



# THE MILTON H. ERICKSON FOUNDATION NEWSLETTER

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## I N T E R V I E W

### Robert Greenberg

By Jeffrey K. Zeig, Ph.D.

*Dr. Robert Greenberg is Music Historian-in-Residence with San Francisco Performances. A graduate of Princeton University, Professor Greenberg holds a Ph.D. in Music Composition from the University of California, Berkeley. He has seen his compositions—which include more than 45 works for a wide variety of instrumental and vocal ensembles—performed all over the world, including New York, San Francisco, Chicago, Los Angeles, England, Ireland, Greece, Italy, and the Netherlands.*

*He has served on the faculties of the University of California, Berkeley; California State University, Hayward; and the San Francisco Conservatory of Music, and has lectured for some of the most prestigious musical and arts organizations in the United States, including the San Francisco Symphony,*



*the Lincoln Center for the Performing Arts, the Van Cliburn Foundation, and the Chicago Symphony. For The Great Courses, [www.thegreatcourses.com](http://www.thegreatcourses.com), he has recorded more than 500 lectures on a range of composers and classical music genres.*

*His many honors include three Nicola de Lorenzo Composition Prizes*

*and a Koussevitzky commission from the Library of Congress. He has been profiled in various major publications, including The Wall Street Journal; Inc. magazine; and the London Times.*

**Jeff: What a pleasure to have the opportunity to interview you. Part of my work as a conference organizer is to invite speakers who have something unique to offer our audience. Often this means inviting someone from outside the field of psychotherapy. I find the best way to advance our field, is to learn from those in other fields.**

**I've been greatly impressed by your ability to help your audience learn about music. I feel I've gotten to know you through your programs for The Teaching Company. I avidly tuned in to all 48 lectures of your series, "How to Understand Great Music," and have studiously listened to your program on Beethoven symphonies. What I learned enriched me both personally and professionally, and even led me to take music les-**

*See INTERVIEW on page 24*

## Brief Therapy: Lasting Solutions 2012

[www.BriefTherapyConference.com](http://www.BriefTherapyConference.com)

**Register Early for Low Rates!**

The 2012 Brief Therapy Conference will be held December 5-9 (Wednesday-Sunday), at the Hilton Union Square, San Francisco, California. The Conference is sponsored by The Milton H. Erickson Foundation, Inc. A Pre-Conference Law & Ethics Workshop will be held Wednesday, December 5. A Post-Conference Master Class Workshop with Erving Polster and Jeffrey Zeig is available on Monday, December 10.

At Brief Therapy 2012 you will expand your knowledge base, learn how to utilize brief therapy techniques in specific situations, improve observational skills and clinical methods, and discover the uses of multi-level therapeutic communication. Earn up to 43 continuing education hours.

Faculty for the Conference include: Steve Andreas, Ellyn Bader, Jon Carlson, Patrick Carnes, Frank Dattilio, Robert Dilts, Paul Ekman, Eve Ekman, Roxanna Erickson-Klein, Steve Frankel, Brent Geary, Stephen Gilligan, Robert Greenberg,

*See BRIEF THERAPY on next page*

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## EDITOR'S COMMENTS

In December of this year the Erickson Foundation will sponsor its annual Brief Therapy Conference in San Francisco. It is one of my favorite conferences because it reconnects me with a special aspect of Dr. Erickson's teachings.

The core of brief therapy from an Ericksonian perspective is not the selecting of a specific technique to fit a specific set of symptoms, it is the outcome of a symphony, engaging perception and intuition with pattern recognition and meaning. Experience provides vehicles; paradigm shifts emerge; the "aha" moment can happen, but not always.

Intuition can be tricky. In his book *Thinking, Fast and Slow*, Daniel Kahneman, the only psychologist to receive the Nobel Prize (for his collaboration with psychologist, Amos Tversky), showed how people's intuition can lead them astray and is notoriously inaccurate. He suggests that intuition is based on the concept of W.Y.S.I.A.T.I.--"What You See Is All There Is." The accuracy or effectiveness of one's intuitive understanding can be greatly affected by how limited information may be and/or the degree of openness one has to the possibilities. This understanding is consistent with what Dr. Erickson once told me when he said I should trust my unconscious. However, he also added that I needed to feed the unconscious sufficiently in order for it to be useful. I was to observe human behavior from all possible directions. The key was to observe without expectations, to notice patterns without being initially limited by trying to find meaning in them; understanding would come later, after considering all possibilities.

This issue of the Newsletter is dedicated to the feeding of that intuitive symphony. Given Dr. Erickson's admonition to understand what it means to be human by experiencing it "from all possible directions," I cannot think of a better way to start the journey than with our *Featured Interview* of Dr. Robert Greenberg, a brilliant composer and music historian. As Jeffery Zeig states in his interview, "...music is a necessary aspect of human experience.... [It] is part of our evolutionary biology." So it's no wonder Dr. Greenberg has been invited to be a keynote



speaker at the Brief Therapy Conference.

Our unconscious is fed by Marilia Baker's interview of psychologists, C. Alexander and Annellen Simpkins, in our *Power of Two* article. This prolific couple has produced 26 books in 20 languages, and there is no sign they are slowing down. Their partnership is self-orchestrated and multi-faceted.

John Lentz's interview with Bernhard Trenkle for our column *In the Spirit of Therapy* expands on the theme of feeding the unconscious as well as the conscious. Trenkle is a mover and shaker in the field of psychotherapy, specifically with Ericksonian methodology. His views on the function of spiritual aspects of therapy are fascinating. Michael Hoyt and Michele Riterman continue the rhythm of the unconscious as problem-solver in their article, *Case Report, Brief Therapy in a Taxi*, which offers an excellent example of the value of context and sequence in brief therapy.

Marilia Baker introduces us to the Milton Hyland Erickson Institute of Campo Grande in Mato Grosso do Sul, Brazil. The board-of-directors at the new Institute particularly is qualified to treat the whole of an individual and is dedicated to considering all possibilities. In addition to understanding Ericksonian methods, their fields of specialization include: Rogerian person-centered therapy, Viktor Frankl's Logotherapy, Orthomolecular Pediatrics, Puericulture, Medical Nutrition, Biochemistry, Art Education, Art Therapy, and Gestalt Therapy.

In our media reviews, C. Alexander and Annellen Simpkins provide a thorough overview of the December 2011 International Congress on Ericksonian Approaches to Psychotherapy. Ryc Strader shares his experience working as a volunteer at the Congress and Roxanne Erickson-Klein, John Lentz, Nicole Ruyschaert, and the Simpkins review outstanding workshops and presentations.

In two book reviews, John Lentz discusses the wide range of treatment options available today. Margaret

Wehrenberg's *10 Best-Ever Depression Management Techniques* offers information on understanding the brain in addition to practical solutions for treating depression. C. Alexander and Annellen Simpkins' *Zen Meditation in Psychotherapy: Techniques for Clinical Practice* presents meditation as a truly effective therapy option. In his nostalgic review of Jay Haley's 1984 classic, *Ordeal Therapy: Unusual Ways to Change Behavior* (now reprinted), Rubin Battino's finds the

See *COMMENTS* on page 5

### **BRIEF THERAPY** *continued from page 1*

Kenneth Hardy, Michael Hoyt, Jeffrey Kottler, Harriet Lerner, Peter Levine, Camillo Loredio, Lynn Lyons, Scott Miller, John Norcross, Bill O'Hanlon, Christine Padesky, Esther Perel, Ervin Polster, Wendel Ray, Ernest Rossi, Janis Abrams Spring, Casey Truffo, Michele Weiner-Davis, Reid Wilson, Michael Yapko, and Jeffrey Zeig. Keynotes will be presented by Patrick Carnes, Paul Eckman, Robert Greenberg, and Harriet Lerner.

**Register early for low rates!** For complete information including online registration, hotel accommodation and reservations, Volunteer information, faculty bios, accreditation information and more, visit the Conference Web site: [www.BriefTherapyConference.com](http://www.BriefTherapyConference.com). To receive a brochure by mail contact The Milton H. Erickson Foundation, Inc., 3606 N. 24th Street, Phoenix, AZ 85016-6500; Tel, 602-956-6196; Fax, 602-956-0519; Email, [office@erickson-foundation.org](mailto:office@erickson-foundation.org)

The Hilton Union Square is offering special rates for attendees of the Brief Therapy Conference that will be valid three days before and three days after the Conference. In addition, special offers are available to those making their reservations by July 31, 2012. Complete information is available from the Conference site: [www.BriefTherapyConference.com](http://www.BriefTherapyConference.com). Click on Hotel Info.

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# T H E P O W E R O F T W O

## C. Alexander Simpkins, Ph.D. & Annellen Simpkins, Ph.D.

Interviewed by Marilia Baker

Annellen and C. Alexander Simpkins are psychologists based in San Diego, who specialize in hypnotherapy, meditation, and neuroscience. Together they have authored 26 books and written on topics including clinical hypnosis, Eastern philosophy, meditation, psychotherapy, neuroscience, and the martial arts. Their books, many of which have become bestsellers, have been translated into more than 20 languages; won numerous awards, and received high praise by both peers and the public. Recent titles include *Neuro-Hypnosis* (Norton, 2010), *The Dao of Neuroscience* (Norton, 2010), *Zen Meditation in Psychotherapy: Techniques for Clinical Practice* (Wiley, 2011), and *Meditation and Yoga in Psychotherapy* (Wiley, 2010). This spring, *Neuroscience for Clinicians* (Springer) and *The Mindful Way through Bipolar Disorder* (New Harbinger), will be released.<sup>1</sup>

My interest in introducing Annellen and Alex to the worldwide Ericksonian audience for our series on “The Power of Two” is threefold: 1) To present the couple’s prolific writing and production—a hand-in-hand bounteous collaboration that reminds me of the writing partnership of historians/philosophers, Will and Ariel Durant; 2) Explore how they “make things happen” as a longtime married couple with adult children, grandchildren, clinical work, and business interests, who are also in a constant pursuit of knowledge and; 3) To learn about their apprenticeship with the greatest minds of the 20th century.

The Simpkins have been the Foundation Newsletter *Book Review* editors since 2003, research editors for two years, and have been featured as *Contributors of Note*.<sup>2</sup> The couple often travels in the U.S. and abroad to conduct workshops, yet maintains an enduring presence in their family through loving quality time. Their own words provide insight as to how they are successful in both their professional and



personal lives.

**Marilia Baker: How did you meet and become professional partners?**

**Annellen & C. Alexander Simpkins:** Our meeting was pure destiny. [Annellen was looking for an apartment in New York and Alex was working in real estate.] At that time, finding an apartment was nearly impossible, so we had continual conversations every day. Dealing with practical matters, we discovered a resonance between us and as a result, a deeply personal relationship evolved.

We learned early on that we shared a mutual interest in human potential and the unconscious, so we decided to do our graduate training together. We sought out greats in the field of psychotherapy and traveled to study with them. We mentored with Sidney Jourard, Arthur Combs, Jerome D. Frank, G. Wilson Shaffer, and Lawrence Kubie. We also interned together at Sheppard Pratt Hospital and at Johns Hopkins Phipps Clinic.

