologist from Montreal, Canada. Her teaching in the field of Impact Therapy and Eye Movement Integration Therapy has deeply influenced the practice of thousands of therapists around the world. She has written over 20 books and taught on four continents. She is a much sought after speaker and lecturer at symposia all over the world. Find out some of her tools on Youtube (in French, English and German).

Faculty *cont'd.*



Cheryl Bell-Gadsby, M., RCC, is a psychotherapist, clinical supervisor and educator in the US and Canada. Cheryl is the Clinical Director of Salt Spring Island Community Services. She has expertise in complex trauma, mind/body and energetic therapies, hypnotherapy with adults, children and adolescents. Cheryl has co-authored

Reclaiming Herstory: Ericksonian Solution-focused Therapy for Sexual Abuse and *It's a Girl Thang*.



Lillian Borges, MA, LPC, is a teacher and has been practicing psychotherapy for more than 20 years. She uses different types of psychotherapy or approaches for different problems. She teaches hypnosis and Ericksonian Therapy at The Milton Erickson Foundation at their Intensive Training courses.

Ms. Borges has a private practice in Phoenix, Arizona where she treats adults, couples and families.



Consuelo Casula, Lic Psych, is President of the European Society of Hypnosis (esh-hypnosis.eu) (2014-2017), psychologist and psychotherapist with private practice in Milan. Author of seven books, in leading training groups, strategic communication, how to create metaphors, women's development and resilience. The book on metaphors has been translated into Spanish, Portuguese and French.



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.



Kathleen Donaghy, PhD is an Arizona licensed counseling psychologist with a specialty in behavioral medicine and psycho-oncology. She is President of the Scottsdale Psychological Society and has a private practice in Scottsdale where she combines conventional and holistic treatment methods. She has taught as an adjunct professor at Ball State University in Indiana and Arizona State University in Phoenix. She is a clinician for Doctors of the World, was a founding co-director of the Phoenix Institute of Ericksonian Therapy, and is a Scottsdale based clinician for the San Francisco Giants.



Tamer Dovucu, MA is a graduate of Ankara University and has a M.A. degree in sociology. He is the founder and director of Optimum Balance Model (OBM) Foundation in Turkey. He is also director of Erickson Institute of Istanbul and does trainings with Jeffrey Zeig for last 11 years. He was also director of Behavioral Sciences and NLP Center between 2004-2008 which was a partnership with Yeditepe University. He has 2 books and over 50,000 hours of experience on the field.



Susan Dowell, MSW, MA, is the developer of Footprintings®, a powerful, innovative, three-dimensional approach for working with Ego States. She is the former Co-Director of CATCH, (Center for Advancement of Training in Clinical Hypnosis) in NYC, and currently lectures and runs workshops nationally and internationally. Presently she is completing a workbook on the *Theory and Practice of Footprintings*.



Joseph Dowling MS is a Licensed Professional Counselor working in private practice in Philadelphia, Pennsylvania. His new book, *Zonefulness: The Ultimate Guide for Student-Athletes* will be published in 2015. Joe was the Director of Training at The Milton H. Erickson Institute of Philadelphia from 2000-2010. He is currently working on a more extensive basis with athletes on the high school, collegiate, and professional levels.



Betty Alice Erickson, MS, LPC, LMFT, was her father's demonstration subject for decades. She and Bradford Keeney co-edited *Milton Erickson, American Healer*. She has written numerous book chapters. She has taught Ericksonian Hypnosis and Psychotherapy internationally since 1990 and received numerous awards including an Honorary Ph.D. from the Armenian Ministry of Education and Science.



Roxanna Erickson Klein RN, PhD balances clinical work with writing and teaching. She is co-editor of the *Collected Works of Milton H. Erickson*. Additionally she has authored and edited numerous publications. Her works include an *International Glossary of Ericksonian Terminology*, and *Engage the Group Engage the Brain*, a workbook which addresses treatment of substance addictions. Her ongoing contributions include teaching about Ericksonian approaches both internationally and locally. She resides in Dallas where she maintains a private practice as a Licensed Professional Counselor.



Ricardo Feix, MD, MPH, M.H. ERICKSON Brasil-Sul Institute director and developer of the CDQUIM's substance abuse model. Has treated 3,000 patients over 25 years of hypnosis in private practice in Porto Alegre. Hypnotherapy teacher in Brazil, Mexico and USA. Portuguese Ericksonian Glossary co-translator. Video editor and book chapter author about hypnosis. Speaker at 20th ISH Congress in Paris, 2015.



Neil Fiore, PhD, is the author of six books, has published in The New England Journal of Medicine and been cited in The New York Times and The Wall Street Journal. Neil is past president of the Northern California Society of Clinical Hypnosis, an international speaker, and is a recipient of the University of California's Distinguished Achievement Award.



Douglas Flemons, PhD, is Professor of Family Therapy and Clinical Professor of Family Medicine at Nova Southeastern University. The author of several books, including *Of One Mind: The Logic of Hypnosis*, the *Practice of Therapy*, Flemons conducts yearly hypnosis trainings in Fort Lauderdale and presents widely on hypnosis, brief therapy, and couples therapy.



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, M. Div.,MFT, PhD is founder of Cypress Institute, an ordained Lutheran minister, and organizer of the first Drug Treatment Program at the Haight Ashbury Free Clinic. He studied personally with Dr. Erickson from 1969 - 1979, observing, sharing, discussing with Milton. He has done work in 27 of the United States and 16 countries: teaching, consulting, training, and supervising. He served as Clinical Supervisor and Clinical Case Manager at Ross Hospital (Marin County) and at Ohloff Intensive Out Patient Services (San Francisco).



Teresa Garcia-Sanchez, MA, ECP is the Instituto Erickson Madrid Director the last 15 years. She created a 4 year Ericksonian Psychotherapy and Hypnosis Master and presents in more than 20 different countries workshops, trainings, and conferences in Hospitals, Universities and Congresses (EAP,ESH,ISH,ASCH,CFBH). She opened the new Los Angeles Ericksonian Institute with the Barrettas where they plan to teach Ericksonian skills in Spanish. She published an adaptation in Spanish of *Hope & Resiliency* (co-author with Dan Short, Betty Erickson and Roxanna Erickson Klein).



Brent B. Geary, PhD is a psychologist in private practice in Phoenix. For the past 30 years, he has taught Ericksonian methods both domestically and internationally. He is co-editor of *The Handbook of Ericksonian Therapy* and *The Letters of Milton H. Erickson* with Jeffrey Zeig. Dr. Geary designed and maintains primary responsibility for the Erickson Foundation's Intensive Training Program, offered three times per year, now in its 28th year.



Richard Gellerman, PhD, is in private practice as a Psychologist in Tucson, Arizona. He has been a licensed psychologist for 39 years. He studied extensively (350 hours) with the Milton H. Erickson, and he has presented at seven Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. He's conducted 13 national and many local workshops.



Stephen Gilligan, PhD, is a psychologist who received his doctorate from Stanford University. He was a major student of Milton Erickson and has been elaborating this work for the past 35 years, while also developing Self-Relations Psychotherapy. He is well-known throughout the world for his inspirational teaching. His books include *The Therapeutic Trances: The cooperation principle in Ericksonian hypnotherapy*, *The courage to love: Principles and practices of Self-relations psychotherapy*, *The Legacy of Erickson*, *Walking in two worlds*, and *The Hero's Journey* (w/ Robert Dilts). His most recent book, *Generative Trance: The Experience of Creative Flow*, proposes and explores a third generation approach to hypnotic work. His website is www.StephenGilligan.com.



Eric Greenleaf, PhD, directs the Milton H. Erickson Institute of the Bay Area, researches trance in Bali, teaches the online video course "Fundamentals of Advanced Ericksonian Hypnotherapy" and has practiced for 50 years. Milton Erickson chose Eric to receive the first Milton H. Erickson Award of Scientific Excellence for Writing in Hypnosis.



Bruce Gregory, PhD has published numerous articles on the integration of the mind-body approach with mathematics, physics, classical music composition, and tai chi in the treatment of trauma, abuse and addiction. He recently presented at the International Conference on Quantum Mechanics and Quantum Consciousness in India on the Integration of Quantum Physics in the Transformation of Consciousness.



Woltemade Hartman, PhD, is a Clinical and Educational Psychologist, and psychotherapist in South Africa. Dr Hartman is the Founding Director of the Milton H. Erickson Institutes of South Africa (MEISA). He currently serves as President of Ego State Therapy International (ESTI) and is a Board Member of the International Hypnosis Society (ISH). Dr Hartman is a Senior Research Fellow at the Department of Psychology at the University of Johannesburg. Dr Hartman is the recipient of the 2009 Early Career Award for Innovative Contributions to Hypnosis from the International Society of Hypnosis.

Faculty *cont'd.*



Michael F. Hoyt, PhD is a psychologist in independent practice in Mill Valley, California. He is the author and editor of numerous books, including most recently *Brief Psychotherapies: Principles and Practices, Therapist Stories of Inspiration, Passion, and Renewal: What's Love to Do with It?*, and (with M.

Talmon,) *Capturing the Moment: Single Session Therapy and Walk-In Services*. 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 the prestigious APF Cummings Psyche Prize for lifetime contributions to the primary role of psychologists in organized healthcare.



Carol Kershaw, EdD, is a psychologist and the co-author of *Brain Change Therapy: Clinical Interventions for Self Transformation, The Couple's Hypnotic Dance*, and numerous professional articles. She is an international trainer who focuses on the most cutting edge concepts and tools for trauma, anxiety, and depression as well as consciousness development. Along with her husband, Dr. Bill Wade, she teaches for Esalen Institute on "Life at the Edge of Possibility."



Krzysztof Klajs, Dipl. Psych., is the Founder (1993) and Director of The Milton H. Erickson Institute of Poland. He is an Approved Supervisor and certified psychotherapist of the Polish Psychiatric Association and an Approved Supervisor and certified psychotherapist of the Polish Psychological Association. Over last 20 years M.H. Erickson Institute of Poland was the sponsor of two European Congresses of Ericksonian Hypnosis and Psychotherapy (2005, 2014) and a number of inland conferences.



Richard Landis, PhD, 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. As a clinical psychologist, he is board certified in traumatology, and holds diplomate status in the areas of integrated medicine, behavioral medicine, and psychopharmacology.



Steve Lankton, LCSW, DAHB is the author of 7 and editor of 11 books. He is in private clinical practice in Phoenix, Arizona and has taught Master and Doctorate level clinicians in 20 countries for the last 33 years. For the past 7 years he has served as Editor-in-Chief of the American Journal of Clinical Hypnosis. His books have been translated into 8 languages and have been extensively used as clinical texts in graduate level universities programs. He has published over 50 chapters in clinical handbooks, texts, and edited books by other authors.



John D. Lentz, DMin, having experience working in prison, as well as teaching the clinical aspects of psychotherapy, is known for his innovative approaches based upon trance principles, and non-formal trance. He directs the Ericksonian Institute of Jeffersonville, Indiana where he teaches and practices hypnosis and Marriage and Family Therapy.



Camillo Loriedo, MD, PhD, is professor of Psychiatry and of Psychotherapy, University of Rome, President of the Italian Society of Hypnosis and Immediate Past-President of the International Society of Hypnosis. He is as well Past-President of the European Society of Hypnosis, President of the Italian Milton Erickson Society, Director of the Italian School of Ericksonian Hypnosis and Psychotherapy, and Member of the Board of Directors of the Milton Erickson Foundation. In 2012, he was awarded with the highest honor of ISH, the Benjamin Franklin Award.



Lynn Lyons, MSW specializes in the treatment of anxious children and their parents with a special interest in interrupting the generational pattern of worry in families. She is the co-author with Reid Wilson of *Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous and Independent Children* and the companion book *Playing with Anxiety: Casey's Guide for Teens and Kids* and just released her third book, *Using Hypnosis with Children: Creating and Designing Effective Interventions*.



Patrick McCarthy, MBChB is a New Zealand Registered Medical Practitioner—the only doctor in NZ specializing in medical hypnotherapy. He is a Fellow of the NZ College of General Practitioners, an internationally recognized author and lecturer on the subject, and a member of New Zealand Society of Hypnosis, the purpose of which is the "scientific investigation and clinical utilization of hypnosis at the highest professional level." He received his MBChB from Glasgow University, is a member of the International Society of Hypnosis, and Director and Founder of the Milton H. Erickson Institute of Wellington.



Robert McNeilly, MBBS, had the privilege of learning directly with Milton Erickson, was inspired by his human approach to therapy, created his own interpretation to assist clients in a respectful, dignified way and for more than 30 years, has been teaching this approach nationally and internationally.



Rick Miller, MSW, is a clinical social worker in private practice in Boston and on Cape Cod, Massachusetts. He is the author of *Unwrapped: Integrative Therapy with Gay Men ... the Gift of Presence* (2015). Rick has served on numerous national and international faculties, including the International Society of Hypnosis, the Brief Therapy Conference, the American Group Psychotherapy Association, and Harvard Medical School.



Scott D. Miller, PhD is the founder of the International Center for Clinical Excellence an international consortium of clinicians, researchers, and educators dedicated to promoting excellence in behavioral health services. Dr. Miller conducts workshops 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, Ph.D. LMFT, is an internationally recognized, award-winning play therapist, speaker, and founder of the StoryPlay® Certification Training Program, Co-director: Phoenix Institute of Ericksonian Therapy, and adjunct faculty - Argosy University Phoenix. She is the author of *Therapeutic Metaphors for Children and the Child Within* 2nd edition, *Reconnecting to the Magic of Life, Little Tree, Gentle Willow, Sammy the Elephant & Mr. Camel*, and *Butterfly Wisdom*.



Michael Munion, MA, LPC, a psychotherapist in Arizona since 1979 and activist in integrated primary & behavioral health care, has been affiliated with the Milton Erickson Foundation since 1980. He has provided extensive workshops on Ericksonian & Brief Therapy in the U.S., Europe, and Mexico. He is co-author of Sage's book on *Milton H. Erickson*, and co-editor of *What is Psychotherapy?: Contemporary*

Perspectives.



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, studied with Milton Erickson in the 1970s, went on to write 30+ books influenced by Dr. Erickson's work, and has given over 3,500 presentations to therapists around the world. He has been a top-rated presenter at many national conferences and was awarded the Outstanding Mental Health Educator of the Year in 2001 by the New England Educational Institute.



Jane Parsons-Fein LCSW, BCD, DAHB is a graduate of Smith College and the Columbia School of Social Work co-founded and founded two New York Ericksonian training organizations and one Stockholm eight-year training. An ASCH Fellow, she heads the Manhattan Society of Clinical Hypnosis. She produced a rare, one-of-a-kind DVD set of Milton Erickson's 1979 training. She practices independently in New York City.



Maggie Phillips, PhD, is a clinical psychologist in private practice and the author of four books, including *Freedom From Pain* with Peter Levine (2012), papers and articles on hypnosis, trauma, ego-state therapy, and mindbody healing. She specializes in the treatment of traumatic stress, dissociative disorders, and pain disorders. Dr. Phillips has taught at major conferences on hypnosis, Somatic Experiencing, EMDR, and Energy Psychology worldwide. She is creator and host of a monthly webinar and teleseminar series called "Ask the Experts," which recently featured "Healing Trauma and Pain through Polyvagal Science and its Interlocking Somatic Interventions" with Peter Levine and Stephen Porges.



Wendel Ray, PhD. Endowed Chair of Marriage & Family Therapy, University of Louisiana-Monroe, and Senior Research Fellow, the Mental Research Institute (MRI), Dr. Ray, author of 8 books & 100+ scholarly papers in a dozen languages, leads workshops in Systemic Theory & Therapy across North and Central America, Europe, & Asia.



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*. One of Milton Erickson's leading students, she originated the concept of the symptom as a trance state that is suggested by people and social structures. Her book, *Hope Under Siege*, (1986), considers the applications of psychotherapeutic principles in the larger context of political and social reality. Her latest book *The Tao of a Woman* (2009) is a tool to move from the symptom trance to the healing stance. Her book in progress: *From Trance to Stance*, is her latest understanding in a therapy of shifts in mental states and stances, as occur in martial arts.



Teresa Robles, PhD is founder of the Milton H. Erickson of Mexico City and the Centro Ericksoniano de México. She teaches in different countries, and different languages. In 2011 she received from the MHE Foundation the Lifetime Achievement Award For Outstanding Contributions to the Field of Psychotherapy and other from Mexican and International Societies.



Ernest Lawrence Rossi, PhD, is internationally recognized as a gifted psychotherapist and teacher of innovative approaches to facilitating the creative process. In recent years he has pioneered new approaches to bioinformatics, and the role of human consciousness in facilitating gene expression and brain plasticity in optimizing human performance and rehabilitation.



Kathryn Rossi PhD, eRYT-500, is a Founding Director of the Milton H. Erickson Institute, California Central Coast (MHE-CCC). She has edited, authored, or co-authored 21 books and 50+ scientific articles and chapters. She conducts workshops and consultations internationally and also through Skype. Her private practice is in Los Osos, California.

Faculty *cont'd.*



Robert Schwarz, PsyD is psychologist and author of 3 books including *Tools for Transforming Trauma*, has presented internationally on Treating Trauma, Ericksonian hypnosis and Energy Psychology. He organized over 20 conferences on Trauma, Hypnosis, Brief therapy and Energy psychology. Currently he is the Executive Director of the Association for Comprehensive Energy Psychology (ACEP).



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



Susy Signer-Fischer, Lic. Phil., 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. She was director of the Family and Educational Counselling Centre in Basel, Switzerland for ten years. She is a supervisor and trainer in psychotherapy, mainly in hypnotherapy, psychotherapy for children, adolescents, adults, families and couples. She is the past-president and founding member of the Swiss Society of Clinical Hypnosis (GHypS).



Alexander and Annellen Simpkins, PhDs, are psychologist who have 28 published books including *Neuro-Hypnosis* (Norton, 2010), *Neuroscience for Clinicians* (Springer, 2012), *The Yoga and Mindfulness Therapy Workbook* (PESI, 2014), *The Tao of Bipolar* (New Harbinger, 2013), *Meditation and Yoga in Psychotherapy* (Wiley, 2010), *Zen Meditation in Psychotherapy* (Wiley, 2011), and the *Dao of Neuroscience* (Norton, 2010). They have researched their ideas and teach clinicians how to translate the latest neuroscience findings into therapeutic techniques. They lead workshops around the world on hypnosis, meditation, and neuroscience to professionals and popular audiences. They are the Reviews Editors for the Erickson Newsletter and studied with Erickson (1976-1980).



Albina M. Tamalonis, Psy.D. is a licensed clinical psychologist in NYC. She treats an assortment of age groups and disorders, and specializes in Ericksonian approaches. Dr Tamalonis teaches nationally and internationally. She is currently writing a book on the treatment of SUDS. She plans on teaching children how to alter their consciousness before they become dependent on substances. Dr. Tamalonis has appeared on radio, television and movies. She produces hypnosis CDs with original music with her husband Thomas.



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 (translated in English, Russian and Italian). Co-Organizer of the European Evolution of Psychotherapy Conference 1994 in Hamburg and organizer of 7 international child hypnosis conferences in Germany.



Bill Wade, PhD is a Licensed Professional Counselor and Marriage and Family Therapist and in a private practice for over 30 years. He is an Approved Consultant for ASCH and a frequent lecturer at Jade Buddha Temple in Houston where he gives Dharma talks and instruction in meditation. He is an international trainer and is co-author of *Brain Change Therapy: Clinical Interventions for Self Transformation* published by WW Norton and several professional articles.



Bart Walsh, MSW, LCSW, DCSW conducts a private clinical practice and directs The Milton H. Erickson Institute of Portland (Oregon). Bart's clinical orientation is essentially a strengths perspective with a solution focus. In addition to direct clinical work with individuals, couples and families, Bart offers hypnotherapy training to qualified professionals and conducts workshops domestically and in Europe. His articles have been published in The American Journal of Clinical Hypnosis.



Reid Wilson, Ph.D. is associate clinical professor of psychiatry at the UNC School of Medicine and Director of the Anxiety Disorders Treatment Center. He is author or co-author of 5 books, including *Don't Panic: Taking Control of Anxiety Attacks; Stop Obsessing! How to Overcome Your Obsessions and Compulsions;* and *Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous & Independent Children*. He serves as the Expert for WebMD's Anxiety and Panic Community. In 2014 he was honored as the 2nd ever recipient of the highest award given by the Anxiety and Depression Association of America.

SPECIAL NOTE:

All regular conference programs (including the Hypnosis Track) are open to attendees on a first-come basis. There is no need to sign up for individual workshops.



Michael D. Yapko, Ph.D., is a clinical psychologist who is internationally recognized for his work in advancing clinical hypnosis and outcome-focused psychotherapy, routinely teaching to professional audiences all over the world. Dr. Yapko is the author of 13 books including his widely acclaimed text, *Trancework* (4th ed.), and the award-winning *Mindfulness and Hypnosis*. More information about Dr. Yapko's teaching schedule and publications can be found on his website: www.yapko.com. Dr. Yapko is the recipient of lifetime achievement awards from The American Psychological Association's Division 30 (Society of Psychological Hypnosis), the International Society of Hypnosis, and The Erickson Foundation.



Jeffrey K. Zeig, Ph.D., is the Founder and Director of The 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 Psychotherapy. 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. Dr. Zeig has been an invited speaker at major universities and teaching hospitals, and has edited, co-edited, authored or coauthored more than 20 books on psychotherapy that appear in 14 foreign languages.

