

Tentative syllabus as of Nov. 15, 2007. Textbooks will remain the same. Other readings may not.

University of Southern California

School of Social Work

SOWK 683
HYPNOSIS IN SOCIAL WORK PRACTICE
SPRING 2008

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I. Course Description

Hypnosis has had long and varied history, which in part has been characterized by a great deal of myth and misconception. The modern ethical practice of hypnosis is in accord with the social work value base and is a valuable intervention modality for clients in a number of settings and with a range of concerns. This course will examine major theoretical and practice applications of hypnosis in Social Work practice and develop a beginning level competency in the use of hypnosis.

Course material will include the history and theories of hypnosis, common myths and misconceptions, ethical uses of hypnosis, methods of hypnotic inductions, use of imagery and metaphors, and self-hypnosis. Specific practice applications will include the areas of: pain management (acute and chronic); anxiety management and phobias; habit changes such as smoking and eating; and ego supportive aspects of self-esteem, self-confidence, self-efficacy, and concentration and performance enhancement.

Beginning skills in hypnosis will be taught including trance induction, trance deepening, the use of direct and indirect therapeutic suggestion, ideomotor signaling, post hypnotic suggestion and re-alerting. Students will have supervised practice sessions in class to practice trance induction with each other.

II. Course Objectives

Upon completion of this course the student will:

1. Have an understanding of what hypnosis is as well as the myths and misconceptions about it.
2. Understand the ethical uses of hypnosis in social work practice.
3. Understand and be able to conduct basic trance inductions.

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4. Have a basic understanding of the principles of formulating hypnotic suggestions, hypnotic susceptibility, stages and depth of hypnosis, post hypnotic suggestions, hypnotic imagery and abreaactions.
5. Be familiar with the history of hypnosis and understand different theories of hypnosis.
6. Will understand and be able to perform trance deepening techniques.
7. Will understand and be able to use ideomotor signaling in hypnotic trances.
8. Will understand and be able to perform ego strengthening therapeutic suggestions in hypnotic trance.
9. Will have an understanding of applications of hypnosis to social work practice areas including acute and chronic pain management, post traumatic stress disorders (PTSD), work with children, anxiety, phobias, and habit control areas of tobacco cessation and weight management.
10. Understand issues of memory and false memory in relation to hypnosis.

III. Class Format

Classes will be small group seminars and will utilize a variety of teaching and learning methods. This will include formal lecture presentations, class discussion of assigned readings, demonstration and observation of hypnotic protocols, supervised experiential practice sessions, and discussion of hypnotic applications to clinical practice.

IV. Course Evaluation and Grading

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is

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tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

or if a percentage scale is used:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

(NOTE: Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

V. ATTENDANCE POLICY

Students are expected to attend all classes. **Students with more than two unexcused absences (or 6 hours absence from alternative class schedule) may risk failure.** This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. Course Expectations and Guidelines

Assignments

Midterm. The Midterm will be a Practical Competency Demonstration. This will be an in-class demonstration of an original trance induction/deepening protocol, which will include ego

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strengthening suggestions and an appropriate posthypnotic suggestion. The protocol must be written and will be turned in at the conclusion of the demonstration. Additional guidelines will be given out in class. A signup schedule of dates for the demonstration will be circulated during class.

Final Assignment. The final assignment will be a written paper. This will be a formal, referenced paper of approximately 12 pages on any topic of clinical application of hypnosis to social work practice. The paper will explore therapeutic strategies in relation to the chosen topic or client. Additional guidelines will be given out in class. Final Paper Due April 30, 2006.

Class Participation. Attendance and active class participation in class is essential for learning the material in this course. All students will have considerable class time to have supervised practice as the hypnotic facilitator as well as hypnotic subjects. Students are expected to come prepared, to give thoughtful consideration to the reading assignments, and to be willing to participate in practice sessions (students are not required to act as hypnotic subjects if they do not wish to). Each student will be responsible for leading class discussion about one assigned reading during the course. Class participation constitutes a part of the course grade.