We began studying with Milton Erickson in 1976 and continued meeting with him regularly until his death. Dr. Erickson always was warm toward our children and the whole family and we always looked forward to trips to see him. Erickson helped us to recognize how unconscious processes are natural mechanisms of the mind, and taught us

---

*...what we create comes from the unknown--  
an openness-- paradoxically hidden,  
centered in our unconscious,  
to which we allow ourselves to respond.*

---

not only his ingenious methods for facilitating change, but also *how* to discover the best ways to facilitate change in our clients. We also met regularly with Ernest Rossi and discussed cases and theories; issues with our clients; and performing research, such as one project where we produced an acceptance set in one group and in another, indirect hypnotherapy. Today we continue to be closely aligned with Rossi’s approach.

**MB: Tell us about your collaboration style, shared values, and problem-solving approaches.**

**A & A:** Just as we shared in our training and had similar influences over the years, we also developed theories together through dialogue. We feel strongly that you *can* collaborate closely as a couple and still maintain your inner strength and individuality.

We have a deep mutual respect for one another, so we make space for each other’s interests, perspectives, and needs. And often, we share a pursuit, initiated by one or the other, such as woodworking, magic, photography, and martial arts.

We learned over the years that it is more important to be true to each other than to be right. Truth, to us, is more than just subjective perspective; it’s turning to each other in full sincerity.

**MB: How did you start writing and publishing together?**

**A & A:** Spontaneous childhood interests often are the seeds of talents for later life, and we both started writing early. [Annellen wrote a “Things-to-Do” book and Alex created his own newspaper.] We started on our first book, *Principles of Self-Hypnosis*, when we were in graduate school and from there never stopped writing.

Part of our success in writing and teaching involves a commitment to continued learning. We attend classes regularly at local universities to study psychology, philosophy, neuroscience, engineering, and mathematics. We also

have delved deeply into the wisdom of Eastern philosophy. Our educational involvement has given us new perspectives and inspires us to create paradigms for therapeutic change.

We believe staying fit is an essential ingredient for endurance and discipline. We practice and teach martial arts. We jog and lift weights regularly.

But most importantly, what we create comes from the unknown—an openness-- paradoxically hidden, centered in our unconscious, to which we allow ourselves to respond.

**MB: Could you give us an example of how you work together?**

**A & A:** With a great rapport in our shared world, we simply collaborate. When writing our books, we research together, let the topics incubate unconsciously, and then discuss ideas as they are evolving. We each pick different chapters to write, and then swap to weave them together. There comes a point when the book tells us what it needs, and we listen. If we have learned something when we finish a book, we know it will probably help others.

We have incorporated our shared style of work--of communication and flow--into our workshops. Also, we collaborate with our grown children and are enriched by the adult-to-adult interaction. Our daughter and her husband are architects who specialize in green architecture, and we have joined them on several woodworking projects. Woodworking was how we earned our way through graduate school, and even today we take pleasure in crafting wood. We have learned so much from our two beautiful granddaughters who are now 4 and 8, and have enjoyed seeing them learn how to walk, write, and read. This is what Erickson invited us all to do --to be with family and to love to learn!

Our son has a PhD in engineering and is a researcher at the University of

*See POWER OF TWO on next page*

## POWER OF TWO *continued from page 4*

Washington. He integrates cognitive science, psychology, and neuroscience to investigate motor movement in the brain and in robotics. He has created a robotic hand that moves much like a real human hand and is now programming it to have the capacity for active sensing. He has made it manipulate an object it never encountered before--learning algorithms! We have collaborated with him over the years but are now doing so more formally in a joint research project on unconscious movement.

**MB: Tell us about your projects and experiences studying, writing, and teaching together.**

**A & A:** We are enthusiastic about our latest books in progress. *Neuroscience for Clinicians* reflects an exciting time for therapists, since many of the things we have known intuitively are now being grounded in neuroscience research. When clinicians understand how their techniques alter the nervous system and know how mental disorders disturb the brain, they will be more effective, and this book explains how. We also enjoy writing for general audiences again as we did for Tuttle Publishing, and we have learned to write simply without being simplistic, which is a different challenge than writing for professionals. Our *Simple Series* on Eastern philosophy (*Simple Taoism, Simple Zen, Simple Buddhism, Simple Tibetan Buddhism, 1999-2001*) remains popu-

lar. Another new project-- *The Tao of Bipolar Disorder: Using Meditation and Mindfulness to Find Balance and Peace*--teaches meditation for bipolar disorder, which can be used in concert with medication to bring balance to the nervous system for a powerful healing effect.

**MB: How do you envision your future? Are there many more books, workshops, and seminars on the horizon?**

**A & A:** We envision that there will be future learning through books, teaching, and research. We always will continue to write and have a number of new research projects, workshops and seminars scheduled this year in San Diego, Carlsbad, and at the Esalen Institute in Big Sur. We hope our work inspires people to think in new ways and that it helps them to help others.

**MB: Thank you Anellen and Alex for a delightful and informative conversation. Your work has inspired me for many years and I believe it is also an inspiration for others.**

For more information, visit: [www.simpkins.radiantdolphin.com](http://www.simpkins.radiantdolphin.com).

<sup>1</sup>For a complete bibliography, visit: [www.simpkins.radiantdolphin.com](http://www.simpkins.radiantdolphin.com)

<sup>2</sup>See: The MHE Foundation Newsletter, Vol. 23, N° 3, p.4 (Winter 2003)

## COMMENTS *continued from page 2*

book as relevant today as it was when it was first printed.

Kay Colbert reviews *Trauma Essentials: The Go-To Guide* by Babette Rothschild, and *The Trauma Treatment Handbook: Protocols Across the Spectrum* by Robin Shapiro. Both books provide multi-directional understanding in trauma treatment. Complementing Colbert's reviews is Maria Escalante de Smith's review of Tzipi Weiss and Roni Berger's *Posttraumatic Growth and Culturally Competent Practice*.

Additional treatment perspectives also are discussed in Betty Alice Erickson's review of *The Emotionally Focused Casebook* edited by James Furrow, Susan Johnson, and Brent Bradley. This an interesting book that demonstrates emotionally focused

therapy for couples. Roxanna Erickson-Klein reviews *Addiction Essentials: "Go-to Guide" for Clinicians and Patients*, by Carlton K. Erickson--a pragmatic and easy to understand guide for addiction treatment. And our most recent reviewer, Alex Simpkins, Jr., shares his thoughts on Jeffrey Kottler and Jon Carlson's *Creative Breakthroughs in Therapy: Tales of Transformation and Astonishment*.

I hope you enjoy this issue of our Newsletter that beautifully embodies the spirit of brief therapy. I look forward to seeing you at the Conference in December.

Rick Landis  
Orange, California

"And my voice goes everywhere with you and changes into the voice of your parents, and your teachers, your playmates, and the voices of the wind and the rain..."

# Wizard of the Desert

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# I N T H E S P I R I T O F T H E R A P Y

## Interview with Bernhard Trenkle, Dipl. Psych.

Interview by John D. Lentz, D. Min.

Bernhard Trenkle, Dipl. Psych., is director of the Milton Erickson Institute Rottweil, Germany, and member of the Board of Directors of The Milton H. Erickson Foundation, Inc. He is also a member of the Board of Directors of the International Society of Hypnosis (ISH) and past president of the Milton Erickson Society of Clinical Hypnosis, Germany (1996-2003).

Trenkle is author of the Ha Ha Handbook of Hypnosis and Psychotherapy, a bestselling joke book in Germany. (The book is now translated in English, Russian and Italian.) He has been a co-organizer of the European Evolution of Psychotherapy Conference (1994) in Hamburg and organizer of six International Child Hypnosis Conferences in Germany. Currently, he is organizing the ISH Conference in Bremen, Germany. With



more than 1,200 people registered a year in advance, it is shaping up to be a huge conference. His ability to organize such events is amazing. Trenkle recently presented at the 11th International Ericksonian Congress in Phoenix, Arizona.

**JL: Bernhard, you are a very accomplished person in the world of psychotherapy. How do you see spirituality as being a part of this field?**

**BT:** I see it on several levels. First, it is useful in the form of utilization one can address the patient's problem through their religious ideation, if the patient is religious. It also is useful to help people deal with tragedy, because spirituality can aid in making sense of life.

**JL: Would you give an example?**

**BT:** Peter Bloom M.D. had a patient who identified so much with Jesus that she was sacrificing herself for her family. Bloom utilized her religious beliefs to help her. He did so by telling her she wasn't allowed to redo what Jesus did, since Jesus had already made a sacrifice, so she should just live her life.

**JL: That is a wonderful example of utilization. How about the spiritual aspect of hypnosis?**

**BT:** All hypnotic trances are somehow getting people connected to another dimension. Sometimes that means people are suffering and trying to reach another dimension for relief. Sometimes in trance, people are deeply moved and come to another dimension that is spiritual.

**JL: What do you mean by the spiritual dimension?**

**BT:** (Grins big with a knowing smile, eyes twinkling) I had a patient who was a good hypnotic subject, who after having been in a trance, looked right at me and said that my wife and her friend were all right. Now my wife happened to be on a trip with her friend and there was danger near to where she was. I had been worried about her. My patient hadn't been told about the trip. He simply knew it being by in a trance in my presence. I have had lots of experiences like this one.

**JL: It sounds as if you are open to experiencing spiritual things and having mystical experiences.**

**BT:** Part of my family wanted me to become a priest. There are many good metaphors that can come from spiritual knowledge. I even considered being a missionary.

**JL: You are a missionary! You have promoted hypnosis and training in hypnosis in more countries**

than almost anyone else I know. You either arranged or helped arrange conferences in a lot more places than what is stated in your bio. You downplay your achievements. Your behind-the-scenes work and ability to arrange successful workshops is similar to the missionary accomplishments of St. Paul, who did good works wherever he went. I feel you do the same. I will never forget that you helped me to achieve one of my life goals a few years ago--to speak in Germany. You simply saw something you could do that would benefit all concerned, and you made it possible. You are a very decent person and certainly promote quality training of hypnosis, something that you've been doing for almost 30 years.

**BT:** Well, I wonder what I am supposed to say to this because much of the time I see our society dancing around a golden calf that is defined by winning on the stock market.

**JL: Every society and culture has a way of worshipping a "golden calf."**

**BT:** [Quiet for a moment, and then smiling with his eyes dancing again.] I helped at a hypnosis workshop in Poland and discovered a painting that I liked. The painter had lived for a short time in Germany. Later, I needed to rent a space in Munich and looked all over to find the right place, inside the house where I was living, I found a picture painted by the same Polish painter whose work I liked so well. He had also rented space in the same house during the only time he was in Germany. I don't know how to explain that or other things that have happened over the years. Is it a coincidence? Is it a spiritual connection? How come of all the places in Munich, both of us would have rented in the same house?

**JL: Those are experiences that I don't know how to interpret, but I love that they happen, and it is intriguing to consider the possibilities. I want to thank you for your openness and your willingness for others to know you better. Bernhard, it is easy to like you, and I suspect many others feel the same way.**

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- to start a Global Center of Excellence in Hypnosis and Psychotherapy
- to create a museum in memory of Dr. Erickson in his Phoenix home
- and to preserve Dr. Erickson's papers and personal memorabilia.