Co-Faculty

Carolina Perella • Gary Ruelas, DO, PhD • Carolyn Sauer, PhD

Short Course Faculty

Bob Bertolino, PhD
 Dale E. Bertram, PhD &
 Mike Rankin, LMFT
 Jose Cava, Licensed Psychologist,
 Psychotherapist
 Erika Chovanec, PhD
 Mauro Cozzolino, PhD,
 & Giovanna Celia, PhD
 Jenny Da Silva, M.Ed Psych
 Maria Escalante de Smith, MA
 John Dye, ND
 Audrey Ellenwood, PhD
 Jeffery Feldman, PhD
 Miguel Fernandez, PhD
 & Vanessa Quintal, PhD
 Bette Freedson, MSW
 Jef Gazley, MS
 Lawrence Graber MA,CBT
 & Katherine Rosemond, LPC, EMT-B
 Tobi Goldfus, MSW
 Hank Griffin, MA
 Christine Guilloux, DESS Psychology

Virgil Hayes, DO, MSW
 Richard Hill, MBMSc, Med, MA
 Rachel Hott, PhD
 Wei-Kai Hung, Ed.M., L.M.H.C.
 Stimec Isabelle, Psychiatrist,
 Psychotherapist
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 Jamie Keyes, PhD
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 Bob Musikantow, PhD
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 Gabrielle Peacock, MBBS
 Susan Pinco, PhD

Michael D. Reiter, PhD
 & Ronald J. Chenail, PhD
 Steven Rogers, PhD,
 Carrell Dammann, PhD,
 & Shannon Downs, PsyD
 Nicole Ruyschaert, MD
 David Ryback ,PhD
 Bradley Samuel, PhD
 Robert Staffin, PsyD, ABPH
 Beatriz Suarez-Buratti, MSC
 William Symes, M.Div, LPC
 Mindy Szelap, MSW, LCSW &
 David Gottsegen, MD ABMH
 Robert Voyle, PsyD
 Jennifer Walsh, PsyD
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 Claudia Weinspach, Psychologist
 Jenna Wilson, PhD
 Robert Wubbolding, EdD
 Edwin Yager, PhD
 Foojan Zeine, PsyD
 Arthur Zipris, PhD

Conference Sponsor



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

The Board of Directors are—
 Helen Erickson, PhD, MSN, BSN
 Roxanna Erickson-Klein, RN, MS, PhD
 Camillo Loriedo MD
 J. Charles Theisen, MA, MBA, JD
 Bernard Trenkle, Dipl Psych.
 Jeffrey K. Zeig, PhD

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

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 10	7 am - 7 pm
Friday	December 11	7:30 am - 7 pm
Saturday	December 12	7:30 am - 7 pm
Sunday	December 13	7:30 am - 4:30 pm

EXHIBITS

A small but diverse group of exhibits of interest to attendees will be open throughout the meeting. Exhibits will be located in the Atrium Lobby next to Registration (see map on back cover).

Exhibit Hours:

Thursday, December 10	8am - 7pm
Friday, December 11	8am - 7pm
Saturday, December 12	7:30 am - 7pm (Book signing Reception: 6:15-7:15 PM)
Sunday, December 13	8am - 2pm

AUDIO AND VIDEO RECORDINGS

Many presentations will be audio and/or video recorded and available for purchase. The Audio and Video Recordings Booths will be located in the Atrium 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 coop-

eration. **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

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

LOST & FOUND

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

LITERATURE TABLES

Literature tables will be located in the Atrium 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 Erickson Congress is open to professionals in health or mental health-related fields, including physicians, doctoral-level psychologists and dentists who are qualified for membership in, or are members of, their respective professional organizations (eg. AMA, APA, ADA), and to professionals with health-related graduate degrees (eg. MSW, MSN, MA or MS) from accredited institutions. Full-time graduate students in accredited programs leading to such degrees will be accepted if they supply a letter from their department on letterhead stationery, certifying their full-time status as of December 2015.

CONTINUING EDUCATION

EARN UP TO 43.0 CONTINUING EDUCATION CREDIT HOURS

31.0 Continuing Education Credit Hours for the International Congress

6.0 Continuing Education Credit Hours for Law & Ethics (Pre-Conference) OR **6.0** Special Event Workshops

6.0 Continuing Education Credit Hours for Post-Conference Workshops

Credit Hours Per Day:

Wednesday, Dec. 9, 2015 – Special Event: **6.0** credit hours OR

Wednesday, Dec. 9, 2015 –

Pre-Conference (Law & Ethics): **6.0** credit hours

Thursday, Dec. 10, 2015 – Full Conference: **8.0** credit hours

Friday, Dec. 11, 2015 – Full Conference: **8.5** credit hours

Saturday, Dec. 12, 2015 – Full Conference: **7.5** credit hours

Sunday, Dec. 13, 2015 – Full Conference: **7.0** credit hours

Monday, Dec. 14, 2015 –

Post-Conference (Master Class): **6.0** credit hours

Total Credit Hours:

Full Conference – Dec. 10-13, 2015: 31.0 credit hours

Full Conference + Special Event – Dec. 9-13, 2015: 37.0 credit hours OR

Full Conference + Pre-Conference – Dec. 9-13, 2015: 37.0 credit hours

Full Conference + Post-Conference – Dec. 10-14, 2015: 37.0 credit hours

Full Conference + Special Event OR Law & Ethics + Post-Conference –

Dec. 9-14, 2015: 43.0 credit hours

MAXIMUM CREDIT HOURS: 43.0

APPROVALS

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 43.0 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 Institute for the Advancement of Human Behavior is approved by the American Psychological Association to sponsor continuing education for psychologists. The Institute for the Advancement of Human Behavior maintains responsibility for this program and its content.

B.B.S. The Milton H. Erickson Foundation, Inc., is a board-approved provider (PCE No. 398). This course meets the qualifications for 43.0 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

California Board of Registered Nursing. The Milton H. Erickson Foundation, Inc. Provider approved by the California Board of Registered Nursing, Provider Number CEP 9376 for 43.0 contact hours.

N.A.S.W. This program is in the process of being approved by the National Association of Social Workers (Provider #88692793) for 43.0 continuing education contact hours.

N.B.C.C. The Milton H. Erickson Foundation, Inc. has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5056. Programs that do not qualify for NBCC credit are clearly identified. The Milton H. Erickson Foundation, Inc. is solely responsible for all aspects of the programs.

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).

New York State Education Department's State Board for Social Work - Milton H. Erickson Foundation SW CPE #0304 has received conditional approval from the New York State Education Department's State Board for Social Work to offer continuing education to licensed social workers, effective October 9, 2015. The Department may subsequently notify the provider that a particular course or courses is/are not acceptable. This conditional approval is in effect until the Department makes a final determination to approve or deny the provider application.

Please note: 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.

Policy on Disclosure

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

CE PROCEDURES

The Application for *Continuing Education and Evaluation* forms will be available online beginning Tuesday, December 15th. You can obtain your certificate by going to **EricksonCongress.com** and following the link on the home page, complete the evaluation form and print it out immediately. If you do not have internet access, or prefer obtaining your certificate by mail, please stop by the registration desk and we'll help you get a paper form. But please be aware that your certificate will take 8-10 weeks to be mailed.

PLEASE NOTE: Attendees receive a separate Documentation of Attendance for the Law & Ethics pre-conference workshop. This is also available through the conference website.



TRAINING OPPORTUNITIES

CONFERENCES

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

- *The International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy* (which began in 1980 and is scheduled every three years)
- *The Brief Therapy Conference* (which began in 1988 and is scheduled approximately every three years);
- *The Couples Conference* (first held as a stand-alone conference in 1995 and roughly each year thereafter).

The Evolution of Psychotherapy

Apart from other conferences is the celebrated *Evolution of Psychotherapy Conference*. The Foundation organized the first *Evolution Conference* in 1985 in Phoenix. It

was instantly hailed as a landmark conference—"The largest gathering ever devoted to the practice of psychotherapy" by *TIME*. At the suggestion of Virginia Satir, the conference was repeated every five years. A four-year cycle was initiated with the 2009 conference.

INTENSIVE TRAINING IN ERICKSONIAN APPROACHES TO HYPNOSIS & THERAPY

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



Intensives Class visits the Erickson Museum

MASTER CLASS IN BRIEF PSYCHOTHERAPY

This program is limited to 12 participants and open only to licensed, experienced mental health professionals. A special aspect of the Master Class is that it is held at the Milton and Elizabeth Erickson Museum, in Dr. Erickson's office and teaching study, where he conducted his famous teaching seminars.

THE ARCHIVES AND ERICKSON MUSEUM

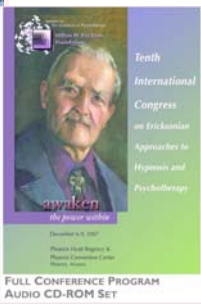
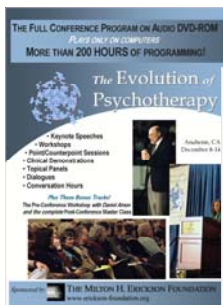
The Foundation headquarters and archives are designed as a center of study for Ericksonian psychotherapy and hypnosis, and as a work place for the staff.

The Foundation purchased Dr. Erickson's last home in Phoenix, Arizona, which is now the Milton and Elizabeth Erickson Museum—the home



where Dr. Erickson conducted his famous teaching seminars, and where he often met with notable figures in the mental health sciences.

AUDIO, VIDEO RECORDINGS & TRAINING DVDs



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 Erickson Foundation Seminars, and the 1986, 1988, 1992, 1994, 1999, 2001, 2004, and 2007 Erickson Congresses also can be purchased. Audio and video recordings from the 1985, 1990, 1995, 2000, 2005, 2009, 2013

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.

PRINTED RESOURCES

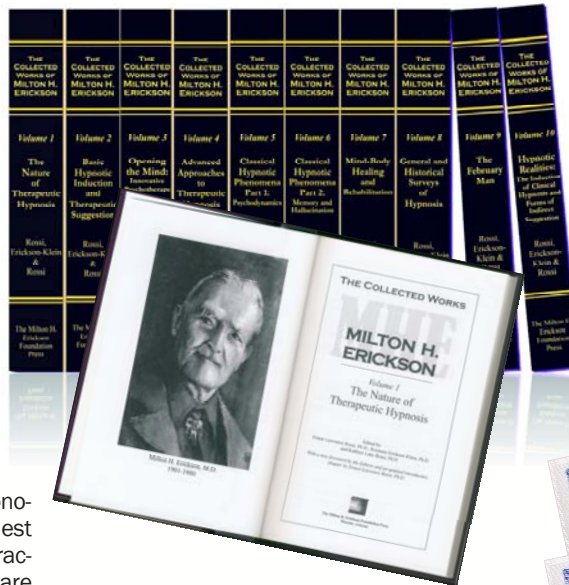
THE ERICKSONIAN MONOGRAPHS

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

CURRENT THINKING AND RESEARCH IN BRIEF THERAPY

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

THE FOUNDATION PRESS began by publishing the proceedings of the 1998 Brief Therapy and Evolution of Psychotherapy Conferences. The PRESS makes a library of print, audio and video resources available for mental health care providers. These include classics like *The Handbook of Ericksonian Psychotherapy*. Also offered are DVDs of Dr. Erickson, discussed by Jeffrey



Zeig, such as *Advanced Techniques of Hypnosis & Psychotherapy: Working with Resistance*. An especially important project is the limited edition *Collected Works of Milton H. Erickson*, of which Volumes 1 through 16 are already in print.

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

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

NEWSLETTER STAFF

Richard Landis, PhD Executive Editor
Karen Haviley Production Manager



ERICKSON INSTITUTES

There are 140 Milton H. Erickson Institutes/Societies in the United States and abroad that have permission to use Dr. Erickson's name in the title of their organi-

zation. 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.Erickson-Foundation.org/shop

Other Milton H. Erickson Foundation websites include:

CouplesConference.com

BriefTherapyConference.com

www.EvolutionofPsychotherapy.com

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Reminders...

Earn 6 CEs

POST-CONFERENCE MASTER CLASS BRIEF ERICKSONIAN PSYCHOTHERAPY

Jeffrey Zeig, PhD
and Stephen Gilligan, PhD

9:00 AM-12:00 PM

12:00-1:30 PM LUNCH BREAK

1:30 PM-4:30 PM



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

THE GILBERT ROOM

The Bookstore is Open!



FOR YOUR CONVENIENCE...

The onsite bookstore carries hundreds of titles by faculty authors and on related topics! The store is located on the

**Atrium Level,
Cowboy Artists Room**

Bookstore Hours

Thursday December 10 7 am - 7 pm

Friday December 11 7:30 am - 7 pm

Saturday December 12 7:30 am - 7 pm

Sunday December 13 7:30 am - 4:30 pm

7:00 AM

REGISTRATION

ATRIUM
LEVEL

8:00 AM-12:00 PM

PC 1

LAW & ETHICS

WTF???

WHAT'S THE FUTURE AND WHERE TO FIT

Steve Frankel, PhD, JD

PHOENIX
BALLROOM
EAST

This program addresses the profound changes that are taking place in the health system in the U.S., the implications for mental health care, and, in turn, the implications for mental health care providers. We begin with a discussion of the role of the insurance industry in health care and how that role has expanded over the past 50-60 years, affecting the licensure and practices of mental health professionals. From there, we move to the current changes themselves, including:

- The Affordable Health Care Act
- Accountable Care Organizations
- Current Procedural Terminology
- DSM vs. ICD
- Electronic Health Care Records
- HIPAA Changes

Also covered are insurance panels for independent practitioners, the Parity Law, Professional Wills," alternatives to licensed mental health practice, and licensing board action summaries.

Educational Objectives:

1. Define "ACA," "ACO," "CPT," "DSM," "ICD," "EHR," & "HIPAA" 2. State two categories of licensing board action 3. State two helpful attributes of DSM-5 4. Define "crosswalk" 5. Identify the problem of "retirement" for licensed mental health professionals 6. Describe at least one problem that arises when staff is not aware of agency policies and procedures.

9:00 AM-12:00 PM

SPECIAL EVENT WORKSHOP I

SE1

TRANSFORMATIONAL HYPNOSIS:

USING THE UNCONSCIOUS TO TURN PROBLEMS INTO OPPORTUNITY

Dan Short, PhD

PHOENIX
BALLROOM
WEST

The human brain is made to solve problems at both conscious and unconscious levels. Traditional hypnosis is a technique that enables people to draw on unconscious resources to problem-solve. But only transformational hypnosis goes beyond symptom relief, using the unconscious to explore deeper more complex problems while establishing existentially meaningful goals that transform the life of the individual. Dr. Short will lead workshop participants on a path of discovery as we come to better recognize the opportunity that comes with every person in search of care.

Educational Objectives:

1. Use hypnosis to access primarily unconscious problem solving capacities of the mind, which include intuition, insight, and spontaneity. 2. Discern how to select hypnotic techniques based on an understanding of the function they serve. 3. Organize a system of statements and suggestions to build the mental framework needed to solve an immediate problem in a way that better prepares the individual for future problem-solving. 4. Give an example of how you can experience shifts in attitude and ability at the unconscious level, resulting in the recognition of new ability that is difficult to define consciously or capture in language. 5. Collaborate with others using one's own unconscious resources to model the process of problem-solving while trusting one's own unconscious resources.

12:00-1:15 PM LUNCH BREAK

1:15 PM-3:15 PM

PC 1
Part 2

LAW & ETHICS 2

WTF???

WHAT'S THE FUTURE AND WHERE TO FIT

PHOENIX
BALLROOM
EAST

1:15 PM-4:15 PM

SE 2

SPECIAL EVENT WORKSHOP 2

GOING DEEP:

USING HYPNOSIS TO ENRICH THERAPEUTIC POSSIBILITIES

Roxanna Erickson-Klein PhD, RN

Erickson taught that the unconscious mind is a repository for life's lessons and guides us in the direction of well-being. Using self-hypnotic techniques, learn to guide your personal growth in a positive and productive way. Beginning with self-awareness and acceptance of our limitations, we can enhance our own creative potential as we reach for joyful enhancement of our personal life experiences.

This three-hour session includes a group hypnotic trance induction, and a forum of discussion in which colleagues identify specific aspects of interest for personal growth.

The didactic portion will address the flexible ways that hypnosis can be integrated into the therapeutic process, both individually and professionally. It is anticipated that participants will gain a deeper sense of understanding about their own capacity to use self-hypnosis, and a deeper appreciation for the many ways that hypnosis can be used in most clinical settings.

Educational Objectives:

1. Discuss personal responses to a hypnotic trance induction with a group of colleagues.
2. Examine a hypnotic trance induction script for open-ended suggestions.
3. Summarize a format for using self-hypnosis to address personal problems.
4. Contrast the styles of hetero-hypnosis with self-hypnosis and conversational hypnosis.
5. Identify three techniques for integrating trance work in professional work

PHOENIX
BALLROOM
WEST

THE FUNDAMENTAL HYPNOSIS TRACK

You've got options!



Look for this logo. Attend any or all 9 Fundamental Hypnosis Workshops at no additional fee! All are held in *The Phoenix Ballroom*

Brent Geary, PhD / Principles of Hypnotic Induction

Jeffrey Zeig, PhD / Principles of Phenomenology

Michael Yapko, PhD / Contemplating Current Models of Hypnosis: How You Think About Hypnosis Defines How You'll Use Hypnosis

Dan Short, PhD / The Essential Elements of Ericksonian Hypnosis

Lilian Borges, MA, LPC / Utilization in a Trance Induction

Betty Alice Erickson, MS, LPC, LMFT / Anecdotes and Metaphors

Bill O'Hanlon, MS / The Nine Essential Elements of Induction

Stephen Lankton, LCSW, DAHB / Language in Hypnosis

Stephen Gilligan, PhD / The Primacy of Nonverbal Communication in Creative Trance Work

7:00 AM

REGISTRATION

ATRIUM
LEVEL

8:15 AM-8:45 AM

CONVOCAATION

REGENCY AB

9:00 AM-12:00 PM

All-Day Workshops / Take Your Choice!
(Included in your registration)

AWS 1

Betty Alice Erickson, MS, LPC and Eric Greenleaf, PhD

REGENCY C

THE ERICKSON WAY:

TELLING STORIES WHERE THEY BELONG

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.

Educational Objectives:

1. List three components of the psychotherapeutic story. 2. Create a psychotherapeutic story for a specified situation. 3. Discuss three different ways of presenting a story to a client. 4. Differentiate dream stories from and life stories. 5. Discuss the uses of diagnosis as metaphor. 6. Create emotionally persuasive narrative.

AWS 2

Brent Geary, PhD

REGENCY D

INTRODUCTION TO ERICKSONIAN HYPNOSIS

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

Educational Objectives:

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

AWS 3

Stephen Gilligan, Ph.D.

REGENCY AB

GENERATIVE PSYCHOTHERAPY:

THE STRUCTURE AND PROCESS OF CREATIVE LIFE CHANGE

This day-long workshop provides an overview of the innovative approach of Generative Psychotherapy. In this neo-Ericksonian approach, each client is seen as being on a creative journey, wherein even significant negative setbacks and suffering can be positively utilized. Integral to realizing this is the creative state that needs to be activated in both therapist and client, we will see how this can be done within the guiding structure of a 6-step process: (1) Opening a creative field; (2) Setting positive intentions/goals; (3) Developing a creative state in both therapist and client; (4) Elucidating the steps for creative change; (5) Transforming obstacles; and (6) Homework and life practices. Through lecture, demonstration, case examples, and experiential exercises, participants will learn new methods and techniques for making psychotherapy a conversation that supports both client and therapist in living life in positive and fulfilling ways.

Educational Objectives:

1. Identify the main tenets of Generative Psychotherapy. 2. Show how to develop a creative state in both therapist and client. 3. Show how to transform a negative problem into a positive resource. 4. Identify three techniques for developing a positive goal. 5. Demonstrate how to influence clients in committing to daily practices.

**LOOKING THROUGH THE KALEIDOSCOPE OF LIFE:
REAWAKENING THE RESILIENT CHILD WITHIN**

Children and adolescents often come to us with fractured, broken lives, leaving them feeling hopeless and seriously troubled. Their gifts and inner resources become shrouded by the challenges, hurts, and pains they have endured. With Dr. Erickson's philosophies as the *taproot*, along with Indigenous teachings, and the innovative approaches of Dr. Joyce Mills, this experiential workshop will provide participants with the key elements of the resiliency-focused model of StoryPlay®, that draws upon the nature inner resources, skills, and strengths of each child, adolescent, adult, or family member and transforms the broken pieces into a beautiful new design for their lives. With the power and spirit of therapeutic storytelling, metaphors, and play at its center, each element of the StoryPlay® approach will provide participants with culturally respectful, hands-on, creative tools and activities for working with difficult or traumatized clients. Additionally, each element in this workshop can be applied in a variety of settings; i.e., individual, family, group, classroom, and hospital and can be effectively utilized with specialized populations or situations, such as natural and man-made disasters, PTSD, abuse, ADHD, sensory dysregulation, and grief and loss.

Educational Objectives: 1. Define three essential elements of the StoryPlay® model. 2. Identify the neuro-importance of play and storytelling for healthy brain development. 3. Create and utilize therapeutic Storytelling and Artistic Metaphors to effect positive change 4. Recognize how to utilize the elements of our natural ecology as co-therapists in the quest for transformative healing solutions. 5. Learn three StoryCraft play therapy activities that facilitate natural healing.

FACILITATING ERICKSONIAN MIND-BODY HEALING WITH SPIRITUAL YOGA

How can we optimize classical yoga with Ericksonian mind-body healing? This experiential workshop utilizes Ericksonian approaches with the entire audience as well as individual volunteers. Through story and movement we will access new dimensions of our emerging consciousness with the 4-stage creative psychosocial genomic cycle. Our work is entirely consistent with the new neuroscience of brain plasticity in modern psychotherapy. We illustrate how easy it is to integrate yoga narrative and movement with Ericksonian mind-body work. First, we engage the entire audience in a live experience of creating new consciousness. Demonstrations with volunteers illustrate how to utilize the natural 4-stage creative cycle of problem solving and healing in everyday life. Every level of fitness and mindfulness from beginners to mature wisdom gurus are welcome!

Educational Objectives: 1. List 4-stages of the creative cycle of yoga narratives. 2. Cite research relating classical yoga and current neuroscience. 3. List 3 techniques of Ericksonian hypnosis consistent with modern neuroscience.