Grade Allocation

Mid-Term Assignment	45%
Final Assignment	45%
Class Participation	10%

Late Assignments

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

Incompletes

A final grade of incomplete can only be given under extreme circumstances (as stated by university policy).

VII. Required Texts

Barabasz A, Watkins JG. (2005). *Hypnotherapeutic Techniques 2E*. New York, NY: Brunner-Routledge.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis.

Course Outline and Reading Assignments

Session 1 Introduction; Myths & Misconceptions; Definitions; Ethical Practice of Hypnosis; Demonstration

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Barabasz A, Watkins JG. (2005). The history of hypnosis and its relevance to present-day psychotherapy. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 1-26.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, Il: The American Society of Clinical Hypnosis. Ch. 1.

Session 2 Methods of Hypnotic Induction; Demonstration; Practice

Barabasz A, Watkins JG. (2005). Introductory techniques of hypnotic induction. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 121-146.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, Il: The American Society of Clinical Hypnosis. Ch. 5.

Session 3 Principles of Hypnotic Induction and Suggestion; Post Hypnotic Suggestion; Practice

Barabasz A, Watkins JG. (2005). Deepening hypnotic trance. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 185-202.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, Il: The American Society of Clinical Hypnosis. Ch. 4.

Session 4 History and Theory of Hypnosis; Hypnotic Phenomenon; Practice

Barabasz A, Watkins JG. (2005). Hypnotic phenomena. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 27-52.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, Il: The American Society of Clinical Hypnosis. Ch. 2 & 3.

Hilgard, ER. (1991). A neodissociation interpretation of hypnosis. In: *Theories of Hypnosis: Current Models and Perspectives*. Lynn, SJ and Rhue, JW (eds). New York: The Guilford Press, 83-104. (a classic)

Session 5 Susceptibility; Deepening; Stages & Depth of Hypnosis; Abreaction; Practice

Barabasz A, Watkins JG. (2005). Hypnotizability. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 89-120.

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Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis. Ch. 7, 8, 9, 10, 16.

Lynn SJ, Martin DJ, and Frauman DC. (1996). Does hypnosis pose special risks for negative effects? A master class commentary. *The International Journal of Clinical and Experimental Hypnosis*, XLIV, (1): 7-19.

Session 6 Hypnotic Imagery; Self-Hypnosis; Practice

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis. Ch. 11.

Kirsch, I. (1991). The social learning theory of hypnosis. In: *Theories of Hypnosis: Current Models and Perspectives*. Lynn, SJ and Rhue, JW (eds). New York: The Guilford Press, 439-465. (a classic)

Knight BM. (1991). Using hypnosis in social work practice. *Journal of Independent Social Work*, 5(2): 43-52. (a social work – hypnosis classic)

Session 7 Ego Supportive and Ego Strengthening; Concentration and Performance Enhancement

Lavertue, NE; Kumar V K, Pekala R J. (2002). The effectiveness of a hypnotic ego-strengthening procedure for improving self-esteem and depression. *Australian Journal of Clinical & Experimental Hypnosis*. 30(1), 1-23

Gafner G & Benson S. (2001). Indirect ego-strengthening in treating PTSD in immigrants from Central America. *Contemporary Hypnosis*. Vol 18(3), 2001, pp. 135-144

Hartland J. (1971). Further observations on the use of “ego-strengthening” techniques. *American Journal of Clinical Hypnosis*, 14: 1-8. (a hypnosis classic)

McNeal S & Frederick C. (1993). Inner strength and other techniques for ego strengthening. *American Journal of Clinical Hypnosis*, 35 (3): 170-178.

Stanton HE. (1993). Using hypnotherapy to overcome examination anxiety. *American Journal of Clinical Hypnosis*, 35 (3): 198-204.