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# CASE REPORT

## *Brief Therapy in a Taxi*

Michael Hoyt, Ph.D. & Michele  
Ritterman, Ph.D.

During the December 2011 International Congress, we took a taxi to visit the Erickson home and on our way had a conversation with our driver. At first it was pleasant chitchat, but then we engaged on a deeper level and asked the driver how he came to live in Phoenix. He told us about his unhappy divorce--how several years earlier his wife, who he thought was the love of his life, had abandoned him in order to take a job in another state. When he admitted he felt "puzzled and

sucker punched" the atmosphere in the taxi became tense and quiet.

Michele asked the driver if he knew who Lenny Bruce was. He did not. She then told a story in which a waiter in a Chinese restaurant who had served Lenny and his girlfriend for years asked Lenny one night, "Where's momma?" And the waiter also raved about her. When Lenny replied that she had left him, the waiter said, "Oh, well, you're better off without her." Our driver chuckled a bit, but said he was still grieving his loss.

As we were driving, we saw Squaw Peak Mountain in the distance. Michele asked our driver if he had ever climbed the mountain and he said, "No." Sensing he would never do it on

his own initiative, she recommended he climb just for the view--an idea he strongly rejected. (In brief therapy, always offer an initial suggestion that can be rejected.)

As we were getting closer to the freeway exit Michelle took advantage of the moment and asked, "Have you heard the one about the taxi driver?"

"No," our driver predictably answered.

"Well," she continued, "he was driving along when a cop pulled him over. The taxi driver begged the cop, 'Please don't give me a ticket,' and the cop said, 'I'll tell you what, if you can tell me a good story, I'll let you go.'"

"The taxi driver replied, 'My wife ran off with a cop. When I saw you, I got scared you were him and you were

bringing her back!'"

Now our driver laughed wholeheartedly. The rejection he had felt from his wife switched to his relief. Despite the pain over losing her, he realized that he might not even want her back.

When we got to the Erickson home and Michael was paying the fare, the driver said, "I'm going to remember *that* story," and laughed again. Michael smiled and gave him a \$10 tip to remember us and the joke.

As Dr. Erickson so wisely taught us, context and sequence are important for a brief intervention to have a maximal chance to take hold.

After a session of brief therapy in a taxi, we visited the Erickson home, and it was lovely.

## **Destination: Phoenix, Arizona**

### *The Intensive Training Program: on the experiential learning path in the footsteps of Milton Erickson*

By Antonella Monini, M.D.

#### **Introduction**

Knowledge and, more generally, human existence represent an experience, the individual and unique nature of which has always been closely linked to inter-subjectivity, and thus, relational experiences. This article was written from personal experience I intentionally wanted to record. This is my journey, to the crossing of places; meeting and sharing with others; and a three-week total immersion into the "Ericksonian thing."

In 1948, Milton Erickson moved with his family to Phoenix, partly for health reasons, which the hot and dry climate of Arizona would improve, because he suffered from allergies and persistent joint pain due to his bout with polio at age 17. The move to an environment so different from the Midwest (Eloise, Michigan) had a significant and positive impact, not only on his health, but also on his methods of practice.

The Milton H. Erickson Foundation has been organizing Intensive training seminars for 24 years, with the goal of keeping Dr. Erickson's teachings alive—teachings that during the last 60 years have directly and indirectly influenced therapists and professionals worldwide. The experience of the Intensive training in Phoenix was not just a visit to the Southwest to be more involved in Ericksonian hypnosis and psychotherapy, but an experience that has enriched my life in many ways. I returned home with pages and pages of notes and materials, provided by the Foundation, including DVDs and CDs. I also had several group photos of new friends and colleagues from many countries. I was contented and satisfied by the level of professionalism at the training program, as well as by the organizational and teaching ability of the faculty. But, I also was deeply impressed with the kindness of everyone involved in the program and all that was offered to me. My thanks and appreciation goes out to the whole team at the Foundation whose work created a climate of efficiency and openness. I felt truly welcome, not only as professional, but also as individual. And there was something more ...it was a pilgrimage. If

what many people have defined as a "pilgrimage," setting aside the religious connotations, means a journey to learn something outside of yourself, in a place or a country far from your own where someone has left his mark -- a human paradigm that deserves to be followed and studied, and may also evoke a particular emotional response-- then, yes, the Intensive program in Phoenix was, indeed, a pilgrimage! A journey like this, where one is exposed to other cultures and traditions, can be an exploration that can lead its participants to discover common roots of knowledge. The Intensive program also can be a journey to test yourself in the field and to share with other "pilgrims" from the furthest corners of the earth in a global training experience which, if you let yourself go, will surprise you beyond your expectations. The countries that were represented when I attended the program were: Austria, Belgium, Brazil, Canada, China, France, Germany, Italy, United States, Singapore and Spain; the official language spoken was English, or more precisely, "Globe-ish!"

*"When you see a new trail, or a footprint you do not know,  
follow it to the point of knowing."*

*Uncheedah* (The grandmother of Ohiyesa, Charles Alexander Eastman,  
1858-1939)

#### **Intensive Training Program: organization and issues**

Milton Erickson had experienced in his private life, even before his clinical practice, the importance of accepting and using the individual's background to "invent" a tailored, effective therapy. Much of his teaching was dedicated to this issue - to persuading his students to broaden their horizons, to find their own personal approach based on observation, respect for others, and the use of patients' resources in full respect of their culture and belief. An opportunity to broaden our horizons and become more flexible is certainly exercised when encountering different cultures and meeting others. The Intensive Training Program (ITP) is one of these opportunities since it brings together professionals from every part of the world with the same objective, building on their training experiences.

View the complete article online:

[www.erickson-foundation.org/newsletter/current-issue](http://www.erickson-foundation.org/newsletter/current-issue)



# INTRODUCING THE INSTITUTES

## *The Milton Hyland Erickson Institute of Campo Grande, Mato Grosso do Sul, Brazil*

by Marilia Baker

The newest Erickson Institute to be established in Brazil this year is also the second one in the country to bear the full name of its eminent inspirer and clinical methodology guide—Milton Hyland Erickson. The Institute is based in Campo Grande, the prosperous, sprawling capital of Mato Grosso do Sul—Brazil's westernmost state bordering Bolivia and Paraguay. Among many other distinctive markers, Campo Grande is located within a few kilometers of the grand Pantanal, an immense marshland region, vast tropical wetland and one of the world's largest swamplands. Its magnificent floodplains harbor and nurture a plethora of unsurpassed aquatic life, a bird sanctuary, and the most unique and exotic flora and fauna. The grand Pantanal is certainly challenging and an interesting rich locale for metaphorical tasks.

The founding directors of the new Institute are Denisval Pereira de Andrade, MA, Lic. Psych.; Daliana Santos, M.D., and Christiane Polônio, Lic. Psych. These new directors have each pursued other clinical specialties in addition to Ericksonian approaches.

Andrade, a clinical psychologist, received graduate training in Rogerian person-centered therapy and specialized in Viktor Frankl's Logotherapy among other clinical training. He first learned of Milton Erickson in 1981, through the teachings of Gilberto Craidy Cury, pioneer and founder of the Brazilian Society of Neurolinguistic Programming. Santos, a pediatrician, specialized in Orthomolecular Pediatrics and Puericulture, in addition to Nutrition and Biochemistry in Medicine. Polônio is a licensed psychologist in Art Education and Art Therapy and trained in Gestalt Therapy with several international luminaries among them Alejandro Spangenberg of Montevideo, Uruguay.

The new MHEI Board of Directors also had previously worked together through their human potential institute: *CrerSer* is a play on words for the Portuguese word, *crescer* or "to grow," and means "to believe and to be." Founded by Andrade, and his physician wife Daliana Santos, one of the objectives of the *CrerSer* institute has been that of studying in depth and disseminating the work and thought of Milton H. Erickson, renowned Neo-Ericksonians, and derivative schools. Another objective has been studying the work of prominent Brazilian hypnotherapists who developed their own approaches, such as *Hipnoterapia Educativa*, by psychologist, Bayard Galvão, whose work was inspired by his late grandfather, physician and pioneer hypnotist, Victorio Machiavello Velloso.

Denisval de Andrade established a training partnership with directors, Bayard Galvão and João Humberto Vanin, from the Instituto Milton H. Erickson of São Paulo (1995), the oldest in the country. (Marilia Baker, who wrote this article, was one of the founding directors.) With the professional assistance and supervision of Galvão's Institute for *Hipnoterapia Educativa*, Andrade and his associates have been offering year-long, intensive training (180 hours) targeting psychologists, physicians, researchers, educa-



*From left to right: Christiane Polônio, Lic. Psych.; Daliana Santos, MD & Denisval Andrade, MA, Lic. Psych.*

tors, and other health care clinicians.

One notable psychologist invited to attend, was Angela Cota, founder-director of the MHEI of Belo Horizonte (also established in 1995), who has been training Andrade's students in hypnosis to work with children and adolescents. The MHE Institute of Campinas with its director, Rodrigo Cazarotto Mateus, Lic. Psych. has been providing theoretical and clinical support. Because of this well-organized nucleus of effort and highly respected, reputable cadre of professionals, Andrade, at the invitation of Jeffrey Zeig,

formally submitted his application to establish the Milton Hyland Institute of Campo Grande, Mato Grosso do Sul in 2011.

The basic objectives of the Institute are, among others:

- Promote the study, research, development, and dissemination of Ericksonian approaches to hypnosis and psychotherapy within the tenets and principles of Dr. Erickson's thought and practice.
- Foster the application, teaching, practice, and integration of clinical hypnosis - classic and traditional approaches-Brief Strategic Therapy, and others under the umbrella of Ericksonian perspectives and methodologies.
- Hold systematic training and courses, as well as supervision within the clinical settings at the Institute; and actively promote and sustain these objectives.
- Organize and promote regional and national meetings, conferences, seminars, lectures and events aimed at training and educating behavioral health and health care professionals in Ericksonian approaches; also educate these professionals in the transformation and evolution of Ericksonian methods and derivative schools.
- Maintain close contact and professional exchange of experiences

*See INSTITUTES on next page*



*From left to right: Rachel Shipwash Wu, Erickson Foundation Faculty Coordinator; Denisval Andrade, MA, Lic. Psych., Co-Director of MHEI Campo Grande; Susan Kavanaugh, Erickson Foundation Executive Director*

## Lifetime Achievement Award to Teresa Robles

Written by Roxanna Erickson Klein

At the December 2011 Erickson Congress, the Milton H. Erickson Foundation held a brief ceremony to recognize work of Teresa Robles Ph.D. During its 32-year history the Milton H. Erickson Foundation has granted 12 Lifetime Achievement Awards in recognition of significant contributions to further the work begun by Milton H. Erickson. Robles's professional accomplishments include active positions in numerous international organizations as well as key roles in teaching and providing clinical services. She has authored more than 30 professional publications and is conversant in five languages. One of her greatest contributions to the field of Ericksonian methodology has been to develop hypnotic/psychotherapeutic language *specific* to the Neo-Latin/Romance languages. Word-play and nuances, so characteristic of Ericksonian hypnotic language, introduces sophisticated multi-level suggestion through careful employment of homonyms and other language qualities that are so often lost or misused in translation.