It has long been known that the brain can change the mind, but recent neuroscience research reveals that the mind and experience bring literal structural and functional changes to the brain. By keeping the brain in mind, practitioners can activate neuroplasticity and neurogenesis to foster a healthier balance in a client's nervous system, reversing some of the adverse effects of psychological disorders. This workshop teaches how to *think brain*, to view clients through the exciting new lens of neuroscience that will focus practitioners' sensitivities on the vast new reservoir of evidence-based techniques to add to their protocols. Included are experiential techniques, along with clear models, to promote healing transformation in the traumatized, stressed, addicted, anxious, and depressed brain. And in the process, participants will find themselves feeling relaxed, alert, and uplifted by activating their own brain in positive ways!

Educational Objectives: 1. Describe key nervous system structures, pathways, and networks and how to rebalance them to treat common psychological disorders 2. Trace out the roots of learning, all the way down to the neurons 3. Define neuroplasticity and types of experiences that can foster positive brain change and experience techniques to elicit therapeutic plasticity 4. Recognize left-right brain styles and how to use them therapeutically 5. Define how and when mirror neurons function and experience ways to activate them 6. Identify three ways the nervous system processes information and practice techniques using each one for emotional regulation, sharpened attention, and sensory-motor awareness.

AWS 7

Reid Wilson, PhD

CHANGING THE ANXIOUS MIND, RAPIDLY: AN ADVANCED TRAINING

CBT is a first-line treatment for panic disorder, social anxiety, phobias and OCD. Yet despite its efficacy, it can require a substantial amount of client time, discomfort, and cost, which can lead to treatment refusal, dropouts and lack of engagement. Preliminary studies are now exploring the efficacy of briefer treatments for anxiety disorders and OCD. We will start with a short review of these results and on rapid gain, including published data on this model. Then we will explore a method of initiating treatment, which is engagement-oriented versus compliance-oriented, that encourages clients to adopt a simple yet paradoxical mindset that is manifest through provocative strategies after session 1 that generates positive change before session 2. We will outline the treatment strategy, step-by-step, and illustrate each stage with brief, professionally-videotaped segments of therapist-client interaction in the first two sessions of treatment with two different clients. First will be a woman with claustrophobia, panic attacks, and fear of flying and, second, a man with severe OCD. The treatment protocol—built out of whole cloth within the first session—directs the entire therapy process. The principal goal is to induce clients to adopt a long-term self-help protocol to voluntarily, purposely and aggressively seek out and embrace uncertainty and anxiety moment-by-moment as their ticket out of suffering. Attention will focus on how the clinician presents the paradigm in a manner persuasive enough to counter the dread of symptoms and their feared consequences.

Educational Objectives: 1. To guide a client in logically dismantling the common dysfunctional frames of reference of an anxiety disorder or OCD. 2. To construct with a client a new, internally-consistent paradoxical frame of reference. 3. To teach a client how to activate that new frame of reference moment-by-moment while approaching and engaging in threatening situations.

**PHOENIX
BALLROOM**

12:00 PM-1:15 PM LUNCH BREAK

1:15 PM-4:15 PM

All-Day Workshops *cont'd*

AWS 1
Cont'd

THE ERICKSON WAY: TELLING STORIES WHERE THEY BELONG
Betty Alice Erickson, MS, LPC, LMFT
and Eric Greenleaf, PhD

REGENCY C

AWS 2
Cont'd

INTRODUCTION TO ERICKSONIAN HYPNOSIS
Brent Geary, PhD

REGENCY D

AWS 3
Cont'd

GENERATIVE PSYCHOTHERAPY: THE STRUCTURE AND PROCESS OF CREATIVE LIFE CHANGE
Stephen Gilligan, PhD

REGENCY AB

AWS 4
Cont'd

LOOKING THROUGH THE KALEIDOSCOPE OF LIFE: REAWAKENING THE RESILIENT CHILD WITHIN
Joyce C. Mills, PhD

CURTIS AB

AWS 5
Cont'd

OM UP! FACILITATING ERICKSONIAN MIND-BODY HEALING WITH SPIRITUAL YOGA
Kathryn Rossi, PhD, Ernest Rossi, PhD
and Carolyn Sauer, PhD

ELLIS EAST

AWS 6
Cont'd

**TRANSFORMATION THROUGH NEUROSCIENCE:
BRAIN CHANGE FOR PSYCHOTHERAPY**
C. Alexander Simpkins, PhD *and* Annellen M. Simpkins, PhD

ELLIS WEST

AWS 7
Cont'd

**CHANGING THE ANXIOUS MIND, RAPIDLY:
AN ADVANCED TRAINING**
Reid Wilson, PhD

**PHOENIX
BALLROOM**

4:30 PM-5:30 PM

K 1



Keynote 1

Bill O'Hanlon, MS
THERE'S NO SUCH THING AS A WEED:
ERICKSONIAN UTILIZATION TO DISSOLVE RESISTANCE

REGENCY AB

Milton Erickson considered one of his two original contributions to the field of psychotherapy to be his concept of "utilization," radically accepting and using whatever the client/patient may bring, however difficult or pathological it may seem at first glance. Bill O'Hanlon shows how to understand and use utilization to decrease resistance and increase positive results in therapy.

Educational Objectives: 1. Describe three methods of utilization to dissolve resistance in therapy; 2. list the two types of permission giving

5:45 PM-6:45 PM

K 2



Keynote 2

Michael Yapko, PhD
KEY THINGS MILTON ERICKSON WAS RIGHT ABOUT

REGENCY AB

No single individual in the last century has done more to redefine the field of hypnosis than Milton H. Erickson. Now, many decades after his passing away, he has been glorified by some and demonized by others. But, we now have an opportunity to critically examine some of his bold assertions to see how they have held up over time in light of subsequent research findings. Erickson wasn't right about everything, of course, but the evidence we'll consider in this address makes it clear that he truly was a remarkable man ahead of his time.

Educational Objectives: 1. List at least three ideas and methods Milton Erickson advanced that subsequent research has validated. 2. Describe research findings that advance our understandings of the clinical relevance of hypnosis.

6:45 PM-8:00 PM Dinner Break

8:00 PM-8:30 PM

SP 1

Dr. Claude Virost

Chairman of EMERGENCES – Rennes - France / President of ISH

SOME SECRETS OF MILTON ERICKSON

REGENCY AB

Despite everything that has been written about Milton Erickson and the diligent efforts of so many to understand just what he did in therapy and why it worked so remarkably well, an air of mystery surrounds his work even now. —Ernest Rossi

Dr. Virost will present a few ideas about constructivism, chaos theory (butterfly effect) and quantum physics which will enlighten some specific techniques of Milton Erickson. These models will help us to use in our own work his genius intuitions. This is a special presentation and not for CE credit.

8:30 PM-10:00 PM

SP 2

Jeffrey Zeig, PhD

JOURNEY INTO THE LIFE OF MILTON H. ERICKSON

REGENCY AB

7:30 AM

REGISTRATION

ATRIUM
LEVEL

8:30 AM-10:00 AM

FH 1



Fundamentals of Hypnosis 1

Brent Geary, PhD

PRINCIPLES OF HYPNOTIC INDUCTION

PHOENIX
BALLROOM

This session will provide an overview of important concepts in the beginning stage of hypnosis. Consideration of pre-hypnotic 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

SHORT COURSES 1-15

SC 1

Dale E. Bertram, PhD and Mike Rankin, LMFT

MENTORING IN CLINICAL SUPERVISION:

ELLIS WEST

WHAT WE CAN LEARN FROM ERICKSON'S RELATIONSHIP WITH HALEY AND WEAKLAND

Mentorship has played a valuable but little recognized part in the development of the psychotherapy field. In this workshop we will explore the mentoring-supervision-teaching relationship between Milton Erickson and John Weakland and Jay Haley. Erickson's mentorship of Weakland and Haley had an extraordinary impact on the field.

Educational Objectives: 1. Distinguish between mentoring, supervision, and teaching and articulate how mentoring relationships can develop from the other two. 2. Describe Milton Erickson's influence upon John Weakland and Jay Haley and how this mentoring relationship impacted Weakland and Haley across their lifespans. 3. Describe the importance of strong mentoring relationships in keeping the field strong and vibrant for the future.

SC 2

Jenny Da Silva, M.Ed. Psych

ONCE UPON A FAIRY-TALE:

SUNDANCE

UTILIZING FAIRY-TALE STORIES AND CHARACTERS IN
ERICKSONIAN HYPNOTHERAPY TO BRING ABOUT HEALING IN CHILDREN.

This workshop explores the popular stories and characters that children bring to therapy and how they can be utilized with Ericksonian hypnosis to bring about healing. Case studies and practical experience demonstrate methods of using Ericksonian hypnotherapy for different ages, and in combination with various forms of media, ways of maximizing comfort, ego strengthening, relaxation, creating a safe space and providing a corrective experience with hypnosis to minimize symptoms, reduce suffering, focus attention, create challenge and surprise. Ways to utilize art, collage work and other forms of media as metaphorical intervention strategies in combination with hypnosis will also be explicated.

Educational Objectives: 1. Explain how Ericksonian Hypnotherapy can be used effectively in children of all ages. 2. Understand ways in which popular fairy tales and their characters can be utilized with children to provide a corrective experience. 3. Articulate how art, collage and various media can be used in conjunction with Ericksonian hypnotherapy to bring about lasting change.

SC 3

Jose Cava, Licensed Psychologist, Psychotherapist

"HEART RATE VARIABILITY BIOFEEDBACK IN PSYCHOTHERAPY"

REMINGTON AB

A POWERFUL TOOL FOR THE ERICKSONIAN THERAPIST

Heart Rate Variability Biofeedback is a powerful tool to manage stress and anxiety. It can also help clients to increase their perceived self-efficacy and confidence, especially if Ericksonian strategies are used. Another important advantage of HRV biofeedback for the therapist is that it shows emotional arousal and Autonomous Nervous System balance.

Educational Objectives: 1. Learn about Heart Rate Variability Biofeedback as a powerful tool to manage stress and anxiety. 2. Learn how to improve therapy outcomes by using some Ericksonian strategies with HRV Biofeedback and breathing training. 3. Learn about how HRV Biofeedback can detect emotional arousal and its use in psychotherapy and hypnotherapy.

SC 4

Mauro Cozzolino, PhD & Giovanna Celia, PhD

REGENCY C

THE NEUROSCIENTIFIC EVOLUTION OF ERICKSONIAN APPROACH AS A METAMODEL OF HEALING: A 10 POINT GUIDELINE TO BE USED WITH PATIENTS TO LEAD THEM TO MIND-BODY HEALING

The workshop will present the neuro-scientific evolution of Ericksonian approach as a consequence of the latest findings on mind-gene relationship. Starting from M.H. Erickson's intuitions on mind-body functioning, we will present some important neuro-scientific findings that confirm these intuitions defining Erickson's work as a meta-model of mind-gene healing

Educational Objectives: 1. Integrate Erickson's work with a neuro-scientific perspective which takes into account the latest findings on mind-gene relationship. 2. Acquire a guideline to be used with patients in order to facilitate mind-body healing. 3. Experience and learn a technique easy to use with patients to promote a better mind-body integration.

SC 5

Lawrence Graber, MA, CBT & Katherine Rosemond, LPC, EMT-B

REMINGTON C/
RUSSELL A

**EMBODIMENT AND CULTURAL EXPRESSIONS OF TRAUMA AND HEALING:
TRANSFORMATION THROUGH BODY POETRY AND EMBODIED WRITING**

Attending to the physical body in healing trauma has been cornerstone across cultures for thousands of years. Persons living with posttraumatic stress are often troubled by experiences encoded nonverbally. This workshop will focus on how embodied experiences become transformed through expressive, solution-focused, symbolic modes, referred to as, Body Poetry.

Educational Objectives: 1. Learn how an embodied perspective on trauma can be utilized to transform inchoate trauma narratives into symbolic expressions of healing 2. Participants will be able to describe several factors important to a solution-focused approach to trauma work with fire/rescue and military personnel

SC 6

Virgil Hayes, DO, MSW

CURTIS A

**"WITH A MIXTURE OF CURIOSITY AND CONFIDENCE AND EMPATHY"
TAKING ANXIETY, DEPRESSION AND TRAUMA TREATMENT TO THE NEXT LEVEL!**

There are many explanations and theories to explain the creation of anxiety, depression and trauma. Unfortunately, many emphasize pathology, permanence of symptoms, and bio-physiological paradigms to explain. Use multi-syllable words and encourage medical interventions to treat symptoms. This paradigm is often not effective for improving the lives of individuals treated. This course looks at the non-medical underpinnings to conceptualize the creation of anxiety, depression and trauma. This conceptualization when understood by the clinician; makes them a better facilitator and co-creator in the treatment process. A natural, holistic understanding also empowers the clinician and client and moves all parties involved closer to health.

Educational Objectives: 1. List at least three words that empower the clinician, the client and the therapy. 2. Identify at least two opportunities to manifest empathy with their clients. 3. Describe anxiety, depression and trauma in a non-pathological way.

SC 7

Rachel Hott, PhD

BOREIN AB

TECHNIQUE FOR ELIMINATING ADDICTIVE BEHAVIORS

This presentation/demonstration will teach the hypnotherapist how to help clients end addictive behaviors, i.e. smoking cessation, cutting out sugar, stopping biting nails, etc. We will explore five questions to ask in the initial interview that will then be utilized into the formal trance. The client will be asked to speak during the trance to represent each part and then be led into a deeper trance. With the use of parts work, reframing, contrast frame, future rehearsals and motivation suggestions, the client will develop a transformed relationship with their parts. This new relationship will lead towards eliminating the unwanted behavior/addiction.

Educational Objectives: 1. Describe five specific questions that are asked in the initial interview and then utilized in the formal trance to end addictive behaviors. 2. Utilize the techniques of reframing, parts integration, contrast frame and future rehearsal to help clients alleviate unwanted behaviors.

SC 8

Wei-Kai Hung, Ed.M., LMHC

WHEN LAO TZE MEETS MILTON ERICKSON

TAI CHI AND TRANCE: AN ERICKSONIAN EXPERIENTIAL APPROACH TO ANXIETY

This experiential workshop will integrate ancient Chinese wisdom with Dr. Milton Erickson's approach to anxiety. The presentation will begin by highlighting the profound meaning of Tai Chi/I-Ching (the book of changes) with the similarity of Ericksonian's multilevel utilization. The presenter will offer a relaxation trance by utilizing two Tai Chi concepts. Participants will also learn three Tai Chi movements that serve to treat anxiety. Through the demonstration and learning of synchronization of mind, body, breath, and movement, participants can then empower their clients to practice Tai Chi to reduce anxiety.

Educational Objectives: 1. Apply Tai Chi concepts for treating anxiety 2. Learn three Tai Chi movements and gesture to unlock anxiety state. 3. Create one relaxing experiential moment when treating anxiety.

REGENCY B

SC 9

Paul Koeck, MD

HYPNOTIC SCALING: LIVE DEMONSTRATION OF AN ERICKSONIAN SOLUTION-FOCUSED SELF-HYPNOTIC TECHNIQUE

Hypnotic Scaling is a simple Ericksonian & Solution Focused (self) hypnotic technique, developed by Paul Koeck, MD to help your client self-control and resolve Anxiety and Depression or symptoms of PTSD. You will be able to teach your client to freely choose where (s)he wants to be at a scale from 0 to 10 at any moment or in any context using (Self) Hypnotic Scaling. Your client will be able to choose his emotions, thoughts or feelings when and where (s)he wants!

Educational Objectives: 1. Understand the mechanism, theory and principles of Hypnotic Scaling 2. Be able to apply the hypnotic technique on your clients with anxiety, depression, trauma or low self-esteem 3. Be able to teach them to apply it in the form of self-hypnosis

REGENCY D

SC 10

Paul J. Leslie, Ed.D, LPC

HOODOO THERAPY: WHAT I LEARNED ABOUT PSYCHOTHERAPY FROM STUDYING LOW COUNTRY ROOT DOCTORS

This program will educate counselors about the rich history and functionality of the art of hoodoo/conjure as practiced in the low country areas of South Carolina and Georgia. Conjure will be examined as a tool for physical and emotional healing, spiritual development and socio-cultural control. In addition, similarities between the practices of root doctors and creative psychotherapists will be explored. The format of the presentation will be lecture format with additional time for Q&A.

Educational Objectives: 1. Appreciation for diverse folk healing traditions. 2. Application of creative therapeutic applications in diverse settings

RUSSELL BC

SC 11

Clifton Mitchell, PhD

ERICKSONIAN LINGUISTIC TECHNIQUES FOR MANAGING RESISTANCE THROUGH PRIMING AND EMBEDDED SUGGESTIONS

This presentation will explain how to use priming as a tool in resolving resistance and creating therapeutic movement. 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. The ideas and methods presented are readily integrated into all theoretical approaches and client problems. A detailed handout will be provided.

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

REGENCY A

SC 12

Bob Musikantow, PhD

MOVING FROM SMALL GLASS TO VAST SEA: THE PSYCHOTHERAPEUTIC WORK OF BRADFORD AND HILLARY KEENEY

This presentation will present the latest psychotherapy advances of Bradford and Hillary Keeney. The key focuses will be the creation of resourceful contexts which move beyond the limitation of solution/problem contexts, and the art of creating creative therapeutic prescriptions so that learning from sessions can continue in client's everyday life.

Educational Objectives: 1. Distinguish the difference between a focus on solutions versus a focus a resources. 2. Learn to move from a problem box to a resourceful box. 3. Ability to create novel therapeutic prescriptions.

CURTIS B

SC 13

Claudia Weinspach, Psychologist

CASSIDY

HEALING TRAUMA WITH RITUAL AND CEREMONY: CONNECTING ERICKSONIAN HYPNOSIS AND NATIVE AMERICAN SPIRITUALITY

The title of this workshop, "Healing Trauma with Ritual and Ceremony" was given, because it is one of the tools that can be applied for people who suffer from complex posttraumatic disorder symptoms. In therapy we can help patients to find new perspective with finding their personal rituals and also with creating ceremony together with them. In this workshop it will be addressed, why it is necessary and how you can apply ritual elements, in order to make new meaning in life after trauma. The Flowering Tree Ceremony as being a ritual for a weekly spiritual practice will be an example for a meaning making process.

Educational Objectives: 1. Demonstrate the connection between the healing power of nature and the patient's personal solutions in hypnosis utilizing three different elements (like water, trees, rocks etc.) 2. Apply "The Flowering Tree Ceremony" for trauma patients and design a personal ceremony by emphasizing the "new meaning making" in life.

SC 14

Edwin Yager, PhD

ELLIS EAST

TREATING PSYCHOGENIC PROBLEMS WITH SUBLIMINAL THERAPY

Psychogenic problems, both mental and physical, that originated in traumatic experiences are best treated by uncovering the original cause and re-framing the uncovered material. This task can be accomplished by methods other than Subliminal Therapy; however, Subliminal Therapy has proved to be remarkably effective, and efficient as well, in resolving such problems.

Educational Objectives: 1. Be able to articulate the assumptions and concepts of Subliminal Therapy. 2. Be able to define the diagnostic classifications treatable by Subliminal Therapy.

SC 15

Arthur Zipris, PhD

GILBERT ROOM

THINKING SYSTEMS: IMPLICATIONS OF THE EVOLUTION OF THE FAMILY THERAPY MOVEMENT FOR CURRENT CLINICAL WORK.

The family therapy movement, which initially borrowed from Erickson's clinical work, was motivated by a growing sense that the prevailing psychoanalytic paradigm – as a model based on the individual – was insufficient to comprehend fully human functioning in general, and symptom development and maintenance in specific. There was, therefore, a growing sense of the need to develop a new paradigm, both for clinical work with families as well as a paradigm that transcended psychoanalytic formulations. The need to develop a new theoretical formulation based on family arose. This presentation will explore this attempt to reformulate human functioning, with its implications for clinical work, and will show the evolution of this attempt from the works of Erickson and the family models his work inspired.

Educational Objectives: 1. Identify the significance of thinking of the family as a system in clinical work, i.e., to shift from seeing clinical work as resolution of psychiatric distressors to facilitating clients' greater capacity to develop self in their relationships and in other areas of life. 2. Identify unidentified assumptions in their thinking, which can inform clinical work, which may be based on individualistic concepts.

10:15 AM-11:45 AM

FH 2



Fundamentals of Hypnosis 2

Jeffrey Zeig, PhD

PHOENIX
BALLROOM

PRINCIPLES OF PHENOMENOLOGY

The Phenomenology of Hypnosis is composed of social psychology and contextual factors. An effective induction can orient the client to realize alterations in each of these three fields.

Educational Objectives: 1. List 5 phenomenology characteristics of hypnosis 2. Given a hypnosis patient, indicate how to use phenomenology to advance trance 3. Describe the phenomenology model

SHORT COURSES 16-30

SC 16

Betty Blue, PhD

CURTIS A

**ILLUMINATING DARKNESS WITH THE COMPASSIONATE SPIRIT OF NAMASTE'
AND THE "TRANCE-SENDING" LIGHT OF PLAYFULNESS**

The Sanskrit greeting, Namaste', illustrates "light" and positive regard acknowledged and honored between individuals. This course offers philosophical concepts, research, experiential participation and techniques demonstrating how light-hearted compassionate bonding, "trance-fused" with solution-focused playfulness, novelty and "natural highs" may contribute to "trance-sending" reframing processes, anxiety reduction, psycho-neurological modulation and well-being.

Educational Objectives: 1. Name three therapeutic techniques involving solution-focused playfulness that may be useful when working with clients facing life challenges. 2. List two neurotransmitters associated with sensations of "well-being" and two neurotransmitters associated with high levels of anxiety and stress.

CANCELLED

CANCELLED

SC 17

Hank Griffin, MA

SUNDANCE

**AS TREATMENT BY DISCRETE DIAGNOSIS SINKS SLOWLY IN THE WEST:
ERICKSONIAN AND STRATEGIC INTERVENTIONS WITH THE SEVERELY MENTALLY ILL**

The utility of treatment prescription by traditional diagnostic label increasingly is being questioned. Ericksonian interventions thus appear particularly useful because they encourage the experiential acquisition of remedial life skills and flexibility across context. This presentation illustrates pattern interruption, symptom prescription, ordeals and other Ericksonian elements with chronically ill clients.