Session 8 Ideomotor Signaling and Investigation; Resistance; Demonstration In Class Midterm Practical Competency

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis. Ch. 14, 17

Session 9 Ideomotor Signaling (Con’t); In Class Midterm Practical Competencies

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**Session 10 Eriksonian and Indirect Methods; Utilization; Demonstration
In Class Midterm Practical Competency**

Erikson MH. (1959). Further clinical techniques of hypnosis: Utilization techniques. *American Journal of Clinical Hypnosis*, 2: 3-21. (a hypnosis classic)

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis. Ch 12, 13.

Session 11 Use of Hypnosis with Children

Barabasz A, Watkins JG. (2005). Hypnosis with children. In: *Hypnotherapeutic Techniques 2E*. New York: Brunner-Routledge, 387-410.

Hammond DC (ed). (1998). *Hypnotic Induction & Suggestion: An Introductory Manual*. Des Plaines, IL: The American Society of Clinical Hypnosis. Ch. 6.

Milling LS & Costantino CA. (2000). Clinical Hypnosis with children: First steps toward empirical support. *The International Journal of Clinical and Experimental Hypnosis*, 48: 113-137.

Session 12 Hypnosis and Anxiety and Phobias

Bryant RA, Guthrie RM, Moulds ML, Nixon RDV, & Felmingham K. (2003). Hypnotizability and posttraumatic stress disorder: A prospective study. *International Journal of Clinical and Experimental Hypnosis*, 51: 382-389.

Smith WH. (1990). Hypnosis in the treatment of anxiety. *Bulletin of the Menninger Clinic*, 54: 209-216.

Winsor-Roswitha M. (1993). Hypnosis: A neglected tool for client empowerment. *Social Work*, 38 (5) 603-608.

Session 13 Hypnosis and PTSD; Hypnosis and Memory/False Memory

Cardeña, E. (2000). Hypnosis in the treatment of trauma: A promising, but not fully supported, efficacious intervention. *The International Journal of Clinical and Experimental Hypnosis*, 48: 225-238

Spiegel D. (1992). The use of hypnosis in the treatment of PTSD. *Psychiatric Medicine*, 10 (4): 21-30.

Session 14 Hypnosis and Pain Management; Acute & Chronic Pain

Langenfeld MC, Cipani E. & Borckardt JJ. (2002). Hypnosis for the control of HIV/AIDS-related pain. *International Journal of Clinical and Experimental Hypnosis*, 50(2): 170-188.

Montgomery GH, DuHamel KN, & Redd WH. (2000) A meta-analysis of hypnotically induced analgesia: How effective is hypnosis? *The International Journal of Clinical and Experimental Hypnosis*, 48: 138-153.

Holroyd J. (1996). Hypnosis treatment of clinical pain: Understanding why hypnosis is useful. *The International Journal of Clinical and Experimental Hypnosis*, XLIV: 33-51.

Dobkin de Rios M & Friedmann JK. (1987). Hypnotherapy with Hispanic burn patients. *The International Journal of Clinical and Experimental Hypnosis*, XXXV(2): 87-94.

Session 15 Hypnosis and Habit Control: Tobacco Cessation and Weight Management

Elkins, GR & Rajab MH. (2004). Clinical hypnosis for smoking cessation: Preliminary results of a three-session intervention. *International Journal of Clinical and Experimental Hypnosis*, 52(8): 73-81.

Green JP & Lynn SJ. (2000). Hypnosis and suggestion-based approaches to smoking cessation: An examination of the evidence. *The International Journal of Clinical and Experimental Hypnosis*, 48:195-224.

Kirsch I, Montgomery G, & Saperstein G. (1995). Hypnosis as an adjunct to cognitive-behavioral psychotherapy: A meta-analysis. *Journal of Consulting and Clinical Psychology*, 63: 214-220.

Spiegel D, Frischholz EJ, Fleiss JL, & Spiegel H. (1993). Predictors of smoking abstinence following a single-session restructuring intervention with self-hypnosis. *American Journal of Psychiatry*, 150: 1090-1097.