Dr. Robles is a dedicated individual who has worked diligently in the field for more than two decades. A founder of the Instituto Milton H. Erickson de la Ciudad de Mexico in 1989, in 2004 she founded Centro Ericksoniano de Mexico. Her passion for giving to the community is complemented by an exceptional skill in developing creative initiatives. Robles is proficient in laying supportive groundwork that has the potential to expand into various forms of education and services. Talented in mentoring those around her, her modeling of ambitious dedication leaves a wake of promise for ongoing professional growth and expansion. During the last decade there has been a proliferation of interest in Mexico that has rippled throughout Latin America. Robles is the first Latin American to receive the Lifetime Achievement Award.

### Scholarship Award

An Elizabeth Erickson Scholarship Award was made at the 2011 Congress. While the Scholarship derives its funding from several donated sources, this distribution reflected proceeds associated with a biographical sketch of Elizabeth Erickson written by Marilia Baker. This sketch illustrates the dynamic influence of the couple as integral to the contributions of Milton Erickson. Written in English, Baker's: *A Tribute to Elizabeth Moore Erickson. Colleague Extraordinaire, Wife, Mother, and Companion* was first published in Spanish in 2003 by Alom Editores, Mexico DF. That book is now printed in four languages. At the time of publication, Baker consulted with Elizabeth Erickson and a decision was made that profits from the work foster education to underserved indigenous areas in Mexico. Royalties from these works are combined with those of a translation of a book of Ericksonian Strategies by Dan Short, and are further supplemented with funds from the Centro Ericksoniano in Mexico.

The first scholarship was given in December, 2004 with Mrs. Erickson in attendance. The recipient, Diana Ruiz, used the funds to further her education as an Ericksonian psychotherapist. Now licensed, Diana practices in her native Patzcuaro, Michoacan and in surrounding indigenous and low-income communities. The current distribution also will be earmarked for ongoing work using Ericksonian approaches with indigenous communities. The Centro Ericksoniano is now collaborating with the Institute of Chihuahua on a school in Hermosillo, Sonora to establish a program that will facilitate adaptation of indigenous areas while preserving the integrity of their cultural uniqueness. The utilization of traditional beliefs, rites, ceremonies, and the preservation of native languages are integral to the work.

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*Talented in mentoring those around her, her modeling of ambitious dedication leaves a wake of promise for ongoing professional growth and expansion.*

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*Teresa Robles receives the Lifetime Achievement award from Erickson Foundation Director Jeffrey Zeig.*

## News and Notes:

### Subscribe to the Routledge Hypnosis Journals

The *American Journal of Clinical Hypnosis*, the official journal of the American Society of Clinical Hypnosis (ASCH), is now available for purchase online through Routledge. Publication frequency is four times per year. Editor is Stephen Lankton, MSW, DAHB, LCSW. To view a sample or to purchase visit: [www.tandfonline.com/UJHY](http://www.tandfonline.com/UJHY)

In addition, Routledge is offering the *International Journal of Clinical and Experimental Hypnosis* (IJCEH) for purchase online. Publication frequency is four times per year. Editor is Arreed Barabasz, Ph.D., ABPP, Ed.D. The IJCEH is the official journal of the Society for Clinical and Experimental Hypnosis (SCEH), the Society of Psychological Hypnosis (APA Division 30), the International Society of Hypnosis (ISH) and the Canadian Federation of Clinical Hypnosis-Alberta Society. To view a sample or to purchase visit: [www.tandfonline.com/NHYP](http://www.tandfonline.com/NHYP)

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## INSTITUTES *continued from page 9*

with other Erickson Institutes in Brazil and abroad as well as other medical and psychological organizations that aim to provide excellence in clinical education, hypnosis, and psychotherapy.

The new Institute will continue to offer 180 hours of training per year over a two-year span. It will be organized and distributed into 15 modules that cover subjects such as ethics in hypnosis and psychotherapy; in-depth knowledge of the psyche; fundamentals of hypnosis; strategic vision in psychotherapy; philosophical principles and application in psychotherapy and hypnosis; the fundamentals of educative hypnotherapy; hypnotic phe-

nomena and its applications; language of hypnosis; Ericksonian inductions; building metaphors and the introduction of anecdotes and stories into therapeutic settings; Ericksonian strategies and techniques; the principles of utilization and many other applications. The training uses case studies and experiential learning.

The Milton H. Erickson Foundation, Inc. welcomes the Milton Hyland Erickson of Campo Grande, Mato Grosso do Sul among its ever growing family of Institutes.

For further information please contact: [denisval.andrade@terra.com.br](mailto:denisval.andrade@terra.com.br) or consult: [www.institutocrerfer.com.br](http://www.institutocrerfer.com.br)



# CAPITAL CAMPAIGN , , , UPDATE , , ,

## *Amazing Growth for Capital Campaign*

### *Many people respond to plea for support*

The Milton H. Erickson Foundation initiated a public capital campaign in the fall of 2011 and the response has been positive. The campaign is designed to help raise funds for a number of reasons: to build The Erickson Global Center for Excellence in Psychotherapy and Hypnosis, (which will serve our new headquarters), to install an elevator for the new building; to establish our precious archives ; and for the creation of a museum in the home of the late Dr. Erickson. Located on Hayward Avenue in Phoenix, this home is where Dr. Erickson lived and worked for the last decade of his life.

Donations from Friends of the Foundation, the Erickson family, and Dr. Jeffrey Zeig have been generous and provided a strong base for accomplishing our mission. We received a significant \$10,000 donation from Dr. Scott Miller who had mentored with Dr. Zeig when he was younger, and appreciated the support that was offered to him. What a wonderful and prime example of "paying it forward!" The Foundation also received \$50,000 from an "angel" who would prefer to remain anonymous, but wished to give out of gratitude because of his association with Dr. Zeig.

Many of you responded to our email request to donate funds for the elevator and we almost have enough to install it. The elevator would have been necessary for Dr. Erickson to visit the new headquarters and we believe he would appreciate our efforts in making our offices welcome to everyone.

We are thrilled with the donations we have received thus far. We still need, however, to raise \$250,000 to re-

alize our vision. To date we have reached only 28 percent of our monetary goal. We hope you will join us in making history by your donation of any amount, which will be deeply appreciated.

We wish to thank the following Founding Members for their significant donations of \$500 or more. The donors include:

Jeffrey Zeig, Ph.D.  
Susan Kavanaugh, MA, CLC  
Jerry Piaget  
Scott Miller, Ph.D.  
Kevin and Yolanda McAuliffe  
Marilia and Michael Baker  
(Marilia Baker, MSW)

Other donors who provided gifts of \$100 or more include:

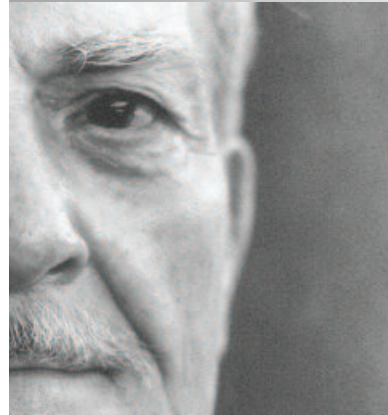
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Concorde Dental  
Frank Dattilio, Ph.D.  
Helen Adrienne-Spur LCSW  
Vincent Travormina

We are grateful to many others who have given generously, and in our next issue will print an up-to-date list of donors.

Our new website offers secure online donation. Enter <http://erickson-foundation.org/donate/> into your URL, or contact Susan Kavanaugh by calling 602-956-6196.

Did you miss the Erickson Congress?  
Were you there, but missed workshops  
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## C O N G R E S S R E V I E W

## *The 11th International Congress on Ericksonian Approaches to Psychotherapy: Transforming Ericksonian Methods*

Phoenix, Arizona, December 8-11, 2011

Available as MP3 Audio & Slides DVD-ROM 2-Disc Set

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Reviewed by Annellen M. Simpkins, Ph.D.; C. Alexander Simpkins, Ph.D.; Roxanna Erickson-Klein RN, Ph.D.; John Lentz, D.Min.; Nicole Ruysschaert, M.D.; Ryc Strader, MFTI

The 11th International Congress on Ericksonian Approaches to Psychotherapy was held in Erickson's hometown of Phoenix, Arizona at the Phoenix Hyatt Regency, December 8-11, 2011. The Congress attracted more than 700 participants from around the world. An expert faculty of 74 invited and 60 short-course faculty presented new innovations that offered multiple opportunities to experience the latest Ericksonian methods.

Erickson often said, "Your unconscious is a lot smarter than you are," and this Congress addressed that inner intelligence, inviting it to grow and develop to its fullest potential. With creative individualizing of presentations, indirect interventions that used sophisticated words to elicit new possibilities, and methods that summoned a creative unconscious search, this Congress elicited new learning naturally and automatically.

A pre-conference provided an all-day "Law and Ethics" workshop along with classes to introduce Ericksonian hypnosis, and ways in which to work with children with anxiety through storytelling methods and advanced hypnosis.

The Congress officially began with a convocation and keynote from Helen Erickson. Three more keynotes from Ernest Rossi, Stephen Gilligan, and Jeffrey Zeig gathered everyone together at intervals during the conference. Varied formats invited learning in many forms. There were 34 ninety-minute short courses, 68 two-hour workshops, and 64 hour-long interactive events. Threaded throughout the whole event was a Fundamental Hypnosis Track, consisting of eight classes

to provide a firm foundation in Ericksonian methods, which lead to receiving a certificate. In addition, Michael Yapko and Jeffrey Zeig gave a special post-conference all-day master class.

Learning happens best when people are enjoying the experience, and the happy attendees were well accommodated in a beautiful environment with enjoyable social events. A dance party, as well as an author book signing and reception gave everyone opportunities to meet, chat, and celebrate.

For those who were unable to attend, the entire Congress, pre-and post-conference sessions along with handouts, are available as a two-disc DVD set through The Milton H. Erickson Foundation. We recommend it for anyone who hopes to have a deep and lasting experience that will continue to grow over time.

### OVERVIEWS

#### *Congress Reflections*

Reviewed by Roxanna Erickson Klein

One highlight of the Congress was the overall growth-oriented atmosphere. A poll at the opening ceremony revealed that dozens of audience and faculty members were returning participants. The welcoming ambiance for newcomers, combined with the expectation for ongoing professional development makes the Foundation Congresses particularly successful. Although it was only a few short months ago before the Foundation lost its key organizer, Susan Velasco, the Congress proceeded with few apparent wrinkles. This organizational precision is testimony to the well-integrated relationships among the Foundation's small staff and is a way to honor the memory of Velasco who had served in that role for more than 10 years. The current Executive Director of the Foundation, Susan Kavanaugh brings a new skill set, and has helped smooth the transition. Though a few events could have been better publicized better, most aspects of the Congress worked out exceedingly well. Meetings to recognize Newsletter volunteers and to welcome Institutes enhanced networking and co-

hesion. An evening event also was held to inform those interested about emergent plans for the creation of The Erickson Global Center of Excellence for Psychotherapy and Hypnosis and to express renewed commitment of the Foundation to accelerate availability of archival materials. Four stellar keynotes at the Congress focused participants on the work of Milton H. Erickson; the evolution of his ideas since his death; the epigenetic perspective of his work; and an exciting promise for creative investigation that addresses artistic aspects of his techniques.