Educational Objectives: 1. Describe how mental illness predisposes younger clients towards traumatizing experiences. 2. List and describe 3 Ericksonian interventions suitable for use treating the severely mentally ill. 3. Why are Ericksonian strategies particularly appropriate to use with severely mentally ill clients?

SC 18

Christine Guilloux, DESS Psychology
HEROES AS INNER RESOURCES

REGENCY A

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 then ways to utilize our everlasting heroes, our models in our therapeutic goals for inner change and help the patient build from the hero within himself/herself.

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

SC 19

Richard Hill, MBMSc, Med, MA

BOREIN AB

**CURIOSITY FOR POSSIBILITY - A MODERN PERSPECTIVE OF ERICKSONIAN UTILIZATION
AND CLIENT-RESPONSIVE THERAPY**

Discovering not only the practice, but also the supporting science, has been an important objective in understanding Ericksonian practice. Ernest Rossi and others have introduced us to the fields of neuroscience and psychosocial genomics. This talk investigates the concept of curiosity which is a fundamental aspect of the Ericksonian approach. This presentation introduces the new concept of curiosity for possibility with supporting evidence coming from research, neuroscience and the works of Erickson himself.

Educational Objectives: 1. Describe and demonstrate the new concept of Curiosity for Possibility in the context of Ericksonian practices. 2. Explain the neuroscience of curiosity.

SC 20

Stimec Isabelle, Psychiatrist, Psychotherapist, Dr. Thierry Servillat,
Dr. Elise Lelarge, MME Bernadette Aurdrain-Servillat, Dr. Edith Hameon-Bezard
**INTEGRATIVE HYPNOSIS: HOW CREATIVITY AND INVENTIVENESS IN HYPNOSIS
TAKE PLACE IN OUR FRENCH CULTURE**

REMINGTON AB

We created a multidisciplinary structure with psychiatrist, anesthesiologist, psychotherapist and psychologist, based on an integrative approach to hypnosis, and with the ambition of practicing psychotherapy without drug prescription even for the physicians. We were all trained in hypnosis before, and hypnosis appears to us like a cooking pot felt with different ingredient that we selected through our respective training courses, practice and life experiences. It was the opportunity to develop a rich and creative integrative hypnosis. However, developing such a multidisciplinary structure with hypnosis as the principal element of our practice was an ambitious challenge in France—still impregnated with a drug prescription and psychoanalysis' culture.

Educational Objectives: 1. Develop creativity and inventiveness in discovering integrative hypnosis. 2. Discover the history of hypnosis in France.

SC 21

Jamie Keyes, PhD

CURTIS B

A MULTI-SYSTEMATIC APPROACH TO IMPROVING CHRONIC PAIN

This course provides an overview of a conceptual framework for the treatment of chronic pain using “evidenced based approaches” but integrated in different areas of functioning—creating a multi-system level of intervention. We review specific protocols for such interventions as behavioral activation; behavior modification (pacing / reinforcements); sleep hygiene and sleep protocols; simple to more complex relaxation (and self-hypnosis) exercises; use of mindfulness; changing / challenging negative thoughts (expectations); what psychotherapists need to know about medications in chronic pain; review of family systems issues affecting pain; need for review of basic communication strategies; reinforcement of boundaries, limits and self-care; ideas for re-establishing community; etc.

Educational Objectives: 1. Create a framework with which to evaluate a patient’s functioning and co-create a treatment plan with that patient using evidence based approaches. 2. Review the main concepts, and experientially practice specific interventions proven to assist in pain management.

SC 22

Donald Miretsky, Med

REMINGTON C/
RUSSELL A

THE AGE OF MINDFULNESS:

ADVAITA HINDUISM, SELF-INQUIRY, AND ERICKSONIAN PSYCHOTHERAPY

Mindfulness and Eastern Spirituality are becoming increasingly commonplace in western psychotherapy. Advaita Hinduism and self-inquiry are stunningly similar to the principles of Ericksonian Hypnosis. This presentation will demonstrate how this integrated approach can be especially helpful with anxiety disorders.

Educational Objectives: 1. Explain the neuroscience basis and similarity for unconscious process AND the eastern concept of consciousness. 2. Describe the role of paradox as understood in western psychotherapy within eastern conceptualization.

SC 23

Antonella Monini, MD

RUSSELL BC

THE THERAPIST ON STAGE:

HOW TO ACTIVATE THE BODY’S THINKING THROUGH ACTING TECHNIQUES.

“Experience can be very informative” M.H. Erickson.

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 the time we’re going to spend together we will learn ways to successfully interweave somatic awareness techniques to facilitate our ability to listen and respond to our 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. We will build on the work of Marco Iacoboni, Vittorio Gallese, Giacomo Rizzolatti, Giovanni Buccino, Lee Strassberg, and of course on the work and teaching of Milton H. Erickson

Educational Objectives: 1) Describe how mirror mechanisms and embodied simulation enhance the power of relationship and effectiveness of the therapeutic intervention. 2. Describe how to better utilize our neurophysiological resources as therapists.

SC 24

Cindy Levy, LMHC, CP, PAT

ELLIS WEST

PSYCHODRAMA AND HYPNOSIS: TRANCE IN ACTION

Psychodrama is the therapeutic reenactment of scenes from a client’s life. With the guidance of a director, and in a safe, supportive group, the person steps onto a stage and reenters their internal landscape. In this altered state the client, or protagonist, accesses their mind-body wisdom and vitality to accomplish therapeutic goals. Learning how to spot naturalistic trance phenomena and use hypnotic language can powerfully contain and facilitate this process.

Educational Objectives: 1. Describe basic theory and methods of psychodrama. 2. Spot and utilize naturalistic trance phenomena that occurs during a psycho-dramatic reenactment.

SC 25

Michael D. Reiter, PhD & Ronald J. Chenail, PhD

ELLIS EAST

FOCUS IS THE FOCUS IN SOLUTION FOCUSED BRIEF THERAPY

Solution Focused Brief Therapy (SFBT) has become one of the most popular therapeutic approaches within the last twenty years. While it seems the approach is mainly geared toward uncovering solutions, the real focus of the approach is on the focus—both the client’s and the therapist’s. This workshop will provide participants with an in-depth explanation of how SFBT therapists place their focus on the client’s focus which helps shift the client’s focus onto the therapist’s focus—that of hope and solutions.

Educational Objectives: 1. Articulate how the notion of focus in Solution Focused Brief Therapy plays out during a session. 2. Describe how the therapeutic techniques of Solution Focused Brief Therapy utilize the client’s focus to merge with the therapist’s focus to reach a new and therapeutic focus.

SC 26

David Ryback, PhD

REGENCY D

THE NEUROSCIENCE OF MINDFULNESS, DEEP EMPATHY AND EMOTIONAL INTELLIGENCE

Neuroscience can now explain the basic dynamics of therapy as far back as Freud and Jung. The evolutionary perspective of brain development reveals the importance of the interplay between right and left hemispheres as well as newer findings on the interplay between the ventromedial and dorsolateral components of the pre-frontal cortex. This helps to demonstrate the dynamics of mindfulness, hypnosis and empathy, and how we can help our clients make "right" decisions. The research of Panksepp, Ekman and Damasio on emotions enables us to clarify the process of deep empathy, a new wave in psychotherapy treatment. The 5 steps to deep empathy are outlined for all participants to experience. The participants will have the opportunity to explore this dynamic and discuss their experiences with one another. The power of deep empathy will be the take-away that will make this workshop highly valuable.

Educational Objectives: 1. Explore the neuroscience of making "right" decisions using the mindfulness component. 2. Review a case history illustrating the process. 3. Discuss the history of the Deep Empathy movement. 4. Experience the process of Deep Empathy in small groups. 5. Define what is meant by Mutual Affect Therapy.

SC 27

Bradley Samuel, PhD

CASSIDY

THE TRANSPERSONAL DANCE: RE-VISIONING R.D. LAING AND ERICKSON IN AN ERA OF EVIDENCE ECLIPSING PERSONAL EXPERIENCE

The seminal contributions of the iconic Milton Erickson and the occasionally reviled R.D. Laing are often overlooked in the world of academic medicine and in the training of behavioral health practitioners and psychotherapists. Likewise, proliferation of scripted and manualized approaches have all but eclipsed the value of personal experience as a source of data and wisdom in the interpersonal therapeutic field. This presentation seeks an enlivened connection with the audience via historical references, personal reflections, storytelling, case material, and audience participation. Laing's transpersonal/existential and Erickson's utilization work will be discussed in the context of clinical practice integrated in a primary care medical setting. Implications for training interdisciplinary treatment teams will be discussed and five key elements of this therapeutic model will be presented. The course will include two experiential exercises.

Educational Objectives: 1. Describe three steps in co-creating a therapeutic moment. 2. Demonstrate increased skill in attending to non-verbal communication.

SC 28

William Symes, M.Div, LPC, Clinical Supervisor

REGENCY C

PRACTICAL DREAM ANALYSIS: THE STRUCTURE, FUNCTION, TRANSLATION, AND TRANSFORMATION OF DREAM IMAGES

Presented will be: 1. a basic structure and dynamism of the personal and collective unconscious, 2. The role of the personality structure in contributing content to the personal unconscious, 3. The role of dream images in illustrating the content of the unconscious, 4. a description of the five stages through which dream images evolve as the dreamer either integrates or resists the emotional content of the dream image, 5. A comparison of dream process with fairy tales: Snow White and the Wizard of Oz., 6. A brief examination of the process of active imagination and fantasy when working with dreams.

Educational Objectives: 1. Identify and explain the 5 stages of dream evolution. 2. Describe the use of active imagination when working with dreams

SC 29

Robert Voyle, PsyD

GILBERT

TEACH THEM HOW TO FORGIVE

Resentment isn't something others do to us; it is what we do to ourselves in the darkness of what others have done to us. Therapeutic advice to "work through the anger" often reinforces the anger rather than resolving it. Likewise exhortations by clergy or spiritual guides to forgive without actually teaching them how to forgive will often compound the resentment rather than set the person free. In this presentation, using demonstrations and participant experiences participants will discover what people actually do to create experiences of resentment and forgiveness, and how to transform the resentment into a sustainable state of forgiveness. Strategies to resolve a client's objections to forgiving will also be presented to ensure that the state of forgiveness is sustainable.

Educational Objectives: 1. Discover what client's actually do to create an internal state of resentment and forgiveness and how to transform resentment into an experience of forgiveness. 2. Create strategies to resolve objections to forgiving to ensure that the experience of forgiveness is sustainable.

Ilana Oren, PhD

REGENCY B

ADDICTIONS AND ERICKSONIAN HYPNOSIS AS THE PATHWAY TO HEALING AND CREATIVITY

Man is endowed with creativity in order to multiply that which has been given to him
- Anton Checkhov

A sure sign of an addiction is the motif of self-deception. Brain imaging continues to discover variance in neuro-functioning that underline the vulnerability to develop compulsive and dysfunctional use of addictive substances and behaviors. Recent studies have shown how addictions cause permanent change in the brains of animal. A single dose of many addictive drugs will produce a protein called Delta Fos B, that accumulate in the neurons until it alters the genetic constitution and regulation of gene expression by promoting transcription to the addictive phenotype. Delta Fos B, was also found in the brain of runners. Creativity is referred to as a mind skill or a process equipping us to discover new idea. The interaction between frontal lobes, the temporal lobes, and dopamine from the limbic system. The process of creativity can be activated through meditation and hypnosis. Ericksonian Hypnosis redirects the energy of addictions and forges the pathway to creativity and healing.

Educational Objectives: 1. Apply Ericksonian hypnosis to the treatment of addictions. 2. Describe the steps that foster creativity

11:45 AM-1:00 PM LUNCH BREAK

1:00 PM-3:00 PM

FH 3 Fundamentals of Hypnosis 3



Michael Yapko, PhD

PHOENIX BALLROOM

CONTEMPLATING CURRENT MODELS OF HYPNOSIS: HOW YOU THINK ABOUT HYPNOSIS DEFINES HOW YOU'LL USE HYPNOSIS

Just as the field of psychotherapy is divided into many different conceptual and practical models, so is the field of clinical hypnosis. As researchers and clinicians continue to examine hypnosis and hypnotic phenomena with the greater goal of trying to better understand what goes on during the experience of hypnosis, it becomes ever more apparent that how you conceptualize hypnosis, mental processes, and the interface between the two in therapy will largely determine your hypnotic approaches. In this workshop, we'll consider different models of hypnosis and their implications for effective utilization of hypnotic methods.

Educational Objectives: 1. To list and describe at least three modern models of hypnosis. 2. To identify and describe the implications for practice of one's alignment with any one model of hypnosis.

WORKSHOPS & CLINICAL DEMONSTRATIONS

GILBERT

CD 1 CLINICAL DEMONSTRATION 1

1:00-2:00PM

Connirae Andreas, PhD

CORE TRANSFORMATION

An audience member will be selected with a real and workable problem. Participants will: 1. Learn how a problem or symptom can be used as the doorway to a profound experience of "Peace" "Beingness" or "Presence". 2. Learn how this uncovered experience (called a Core State) can then be utilized to naturally transform the problem or symptom. 3. Learn how to uncover "intermediate outcomes" related to the problem, so that the transformation is often more far-reaching than expected.

CD 2 CLINICAL DEMONSTRATION 2

2:00-3:00PM

Michael Munion, MA, LPC

ENHANCING BRIEF OUTCOMES

Change potential is enhanced by creating success experience during the therapeutic encounter, and by developing individualized tools to reinforce change on an ongoing basis. This demonstration assesses personal resources, motivation, and develops an individualized change plan.

Educational Objectives: 1. Demonstrate change plan development with individualized tool(s). 2. Demonstrate utilization of evoking desired outcomes.

GILBERT

WS 1

Douglas Flemons, PhD

UTILIZATION: PRINCIPLES AND PRACTICE

Utilization, the signature feature of Ericksonian hypnosis, is not a technique but, rather, a way of relating to clients, trance, and therapeutic change. Come learn and practice the ideas and skills that distinguish a utilization approach: a Taoist sensibility, a resource-focused curiosity, a metaphoric (associational) sensitivity, and improvisational creativity.

Educational Objectives: 1. Describe the importance of utilization for trance induction and for inviting therapeutic change. 2. Distinguish four key elements of a utilization approach.

ELLIS EAST

WS 2

Ernest Rossi, PhD and Kathryn Rossi, PhD

THE BEGINNER'S BRIEF QUANTUM DYNAMICS 101: ERICKSONIAN HYPNOSIS AND PSYCHOTHERAPY TODAY

Where is science and innovation in psychotherapy and Ericksonian therapeutic hypnosis going today? This brief beginner's 101 workshop outlines a very broad quantum update for all cultural perspectives and schools of psychotherapy via the evidence-based psychosocial genomic sciences of stress reduction for optimizing health. We will engage the entire audience in live demonstrations of how to experience, recognize and enhance our natural 90-120 minute 4-stage creative cycle of problem solving and healing with Rossi's Hand Polarity Techniques to illustrate Erickson's brief therapeutic hypnosis and psychotherapy.

Educational Objectives: 1. List 4 concepts of quantum dynamics that greatly expand therapeutic hypnosis and psychotherapy. 2. Name 4 stages of the creative cycle that optimize therapeutic hypnosis and psychotherapy. 3. Demonstrate 4 stages of Rossi's Hand Polarity Techniques facilitating hypnosis and psychotherapy.

REGENCY A

WS 3

Carol Kershaw, Ed.D and Bill Wade, PhD

SUPER MIND: ACCESSING THE NEURO-FLOW STATE FOR THE OPTIMAL SELF

Revolutionary discoveries in neuroscience and human potential have increased the impact of hypnosis in not only resolving depression and anxiety, but creating a process that empowers flow and leads toward the Optimal Self. This workshop will present practical tools for activating brain wave control, shifting neural states, and accelerating the path to mastery.

Educational Objectives: 1. Learn the neuroscience behind the flow state. 2. Experience the expansion of consciousness in flow states and how to use them in psychotherapy and hypnosis.

ELLIS WEST

WS 4

Jorge Abia, MD and Rafael Nunez, MA

WIRRARIKA INDIAN POINT OF VIEW OF EMOTIONS FOR SELF KNOWLEDGE AND SOCIAL GROWTH

Wirrarika Indian view emotions, conceive emotions as teachers useful for self-knowledge, nature preservation and social growth. Through Hypnosis these goals are widened, to promote self-learning along with learning from nature, achieving personal, community and social development as well as ecological care.

Educational Objectives: 1. To promote self-knowledge learning from personal emotions. 2. To improve communication with and learning from, nature to promote personal community and social growth

REMINGTON C/
RUSSELL A

WS 5

Sofia Bauer, MD and Carolina Perrella, Psychologist

A MEETING BETWEEN MILTON ERICKSON AND MARTIN SELIGMAN – THE INTERSECTION OF HYPNOSIS AND POSITIVE PSYCHOLOGY

Protocols How to use Positive Psychology (PP) and Hypnosis...imagine a meeting between the famous guys in this 2 areas...how could it be? Well, we have some hypnoses made with PP and the protocols that we can mixed all PP understandings and some ways of doing in a natural way to happier with the news about PP. This is a kind of canary we can imagine...Dr. Milton Erickson utilizing the new approach that comes in this century!

Educational Objectives: 1. What are the protocols that can organize a model work with Hypnoses and Positive Psychology. 2. What are some guides in hypnoses and how can we increase the optimism in our lives. 3. Describe the new concepts from PP to do in therapy with clients in the natural way of Dr. Erickson and use approaches of hypnotherapy.

CURTIS A

WS 6

Danie Beaulieu, PhD

SUNDANCE

BOOST YOUR COUPLES, FAMILY AND GROUP THERAPY SESSIONS

Dealing with two or more clients in a therapy session can sometimes be quite a challenge. A lot of skills and tools are required to make such sessions useful and enriching for everyone involved. Need some new ideas? Very innovative ones? You've come to the right place! Moving beyond the lecture format, this workshop will engage the participants in the experience of Impact Techniques with groups, families and couples. Forget the slow lane: imagination, creativity and experimentation will put this group into high gear!

Educational Objectives: 1. Discover innovative techniques to improve communication and understanding between and among clients. 2. Name the three rules for better effectiveness in group, family or marital therapy.

WS 7

Norma Barretta, PhD

CASSIDY

THE ST. JUDE DILEMMA * - WHAT TO DO WHEN THE CASE IS "HOPELESS"

(St. Jude is the Patron Saint of Hopeless Causes)

Many patients present seemingly "hopeless" stories when they come for therapy. Often, they have seen several therapists, they have been working on "the problem" for years, they are discouraged and they are at the "end of the line". (Eligible for inclusion in "Uncommon Therapy" - Jay Haley). We will discuss several of these unusual cases and the metaphors that made a difference for them. Participants will have the opportunity to describe one of their own "hopeless" cases and have the group create some "hopeful" metaphors to change the story into one with a happier ending....or beginning. All those cases you wished you had never encountered will elicit a different response in the future!

Educational Objectives: 1. Explain the creative resources within yourself to view challenging cases differently. 2. Expand your own repertoire of possible metaphors with difficult patients. 3. Discuss the possibility of thinking very differently when confronted with the St. Jude Dilemma

WS 8

Consuelo Casula, Dipl. Psych

BOREIN AB

SEVEN HYPNOTIC STRATEGIES TO ELICIT PATIENT'S RESILIENCE

The workshop shows seven hypnotic techniques to help patients to overcome traumas, utilize their creativity, enhance their potentialities, build positive beliefs and solve problems by developing resilience. During the workshop we explore and practice hypnotic techniques to learn from trauma, elicit empowering emotions, and discover hidden talents and resources.

Educational Objectives: 1. List and describe seven hypnotic strategies for eliciting patients' resilience. 2. Demonstrate how hypnosis helps to transform traumas into the development of new strengths

WS 9

Scott Miller, PhD

REGENCY B

REACH:

PUSHING YOUR CLINICAL EFFECTIVENESS TO THE NEXT LEVEL

Pulitzer Prize winning author Thomas Friedman recently observed, "The era of average is over. In the 21st century, everyone is going to have to find something extra to stand out in their field." What can mental health and substance abuse professionals do to enhance their performance? Research documents three evidence-based steps clinicians can use for improving outcome while simultaneously reducing drop out and deterioration rates.

Educational Objectives: 1. Describe a method for determining the overall success rate of their clinical work? 2. Describe a method for identifying and improving areas of weakness in their clinical work.

WS 10

Maggie Phillips, PhD

CURTIS B

POLYVAGAL SOLUTIONS TO TRAUMA AND PAIN: ERICKSONIAN PATHWAYS

The polyvagal theory, as explicated by Stephen Porges, has made ground-breaking shifts in our understanding of neurophysiological foundations of emotions, attachment, communication, and self-regulation. This workshop demonstrates how polyvagal science holds the answer to the best practices in healing and resolving pain. Ericksonian portals into polyvagal functions and how specific Ericksonian strategies can facilitate the effectiveness of interlocking somatic interventions will be identified, practiced and demonstrated.

Educational Objectives: 1. Participants will identify 3 branches of the polyvagal system and their functions. 2. Participants will practice two Ericksonian strategies to help heal trauma and pain by regulating polyvagal function.

WS 11

Albina Tamalonis, PsyD

REMINGTON AB

THE RIPPLE EFFECT LIFE: ADDICTION-FREE, HAPPY AND MEANINGFUL

This workshop offers a comprehensive (mind, body, spirit, thought, behavior and relationship), evidenced-based (up-to-date research on addictions), Ericksonian approach to the treatment of Substance Use Disorders (SUDs). The need to alter consciousness is presented as healthy alternatives to SUDs. Research suggests that the creation of a healthy and enriched life reduce the need for harmful substances and activities. This workshop will delineate positive and realistic ideas that can be seeded during an altered state. These ideas eventually grow and ripple into an addiction-free lifestyle. The workshop will end with a clinical demonstration of an altered state with positive imaging, and how to incorporate Ericksonian principles into a single hypnotic session.

Educational Objectives: 1. To learn the research supporting the Ripple Effect Life. 2. To learn that the Ericksonian utilization of hypnosis is key for this treatment to work with SUDs.