#### *The Joys and Experiences of Serving as a Volunteer*

Reviewed by Ryc Strader MFTI

Choices...we all have them, and often times, more than we can count, and serving as a Congress volunteer allows others to count on you. That was the source of my joy, and the payoff when I volunteered at the 11th International Congress. Oh I'll admit it, I had hoped to sit in on all eight of the Fundamentals of Hypnosis workshops, but what I got as a bonus was the opportunity to meet new faces, attend all of the keynotes (and this alone was worth the price of admission), and participate in several of the Short Courses. And most important of all, I got to contribute toward an exciting and successful event: The Milton H. Erickson Foundation's 11th International Congress. And I received all of this, plus so much more at less than a fraction of the cost.

So, if you have the opportunity to serve as a volunteer at any function sponsored by the Milton H. Erickson Foundation, you will be making a wise choice to do so!

"To be the greatest, be the servant of all," (Jesus, 34 AD)

### PRECONFERENCE

#### *PC 4 The Erickson Way: Telling Stories Where they Belong, Betty Alice Erickson and Eric Greenleaf*

Reviewed by John D. Lentz D. Min.

This all-day workshop was worth the price of the entire conference. Betty Alice Erickson and Eric Greenleaf provide usable tools that are practical and immediately applicable. I have heard about storytelling for therapeutic use, but when these two professionals presented, the material absolutely came alive because of their openness and genuine willingness for you to learn and know what they know. And although both are strong presenters individually, together they shine brighter, perhaps because they seem to really like one another. I will admit I am not usually a fan of group exercises, but I found the group exercises to be wonderful. The exercise I did with another participant was so powerful that in two minutes the other person was crying with relief and joy. She said she was so touched by the experience and that it helped her immensely. And I did only what we were instructed to do. When we reversed roles, I was surprised at how deeply I too was touched by the process, even though I had anticipated the feelings.

### WORKSHOPS

#### *WS15 Trans-Altering Interventions by John Lentz*

Reviewed by C. Alexander Simpkins, Ph.D. and Annellen M. Simpkins, Ph.D.

Lentz draws from years of experience working as the chaplain and head counselor for a women's prison in Kentucky and sensitively describes experiences with hardened, convicted murderers. One of the premises of the workshop, is that people take on negative trances, and that therapy can help them to create a positive trance, or sometimes come out of trance altogether. Lentz's stories show a deep and insightful compassion and understanding of how abuse can bring someone to commit a horrible act, often not against the person who caused the abuse, but more often by killing an innocent. Lentz learned to work indirectly since formal hypnosis was not allowed at the prison. He developed subtle ways to bring people out of their negative

See CONGRESS on next page



**CONGRESS** *continued from page 12*

trance, teaching them to forgive themselves and put their efforts into a positive and meaningful life, even while in prison. Hearing how the women's lives changed so profoundly, you sense that certainly Lentz's methods will be invaluable for your clients as well.

**WS23 StoryPlay.  
Reawaken the Resilient  
Child Within. Joyce Mills,**

Reviewed by Nicole Ruyschaert, M.D.

A little bag filled with funny toys and a warm welcome can stimulate curiosity and can open a mind for learning. Play has a tremendous effect on brain development and can stimulate learning. Mills' StoryPlay workshop reinforces that idea, and reminds us that we, as therapists, can create the "playroom" for our patients.

StoryPlay as developed by Mills, is built on nine roots: creativity, the natural world, trans-cultural wisdom and healing philosophies, principles of Milton Erickson, everyday life, myth, stories, metaphors, and play therapy.

Each root is like a creative stepping stone--a stimulating, indirect communication style that promotes rapport, personal creativity, and releases a world of resources.

In the workshop, we learned we can create a story surprisingly easily and convey an experience of resilience. Elements of nature that have symbolic meaning can be utilized. You might hear examples such as a tree growing stronger after surviving a storm or the Hawaiian story about a bowl of light, which is a symbol of innate and unique abilities. Following the story, we are asked to take part in an imaginary exercise to "release the light," and the experience is reinforced by drawing it on paper. Through StoryCrafts we can expand the storytelling metaphor into physical forms through artistic expression.

Metaphors are interspersed throughout the whole workshop, conveying ideas, research data, and shared experiences. Participants were given well-designed exercises to integrate learning in immediate practice. By the

*See CONGRESS on next page*

Esblygiad Seicotherapi    Sự tiến hoá của tâm lý  
 Эволюція психотерапії    Psikoterapi Evrimi  
 วิวัฒนาการของจิตบำบัด    Utveckling av psykoterapi  
 Mageuzi ya Saikolojia    Evolución de la Psicoterapia  
 Razvoj psihoterapije    Vývoj psychoterapie  
 Evoluția de Psihoterapie    Evolução da Psicoterapia  
 Ewolucja    Psychoterapii Evolu-  
 tion of Psyko-    terapi  
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 Evolusi    Psikoterapi  
 Psikoterapijos    evoliucija  
 Evolutione    Psychotherapy  
 Evoluzione della    Psicoterapia  
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 Evolusi    Psikoterapi  
 Evolution    pszichoterápia  
 Evolisyon nan Sikoterapi    Evolution de la psychothérapie  
 Paglaki ng Psychotherapy    Evoluția de Psihoterapie  
 Evolução da Psicoterapia    Ewolucja Psychoterapii  
 Evolution of Psykoterapi    Evoluzzjoni tal-Psikoterapija  
 Evolusi Psikoterapi    Psikoterapijos evoliucija  
 Evolutione Psychotherapy    Evoluzione della Psicoterapia  
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peer therapist. You will be able to see others practicing in front of the group in a very safe environment. The unique format of this group will help you integrate learnings in powerful ways. This program is held at the actual Erickson home, purchased by the Erickson Foundation to preserve this historic site.

The environment is intimate and supportive. The learning experience is rich and fertile. This program is an opportunity to advance clinical skills no matter what your professional orientation.

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## CONGRESS *continued from page 13*

end, we were well prepared to design a ritual ceremony to help one of the participants in the smaller group integrate this new information. Also, our inner child was nurtured when all of us made bubbles and discovered the fun of doing so!

StoryPlay is useful in working creatively with individuals and communities after traumatizing events. This method of therapy can be expanded to promote health and well-being for all.

### **WS 27 OM UP!** **Therapeutic Mind-Body Transformations through Yoga, Kathryn Rossi**

Reviewed by C. Alexander Simpkins, Ph.D. & Annellen M. Simpkins, Ph.D.

Yoga is an ancient method for unifying the mind, brain, and body. Rossi shows how the art and science of yoga corresponds to Ernest Rossi's Four-Stage Creative Process and Buddha's Four Noble Truths. But, rather than simply intellectualize the insight, Rossi led group members in yoga so that they might *experience* the point. By actively engaging in the treatment we learned to take personal responsibility and transcend limits. With stories, a warm, lively style, and dynamic, engaging routines, Rossi had the entire room bending and swaying together in harmony, overcoming discomforts boldly with symbolic warrior actions.

### **WS 36 Ericksonian Psychotherapy for Women Experiencing Unplanned Pregnancy Maria Escalante de Smith**

Reviewed by Annellen M. Simpkins, Ph.D. & C. Alexander Simpkins, Ph.D.

Escalante de Smith gave sound advice for working with unexpected pregnancy, and she also provided creative alternatives in psychotherapy.

One of the hallmarks of Escalante de Smith's methods is what she calls, "The Singing Trance." She has a beautiful voice, and broke into song to illustrate how she worked with a mute child who was the result of an unplanned pregnancy and had been refusing to eat. Together, therapist and child sang about eating veggies and en-

joying meat. The singing trance can be done by anyone, and Escalante de Smith expertly instructed how to do this. She also taught other creative ways to reach people who are in the midst of difficulties.

### **WS 42 Ideomotor and Ideosensory Expressions in Waking Self Hypnosis**

Sidney Rosen, M.D.

Reviewed by John Lentz D.

Sidney Rosen is a master. He utilized his years of experience to elicit participants to creatively think about self-hypnosis. I had the opportunity to see Rosen present his self-hypnosis approaches, and this workshop again confirmed that he is masterly. Beginning with the historic, and moving to creative styles of using Ideomotor and Ideosensory expressions, Rosen offers what few others are willing to do because he is so open about his personal history. He also inspires by explaining how he uses self-hypnosis and Ideomotor or Ideosensory approaches with himself, as well as clients.

### **WS 47 Advanced Techniques of Hypnosis and Therapy Jeffery Zeig Ph.D.**

Reviewed by John Lentz D. Min.

Jeffrey Zeig outdid himself with this advanced techniques class. Because he had slight difficulty with playing a piece of music, Zeig improvised and utilized the situation and made it much more memorable. Playing the Irish tin whistle, he showed the difference between embellishment and playing the notes on impact. His talent as a teacher and grasp of techniques, as well as his ability to help improve our talents is remarkable. He demonstrated several techniques and alluded to ones in his handouts that I believe will help my students, as well as myself. I particularly liked Zeig's challenge to use one line repeated with emphasis on different words to induce a trance. I will be learning from this workshop for years to come. It will enhance my skills at offering trance inductions. It teaches powerful lessons, and does so easily and practically. I found it to be brilliant; it gave participants more than

what was advertised.

### **WS2 Finding the Fertility in Infertility Helen Adrienne LCSW**

Reviewed by John D. Lentz D. Min.

Adrienne was amazingly knowledgeable of infertility issues and the ways in which to help couples and women facing infertility. She gave sound, useful, and practical concepts and did so with wit and sensitivity. This workshop was well-designed and offered practical tools for dealing with, and understanding, the journey that couples go through when they are struggling with infertility. It gave options to helping those facing infertility, as the title suggests. And yet, that wasn't what was most wonderful about this presentation... it was Adrienne's sensitivity to the issues and her empathy for those coping with infertility.

## INTERACTIVE EVENTS

### **Dialog 12 Neuroscience for Clinicians Alexander Simpkins Ph.D. and Annellen Simpkins Ph.D.**

Reviewed by John D. Lentz D. Min.

In discussing the subject material for a book on progress about neuroscience written for clinicians, The Simpkins presented in their almost seamless manner of shifting from one to the other, and displayed not only the depth of their relationship and respect for one another, but their knowledge as well.

I believe their book will become a valuable resource for many clinicians because of its use in understanding the different parts of the brain and how hypnosis, meditation, or medication can impact it.

### **CD8 Clinical Demonstration with Camillo Lorio M. D. Hypnosis and Family Therapy**

Reviewed by John D. Lentz D. Min.

Lorio powerfully demonstrated his approach to family therapy with role play that demonstrated his genuine ability and talent. The conflict presented in the demonstration was one that many of us has seen in our practice-- when grown children do not

leave home and parents are conflicted over what to do and wind up doing nothing but complaining.

Lorio had each person in the family talk about their passions, then wove together a masterful induction and hypnotic session that associated the family members' strengths with their problems. It was elegant, simple, and yet profound, revealing that the family members have strengths they are not using to solve their problems. While this was only a demonstration, this approach is what Lorio typically uses with his patients. After seeing this demonstration, I felt as if I could easily apply this approach with my clients.

## SHORT COURSES

### **Sc 9 Utilizing Hypnosis in Supervision**

Dale Bertram Ph.D., and Mike Rankin M. A.

Reviewed by John D. Lentz D. Min

Bertram and Rankin have developed an Ericksonian approach to supervision where they also have included hypnosis as a means of assisting the supervisee. Their style of supervision is based upon the utilization principle. As you would expect, hypnosis is only a tool, and isn't the format for supervision; the format is based upon utilization of what the student brings.

Bertram and Rankin both have strong marriage and family therapy backgrounds and often teach this approach to people around the country. They have an extremely sensitive nature to both the learning style of students, as well as the law. Therefore, they are careful and yet on target in what they teach and encourage.

### **SC 30 Slumber: Tucking The Day's Pain Away**

Deborah Beckman MS

Reviewed by John D. Lentz D. Min.

Beckman's workshop was amazing. She introduced the course objectives and then asked for a volunteer who was experiencing pain that interfered with sleep. She then demonstrated her creative and well-informed style of decreasing the pain. She gave the volunteer a way to achieve that same state at night. Beckman was working on the volunteer's experience of pain even while she did the assess-

*See CONGRESS on next page*



ment. By the time she began the actual trance, she knew exactly where she was going. She made this session look so easy because she is knowledgeable about sleep and reducing the pain that gets in the way of sleep.

After the demonstration, Beckman offered tips that could deepened the trance and gave the attendees even more tools for helping clients; she taught both directly with Power Point and with a handout, as well as indirectly by deepening the trance with the volunteer. It was an impressive demonstration.

### FUNDAMENTAL HYPNOSIS TRACK

Reviewed by C. Alexander Simpkins, Ph.D. and Annellen M. Simpkins, Ph.D.

The eight sessions in this series, present Ericksonian hypnosis fundamentals from some of its most influential and prolific contemporary masters. Brent Geary introduces the series with Principles of Hypnotic Induction, Fundamental Hypnosis I (FH1) and defines hypnosis through the A.R.E. model: Absorb, Ratify, and Elicit. True to Erickson's approach, Geary shows how to take simple observations, string them together, and then link them to a suggestion that elicits trance. He remains faithful to Erickson's innovative idea that hypnotizability scales are not determiners of hypnotic capacity. Instead, for clinical purposes, expectancy is more indicative of success. Anyone who can pay attention for a few minutes and close their eyes without having a psychotic reaction can be hypnotized.

Stephen Gilligan presents the Phenomenology of Hypnosis (FH2) where he carefully lays out the appearance of psychological process in trance. He shows how a trance, when done in a supportive therapeutic relationship, allows people to let go of fixed patterns and symptoms. In a sense, problems are a form of negative trance; the conscious mind is organized, goal directed, and often rigidly fixed, while the unconscious is open, creative, and free. Hypnotherapy uses both conscious and unconscious, which gives people a way to find a better identity by delving deeply into the creative unconscious process, and then emerging as someone completely new, free of the problem.

Michael Yapko presented Induction Frame Work II: What Makes for a

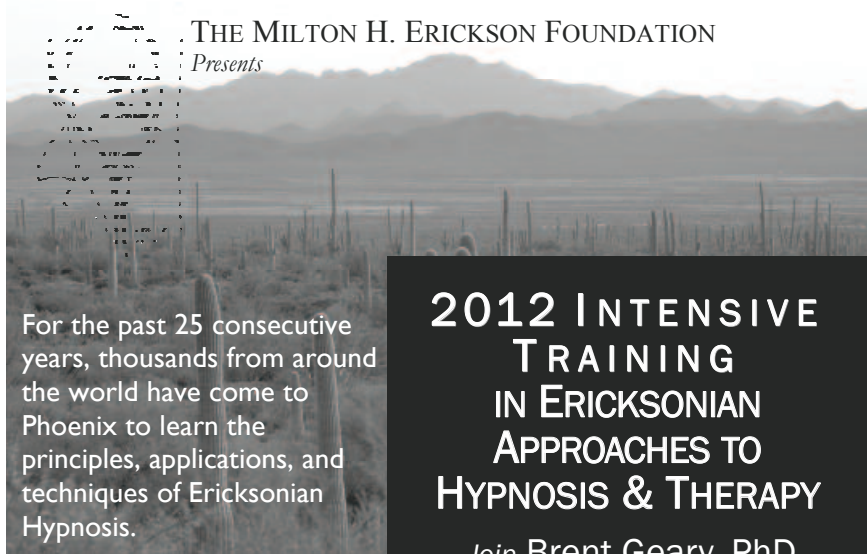
Good Induction (FH3), in which he instructs on the classic Ericksonian hypnotic induction methods. He masterfully teaches how to facilitate hypnotic experience from the simplest and subtlest cues, through both structured methods and through more indirect conversational approaches. You learn how to elicit dissociation and other hypnotic responses by appealing through multi-level processing and utilizing responses that occur automatically and naturally. Yapko expertly communicates through voice tones, spacing, and emphasis, not just with words so you learn the mechanics of induction, and also how to guide your client gently and effectively.

Dan Short's Language of Hypnosis I: Working with Complex Resistance (FH4) provides an essential component for which Erickson was famous-- how to help people to respond even in the face of resistance. We all have times when clients cannot, or do not, respond and Ericksonian resistance techniques go around, through, and beyond conscious limits by activating unconscious responsiveness. Short, gently and subtly guides the participant in using some of Erickson's most intensive principles. His instruction is clear and you leave with tried-and-true methods that definitely get results.

Jeffrey Zeig leads Language of Hypnosis II: Working with Complex Resistance (FH 5). In a sense, all problems have an element of resistance, and Zeig teaches how to use hypnotic language to influence the client's emotional and intellectual state. He shows how we can use innate cognitive capacities. Zeig builds the therapist's arsenal by using such devices as truisms, yes sets, and implied causatives, all implicitly directed toward eliciting hypnotic responsiveness. Zeig is a longtime master of these methods, and he draws upon a rich store of examples from Erickson himself that bring multi-textured dimensions to the learning experience.

Lillian Borges-Zeig provides Utilization in a Trance Induction (FH6). Utilization is a hallmark principle of Ericksonian hypnosis. Through demonstrations and exercises, this workshop shows how to recognize the client's own repertoire of skills, interests, and experiences and then how to draw upon them to help the client activate his or her own inner resources to facilitate change. Borges-Zeig makes

*See CONGRESS on next page*



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**CONGRESS** *continued from page 15*

these methods clear and easy to integrate into trance work.

In Hypnotic Phenomenon (FH7), Bill O'Hanlon presented some of the fundamental hypnotic phenomena that trance experiences elicit. The feeling of automaticity and dissociation, alterations in sensations, distortions in time, and ability to see and not see things are a few of the many changes that people can undergo in hypnosis. This workshop teaches what these changes are and how to develop them in clients. O'Hanlon has an upbeat presentation style and keenly developed expertise, which made this presentation both a pleasant and productive learning experience.

Betty Alice Erickson provides Anecdotes and Metaphors: Easy, Effective, and Engaging (FH8) and proves to be a charming master of these indirect methods as she works easily and

naturally using her unconscious as her guide. This final workshop in the series teaches how to create helpful metaphors and stories that will be meaningful to clients and allow them to elicit their own solutions unconsciously and naturally. Erickson has a way of communicating calm, empathic caring that radiates outward. The learning from this series comes together in multi-layered metaphors making hypnotic change something you and your clients can use productively together.

**POST-CONFERENCE*****The Post Congress  
Masters Session***

Reviewed by Roxanna Erickson-Klein  
RN, Ph.D.

This post-Congress session gave the audience a rare opportunity to see a

real-life sample of therapeutic management by two well-known presenters, Jeff Zeig and Michael Yapko, who invited volunteers from the audience to take the client chair on stage and describe a problem that might be amenable to a single-session hypnotic intervention. Done in complete absence of usual pre-screening measures, Zeig and Yapko embraced the opportunity for coping with the unexpected in a format that closely resembles dealing with clients who walk into their offices. These two expertise practitioners worked well impromptu, showing what their work is really like, and how to gracefully cope with outcomes that may not be expected. After the 60-minute session between client and therapist, the co-presenter overviewed highlights of the session, pointing out salient directions and commenting how concerns may have been approached differently. It was acknowledged that in a group as large as this, there are likely hundreds of different approaches

to the resolution of any presenting problem. The subject also was asked whether or not the session was useful and whether or not it had addressed their needs. In all four demonstrations, subjects replied that the session had been useful to them. Detailed questioning of the subject by the audience was discouraged, allowing for the therapeutic suggestions to "set."

The four problems that were presented by the subjects were: Drowsiness during trance induction; excessive self-expectations related to work performance; pain management; and exercise fatigue. The contrast of approaches between practitioners was both clear and useful to observe. Each of their abilities to generate creative directions in the service of moving beyond concerns was fruitful. The demonstration was not only remarkable to watch, but worthy of considerable contemplation. It was a most inspiring session!

**CONFERENCE NOTES**

The 44th Annual Conference of the Southwestern School of Behavioral Health Studies, *Embracing Recovery and Wellness*, will be held August 20-23, 2012 at Loews Ventana Canyon, Tucson, Arizona. A Pre-Conference will be held on August 19. Faculty include: Michal Gorman, LPC, Kenny Miller, ACSW, Mel Pohl, M.D., Kathleen Reynolds, ACSW, Tony Redhouse and Mona Polacca, MSW, John Briere, Ph.D., Shelley Uram, M.D. Brian Sims, M.D. and Tonier Cain, James Duffey, M.D., and Ravi N. Chandiramani, N.D. For complete information visit [www.azswws.org](http://www.azswws.org); SWS of Behavioral Health Studies, Michele Brown, Conference Director, 1232 E Broadway Rd, #120, Tempe, AZ 85282; Tel, 480-784-1514 x 1508.