WS 12

Reid Wilson, PhD

REGENCY C

THE ART OF PERSUASION: CHANGING THE MIND ON OCD

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. Identify three self-help interventions at the moment of an obsession.

WS 13

Robert Dilts

REGENCY D

SYMPTOMS AS A JOURNEY TOWARD HEALTH AND CONSCIOUS LIVING

Milton Erickson used to claim, "The symptom is the solution." What he meant by this was that symptoms are frequently a key factor in a person's healing or transformation as opposed to simply an obstacle to be eliminated. In case after case, Erickson creatively utilized his clients' symptoms as major stepping-stone on a path to greater health and more conscious living.

This workshop will cover some key skills and methods for building the resources necessary to transform symptoms into solutions and perceive them as an essential part of the journey towards health and conscious living.

Educational Objectives: 1. Describe the steps to increase emotional intelligence and create a resourceful holding environment. 2. Explain the Resources Necessary to Welcome and Transform Symptoms. 3. Describe how to develop a Generative Relationship with Symptoms.

3:15 PM-5:15 PM

FH 4



Fundamental Hypnosis Workshop 4

Dan Short, PhD

PHOENIX BALLROOM

THE ESSENTIAL ELEMENTS OF ERICKSONIAN HYPNOSIS

As the father of modern hypnosis, Erickson added the revolutionary elements of indirect suggestion, confusion, and permissive suggestion to the practice of hypnosis. These innovations have helped decrease resistance while increasing learning as experiences are re-evaluated within new mental frameworks, thus facilitating psychological growth while decreasing the likelihood of relapse or symptom replacement.

Educational Objectives: 1. State the difference between direct suggestion and indirect suggestion. 2. Describe the difference between indirect suggestion and permissive suggestion.

CD 3

CLINICAL DEMONSTRATION 3

GILBERT

3:15-4:15PM

Kathryn Rossi, PhD and Ernest Rossi, PhD

CREATING NEW CONSCIOUSNESS WITH SPIRITUAL YOGA IN ERICKSONIAN WORK

We illustrate how easy it is to integrate yoga narrative and movement with Ericksonian mind-body work. We engage the entire audience in a live experience of facilitating brain plasticity for the creation of new consciousness. Demonstrations with volunteers illustrate how to utilize the natural 4-stage creative cycle of problem solving and healing in everyday life. Every level of fitness and mindfulness from beginners to mature wisdom gurus are welcome!

Educational Objectives: 1. Name 3 narrative yoga techniques utilizing Ericksonian mind-body work. 2. List 3 Ericksonian naturalistic techniques.

Maggie Phillips, PhD
FREEDOM FROM PAIN

This demonstration illustrates how clients can be taught to regulate persistent or chronic pain using simple strategies such as circular breathing, work with pendulum rhythms, voluntary and involuntary movement, and prosodic toning. Discussion will emphasize how these and other tools can activate or modulate specific aspects of polyvagal functioning to restore balance and bring relief.

WS 14

Helen Adrienne, MSW

MIND/BODY COPING SKILLS: A TEMPLATE FOR NAVIGATING LIFE'S TRAUMAS

This workshop will present a template for change developed from 35 years of working with patients struggling with inordinate stress. Come to this workshop and learn to reframe as inspiration for growth and healing what feels like insurmountable obstacles. You will learn strategies to empower your patients to find inner resources, resilience, perspective and self-care.

Educational Objectives: 1. Describe the tools to teach patients at least three effective mind/body stress-reducing techniques. 2. Describe a strategy for turning inordinate stress into resource states.

REMINGTON C/
RUSSELL A

Rubin Battino, MS

WS 15 **SOME NEW AND SOME OLD TOOLS FOR DOING VERY BRIEF THERAPY WITH HYPNOSIS**

Expectation is the essence of doing very brief therapy, and its importance will be explained. The following methods will be illustrated and experienced via group inductions: Miracle Question; As-If Behavior; Narrative Therapy's Externalization; Inclusivity; Ideomotor Signaling; Reframing; What is Really Important in Life; and a closing healing meditation.

Educational Objectives: 1. Describe the role of expectation in doing effective therapy. 2. Explain the power of As-If behavior (and the Miracle Question) as examples of reframing.

REGENCY C

WS 16

John Beahrs, MD

STRATEGIC SELF-THERAPY

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. Learn how to heighten personal responsibility and minimize regression. 2. Ability to challenge patients' competencies within the limits of safety.

REMINGTON AB

WS 17

Cheryl Bell-Gadsby, MA, MFCC, RCC and Kathleen Donaghy, PhD
CAN INTUITION, NEURO-PSYCH, AND ERICKSON BECOME BFFS?

This session will explore the integration of intuition and the latest neuro-psych research to create a two-way attunement with the client's unique experience to facilitate a tailored therapeutic outcome. We will review research and theory (Siegel, viscera, Hanson, attachment, HeartMath, Einstein, Pert, Erickson, vibrational medicine) and include demonstration and hands-on skill practice.

Educational Objectives: 1. Identify one hypnotic and one energetic technique to shift clients' mindset to heighten and activate the mind/body connection for desired change. 2. Demonstrate the strategic use of energy and trance work in accessing the client and therapist's intuitive process to facilitate change

BOREIN AB

WS 18

Carolyn Daitch, PhD

STOPPING RUNAWAY EMOTIONS: LIFE-CHANGING TOOLS FOR AFFECT REGULATION

Mastery of affect regulation is often impeded by individuals' habitual knee-jerk reactions to environmental frustrations and interceptive responses. This workshop focuses on what affect dysregulation is, how it affects our clients and their relationships, and how it can be controlled through self-regulation tools. Affect dysregulation is present at the core of most clinical disorders, as well as subclinical presentations where poor emotional management negatively impacts daily functioning. This workshop will teach practical tools designed to facilitate the development of skills to manage affective flooding. Participants will learn an array of techniques that incorporate hypnosis, cognitive behavioral approaches, and mindfulness. With the right tools, therapists can help reactive clients stay calm in stressful situations and gain mastery over their emotions

Educational Objectives: 1. Describe four or more techniques that promote self-regulation. 2. Utilize one affect regulation technique for diminishing conflicts in relationships.

REGENCY A

WS 19

Teresa Garcia-Sanchez, MA, ECP

CURTIS A

THE THREE PILLARS OF A FIRST SESSION:

ANXIETY, SELF-ESTEEM AND THE CLIENT'S PERCEPTION OF THE PROBLEM

The first session needs to calm the client's anxiety (everything has a solution) make the client accept her/his own resources to solve the problem and treat the client's ability to see the extent of his/her Reality, as opposed to being able to only focus on the problem. We'll cover how to use seemingly simple and yet very creative metaphors which yield spectacular results. It will be a very interactive workshop.

Educational Objectives: 1) List three metaphoric images to treat anxiety. 2) Describe three techniques for making the client be very conscious of his Real world instead of being focusing only on his problem

WS 20

Steven Frankel, PhD, JD

ELLIS EAST

TRAUMA & TIME CAPSULES:

HYPNOTIC APPROACHES TO DISSOCIATED SELF-ESTATES

This 2-hr workshop provides an orientation to the hypnotic treatment of individuals with Dissociative Identity Disorder, focusing on the view that "alters" may be understood as being caught in traumatic "time capsules," from which they need to be released in order for higher functioning levels to be reached. In addition to lecture/discussion, a video presentation in which hypnotic techniques are utilized will be shown.

Educational Objectives: 1. Cite research showing the hypnotic character of dissociative disorders. 2. List at least two specific hypnotic techniques that may be utilized with dissociative symptoms.

WS 21

Camillo Loriedo, MD, PhD

SUNDANCE

HYPNOSIS WITH COUPLES AND FAMILIES

The use of hypnosis with families appears to be an easy and natural process because family provides the most common context for early hypnotic experiences. 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. In this framework hypnosis will be presented no more as an individual/linear event but rather, within a system perspective, as a circular and evolving process. The demonstration of a family hypnotic session gives a clear idea of the powerful and subtle resistances a family may develop in the course of the hypnotic treatment as well as of the many different solutions a therapist may adopt to overcome these resistances.

Educational Objectives: 1. Describe the 9 peculiar interactive phenomena that are typical of the family trance 2) Explain 3 different forms of effective induction with couples/families

WS 22

C. Alexander Simpkins, PhD and Annellen M. Simpkins, PhD

CURTIS B

NEUROSCIENCE INFORMED HYPNOSIS:

ACTIVATE UNCONSCIOUS BRAIN PROCESSES FOR THERAPEUTIC CHANGE

The unconscious is a reservoir of potential, and hypnosis is the way to access it. Recent neuroscience research corroborates in finding many intelligent, unconscious brain pathways. The workshop provides a quick 3-D tour through the brain, neuroscience of hypnosis, and experiential learning to facilitate these unconscious pathways hypnotically. With cases, trances, and protocols, this workshop informs, uplifts, and transforms.

Educational Objectives: 1. Distinguish intelligent unconscious processes in the brain. 2. Explain the techniques to activate unconscious processing for therapeutic change with psychological problems

WS 23

CANCELLED

WS 24

Michele Ritterman, PhD

REGENCY D

3- MINUTE SLOW-MO TRANCE AND UNIQUE STANCE

Help learn how to traverse the unique terrain of each client to gather their unique resources into one readily available mental state. Clients can ultimately shift spontaneously from an unhelpful reactive posture, to a proactive posture, in fewer than three minutes and most importantly within the flow of daily interactions. The approach is like opening a new file, dragging into it only the most useful sense memories, and utilizing this state to trigger a special stance. The interest of this skill set is in identifying the unique resources within a person's geography. And helping them gather those together, enact from them, and watch what happens! As the new interactions follow. The new state allows automatic new responses for a person, a kind of meditation in motion, a virtual Houdini movement. The basis for all this is subjective time or what Michele calls The Good Shock state, from which one departs clock time and sees clearly and has the space and time to respond differently to each situation.

Educational Objectives: 1. Describe subjective time. 2. Identify unique resources available to a client that are underutilized.

WS 25

Susy Signer-Fischer, Lic. Phil

ELLIS WEST

HYPNOTHERAPEUTIC METHODS TO HELP WITH SLEEP AND WAKING CYCLES

Some children, adolescent, and adults have difficulties falling asleep over a long period of time or even during a certain lifespan. Others find it difficult to wake up in the morning or stay awake during the day. This condition of starts during puberty thus making it hard for them to stay focused and attentive. In the workshop hypnotherapeutic methods will be developed in order to help them with their sleeping and waking cycle.

Educational Objectives:

-1. Identify different reasons of difficulties in sleeping. 2. Describe different methods in treating of sleeping disorders. 3. Describe in which situation which methods should chosen.

WS 26

Stephen Gilligan, PhD
SYSTEMIC TRANCE WORK:

REGENCY B

NEW DIMENSIONS IN CREATIVE THERAPY

This workshop will explore Dr. Gilligan's newly developed Systemic Trance Work, which sees creativity as the organizing principle for effective therapy. You will learn how generative trance can facilitate two core elements of creative change: (1) conscious/unconscious dialogue, and (2) part/whole integration ("aesthetic intelligence"). Lecture, exercise, demo, and clinical examples will be used.

Educational Objectives: 1. Describe three methods for facilitating mind-body integration. 2. List three ways to change "ego states" from conflict to cooperation.

5:30 PM-7:00 PM

FH 5



Fundamental Hypnosis Workshop 5

Lilian Borges, MA, LPC

PHOENIX
BALLROOM

UTILIZATION IN A TRANCE INDUCTION

Utilization is one of the cornerstones of Ericksonian Therapy and Hypnosis. Dr. Erickson was once asked about his contributions to the field of psychotherapy, and hypnosis, and he replied: "The confusion technique and the Utilization technique" Utilization is not only a technique, but a principle he used in his work and his life.

Educational Objectives: 1. Describe Utilization 2. Describe how to utilize the client's resistance into a trance induction

SHORT COURSES 31-44

SC 31

Audrey Ellenwood, PhD

CURTIS B

SHAKE-UP YOUR EFFECTIVENESS WITH CLIENTS THROUGH ENHANCING YOUR MANEUVERABILITY AND FLEXIBILITY

Shake-UP is a provocative, experiential and fun interactive workshop for mental health professionals who desire both personal and professional development. When you Shake-UP a therapist's rigidified professional roles and cultural stereotypes in the therapeutic encounter with clients' meaningful experiences and personal growth for both clients and therapists are developed. This workshop is designed for: Psychiatrists, Psychologists, Counselors, Social Workers, Psychiatric Nurses, and graduate students in the mental health or medical field.

Educational Objectives: 1. Compare and analyze how 18 professional therapeutic roles can impact a therapist's effectiveness within a therapeutic setting. 2. Describe experiential exercises designed to help identify unique professional therapeutic roles and strategies for shifting into more productive roles.

SC 32

Miguel Fernandez, PhD and Vanessa Quintal, PhD
SOLUTION SPOT THERAPY: 5 YEARS ON

REMINGTON AB

This presentation will highlight some of the major concepts, and changes to those concepts made since 2010. This will be facilitated by (a) video examples of how the technique actually works with clients/couples with highlights of the major concepts and (b) ANOVA results of pre and post data using the Kessler Psychological Distress Scales (K-10; Kessler et al., 2003) for anxiety and depression with and without the use of medication in SSPT. The results have revealed some interesting findings that may place SSPT as a useful method in the brief therapy arsenal.

Educational Objectives: 1. Explain the importance of "naming the problem" early in the sessions in Solution Spot Therapy. Compare this part of SSPT to "allowing" the name of the problem to evolve in Narrative Therapy? 2. Assess the importance of the concept of "solution space" in Solution Spot Therapy in differentiating a problems' agenda and a client's agenda? 3. Explain the concept of "wobble room."

SC 33

Maria Escalante de Smith, MA
USING ERICKSONIAN HYPNOTHERAPY WITH CHILDREN
DURING TIMES OF PHYSICAL ILLNESS

REGENCY A

Ericksonian psychotherapy emphasizes people's resources and abilities and the importance of learning. This is significant when treating children sick with physical illnesses. Attendants will learn how to use Ericksonian techniques with children experiencing physical illnesses such as cancer, before surgery and during chronic illnesses and how to combine this approach with adjuncts such as toys, music, drawings and how to use "sung trances".

Educational Objectives: 1. Explain how Ericksonian psychotherapy can be utilized with children experiencing physical illness. 2. Demonstrate actual examples of cases where Ericksonian psychotherapy was used to help children go through times of serious diseases such as cancer, Turner's syndrome, and pain

SC 34

Jef Gazley, MS
THE ISSUE IS IN THE TISSUES! UTILIZING MANUAL MUSCLE TESTING TO ACCESS THE
SUBCONSCIOUS. THE OTHER IDEOMOTOR TECHNIQUE.

REMINGTON C/
 RUSSELL A

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. Describe the basic 15 steps of NET™. 2. List the 7 theoretical underpinnings of NET™.

SC 35

Tobi Goldfus, MSW
USING CLINICAL HYPNOSIS AND "PARTS" WORK AS A 'SEARCH ENGINE'
TO HELP ADOLESCENTS/YOUNG ADULTS ABSORBED IN CYBERSPACE
FIND THEIR "INNER SELFIE"

REGENCY C

Definitions of "boundaries" and "confidential" have been dramatically redefined "online" within the adolescent/young adult world today. A social media assessment tool is essential for intervention and treatment from an informed knowledge base in building ego strengths and down-regulation skills. Multilevel interventions using cyberspace friendly hypnotic language that increases attunement and accessing an "inner selfie" ego strengthening technique using mobile devices will be taught. Influences of the "online" experience on the developmental tasks of young people and how hypnotherapy can help balance and promote maturation and growth will be presented.

Educational Objectives: 1. Use a social media assessment tool to know "online" realities of the adolescent/young adult that can be integrated in interventions. 2. Create and use the "inner selfie" ego strengthening technique using mobile devices that promote post-hypnotic use and trance states the client can re-experience when needed. 3. Compile and use hypnotic trance work using cyberspace friendly language tailored to the client's total experience.

SC 36

Paul Lounsbury, MA and Nancy Winston ACSW
A HYPNOTIC FRAMEWORK FOR USING ERICKSONIAN HYPNOSIS
IN A GROUP-AS-A-WHOLE APPROACH TO THERAPY

GILBERT

Drawing on thirty years of experience using hypnosis in groups, the leaders will present a framework based on principles derived from their conversations with Erickson to present a framework for using hypnosis with a group-as-a-whole approach to therapy.

Educational Objectives: 1. List four stages of development in a time limited group-as-a-whole approach. 2. Describe one instance where the stage of a group helps to inform and highlight an internal conflict of an individual member of the group.

SC 37

Patrick McCarthy, MBCHB
QUIT: SAY GOODBYE TO SMOKING

ELLIS WEST

This will be an amazing story of a six year journey to understand what keeps people smoking and most importantly what transformation they have to make in order to break the shackles of smoking slavery.

Educational Objectives: 1. What are the perceived benefits of smoking which permit people to keep smoking. 2. What are the benefits of a theatrical story telling intake session to promote expectancy and belief.

SC 38

Bob Bertolino, PhD

CASSIDY

EXTENSIONS OF BEING AND EXISTENCE HYPNOTIC STRATEGIES FOR WELL-BEING

This workshop involves the exploration of strategies to extend the therapeutic benefits of hypnosis beyond clients' immediate or presenting concerns to their future well-being. Research demonstrates that greater subjective well-being contributes to improved problem-solving and creativity, a more flexible mindset, and greater resilience.

Educational Objectives: 1. Describe two ways that increased well-being can improve problem-solving and creativity, flexibility of mind-set, and build resilience. 2. List two pathways for using hypnosis to increase well-being, and describe two strategies to increase well-being.

SC 39

Gabrielle Peacock, MBBS

REGENCY B

HOW TO TRAIN YOUR HORMONES—A SIMPLE, HUMAN APPROACH TO RESOLVING PRE-MENSTRUAL SYNDROME.

The modern woman has embraced the 21st century but her hormones are still in the dark ages. This presentation provides a radically different way of viewing PMS and the more extreme PMDD. Learn how hormonal effects on mood have aided our successful evolution and survival of the human species. Understand that those hormonal effects on mood were a fantastic adaptation for our past but not at first glance for the modern woman in the modern age. Learn how to help a woman harness the positive mood effects that are meant to facilitate conception, to get more connected with what she cares deeply about, and use this to drive positive change in her life and improve her relationships and self-esteem.

Educational Objectives: 1. List 2 positive effects of mid-cycle euphoria—More energy, less need for sleep, more patience, and positive mood. 2. List 3 common symptoms of PMS—Irritability, agitation, resentment, anger, sadness, confusion, anxiety, bloating, labile mood.

SC 40

Susan Pinco, PhD

CURTIS A

HEALING IN THE 4TH DIMENSION: UTILIZING SILENCE TO VIVIFY AND ENHANCE TRANSFORMANCE

Most people look at a canvas and see the colors, the brush strokes, and the form. This seminar will encourage attendees to look at the white space; those moments where the discourse slows down an all but disappears. This space is the fertile ground from which new experience grows. It is the field in which the residue of past experience can be met and transformed. In attending this seminar, participants will experience new ways of eliciting and utilizing that space by combining elements of mindfulness, interpersonal neurobiology, hypnosis and somatically oriented therapies. Attendees will be encouraged to rethink their relationship to the white space and given the space to develop their own fertilizer (techniques) so as to enhance their own palette and that of their clients; amplifying effectiveness both in and between session.

Educational Objectives: 1. Articulate the difference between working in the "space between words" and working in other dimensions and demonstrate the ability to begin to utilize the space in their work with clients. 2. Identify 3 techniques that facilitate and amplify the effectiveness of processing in the "space between words". 3. Explain how to combine mindfulness with focusing and Ericksonian Hypnosis

SC 41

Mindy Szalap, MSW, LCSW and David Gottsegan, MD ABMH MY TUMMY HURTS! CLINICAL HYPNOSIS IN THE TREATMENT OF COMMON PEDIATRIC GI CONDITIONS

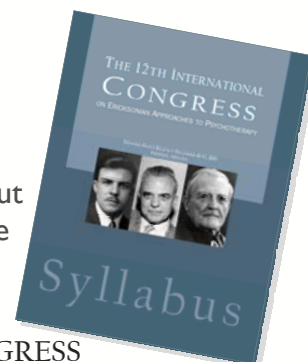
ELLIS EAST

Clinical hypnosis is an evidence based treatment for pediatric functional gastrointestinal disorders. This workshop will discuss a child-centered approach to assessing the experience of symptoms, from the point of view of Ericksonian trained pediatrician and psychotherapist. We will examine ways children can utilize hypnotic techniques to strengthen self-regulation skills in order to break their pain cycle.

Educational Objectives: 1. Describe the "hypnosis in the encounter" in engaging children in understanding their unique mind/body connection. 2. Describe 3 hypnotic techniques for addressing functional pediatric GI disorders.

KEEP THIS SYLLABUS!

Make sure you put your name and contact information on it. You will be using it throughout the conference. It will also serve as a reference over the next year.



SC 42

Robert Staffin, PhD

BOREIN AB

SELF, OTHER AND CIRCUMSTANCE; DECONSTRUCTING UTILIZATION

Utilization is more than a technique. It is an attitude of faith and an interactive awareness that makes for the state of readiness. This workshop will highlight the use of sensations, associations and experiences that alert the therapist to the gifts that clients give us; it will emphasize the relevance of utilization and its role in empowering the therapeutic encounter. Clinical vignettes will be used to demonstrate ways in which utilization fosters rapport, promotes attunement and maximizes the impact of the therapeutic encounter. Strategies and techniques for how to cultivate ones talents in weaving utilization into one's clinical practice will be taught both didactically and experientially.

Educational Objectives: 1. List three ways in which utilization influences the clinician state of readiness. 2. Identify 3 strategies to facilitate and enhance their ability to confidently and effectively employ the skill of utilization. 3. Recognize and appreciate how utilization empowers the therapeutic encounter via experiential practice.