*Brief Therapy – China* will be held October 2-7, 2012, in Beijing, China. The Conference includes a large international faculty including Jeffrey Zeig, Stephen Gilligan, Waiyung Lee, Xudong Zhao, John Banmen, Esther Perel, Reid Wilson, Valent Lee, Maria Gomori, Arthur Freeman, Tucker Feller, Vasu Hancock, Tsungchin Lee, Xijuan Wu, Xin Fang, James Ye, Jianjun Zhu, Lifeng Zheng, Li Li, and many more. For information visit the Conference web site [www.ChinaBFC.net](http://www.ChinaBFC.net)

The Society of Clinical and Experimental Hypnosis (SCEH) will hold the *63rd Annual Workshops and Scientific Program* October 10-14, 2012 at the Delta Chelsea Hotel Toronto, Ontario, Canada. For preliminary information visit [www.SCEH.us](http://www.SCEH.us) or contact: The Society for Clinical and Experimental Hypnosis, PO Box 252, Southborough, MA 01772; Tel, 508-598-5553; Fax, 866-397-1839; Email, [info@sceh.us](mailto:info@sceh.us)

The 19th International Hypnosis Congress of the International Society of Hypnosis (ISH) will be held October 17-21, 2012 in Bremen, Germany at the Congress Center of Bremen. The Congress includes a large international faculty representing a wide range of hypnotic skills, theoretical orientations and research interests. Organizer for the Congress is Bernhard Trenkle, director of the Milton Erickson Institute Rottweil (Germany). For complete information visit the Congress Web site: [www.hypnosis-congress.com](http://www.hypnosis-congress.com); Email, [kontakt@trenkle-organisation.de](mailto:kontakt@trenkle-organisation.de)

Celebrating the 30 years, the German Society for Hypnosis and Hypnotherapy (DGH) will hold their 2012 Congress entitled, *Hypnose – das Tor zum Unbewussten*, November 15-18, 2012. The Congress will be held at the Best Western Park Hotel, Bad Lippspringe, Germany. For more information visit their web site: [www.dgh-hypnose.de](http://www.dgh-hypnose.de). **Office contact:** Deutsche Gesellschaft für Hypnose und Hypnotherapie e.V., Daruper Str. 14, 48653 Coesfeld, Germany; Tel, 02541-88 07 60; Email, [DGH-Geschaeftsstelle@t-online.de](mailto:DGH-Geschaeftsstelle@t-online.de).

*The Brief Therapy Conference: Lasting Solutions* will be held December 5-9, 2012 at the Hilton Union Square, San Francisco, California. The Conference is sponsored by The Milton H. Erickson Foundation, Inc. Faculty include: Steve Andreas, Ellyn Bader, Jon Carlson, Patrick Carnes, Frank Dattilio, Robert Dilts, Paul Ekman, Eve Ekman, Roxanna Erickson-Klein, Steve Frankel, Brent Geary, Stephen Gilligan, Robert Greenberg, Kenneth Hardy, Michael Hoyt, Jeffrey Kottler, Harriet Lerner, Peter Levine, Camillo Lorigo, Lynn Lyons, Scott Miller, John Norcross, Bill O'Hanlon, Christine Padesky, Esther Perel, Ervin Polster, Wendel Ray, Ernest Rossi, Janis Abrams Spring, Casey Truffo, Michele Weiner-Davis, Reid Wilson, Michael Yapko, and Jeffrey Zeig. Keynotes will be presented by Patrick Carnes, Paul Eckman, Robert Greenberg, and Harriet Lerner. For complete information including online registration, hotel accommodation and reservations, Volunteer information, faculty bios, accreditation information and more, visit the Conference Web site: [www.BriefTherapyConference.com](http://www.BriefTherapyConference.com). To receive a brochure by mail contact The Milton H. Erickson Foundation, Inc., 3606 N. 24th Street, Phoenix, AZ 85016-6500; Tel, 602-956-6196; Fax, 602-956-0519; Email, [office@erickson-foundation.org](mailto:office@erickson-foundation.org)



## UPCOMING TRAINING

DATE	TITLE / LOCATION / LEADER	CONTACTS
5/3-6	Intensive Supervision Workshop in Ericksonian Clinical Hypnotherapy - Master Class / New York City, NY / Jeffrey Zeig, Ph.D.	1.
5/6	ASCH Approved Advanced Training: Hypnotic Approaches to Mind-Body Disorders and Anxiety: Integrating Psychodynamic and Buddhist Approaches to Growth and Healing (3.5 CEUs) / Pacific Palisades, Calif. / Charlene Williams, Ph.D.	2.
5/24-27	Brief Psychotherapy Master Class / Phoenix, Ariz. / Lilian Borges Zeig, LPC; Zeig	3.
6/6-10	Ericksonian Psychotherapy – Hypnotic Patterns / Guangzhou, CHINA / Zeig	4.
6/14-17	Ericksonian Psychotherapy – Hypnotic Patterns / Beijing, CHINA / Zeig	5.
7/9-13	Intensive Training in Ericksonian Approaches to Brief Hypnotic Psychotherapy - Fundamental / Phoenix, Ariz. / Brent Geary, Ph.D, Zeig and Invited Presenters	6.
7/16-20	Intensive Training in Ericksonian Approaches to Brief Hypnotic Psychotherapy - Intermediate / Phoenix, Ariz. / Geary, Zeig, and Invited Presenters	6.
7/23-27	Intensive Training in Ericksonian Approaches to Brief Hypnotic Psychotherapy - Advanced / Phoenix, Ariz. / Geary, Zeig, and Invited Presenters	6.
7/28-31	Brief Psychotherapy Master Class / Phoenix, Ariz. / Borges Zeig; Zeig	3.
9/6-9	Intensive Supervision Workshop in Ericksonian Clinical Hypnotherapy - Master Class / Victoria, BC, CANADA / Zeig	7.
9/10-14	Intensive Training in Ericksonian Approaches to Brief Hypnotic Psychotherapy - Fundamental / Phoenix, Ariz. / Geary, Zeig and Invited Presenters	6.
9/13-16	Intensive Supervision Workshop in Ericksonian Clinical Hypnotherapy - Master Class / New York City, NY / Zeig	1.
9/17-21	Intensive Training in Ericksonian Approaches to Brief Hypnotic Psychotherapy - Intermediate / Phoenix, Ariz. / Geary, Zeig, and Invited Presenters	6.
10/2-5	Brief Therapy Conference: China / Beijing, CHINA / Invited Faculty	8.
10/17-18	International Society of Hypnosis (ISH) Conference / Bremen GERMANY / Invited Faculty	9.
10/19-24	Ericksonian Psychotherapy / Graz, AUSTRIA / Zeig	10.
10/27-28	Trilogue – Ericksonian Hypnosis and Psychotherapy / Arezzo, ITALY / Zeig	11.
12/5-9	Brief Therapy Conference: Lasting Solutions / San Francisco, Calif. / Invited Faculty	6.

### Contact Information:

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## BOOK REVIEW

### *The 10 Best-Ever Depression Management Techniques: Understanding How Your Brain Makes You Depressed and What You Can Do to Change It*

By Margaret Wehrenberg, Psy.D.

W.W. Norton and Company  
New York  
ISBN 978-0-393-70629-1  
2010

Reviewed by John D. Lentz, D.Min., Shepherdsville, KY

Wehrenberg's 300-page book, "The 10 Best-Ever Depression Management Techniques: Understanding How Your Brain Makes You Depressed and What You Can Do to Change It," is chock full of options, techniques, and information to assist a depressed person in understanding every aspect of their disorder. The first two chapters: "How Your Brain Makes You Depressed," and "Managing the Depressed Brain with Medication," start with the basics. The following chapters describe the 10 techniques. Some techniques explain how to identify triggers, and the chapter, "Start Where You Already Are," provides insight on how to begin the process of change by accepting your current life situation. The chapters on technique conclude with learning how to live fully.

I recommend this book to an intelligent client who is depressed and on medication. It might help them to better understand their body and its relation to the

drugs they have been prescribed, how those drugs work, as well as what else can work.

In addition to a thorough and well-researched explanation of medications, this book offers useful information for depressed patients. There are eight references listed in the index for the techniques offered, so the author has done her homework and provides a great deal of cohesive information.

In one section, Wehrenberg addresses how depressed people can be particularly harsh in judgment of themselves and others. She gives them a practical means for softening their judgment toward themselves as well as others, and offers a through plan for creating nine steps toward a habit of compassion.

Wehrenberg's book is well worth the cost, even if just for the appendices, recommendations of further reading, references, and index--together totaling approximately 40 pages! The appendices alone give readers tools to help relieve depression. The recommended books for further reading will, no doubt, give readers more awareness. Some reading suggestions include, "Nutritional Support," "Meditation and Relaxation," and "Listening to Your Body."

The book is written to address a wide audience. As a result, there are two major endorsements on the back cover by Daniel G. Amen, M.D. and Amy Weintraub, author of *Yoga for Depression*, both confirming how a diverse audience can appreciate this book. Wehrenberg has successfully linked the world of prescription medications with the world of behavioral psychotherapy so that both are affirmed and everyone is more informed. The more I read of this book, the more I liked it and found it useful, because it stretches the usual ways of thinking to include, rather than exclude, helpful options.

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# BOOK REVIEW

## *Zen Meditation in Psychotherapy: Techniques for Clinical Practice*

By C. Alexander Simpkins, Ph.D. & Annellen M. Simpkins, Ph.D.

John Wiley and Sons, Inc.  
258 pages  
ISBN 978-1-118-15568-4  
2012

Reviewed by John D. Lentz, D.Min.  
Shepherdsville, KY

This book is life-changing; there is no other way to describe the powerful effect it had on me. From the beginning, I was impressed with the clearly written chapters both on the psychology of meditation and neuroscience findings and about meditation's effect on the brain. The material is so beneficial that I wanted to rush out and encourage some of my clients to begin meditation immediately. It takes an incredible knowledge of meditation to

simplify traditions, philosophy, and practices and make it understandable. The authors of this book succeed in the process when they describe complex aspects of the history of Zen meditation with seemingly little effort.

However, the Simpkins' expertise on this subject really begins to shine when they are discussing ways in which clients can overcome difficulties by utilizing meditation. They explain how meditation can help with anxiety, eating disorders, and depression, and also explicitly discuss how it can help with trauma and addictions. Then, they provide clinical examples. At this point in the book, their enthusiasm for meditation was so contagious, I wanted to stop reading and meditate immediately!

The authors also offer ways in which to meditate for specific goals and include examples and guided meditations that are well thought out, effective, and useful. There are variety of styles and methods of meditation, as well as treatment for specific issues,

*At this point in the book, their enthusiasm for meditation was so contagious, I wanted to stop reading and meditate immediately!*

thereby making this a book that will have lasting power and, no doubt, become a resource for therapists for years to come.

*Zen Meditation in Psychotherapy* offers the usual types of stylized metaphors, called "koans," such metaphors one would expect to find in a book on meditation. Yet, it also goes steps beyond. The Simpkins draw comparisons with Erickson, and illustrate how koans have impacted a therapist's way of thinking in the same way that Milton Erickson's work has. If that was all they did, it would be useable and practical work, but the Simpkins also use a style of writing that is hypnotic, which demonstrates how deeply they have thought about the metaphoric process. The wording is

positive and invitational and has amazing, understated power for the reader to go to a therapeutic place.

Overall, this book is destined to be a classic because of its practicality. It is also an important and powerful resource for therapists dealing with difficult clients. The book changed the way I think--not just because of its concise explanations, but because of the experience it invites you to have, in forming your own conclusions. I felt as if I had been searching for some of these insights for a long time and didn't even know it. I am already putting what I have learned into practice and will not only recommend this book to my students, but will encourage others to read it as well.