SC 43

Bart Walsh, MSW

SUNDANCE

UTILIZATION SOBRIETY: INCORPORATING THE ESSENCE OF BODY-MIND COMMUNICATION FOR BRIEF INDIVIDUALIZED SUBSTANCE ABUSE TREATMENT

This presentation poses a substance abuse treatment which acknowledges and accommodates the personal needs being addressed by substance use, bypasses perceived resistance and employs idiosyncratic psycho-biological learning to achieve a body-mind gestalt complementary to the client's sobriety. Client self-empowerment and relapse prevention are built into the intervention. This method develops a safe framework for addressing any subsequent mental health themes directly or indirectly related to substance misuse. Ideomotor questioning is employed as a practical conduit to body-mind communication and function. Because this is a relatively new strategy, fundamental information applicable to all levels of professional experience will be provided.

Educational Objectives: 1. Describe the utilization principle as applied to psycho-biological learning. 2. Describe one brief approach to substance abuse treatment.

SC 44

Ann Webster, PhD

REGENCY D

AGING WITHOUT AN EXPIRATION DATE

The number of Americans 65 and older is expected to double by the middle of the century, when they will make up more than one-fifth of the population. As the population ages, people are increasingly interested in techniques they can use to prolong their lives while staying vigorous, vibrant, and healthy. Reams of research show that people become happier as they age and attach to a whole new life cycle. Come to this workshop and be sensitized to the needs, stressors, challenges, and joys of people as they age.

Educational Objectives: 1. Describe the challenges and stressors of aging, identify the top ten tips for successful aging, and teach the numerous mind/body techniques that promote health and well-being with this population. 2. Explain the importance of work with an older population, the benefits of group process, and the need for research.

7:00 PM-8:00 PM DINNER BREAK

DANCE PARTY

IN THE ATRIUM

8:00 PM-10:00PM



7:00 AM

REGISTRATION

ATRIUM LEVEL

8:00 AM-9:30 AM

FH 6



Fundamentals of Hypnosis 6

Betty Alice Erickson, MS, LPC, LMFT
ANECDOTES AND METAPHORS

PHOENIX
BALLROOM

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.

SHORT COURSES 45-59

SC 45

Erika Chovanec, PhD

CURTIS A

UNCONSCIOUS BILATERAL BODY IMAGES: A BIFOCAL - MULTISENSORY TECHNIQUE OF MINDFULNESS AND HYPNOTHERAPY FOR TREATING ANXIETY AND TRAUMA

The objectives for this informative and experiential workshop are: 1) to demonstrate, via video recordings and experiential activities, methods of encouraging unconscious body images and how they can be utilized in healing processes 2) to illustrate the visibility of these processes in biofeedback 3) to point out, how we can use mindfulness and hypnotherapy for treating anxiety, trauma and somatoform disorders 4) to describe different kinds of unconscious images, their relation to symptoms and trance phenomena 5) to explain how this point of view correlates with Ernest Rossi's approach and Ericksonian psychotherapy.

Educational Objectives: 1. List three ways of how mindfulness can encourage healing through unconscious body images 2. State three hypnotherapy techniques for treatment of stress related and somatoform disorder 3. Explain three ways how symptoms can be utilized and how we can observe trance phenomena in biofeedback

SC 46

John Dye, ND

RUSSELL BC

NATUROPATHIC TREATMENTS FOR MENTAL ILLNESS

Naturopathic Medicine aims to treat underlying causes of illness. Practical application of naturopathic approach to mental illness will be discussed including evidence-based therapeutics. This presentation will highlight complementary medical methods and treatment protocols that can be integrated into a multi-modal model of mental health care. Use of laboratory medicine to identify several important modifiable risk factors contributing to mental illness will be presented with specific examples. Discussion will include evidence for the most commonly-used naturopathic therapeutics for mental illness, including nutritional supplements, herbal medicines, and biofeedback.

Educational Objectives: 1. Name 4 common lab tests used to identify modifiable risk factors for mental illness and 2 genetic SNPs that are commonly associated with mental illness, and how genetic expression and risk can be modified by diet and nutritional supplements. 2. Name 3 herbal compounds recognized for their anxiolytic effects and Identify QEEG (brain map) patterns specifically associated with ADHD, anxiety spectrum, and depression 3. Explain the connection between gut bacteria (dysbiosis) and mood, and name at least three resources to help find a qualified naturopathic or integrative medical practitioner for professional collaboration.



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

SC 47

Bette Freedson, MSW
THE SOUL WISDOM WAY

REMINGTON AB

AN ERICKSONIAN APPROACH TO PSYCHOTHERAPY WITH SINGLE PARENTS

In this presentation attendees will have the opportunity to examine induction, trance and utilization that can help single parents tap the Self-guidance, i.e. "Soul wisdom" of the unconscious mind. We will explore the way utilization of an Ericksonian model can connect the single parent to a state of wise knowing in which inner resources, not fully recognized, can be elicited, ratified and absorbed into the parent's psychic schema.

Educational Objectives: 1.Name and describe a powerful trio of elements of an Ericksonian Approach to psychotherapy with single parents. 2.Apply an Ericksonian approach for enabling absorption of Soul wisdom into the parent's personal psychic schema.

SC 48

Neil Fiore, PhD
FROM WORRY TO WONDER

REGENCY A

Learning to shift 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 reduce 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 therapeutic surprise.

Educational Objectives: 1. Define worry to a client as a helpful process that seeks a plan for survival and self-acceptance. 2. Describe 2 effective ways of responding to the "Yes, but" and the "What if"-voice of the client's worrying mind. 3. List 3 ways to shift the client from worry to wonder about the support of the body and unconscious.

SC 49

Jeffrey Feldman, PhD
THE RHYTHMIC FINGER FOCUS HYPNOTIC INDUCTION TECHNIQUE: THE UTILIZATION AND ENTRAINMENT OF INTERACTING NEUROLOGICAL PROCESSES TO TRANSFORM SYMPATHETIC TO PARASYMPATHETIC NERVOUS SYSTEM ACTIVATION AND COHERENCE

BOREIN AB

Participants will be introduced to a novel hypnotic induction technique to use with patients and for self-hypnosis. This technique involves multiple aspects of the utilization principle of Milton Erickson and is most directly applicable to anxiety and pain management. Participants will learn the technique through a brief didactic explanation, personal experience of it, and through working with a colleague in practicing it.

Educational Objectives: 1. Apply the finger focus technique to three aspects of the hypnotic experience: induction, deepening, and resource retrieval. 2. Identify three applications of utilization in the presented technique.

SC 50

Lindasue Marshall, MSW
UTILIZING ERICKSONIAN TECHNIQUES AND NATURALISTIC TRANCE IN SUPERVISION

REGENCY C

Ericksonian principles in agency settings as well as other supervisory venues develop clinical skills in supervisees. Examples of how Ericksonian techniques are used in supervision will be presented including case presentation outlines and their development. Particular focus will be on how to design stories and metaphors including naturalistic trance methods during the delivery of these stories.

Educational Objectives: 1. Design Ericksonian-based case outlines for supervisees to use when presenting cases. 2. Explain creating metaphors based on client dilemmas and using naturalistic trance techniques to deliver them.

SC 51

Steven Rogers, PhD, Carrell Dammann, PhD, and Shannon Downs, PsyD
AN INTRODUCTION TO EXPERIENTIAL REFRAMING:
AN ERICKSONIAN INSPIRED APPROACH TO THE TREATMENT OF TRAUMA

REGENCY B

Experiential Reframing (ER) was developed by Edward Uzee, M.D., who was a psychiatrist, and Carrell Dammann, Ph.D., who is a clinical psychologist. Both were students at one time of Dr. Milton Erickson. ER allows the processing of sensory memory into episodic memory relieving the anxiety, depression and self-defeating behavior associated with untreated traumatization. It does this through a naturalistic induction that incorporates many of the elements found in Dr. Erickson's work in hypnosis. The technique employs the implied language forms pioneered by Dr. Erickson to deepen trance and circumvent patient resistance.

Educational Objectives: 1. List three types of psychological resources. 2. Delineate at least four of the eight steps of Experiential Reframing. 3. Distinguish the difference between sensory-specific and high order memory. 4. Describe the neuropsychological significance of the "what" and "where" circuits.

SC 52

Nicole Ruyschaert, MD
SHELTER AFTER THE STORM....

REGENCY D

In this workshop you learn about the value of hypnosis in offering relief, and the rationale for working with hypnosis in PTSD. Clients are guided step by step to find the way back to themselves—“homecoming”—and regaining control and self-regulation. A step-by-step approach for resource development will be given. Some metaphors and stories for safety, setting boundaries, ego-strengthening and mobilization of hope will be shared. With these experiences you can develop your own creative methods to assist clients in these difficult times of their life.

Educational Objectives: 1. Discuss stabilization methods to assist clients after stressful events or encounters. 2. Explain the place of hypnosis in the treatment and recovery from acute stress and PTSD 3. Describe how to create more helpful resources and assess client’s readiness for confrontation/exploration

SC 53

Beatriz Suarez-Buratti, MSC
ERICKSONIAN SOLUTIONS TO PANIC ATTACKS DURING PREGNANCY AND ASSISTED REPRODUCTIVE TECHNOLOGIES.

GILBERT

In this workshop we present the application of conversational hypnosis and effective Ericksonian solutions based on the use of resources of the patient and on the ratification of responses and achievements. Case illustrations and an experiential exercise will be used to explore metaphors and analogies introducing post-hypnotic suggestions. Beneficial results in problem solving abilities, somatic and emotional responses will be reported.

Educational Objectives: 1. List 3 risks of untreated panic attacks during pregnancy and infertility treatments. 2. Describe one example of introducing a post-hypnotic suggestion in metaphor or analogy.

SC 54

Jennifer Walsh, PsyD
UTILIZATION OF BODY LANGUAGE IN SESSION: ERICKSONIAN-INFUSED INTERVENTION WITH SOCIAL ANXIETY AND DEPRESSION

ELLIS EAST

This course explores the subtle and not-so-subtle utilization of body language in the treatment room. Indirect techniques can be implemented in the assessment phase to future-pace the client’s success. The use of direct technique will facilitate the client’s ability to achieve success within the session, while also serving as a reference state to ensure success beyond the session. This course will present intervention strategies with the presenting symptoms of social anxiety and depression.

Educational Objectives: 1. Identify 4 aspects of body language associated with symptom presentation of social anxiety and 4 aspects of body language associated with symptom presentation of depression. 2. Plan an intervention based on the mapping of body language with a client with social anxiety or depression, and implement the utilization of hypnotic language during both the assessment and intervention stages of the session.

SC 55

Jenna Wilson, PhD and Ronald J. Chenail, PhD
USING UTILIZATION TO BUILD HOPE IN SOLUTION-FOCUSED BRIEF THERAPY

SUNDANCE

We will present Erickson's influence on the foundations of Solution-Focused Brief Therapy and discuss the Ericksonian concept of utilization and how it is employed in brief therapy. Also, we will present the essence of Solution-Focused Brief Therapy as the pragmatics of hope and respect, and demonstrate the use of utilization to build hope in Solution-Focused Brief Therapy. Finally, we will present the four stage model of hope building in Solution-Focused Brief Therapy.

Educational Objectives: 1. Describe Ericksonian utilization conceptually and operationally. 2. Discuss the conceptualization and implementation of hope building in Solution-Focused Brief Therapy. 3. Explain how to apply utilization to build hope in Solution-Focused Brief Therapy.

SC 56

Robert Wubbolding, Ed.D
THE SOLUTION IS UNRELATED TO THE PROBLEM. OR IS IT?
ACTION CENTERED REALITY THERAPY CONVERGES WITH ERICKSONIAN PRINCIPLES

ELLIS WEST

Many professionals are surprised to discover that reality therapy and Ericksonian principles interface quite smoothly. A demonstration and a DVD illustrate the effectiveness of this synthesis. Erickson said that he invented a new theory for each client. The adaptable WDEP system of reality therapy readily incorporates this principle.

Educational Objectives: 1. Describe one way that the principle: “sometimes the solution is unrelated to the problem” is true from a reality therapy point of view. 2. Analyze the difference between direct self-evaluation and indirect evaluation.

SC 57

Foojan Zeine, PsyD

CASSIDY

AWARENESS INTEGRATION @MODEL - AN INTEGRATIVE APPROACH TO PSYCHOTHERAPY

Being powerfully conscious of our thoughts, feelings, behavior, and the unconscious decisions leads us toward becoming responsible for our life. Learn about Awareness Integration Model, a structured brief therapeutic approach that synthesizes numerous theories, resulting in higher self-esteem, releasing negative core beliefs and attached emotional charge, setting goals and action plans to reach the desired life results.

Educational Objectives: 1. Describe the theoretical foundation of Awareness Integration Model 2. Explain how to apply intervention approach

SC 58

Anita Jung, MS

CURTIS B

MUSICAL VOYAGE OF DISCOVERY:

INSPIRE AND MOTIVATE BY ADDING MUSICALITY TO YOUR SESSIONS

Music and rhythm find their way into the secret places of the soul. – Plato

The Greek philosopher Pythagoras was among the first to recognize the healing powers of music. Milton Erickson, the musician of mind, body and soul, was the first to structure communication for greatest effect so that clients could change many aspects of their life, not merely their presenting symptoms. Just as the cadence of voice and patterns of speech form the music of Ericksonian communication, repetition and rhythm create the emergence of a trance state in music, film, and in poetry. The utilization of all three within a hypnotherapy model functions as a catalyst accentuating the nuances of seeding, guiding associations, shifting perceptions, and inspiring change. In a combination of Ericksonian concepts gift-wrapped in landscapes of music, poetry, and film participants will master how to interrupt and transform symptomatic states to create memorable and mindful resilience.

Educational Objectives: 1. Demonstrate two Ericksonian techniques found in music to rapidly induce trance 2. Describe how to utilize music to guide associations

SC 59

Patrick McCarthy, MBCHB

REMINGTON C/
RUSSELL A

HOW TO USE HYPNOSIS TO HELP SLEEP DISORDERS

This course will teach the best behavioral approach to insomnia followed by the role of hypnosis to address, initiatory insomnia, mid phase insomnia and early morning waking as well as ways to treat nightmares, night terrors and parasomnias. I have used these techniques with over 4,000 people in New Zealand.

Educational Objectives: 1. Describe the most appropriate behavioral technique to vastly improve sleep and how to use self-hypnosis to treat initiatory insomnia, mid phase insomnia and early waking. 2. Explain how to combine classical hypnosis with over 300 Ericksonian language suggestions in a "best of both worlds" approach that takes just 30 minutes.



SATURDAY December 12

9:45 AM-10:45 AM

CD5 • Clinical Demonstration 5 Regency C

Jeffrey Zeig, PhD

ADVANCED TECHNIQUES OF EXPERIENTIAL THERAPY

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

Educational Objectives: 1. Indicate how to use experiential methods for assessment and treatment 2. Describe the efficacy of "orienting towards"

CD6 • Clinical Demonstration 6 Regency B

Alexander Simpkins, PhD and Annellen Simpkins, PhD

ADDING MINDFULNESS TO YOUR PRACTICE: TEACHING MINDFUL SKILLS FOR BETTER SELF-REGULATION

Mindfulness has been well researched as an efficacious addition to psychotherapy. Adding a mindful perspective for your client teaches helpful tools which promotes the therapeutic process and enhances your interventions on many levels. This clinical demonstration shows how to work with client suffering to bring about a feeling of presence and wellbeing. The client's problem is viewed through a different lens of the present moment, without judgment, and through acceptance. Transformation is possible here and now as the audience and the client step together with us on the mindful path.

Educational Objectives: 1. Explain the fundamentals of mindfulness as applied to psychotherapy 2. Discuss how, and when to use mindfulness and practice doable methods for weaving mindfulness into the therapeutic session

TP1 • Topical Panel 1 Phoenix Ballroom

OCD/ANXIETY

Carolyn Daitch, Krzysztof Klajns, Lynn Lyons, Reid Wilson

TP2 • Topical Panel 2 Gilbert

SPIRITUALITY

Kathleen Donaghy, John Lentz, Kathryn Rossi, Bill Wade

TP3 • Topical Panel 3 Sundance

HOMEWORK ASSIGNMENTS

Maggie Phillips, Bernhard Trenkle, Teresa Garcia-Sanchez, Susan Dowell

D1 • Dialogue 1 Regency A

ERICKSONIAN SUPERVISION

Helene Adrienne, Camillo Lorioed, Scott Miller

D2 • Dialogue 2 Regency D

THERAPIST INSPIRATION AND RENEWAL

Sheldon Cohen, Cheryl Bell-Gadsby, Michael Hoyt, Michael Munion

CH1 • Conversation Hour 1 Curtis B

ABOUT MRS. ERICKSON

Marilia Baker, MSW

11:00 AM-12:00 PM

CD7 • Clinical Demonstration 7 Regency C

Stephen Gilligan, PhD

GENERATIVE THERAPY: USING POSITIVE CONNECTIONS TO CREATE TRANSFORMATIONAL CHANGE

This demonstration will show how generative psychotherapy is organized around three positive connections: (1) a positive intention/goal, (2) a "felt sense" of somatic presence, and (3) positive resources. These positive connections provide a structural base around which a creative session, including generative trance work, may be unfolded to achieve therapeutic outcomes.

Educational Objectives: 1. Explain how to identify positive intentions/goals, and resources. 2. Discuss how these positive connections may be the base for unfolding a therapeutic session.

CD8 • Clinical Demonstration 8 Regency B

Betty Alice Erickson, MS, LPC, LMFT

CONVERSATIONAL HYPNOSIS—FOR THE CLIENTS' SOLUTIONS

Client perspectives can be understood through conversational hypnosis by tuning in to underlying meaning. Ideas can be presenter in indirect ways. They get to choose what fits them the best.

Educational Objectives: 1. List three ways to offer new perspectives to clients 2. Given the patient, describe three ways to surmount client reluctance to proceed more adaptively.

TP4 • Topical Panel 4 Phoenix Ballroom

ABOUT MILTON ERICKSON

Connirae Andreas, Neil Fiore, Richard Gellerman, Robert McNeilly

TP5 • Topical Panel 5 Gilbert

FAMILY APPROACHES

John Frykman, Camillo Lorioed, Wendel Ray, Michele Ritterman

TP6 • Topical Panel 6 Sundance

ANECDOTES AND METAPHORS

Eric Greenleaf, Rick Miller, Joyce Mills, Bill O'Hanlon

D3 • Dialogue 3 Regency A

CREATIVITY

Ronald Alexander, Rubin Battino, Cheryl Bell-Gadsby, Krzysztof Klajns

D4 • Dialogue 4 Regency D

AFFECT REGULATION

Sheldon Cohen, Carolyn Daitch, Joseph Dowling, Reid Wilson

CH2 • Conversation Hour 2 Curtis B

CONVERSATION HOUR WITH...

Robert Dilts

12:00 PM-1:15 PM LUNCH BREAK

INTERACTIVE EVENTS

EDUCATIONAL OBJECTIVES:

All Topical Panels: Compare and contrast clinical and philosophical perspective of experts.

All Dialogues: Given a topic, describe the differing approaches to psychotherapy, and identify the strengths and weaknesses of each approach

All Conversation Hours: Analyse and assess the philosophies of various practitioners and theorists

SATURDAY December 12

1:15 PM-2:15 PM

CD9 • Clinical Demonstration 9 Regency C

Bill O'Hanlon, MS
SOLUTION-ORIENTED HYPNOSIS

You will see a model derived from Dr. Erickson's work that does not involve suggestion as the hypnotic method for creating change, but instead evocation. This gentle, empowering method avoids imposing the therapist's theories and values on the client.

Educational Objectives: 1. Describe the basic principles of Solution-Oriented Hypnosis. 2. Contrast Solution-Oriented Hypnosis with suggestive approaches to hypnosis and hypnotherapy.

CD10 • Clinical Demonstration 10 Regency B

Lilian Borges, MA, LPC
EXPERIENTIAL THERAPY:

INTEGRATING THERAPIST SCULPTING AND HYPNOSIS

In this workshop we will learn how to provide effective experiential treatment rather than offering didactic information or treatment protocols. We can enter the patient's phenomenological world even with the most difficult patients. Borges will demonstrate an integrative approach that is brief, experiential, phenomenological, and effective. Therapist sculpting allows the therapist attune to the client's experience; empathize with them; help the client to disengage from the problem; focus on what is important; and help the client discover new possibilities

Educational Objectives: 1. Describe how to engage the client in therapist sculpting 2. Describe two uses of therapist sculpting with a difficult therapeutic situation

TP7 • Topical Panel 7 Phoenix Ballroom

DEPRESSION
Connirae Andreas, Sofia Bauer,
Teresa Robles, Michael Yapko

TP8 • Topical Panel 8 Gilbert

HYPNOSIS IN BRIEF THERAPY
John Beahrs, Consuelo Casula,
Kathleen Donaghy, Richard Gellerman

TP9 • Topical Panel 9 Sundance

UTILIZATION
Joseph Dowling, Betty Alice Erickson,
Wendel Ray, Dan Short

D5 • Dialogue 5 Regency A

ABOUT MILTON H. ERICKSON II
Norma Barretta, Robert Dilts, Jane Parsons-Fein, Neil Fiore

D6 • Dialogue 6 Regency D

MEDITATION AND HYPNOSIS I
Douglas Flemons, John Lentz, Kathryn Rossi

CH3 • Conversation Hour 3 Curtis B

CONVERSATION HOUR WITH...
Scott Miller

2:30 PM-3:30 PM

CD11 • Clinical Demonstration 11 Regency B

Stephen Lankton, LCSW, DAHB
EXPERIENTIAL HYPNOSIS

An audience member with a significant and workable problem will be chosen and Lankton will perform a therapy-demo with that person.

Educational Objectives: 1. Determine what constitutes a reasonable treatment contract for brief hypnotherapy. 2. Create an experiential treatment plan to elicit change. 3. Describe two experiential interventions to help fulfill the treatment plan in hypnosis.

CD12 • Clinical Demonstration 12 Regency C

Steve Andreas, MA

TRANSFORMING NEGATIVE SELF-TALK INTO A SUPPORTING ALLY

We all talk to ourselves internally, sometimes resourcefully, sometimes critically, sometimes with our own voice, sometimes with the voices of others. Changing the unconscious nonverbal process elements of a voice is usually much more effective and emotionally impactful than changing the words.

Educational Objectives: 1. Identify unconscious nonverbal elements of a voice to alter its impact. 2. Enlarge the context of a voice in space and time to clarify and deepen its meaning.

TP10 • Topical Panel 10 Phoenix Ballroom

RESISTANCE
Douglas Flemons, Bruce Gregory,
Scott Miller, Michael Munion

TP11 • Topical Panel 11 Gilbert

MEDITATION AND HYPNOSIS
John Frykman,
Stephen Gilligan, Carol Kershaw

D7 • Dialogue 7 Regency A

EGO STATES
Maggie Phillips, Susan Dowell,
Robert Schwarz

D8 • Dialogue 8 Regency D

HABITS
Jorge Abia, Neil Fiore,
Richard Landis, Albina Tamalonis

D9 • Dialogue 9 Sundance

WOMEN AND HYPNOSIS
Consuelo Casula, Lilian Borges,
Michele Ritterman

CH4 • Conversation Hour 4 Curtis B

CONVERSATION HOUR WITH...
Ernest Rossi

3:45 PM-4:45 PM

CD13 • Clinical Demonstration 13 Regency C

Michael Yapko, PhD

HYPNOSIS AND EXPERIENTIAL LEARNING

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

Educational Objectives: 1. Describe the merits of hypnosis in catalyzing therapeutic goals. 2. Demonstrate the use of hypnosis as a means of empowering clients.

CD14 • Clinical Demonstration 14 Regency B

Brent Geary, PhD

TARGETED UTILIZATION OF DISSOCIATIVE PROCESSES IN HYPNOSIS

Dissociation is the bedrock of hypnosis. It is important for clinicians to consider the many ways in which dissociation can be utilized in every session. This demonstration will illustrate various direct and indirect methods that incorporate dissociation in service of the goal for treatment.

Educational Objectives: 1. Identify three occasions during the demonstration when dissociation is purposefully utilized. 2. List four indirect interventions within the demonstration that promoted dissociation.

TP12 • Topical Panel 12 Phoenix Ballroom

TRAUMA

**Tamer Dovucu, Maggie Phillips,
Robert Schwarz, Dan Short**

TP13 • Topical Panel 13 Gilbert

HYPNOTIC LANGUAGE

Stephen Lankton, Steve Andreas, Rubin Battino

D10 • Dialogue 10 Regency A

TEACHING HYPNOSIS

**Norma Barretta, Teresa Garcia-Sanchez
Robert McNeilly, Teresa Robles,**

D11 • Dialogue 11 Regency D

HYPNOSIS AND NEUROSCIENCE

Carol Kershaw, Annellen and Alexander Simpkins, Bill Wade

D12 • Dialogue 12 Sundance

ABOUT MILTON H. ERICKSON III

Bill O'Hanlon, Eric Greenleaf, Stephen Gilligan, Gary Ruelas

CH5 • Conversation Hour 5 Curtis B

CONVERSATION HOUR WITH...

Roxanna Erickson Klein

5:00 PM-6:00 PM

CD15 • Clinical Demonstration 15 Regency C

Robert Dilts

RESOLVING IDENTITY CONFLICTS THROUGH THE "TETRA LEMMA"

Conflicts of identity most often show up in the form of a struggle between our idealized self (ego) and the shadow it necessarily creates. This struggle shows up as an inner conflict or dilemma of some sort. This demonstration will show how to go beyond conflicts created by bipolar thinking using the Buddhist mindfulness process of the "tetra lemma."

Educational Objectives: 1. Identify and sort identity level conflicts into the fundamental dilemma beneath them. 2. Demonstrate how to use multiple perspectives to create a state of non-attachment and new choices

CD16 • Clinical Demonstration 16 Regency B

Dan Short, PhD

WORKING WITH DEEP TRANCE PHENOMENA

Erickson commented that, for most clinical work, a light to medium trance is sufficient. But there are instances when it is helpful to elicit deep trance phenomena, such as hypnotic amnesia, immobility, analgesia, dissociation, and positive hallucinations. The elicitation of these abilities will be demonstrated as well as utilization of failure to produce certain deep trance phenomena.

Educational Objectives: 1. Describe how to elicit deep trance phenomena. 2. Explain how to use resistance to the client's advantage.

TP14 • Topical Panel 14 Phoenix Ballroom

MIND/BODY/MEDICAL HYPNOSIS

Jorge Abia, Helen Adrienne, Ronald Alexander, Gary Ruelas

TP15 • Topical Panel 15 Gilbert

USE OF HUMOR

**Michael Hoyt, Richard Landis,
Albina Tamlonis, Bernhard Trenkle**

D13 • Dialogue 13 Regency A

WORKING WITH SYSTEMS

Tamer Dovucu, Bruce Gregory, Stephen Lankton

D14 • Dialogue 14 Regency D

CHILDREN AND ADOLESCENTS

Lynn Lyons, Joyce Mills, Susy Signer-Fischer

D15 • Dialogue 15 Sundance

SEX/GENDER

Rick Miller, Sofia Bauer, Jane Parsons-Fein

CH6 • Conversation Hour 6 Curtis B

CONVERSATION HOUR WITH...

Michael Yapko

SATURDAY December 12

6:15 PM-7:15 PM

Join us in the Atrium Author's Hour / Book Signing



Coffee? But of course!

Wednesday December 9	7:30-8:30 AM	Atrium
Thursday December 10	8:30-9:30 AM	Atrium
Friday December 11	8:00-9:00 AM	Atrium Regency Foyer
Saturday December 12	7:30-8:30 AM	Atrium Regency Foyer
Sunday December 13	8:00-9:00 AM	Atrium Regency Foyer
Monday December 14	8:30-9:30 AM	Gilbert

Courtesy of the
MILTON H. ERICKSON FOUNDATION

7:30 AM

REGISTRATION

ATRIUM
LEVEL

8:30 AM-10:30 AM

FH 7



Fundamentals of Hypnosis 7

Bill O'Hanlon, MS

THE NINE ESSENTIAL ELEMENTS OF INDUCTION

In this session, you will learn the nine essential elements that, when combined, can compellingly invite anyone into a trance. Derived from Dr. Erickson's work, these elements are fundamentally different from the elements of a traditional induction.

Educational Objectives: 1. List the nine elements of induction 2. Describe what splitting and linking are and to give at least one example of each

PHOENIX
BALLROOM

WORKSHOPS & CLINICAL DEMONSTRATIONS

CD 17 CLINICAL DEMONSTRATION 17

8:30-9:30AM

Eric Greenleaf, PhD

UTILIZING THE UNCONSCIOUS MIND

The unconscious mind concept and its processes are briefly described. Trance is induced by the patient's visual description of his/her unconscious. The problem is visualized, as in a dream. Trance is deepened by placing the image of the problem into the unconscious "to see what happens."

Educational Objectives: 1. To observe an Erickson-influenced utilization of the unconscious mind in therapy. 2. To develop a patient's own imagery into a healing method.

GILBERT

CD 18 CLINICAL DEMONSTRATION 18

9:30-10:30AM

Lynn Lyons, LICSW

HYPNOSIS AND ANXIETY: OPPORTUNITIES BEYOND RELAXATION

Treating anxiety with hypnosis often focuses on relaxation and calmness; and while physiological regulation is an important anxiety-managing skill, hypnotic interventions with anxious clients offer rich opportunities to shift the relationship and responses people have to anxiety and worry. Hypnosis can introduce important cognitive skills that interrupt the process of worry and anxiety while creating an experience of malleability.

Educational Objectives: 1. Identify the cognitive patterns that can be interrupted hypnotically. 2. Give an example of a post-hypnotic suggestion that supports a different response to anxiety symptoms.

GILBERT

WS 27

Connirae Andreas, PhD

THE WHOLENESS PROCESS:

A NEW FORM OF MEDITATION THAT RESOLVES LIFE ISSUES

Eastern spiritual teachings tell us that "suffering" goes away when we dissolve the ego. But what is the 'ego' and how does one dissolve it? You'll be introduced to a new way of doing inner work, which offers a precise way of dissolving the everyday sense of the ego. It can be used both to heal and resolve problems, AND as a gentle personal practice. Typical results include *deep relaxation of the nervous system, *greater capacity to deal with stress with grace and humor, *resolves sleep issues. The session will include group experience and a short demonstration.

Educational Objectives: 1. Describe a simple experiential way to define "ego" or "self". 2. Explain how the experience of this "self" is inaccurate, separates us from our experience and is limiting. 3. List a specific way to transform the experience of "self" so that we are no longer limited by its inaccuracy.

SUNDANCE

WS 28

Sheldon Cohen, MD

RUSSELL BC

WHAT NOBEL WRITERS HAVE TO TEACH US ABOUT HYPNOSIS

Dr. Cohen will be discussing the works of two Nobel writers: Thomas Mann and Isaac Vaschavishs Singer. Thomas Mann (Mario and the magician), an itinerate magician embarrasses a young man and gets his just desserts. Isaac Bashevis Singer (the Magician of Lublin), the beautiful story of an itinerant magician, and pre-war Poland, who puts everyone in a trance.

Educational Objectives: 1. Explain the importance of a therapist not behaving like a stage magician. 2. Describe the need to separate clinical from non-clinical situations, and to beware of using hypnosis in your personal life.

WS 29

Betty Alice Erickson, MS, LPC

REGENCY D

UNDERSTANDING THE LANGUAGES OF THE CLIENTS

Clients tell us their symptoms but rarely directly tell us the causes. Sometimes they don't know; sometimes it's too painful. This workshop will discuss ways to hear more effectively and then communicate back areas ways of healing in ways they will accept and absorb. There will be exercises and demonstrations.

Educational Objectives: 1. List three ways to understand the causes of symptoms. 2. Indicate three ways of tailoring a therapeutic message. 3. Describe an Ericksonian strategy for effectively understanding symptomatic behavior.

WS 30

Neil Fiore, PhD

BOREIN AB

OVERCOME PROCRASTINATION BY INTEGRATING YOUR EGO STATES

Procrastination keeps students and professionals stuck in avoidance, guilt and depression. 30-year's research has led to an effective treatment for focusing on productivity, including: Dialectic Behavioral and Ego-State Therapy, Desensitization and hypnosis to create a stress-free work environment. Benefits include improved time management, productivity, self-efficacy, efficiency, and sense of worth.

Educational Objectives: 1. Define the inner conflict between the Authoritarian and Rebellious ego-states 2. Explain the differences between the Self-talk of Procrastinators versus the Language of Producers

WS 31

Ricardo Feix, MD

REMINGTON AB

HOW TO MANAGE ANOMALOUS EXPERIENCES DURING DEEP TRANCE ON CHALLENGING PATIENTS

Dr. Feix describes five challenging cases of high-hypnotizable patients of his own medical practice. During deep trance, those patients expressed anomalous experiences like: automatic writing, deep memories, psi-related experiences, mystical experiences and near death experiences. He also discusses technical and ethical issues on clinical special management.

Educational Objectives: 1. Describe unusual situations which can surprise the hypnotist when patients in deep trance express anomalous phenomena. 2. Identify the therapist knowledge, ability and attitude needed for competent technical and ethical management of challenging patients in deep trance when expressing anomalous experiences.

WS 32

Bruce Gregory, PhD

CURTIS A

THE BUTTERFLY AND THE ELECTRON: THE INTEGRATION OF QUANTUM PHYSICS WITH MIND-BODY HYPNOTHERAPY IN THE TRANSFORMATION OF CONSCIOUSNESS

The workshop will address how quantum principles and variables can be integrated into treatment in the facilitation of unconscious healing processes and the transformation of consciousness. The Erickson Resistance protocol will be utilized as a template to demonstrate how creativity, validation, appreciation, and the utilization of opposites can support the transformation of resistance into receptivity.

Educational Objectives: List two ways quantum principles and variables can be utilized to creatively focus attention. 2. Describe two ways the Heisenberg Uncertainty principle can be applied to reduce stress and increase trust within the professional providing treatment.

QUESTIONS ABOUT THE CONFERENCE?

ASK AT ONSITE REGISTRATION (SEE MAP)

THE MILTON H. ERICKSON FOUNDATION

2632 East Thomas Road, Suite 200 • Phoenix, Arizona 85016

Phone: 602-956-6196 • Fax: 602-956-0519

WS 33

Michael Hoyt, PhD
SINGLE SESSION THERAPY

CASSIDY

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. Identify tasks and skills associated with different phases of sessions and treatments 2. Describe brief therapy techniques that may be useful in different clinical situations

WS 34

Stephen Lankton, LCSW, DAHB
TOOLS OF INTENTION

REGENCY AB

This workshop will teach five positive techniques that can make experiential hypnosis successful. Dysfunctional families fail to teach children how to use their experiences to succeed. Consequently, clients learn dozens of self-defeating habits and later present in our offices as adults with depression, anxiety, phobias, etc. The desire to change, insight, and motivation do not counteract those habits - nor does mere suggestion create such change. This is largely due to the problem-solving strategies used by clients as they continually create counterproductive experiences. Yet, experience is the key to cure. The Tools of Intention protocols go beyond self-talk and words and create targeted experiences. These are invaluable tools for overcoming learned limitations and achieving self-mastery in various desired situations. Therapy can proceed without them, but with them, the therapeutic process is explicit, focused, and efficient.

Educational Objectives: 1. Describe the protocol and indications for Chunking Logic and Vivid Symbolic Imagery. 2. Explain the protocol and indications for the Self-Image Thinking protocol. Describe the protocol and indications for Emanate Imagery and the Heart-Joy protocol.

WS 35

Rick Miller, MSW
INTEGRATIVE THERAPY WITH GAY MEN...THE GIFT OF PRESENCE

ELLIS EAST

Clinical hypnosis offers a powerful approach to enhancing and increasing sensory awareness for gay men. This creates a powerful resource for restoring connections, due to histories of alienation both from society as well as internally. Such connections provide a bridge between the self and body, something that is disowned by many gay men. This workshop defines and illustrates successful hypnosis-facilitated interventions to enhance the treatment of gay men.

Educational Objectives: 1. Participants will be able to define why hypnosis is a preferred treatment modality for gay men. 2. Participants will be able to utilize at least three successful hypnosis scripts with gay men.

WS 36

Jane A. Parsons-Fein, LCSW, BCD, DAHB
EXPERIENCE MILTON H. ERICKSON:
WATCH HIS FACE, HEAR HIS VOICE, LEARN FROM HIS CASES

REGENCY C

"In the Room with Milton H. Erickson, M.D." focuses exclusively on Erickson. Going beyond Freud, Erickson conversed with the unconscious of his students saying, "Trust your unconscious; It knows more than you do." Experiencing Erickson shifting his inner states in a continuous flow of unconscious communication is the closest participants can come to learning hypnosis from Erickson himself.

Educational Objectives: 1. Participants will discover the transformational power of Erickson's comfort with his own unconscious as he moves with students back and forth from conscious to unconscious. 2. Participants will refine their use of language by observing patient's responses to their developing new ways of using language.

WS 37

Wendel Ray, PhD
CHANGING "PROBLEM" ADOLESCENT BEHAVIOR BY COACHING PARENTS

ELLIS WEST

Identifying relationship dynamics out of which problem behavior emerges and evoking constructive change by coaching parents is essential to the Family Therapy Don Jackson pioneered - Original recordings will illustrate such learnable skills as comprehending implied relationship messages, and utilizing the client's world view to facilitate success in parenting.

Educational Objectives: 1. Participants will increase skill at hearing and making overt messages about the nature of relationships that are implied in how people speak with one another. 2. Participants will increase skill at understanding and using client's language and world view to enhance cooperation in promoting constructive change.

WS 38

Kathryn Rossi, PhD, Ernest Rossi, PhD and Carolyn Sauer, PhD
OM UP! OPTIMIZING SPIRITUAL YOGA WITH ERICKSONIAN MIND-BODY WORK

CURTIS B

How can we optimize classical yoga with Ericksonian mind-body work? This experiential workshop utilizes Ericksonian approaches with the entire audience as well as individual volunteers. Through story and movement we will access new dimensions of our emerging consciousness with the 4-stage creative psychosocial genomic cycle. Open for all fitness levels.

Educational Objectives: 1. List 4-stages of the creative cycle of yoga narratives. 2. Cite research relating classical yoga and current neuroscience.

WS 39

Ronald Alexander, PhD
ACCESSING THE BODY'S WISDOM:
TRANSFORMING SYMPTOMS TO HEALING RESOLUTIONS WITH ERICKSONIAN HYPNOSIS,
SOMATICS AND MINDFULNESS BASED PSYCHOTHERAPY

REMINGTON C/
RUSSELL A

Milton Erickson the creator of the Ericksonian approach for mind body healing held the view that psychosomatic symptoms were a direct gateway to the healing power of the creative unconscious. This workshop will provide training for all who want new clinical skills for changing the way they think and feel and creating opportunities for personal and/or systemic transformation. The workshop will include teaching Ericksonian hypnotic methods, Somatic breathing styles, and Mindfulness Meditation Training and Buddhist psychological principles. This workshop will be a balance of theory and practice, direct experience and clinical demonstration, personal growth and professional development.

Educational Objectives: 1. Describe utilizing healing metaphors for the rapid treatment of trauma, pain and transforming destructive emotions. 2. Explain framing, reframing, and de-framing old patterns and core beliefs for generating new learning's for creating new neural pathways for brain-mind reeducation and Brain plasticity

10:45 AM-12:45 PM

FH 8



Fundamentals of Hypnosis 8

Stephen Lankton, LCSW, DAHB
LANGUAGE IN HYPNOSIS

PHOENIX
BALLROOM

One of the most important aspects of the development of a deep and relevant hypnotic experience in therapy is the use of language. The skillful use of language is necessary for both induction and treatment. While direct suggestion might seem to be an easy technique to master, there are many considerations that should guide the therapist's selection and choice of words and delivery. The use of indirect suggestions, binds, confusion technique, and metaphor is commonly associated with Dr. Erickson's later work. These language-forms create a still greater challenge for therapists. Dozens of ideas and guidelines and formulas for creating the language of hypnosis will be shared by one of Erickson's former students who specialize in teaching basic and advanced language patterns.

Educational Objectives: 1. Explain the ethics and rationale for using indirection. 2. Create 5 forms of indirect suggestion to facilitate induction or treatment goals. 3. Create and use 3 forms of double binds and 2 forms of confusion technique.

WORKSHOPS & CLINICAL DEMONSTRATIONS

CD 19

CLINICAL DEMONSTRATION 19
10:45-11:45 AM

GILBERT

Carol Kershaw, PhD
DEEP TRANCE FOR PROBLEM RESOLUTION

Milton Erickson did fascinating work with deep states of hypnosis. Neuroscience has caught up to what he knew; that the mind/brain reorganizes memory and develops creative solutions in deep states of trance. In these deep states, the brain releases a neuropeptide called "anandamide," a Sanskrit word for bliss, which has healing qualities for difficult problems. This demonstration shows a method for accomplishing this healing state.

Educational Objectives: 1. Demonstrate how to develop a deep trance state for healing. 2. Model a protocol for developing unconscious solutions for difficult problems from the deep state.

Bernhard Trenkle, Dipl. Psych

SELF-HYPNOSIS TRAINING AS A FIRST TRANCE INDUCTION

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

WS 40

Steve Andreas, PhD

THE NUTS AND BOLTS OF SELF-CONCEPT—AND HOW TO ADJUST THEM

Our identity provides both a keel and a compass as we sail through the seas of life, maintaining stability and direction. However, if it's poorly designed, it won't work very well in stormy weather, and stability can also interfere with changing direction when we want to do that.

Educational Objectives: 1. Elicit the unconscious structure of self-concept. 2. Adjust both the form and content of this structure to improve it.

ELLIS WEST

WS 41

Tamer Dovucu, MA

OPTIMUM BALANCE MODEL (OBM) THE BRIDGE BETWEEN ERICKSONIAN THERAPY AND SYSTEMS THINKING

I'll try to explain 3 main models of OBM and its relationships with system thinking and Ericksonian approach. So what Erickson did could be visible by identifying background system dynamics of his therapy. I'll also show some techniques of OBM which can be used in therapy room with great impact.

Educational Objectives: 1. Describe the complexity and disorderly-ness level of a problem. 2. Describe the structure of a problem as a system. 3. Describe the steps of a change process in OBM psychotherapy.

REMINGTON C/
RUSSELL A

WS 42

Joseph Dowling, MS

ZONEFULNESS: AN ERICKSONIAN APPROACH TO PEAK PERFORMANCE IN THE GAME OF LIFE

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

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

REMINGTON AB

WS 43

**Roxanna Erickson-Klein RN, PhD, Kathryn Rossi, PhD,
and Ernest Rossi, PhD, and Richard Hill, MBMSc, Med, MA**
**ERICKSONIAN APPROACHES, APPLIED IN FOUR DISTINCT WAYS:
THE COLLECTED WORKS OF MILTON H. ERICKSON**

Ernest Rossi, Roxanna Erickson-Klein Kathryn Rossi and Richard Hill review the case work of Milton H. Erickson, MD in counseling, psychotherapy, therapeutic hypnosis and rehabilitation as evidence-based cognitive behavior therapy to treat anxiety, depression and trauma. This experiential workshop explores the timeless nature of the work of Milton H. Erickson, who substantially influenced the manner that psychotherapy is practiced in the 21 century.

Educational Objectives: 1. List Milton H. Erickson's naturalistic case work treating anxiety, depression and trauma. 2. Cite updates on the research and clinical techniques of counseling, psychotherapy and rehabilitation 3. Practice Erickson's naturalistic approach to therapeutic hypnosis as an evidence-based cognitive behavior therapy.

REGENCY C

WS 44

Eric Greenleaf, PhD and Christine Guilloux, Psychotherapist

SUNDANCE

NARRATIVES OF RECOVERY

Participants write brief narratives of their path to vocation, read them in groups of two, then write and share narratives of their recovery from serious illness. Then, each will conduct an interview of their partner, to search out a narrative of the most powerful factor in their recovery.

Educational Objectives: 1. To situate oneself as a practitioner in narratives of recovery from illness. 2. To use writing and listening skills to aid patients in recovery from illness.

WS 45

John Frykman, M.Div. PhD,

RUSSELL BC

co-presenting: Kristin L. Frykman, Barbara Clevenger, Michael Hoyt

KNOWING AS A SKILL:

PERSON THROUGH ACCEPTANCE & CHANGE OF NEW TECHNOLOGIES

There are so many ways we can learn to know each other, work with each other. Redefine who the other is. In this workshop you will learn about acceptance, change and radical change. Meet and interact with real people aged 21-100 years. Actively begin a journey to participate.

Educational Objectives: 1. To understand the difference between knowing and recognizing. 2. To learn at least three skills of how to "know". 3. To recognize the importance of being able to "know!"

WS 46

Richard Landis, PhD and Gary Ruelas, DO, PhD

CASSIDY

A LOOK BEHIND THE CURTAIN:

DEEPER MECHANISMS OF CHANGE

Using Ericksonian perspectives, this workshop will offer theory, tools and practice to understand, engage and use molecular and intangible forces that surround and affect all of us. We will discuss research-based nutrients, fluids and common energy fields that can result in mitochondrial efficiency, cellular membrane resonance, co-enzyme utilization all working in balance to enhance optimal mental and physical health.

Educational Objectives: 1. List four major DSM-V categories that are directly affected by mitochondrial functioning. 2. Describe the nature of natural bioelectric fields in how they relate to fostering healthy human connections. 3. Explain the role of co-enzymes in the creation and maintenance mental and physical health. 4. Explain the difference between curing and regaining mental, physical and spiritual balance.

WS 47

Lynn Lyons, LICSW

REGENCY D

USING HYPNOSIS WITH CHILDREN:

HOW TO CREATE GREAT INTERVENTIONS

Hypnosis and children are made for each other. Children offer us their imaginations, love of stories, and often their curiosity and openness; hypnosis as a therapeutic tool is a way to capitalize on all of this. This workshop provides a template for identifying the best targets and creating effective interventions, and discusses how to integrate hypnotic techniques into your work with children.

Educational Objectives: 1. Describe two reasons to use a formal hypnotic process and two reasons to use an informal process with children. 2. Give an example of a post-hypnotic suggestion for use with a child in a medical setting.

WS 48

Robert Schwarz, PsyD

ELLIS EAST

THE LEADING EDGE OF TRAUMA TREATMENT:

INTEGRATING ERICKSONIAN & ENERGY PSYCHOLOGY APPROACHES

Following the idea that the mind controls the flow of information and energy, this workshop presents an elegant integration of Interpersonal neurobiology, polyvagal theory and memory reconsolidation that underlies both Ericksonian and Energy Psychology approaches to trauma treatment. Specific clinical tools and strategies to tailor tools to clients will be presented.

Educational Objectives: 1. Elucidate the three steps of memory reconsolidating and how Ericksonian approaches and Energy psychology achieve them. 2. Describe 2 methods to translate polyvagal theory into specific hypnotic imagery to create an increased sense safety in clients.

WS 49

Joyce Mills, PhD, LMFT

CURTIS B

CULTURE, METAPHORS AND PLAY: FINDING THE RAINBOWS THROUGH THE STORMS

Currently, trauma and attachment garner major attention in psychotherapy. However, seriously overlooked is the impact historical oppression has on healing children, adolescents, and families. This resiliency-focused, experiential workshop provides a socio-cultural lens through which to expand our ability to develop and utilize positive metaphors and imaginative play into our practices.

Educational Objectives: 1. Utilize cultural beliefs to transform trauma to healing. 2. Learn one "Storycraft" that can be used to help children connect with their inner strengths.

WS 50

Robert McNeilly, MBBS

CURTIS A

EASY HYPNOSIS - A COMMON EVERYDAY APPROACH AFTER ERICKSON

Building on Erickson's description of the common everyday trance and his invitation to look for solutions, we will explore a fail-safe method of inviting anyone into trance to assist individual clients to reliably and respectfully create their own individual solutions. The workshop will include lecture, demonstration and practice.

Educational Objectives: 1 To learn how to link hypnosis to the common everyday trance to make hypnosis easily available. 2 To learn how to predictably find a missing resource to create a solution unique to each individual client.

WS 51

Bart Walsh, MSW

BOREIN AB

EFFECTIVE MANAGEMENT OF CHRONIC ANXIETY AND DEPRESSION WITH ESSENTIAL NEUROBIOLOGICAL COMMUNICATION

Learn how to access deep levels of mind-body functioning for remission of chronic anxiety and depression. Essential neurobiological communication (ENBC) incorporates a form of body language known as ideomotor signaling. Affected individuals learn to fully manage these chronic conditions. Resolve past emotion using a non-invasive protocol integrating a progressive ratification sequence for grounding emotional adjustments in thought, perception and behavior.

Educational Objectives: 1. Understand the use of ideomotor questioning in resolving emotional experience. 2. Understand a method for accessing and quelling the source of chronic anxiety and depression.

WS 52

Michael Yapko, PhD
PROCESS-ORIENTED HYPNOSIS:

REGENCY AB

BEING GENERAL DELIBERATELY TO PRODUCE SPECIFIC RESULTS

Milton Erickson was often credited with being a "mind-reader," but he simply said he was more observant than most. Realistically, there are many common denominators of human experience that can make one seem a mind reader to a client when touching on them in the course of therapy. Hypnosis can be especially well used to address generalities that have very specific effects. In this workshop, we'll explore this gentle style of hypnotic intervention.

Educational Objectives: 1. To describe and discuss recent studies on the role of over-general cognitive style in treatment response. 2. To demonstrate how general language can generate specific effects in the listener.

12:45 PM-2:00 PM LUNCH BREAK

2:00 PM-4:00 PM

FH 9



Fundamentals of Hypnosis 9

Stephen Gilligan, PhD

PHOENIX
BALLROOM

THE PRIMACY OF NONVERBAL COMMUNICATION IN CREATIVE TRANCE WORK

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

Educational Objectives: 1. To list 4 different nonverbal techniques for effective hypnotherapy. 2. To show how these nonverbal techniques empower the verbal conversation of psychotherapy.

CD 21 CLINICAL DEMONSTRATION 21
2:00-3:00 PM

GILBERT

Rubin Battino, MS
CHATTING AS BRIEF THERAPY

Chatting has evolved over the years as the presenter's main mode of effective therapeutic change. This will be demonstrated with a volunteer. The essence of chatting is being so comfortable that each can share and talk openly. Sessions generally end with a summarizing hypnosis experience.

Educational Objectives: To understand the importance of two strangers meeting and being together comfortably.

CD 22 CLINICAL DEMONSTRATION 22
3:00-4:00 PM

GILBERT

Robert Schwarz, PsyD
INTEGRATING ENERGY PSYCHOLOGY AND ERICKSONIAN HYPNOSIS TO REMOVE THE PAIN OF A TRAUMATIC EVENT

Multilevel communication was important to Erickson. In this demonstration we will use "energetic communication". Energy Psychology (EP) approaches will be integrated within an Ericksonian framework to treat a traumatic event; first focusing on neutralizing the negative affect of the trauma with EP and then increasing positive resources and connections with Ericksonian Hypnosis.

Educational Objectives: 1. Describe the 4 steps of Emotional Freedom Techniques, 2. List at least two methods to increase connection to positive image of the future using Ericksonian Hypnosis

WS 53

Marilia Baker, MSW

CASSIDY

A YOUNG MAN AND HIS CANOE. THE LIFE-CHANGING JOURNEY WHICH PAVED THE WAY FOR MILTON H. ERICKSON'S THERAPEUTIC STRATEGIES.

Twenty-four months after recovering from an acute, life-threatening episode of poliomyelitis, still barely able to walk without crutches, twenty-one year old Erickson, undertook a voyage of discovery and transformation - ostensibly to improve his physical health and muscular strength - which significantly influenced his outlook on life, paving the way for his future therapeutic strategies. He paddled solo his canoe through a chain of lakes and rivers in Wisconsin and Illinois all the way to the Mighty Mississippi, and back to his alma mater in Madison. In my view, this experience contains the basic patterns of 'the hero's journey' as described by Joseph Campbell. I present three dimensions for discussion: 1) young Erickson's pathways toward heightened self-knowledge through mastery over ordeals and obstacles; 2) his indisputable triumph over physical limitations due to polio; and 3) the seeds of adult Erickson's clinical approaches as evidenced by strategies such as observation, distraction, utilization, task assignments or action metaphors. Participants are invited to reflect upon their own experiences and life transitions; to interact with others, and to describe, if they so wish, in what ways they have become the individuals, professionals, or clinicians they are today.

Educational Objectives: 1. Describe human developmental stages: adolescence; youth; young adulthood, maturity, and old age as transitions toward expansion of Consciousness. 2. Describe the roots of his therapeutic approaches as a clinician, such as observation, distraction, utilization, action metaphors.

WS 54

Lilian Borges, MA, LPC

CURTIS B

EXPERIENTIAL THERAPY AND ATTACHMENT

Sometimes individuals bring a long history of unsatisfying, or dysfunctional relationships they are tired of and are willing to change. They complain that they leave one relationship just to find another one with the same dysfunctional pattern they had previously. This workshop will address how to use experiential therapy to address attachment issues and change working models in individual therapy.

Educational Objectives: 1. Describe how to use experiential therapy to access core issues in the person's attachment history 2. Describe how to access and change attachment working models

WS 55

Susan Dowell, MSW, MA

REMINGTON AB

FOOTPRINTINGS: EGO-STATE THERAPY IN THREE DIMENSIONS

Footprintings is a new three-dimensional treatment approach designed to help patients get unstuck from self-limiting personal narratives. Nine color sets of Footprintings become literal tools to represent, explore and track shifting states of consciousness and to access untapped resources and body wisdom. This workshop will be both didactic and experiential.

Educational Objectives: 1. At the completion of this workshop, participants will be able to describe one way Footprintings can be utilized to facilitate imaginal rehearsals. 2. After completing this workshop participants will be able to demonstrate one way Footprintings can be utilized to track internal experience

CONVERSATIONAL UNCONSCIOUS COMMUNICATION

This is a therapeutic structuring of a therapist's speech in which there are two separate levels of meaning to the communication. The first level contains a normal everyday social context and the second level of the communication contains a concealed therapeutic message that is hopefully of value to the client and is understandable to the unconscious mind of the client. The purpose of this kind of communication is to enable the therapist to bypass the client's natural resistance to outside influence which is protective in nature but which can inhibit the client's natural learning process.

share and talk openly. Sessions generally end with a summarizing hypnosis experience.

Educational Objectives: 1. Describe the value of being able to communicate with the client's unconscious mind. 2. Construct a therapeutic metaphor. 3. Explain the basics of Conversational Unconscious Communication.

TRANCE PHENOMENA AND COOPERATION IN PSYCHOTHERAPY WITH OCD CLIENTS

OCD affects an estimated 2-3% of the adult population and is recognized by therapists as a difficult and long-lasting disorder. In this workshop will be presented a number of useful strategies based on B.B.Geary's continua of the trance phenomena concept in the OCD treatment. I will discuss especially Catalepsy, Age Regression and Dissociation as the main phenomena visible in compulsive symptoms. The importance of cooperation with client and the client's family will be discussed.

Educational Objectives: 1. To better understand OCD clients and therapists working with OCD
2. to apply trance phenomena ideas to clinical work

ACHIEVING GOALS: A HYPNOTICALLY BASED INNOVATIVE APPROACH

This advanced workshop is designed to offer participants tools to personalize and assist people in achieving goals, for weight loss, stop smoking, etc. The Author has developed a method that both personalizes and bypasses the usual glitches to success that utilizes hypnotic principles in unique ways.

Educational Objectives: 1. State two ways to avoid depending upon will power. 2. Describe the difference between positive and negative trance in achieving goals.

ADVANCED TECHNIQUES OF HYPNOSIS AND THERAPY

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 difference between emotions, moods, and states 2. Indicate 3 experiential methods for eliciting states 3. Given a patient, describe why visual techniques improve outcomes

LOVE & INTENTION

This workshop provides a framework for assessing clients along two important dimensions that impact therapeutic outcome: motivation and agency (perception of ability to create change). This fosters interventions that enhance the capacity for strategic interventions to be truly brief and solution focused. Participants will have the opportunity to observe and practice this approach.

Educational Objectives: Describe how to assess and enhance client's motivation for change. Explain a technique to help clarify and improve therapeutic outcome.

THE CLASS OF PROBLEMS/CLASS OF SOLUTIONS MODEL: NEVER BE STUCK AGAIN CLINICALLY

You will learn a generative model for hypnosis and therapy derived from Dr. Erickson's work that will keep you from being stuck clinically. Once you get this, you will be able to emulate some part of what Dr. Erickson did in therapy and hypnosis.

Educational Objectives: 1. Describe the Class of Problems/Class of Solutions Model 2. Generate an original intervention based on the model for one of your clients

WS 62

Teresa Robles, PhD

RUSSELL BC

THErapy BASED IN UNIVERSAL WISDOM

After introducing the concept of Universal Wisdom and the fundamental proposals of this therapy, focused on finishing with the "Culture of Suffering", I will demonstrate exercises that participants will practice and comment in the group. Before ending participants will share the tools they are taking for their practice.

Educational Objectives: 1. Know the concept of Universal Wisdom and how to utilizing it 2. Know the concept of the Culture of Suffering and how to work through it

WS 63

Brent Geary, PhD

REGENCY D

TREATMENT PLANNING WITH DISSOCIATION

This workshop explores the assumption that dissociation is involved in all psychological problems. If a clinician views patients' difficulties from this perspective, myriad possibilities for intervention are available, both hypnotic and otherwise. The manner in which dissociation can be considered in assessment, involved in treatment planning, and utilized in clinical techniques will be explained and illustrated.

Educational Objectives: 1. Identify five dimensions in which dissociation is involved in clinical presenting problems. 2. Explain the BASK/MORE Model of dissociation.

WS 64

Dan Short, PhD

BOREIN AB

EYES-OPEN HYPNOSIS:

WHEN TO USE IT AND WHY IT IS SO IMPORTANT

For many patients, hypnotic sleep comes as welcome relief from anxiety and stress. However, those who chronically procrastinate, fail to initiate problem-solving, and remain overly passive require a state of heightened arousal. Research supports the use of a performance-oriented flow state of consciousness for solving day-to-day problems effortlessly, with greater joy, and with eyes open.

Educational Objectives: 1. Describe how to induce a flow state of consciousness for the purpose of day-to-day problem-solving. 2. Explain how to elicit the same trance phenomena in eyes-open hypnosis as done with sleep hypnosis.

WS 65

Bernhard Trenkle, Dipl. Psych

REMINGTON C/
RUSSELL A

TREATING PHOBIA AND PANIC IN TEACHING HYPNOTIC SELF-TREATMENT TECHNIQUE

The Workshop teaches the use of hypnosis and self-hypnosis for treating phobias and panic disorders. Building hope and diminishing helplessness is essential for a successful therapy and the workshop will address different possibilities to achieve this. The core of the workshop is the demonstration of a self-treatment technique including self-hypnosis. Homework Assignments, Pattern disruption, systemic considerations and Stabilizing the treatment results are further topics.

Educational Objectives: 1. Describe a new approach for teaching self-hypnosis and apply it for the treatment of anxiety disorders. 2. Describe at least 3 techniques for building up hope and positive expectation



ELIZABETH & MILTON

4:15 PM-5:15 PM

K 3



Keynote 3

REGENCY AB

Ernest Rossi, PhD

BITS OR QUBITS: HOW SHOULD WE EXPERIENCE OUR CONSCIOUSNESS?

**AN INTRODUCTION TO THE QUANTUM DYNAMICS OF MIND/
GENE COMMUNICATION AND HEALING**

The emergence of the quantum world view a century ago poses new questions about the nature of human consciousness and how we should cultivate it. Classical cognition as we all use it in everyday life and computers is based upon the Limited Yes/No Logic of Bits - only 2 choices are available to respond to any life situation. Quantum consciousness, by profound contrast, defines the Qubit as a Superposition of Both Yes/No - with infinity more choices for responding to any situation! Tragedies of the human condition such as war, stress and illness can be ameliorated greatly in learning how to optimize human choice by facilitating the Quantum Dynamics of Mind/Gene Communication and Healing in politics, governance, business, education, ethics and psychotherapy.

Educational Objectives: 1. Distinguish between the yes/no limitations of ordinary cognition versus the expanded quantum possibilities of therapeutic hypnosis and psychotherapy. 2. List 4 stages of the creative cycle that optimize therapeutic hypnosis and psychotherapy. 3. Cite RNA/DNA psychosocial genomic research consistent with Erickson's Naturalistic Hypnosis.

5:15 PM-5:30 PM

CLOSING REMARKS



8:00 AM

REGISTRATION

9:00 AM-12:00 PM

OUTSIDE
GILBERT

MC 1 Post-Conference Master Class

GILBERT



Jeffrey Zeig, PhD and Stephen Gilligan, PhD BRIEF ERICKSONIAN PSYCHOTHERAPY

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



12:00 PM-1:30 PM LUNCH BREAK

1:30 PM-4:30 PM

MC 2 Post-Conference Master Class (Cont'd)

GILBERT

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



Raffle Winners

1 bedroom suite upgrade at \$129 group rate
Chau Muir

Coupon for 15% off final bill in Networks with purchase of entrée

Lee Goldman
Bruce Grossman
Richard Hammond
Glenn Bortnick
Eileen Cauley
Ron DeStefano
Galina Raykin
Joan Cartales
Klaus War
Nancy James

Coupon for 1 free appetizer per table in Networks with purchase of entrée

Elaine Berman
Poran Poregbal
Ron Mann
Rory Osborne
Inga Rojas
Kristopher Komarek
Nolan Penn
Anita Havey
Shawn Lare Brinkley
Gudbjorg Sveinsdottir

Coupon for 1 free dessert in Compass with purchase of entrée

Heather Sinclair
Joseph Sestito
Allison Mohan
Margo Castanga
Deborah Phillips
Gaylin Norris
Roger Shick
Sandra White
Carolina Costa
David Eisner
Marcelo Alvarez



Coupon for 1 free dessert in Compass with purchase of entrée (cont'd)

Johannes van Leeuwen
Maria Assis Filha
Connie McVey
Conrado Rodriguez
Antonio Bustillo
Michael Cook
Pamela Enders
Steve Carey
Jim Turnage
Lee Goldman
Daniel Sanderson

Alan Redstone
John Fugett
Carol Ellison

Coupon for a free upgrade to Corner King at Group Rate

Bjorn Wormnes
Idalia Mendoza-Carrion
Brian O'Connor
Joel Perlmutter
Barry Shelton
Anita Kaiser
Stephanie Riegel
Teresa Pignatelli
Mark Hirschfield
Ronald Lawrence

5000 Gold Passport Bonus Points

Patricia York
Miriam Berkovic
Michael Rhodes
Elaine Berman
Taunya Cox
Joseph D'Amico
Vera Dragonchuk
Arthur Oppenheimer
Heather Sinclair
Dennis Detweiler

QUESTIONS ABOUT THE CONFERENCE?

ASK AT ONSITE: REGISTRATION (SEE MAP)

THE MILTON H. ERICKSON FOUNDATION

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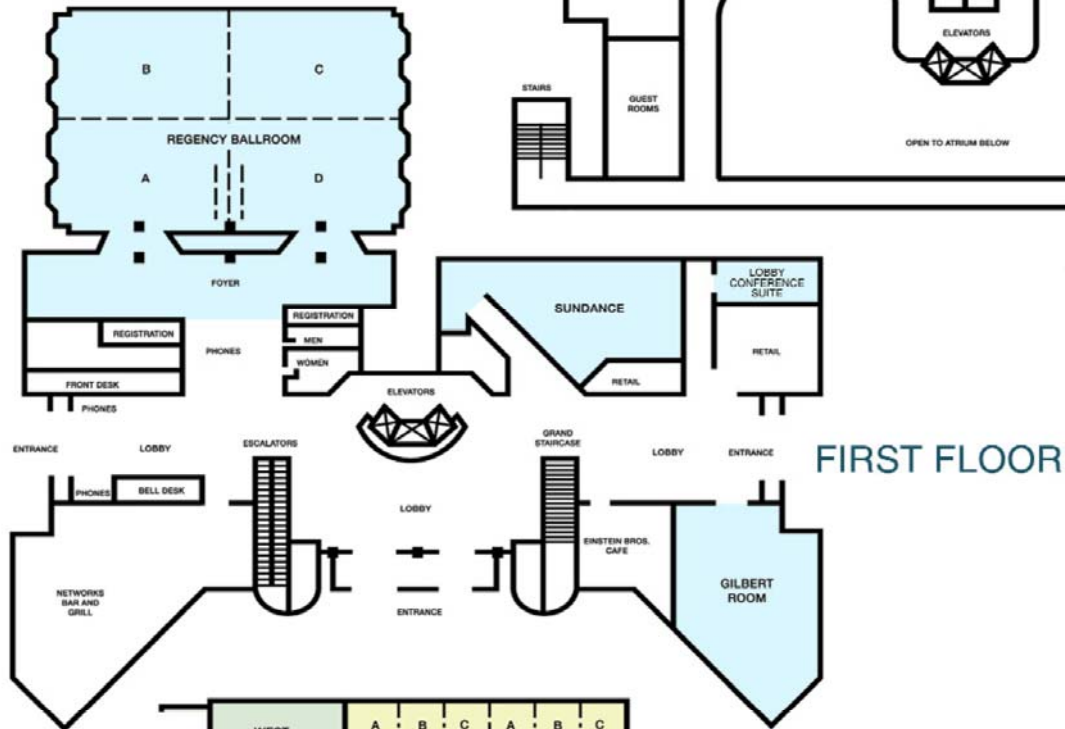
THE 12TH INTERNATIONAL CONGRESS

DECEMBER 10-13, 2015

PHOENIX
HYATT REGENCY



THIRD FLOOR



FIRST FLOOR



SECOND FLOOR