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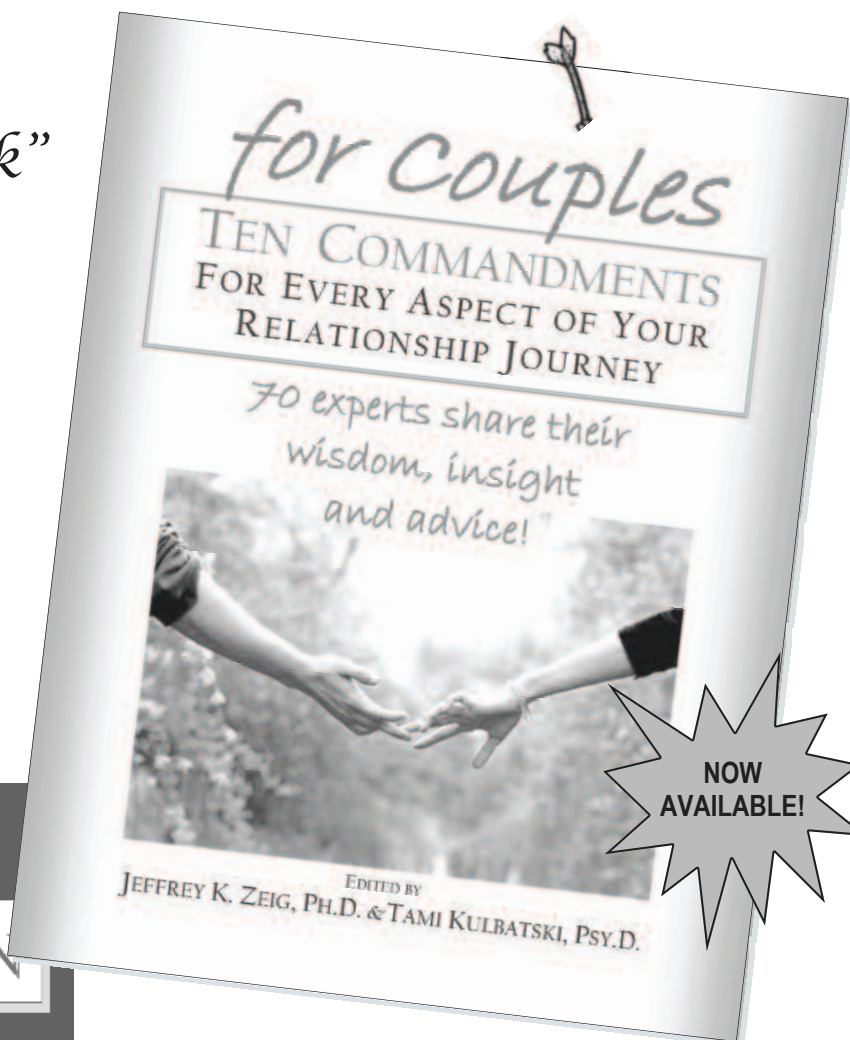
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## B O O K R E V I E W

## *The Trauma Treatment Handbook: Protocols Across the Spectrum*

By Robin Shapiro, MSW, LICSW

W.W. Norton & Company, Inc.  
978-0-393-70618-5

235 pages

[www.wwnorton.com](http://www.wwnorton.com)  
2010

Reviewed by Kay Colbert, LCSW  
Dallas, TX

Robyn Shapiro, with many years of experience working in the trauma field, is the author of two volumes on EMDR (Eye Movement Desensitization and Reprocessing). She serves on the board of the EMDR Humanitarian Assistance Program. Her newest book, with a foreword by Dan Siegel, is a practical resource for those needing a comparative overview of the various trauma treatment methods available.

Shapiro explains, in a condensed manner, what it means to have unresolved trauma; how it may affect clients; and what the healing process might entail. The author defines trauma and how PTSD develops along a spectrum, according to the extent of the experiences and a person's temperament. She suggests ways to assess and prepare a client, using scripts and checklists, which would be helpful for the practitioner who is new to the field.

Just as each client has a unique story of trauma, Shapiro emphasizes that there is no one-size-fits-all solution. A skilled trauma worker will need a synthesis of different techniques and may have to be able to modify them in session depending on the particular situation of each client. The book briefly explores 17 therapies for trauma and complex trauma. Although not all scientifically proven, these therapies may be integrated to help create an individualized treatment plan. This is not a teaching tool, but rather a resource from which the clinician can pursue further education and training. Some of the theories presented are well established and some less well-known. There are resources listed at the end of each chapter, but more extensive refer-

ences and supportive research findings would have been a helpful addition for the clinician.

Mindfulness, psychodynamic therapies, exposure therapies, CBT, hypnotherapy, EMDR and other protocols are summarized. Shapiro is straightforward about the benefits and disadvantages associated with any particular method. She warns, for example, that exposure therapy on its own may re-traumatize survivors. She also states that cognitive processing therapies may not be successful at eradicating symptoms, particularly if a client is currently overwhelmed with emotions and flashbacks. Shapiro describes EMDR as a therapy for the entire spectrum of traumas, both large (big "T") and small (little "t"). EMDR focuses on the past event(s) that was the foundation for the pathology and the current situations that cause client disturbance. EMDR also provides a template to use for the future. Evidence-based findings show it is effective for eradicating trauma symptoms. Shapiro adds an important caveat that much preparation and care must be taken when using EMDR with fragile clients and cautions it should never be attempted without formal training.

Hypnotherapy, particularly methods developed by David Calof, are described as bringing quick symptom relief; teaching relaxation and mindfulness; and building ego strength. Shapiro says that other treatment modalities may be enhanced with hypnotic techniques. Some "energy psychologies" are discussed, as well as some less mainstream protocols, not yet backed up by scientific research.

The final chapter of the book wisely counsels trauma therapists to practice good self-care to keep themselves healthy and whole while offering this much-needed work. *The Trauma Treatment Handbook* is a basic text that would be informative and helpful to the clinician newer to the field of trauma therapy.

## B O O K R E V I E W

## *The Emotionally Focused Casebook: New Directions in Treating Couples*

Edited by James Furrow, Susan Johnson and Brent Bradley

Routledge: Taylor and Francis Group  
New York  
397 pages

Reviewed by Betty Alice Erickson, L.P.C.  
Dallas, TX

*The Emotionally Focused Casebook* is a wide-ranging collection of techniques for Emotionally Focused Therapy (EFT). The first several chapters introduce readers to the basic framework. James Furrow and Brent Bradley make a strong case for the efficacy of EFT, providing a brief history of its development and numerous citations for its well-researched bases. In the next chapter, Susan Johnson discusses the importance of attachment perspectives in developing therapeutic changes in relationships. She also introduces the book's format-- how EFT can be the right fit for a particular problem. She provides a "snapshot" of a clinical case with the therapist's rationale for using EFT interspersed. Then, she gives an overall summary of underlying EFT principles.

Each chapter in this book has a theme, appropriately named. Common issues such as depression, infidelity, and addiction are covered, as are of-the-moment topics such as culturally diverse lifestyles and gay and lesbian relationships. Especially significant is the chapter on couples who are building relationships; incorporating stepchildren into their new families; and trying to maintain appropriate and continued interaction with former spouses.

There are a few uncommon situations discussed in the book including a couple affected by a chronic medical

illness, and another couple who deals with stroke-induced aphasia. Extrapolation of techniques discussed could be useful in other situations.

Additionally, how therapists chose their responses is explained using transcripts of partial case studies. For example, in the chapter on infidelity, the first step was the de-escalation of the negative emotional recycling of the events. After this important step, each partner was taught to understand the infidelity as a part of the couple's "attack-defend" cycle—a useful expansion of their emotional perspective and landscape. The bond of attachment could then be rebuilt with each partner having responsibility for that experience. The therapist's paramount responsibility of joining empathetically with each person is emphasized along with the necessity of expanding a client's emotional perspectives and interpretations.

The last chapter, "Spirituality and Emotionally Focused Couple Therapy," compares and contrasts Buddhism and EFT. The authors highlight the usefulness of EFT when used with highly religious couples. The partial transcript, along with comments on the therapist's work, provides a picture of interweaving clients deeply held beliefs into helpful psychotherapeutic procedures.

Each chapter has a large number of citations. Combined with the detailed information about what each therapist was doing and why, it sometimes superseded the actual information. I believe the authors' need to support EFT's value often took precedence over trusting the readers abilities to extract what was useful from what was offered. The index of this book is complete and helpful.

In conclusion, *The Emotionally Focused Casebook* can be useful for experienced therapists as well as for those wanting to expand their base of knowledge and abilities.

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# BOOK REVIEW

## *Addiction Essentials: Go-To Guide for Clinicians and Patients*

By Carlton K. Erickson

W. W. Norton & Co.  
New York  
2011

Reviewed by  
Roxanna Erickson-Klein, RN,  
LCDC, Ph.D.  
Dallas, TX

*Addiction Essentials* is a 188-page paperback aptly subtitled the *Go-To Guide for Clinicians and Patients*. Presented in user-friendly language, the text is logically organized and includes a convenient index and guide to resources. The stated purpose of the book is to enhance understanding of students, clinicians, and the public concerning the nature of addiction. Each chapter begins with an overview in which key concepts are summarized. The reader is then led through discussions of cause, diagnosis, physical responses, co-occurring disorders, therapeutic approaches, relapse prevention, and resources. Written in uncomplicated language, the topical discussions address definitions, professional concerns, controversies, and directions for management.

Carlton Erickson, Ph.D. is a Distinguished Professor of Pharmacology at the University of Texas in Austin. Widely published, he has won numerous recognitions and awards for his work, a focus of which is the education of both professionals and the public on the important topics discussed in *Addiction Essentials*. Though he shares the same surname, the author is not related to Milton Erickson, M.D., or to the reviewer.

The author's own admission that there are areas in which he considers his own knowledge limited, sets the tone that realistic treatment of addiction requires a community of resources, a theme that echoes throughout the work. Ten of the 18 chapters are co-authored with other professionals, including, Peter Pociluyko MA, a clinician and educator, and Mark Evan Goldman Ph.D., a pharmacologist with an extensive

background in research.

Erickson has designed a resource that is both easy to use and offers direction to readers from varying disciplines. Early sections of *Addiction Essentials* explain stages of addiction in a systematic manner that offers tools for self-assessment. A three-stage iterative cycle of use, withdrawal, and pre-occupation is described in a global manner that facilitates recognition of symptoms and patterns. These descriptions, which address both use and abuse, offer both professionals and the public, a context for evaluation and direction.

I particularly enjoyed Erickson's discussion of the complexities of categorizing addictions within the current DSM IV TR and his viewpoints about anticipated changes for the upcoming DSM V. By relating symptoms and behaviors to the physiological processes, as well as to diagnostic criteria, the clinician can better evaluate the client's status and risk factors. Erickson's commentary brought home the concept that nothing is ever as clear as it seems.

Erickson uses a psychopharmacological model with drugs grouped into four categories: alcohol, CNS stimulants, CNS depressants, and drugs that have CNS effects and are commonly associated with use disorders among adolescents. While addiction professionals may find much of the material within this book similar to other resources, concepts such as the reward pathway, receptor sites, and the roles of agonists remain elusive to the average clinician. Using straightforward language to address these topics, *Addiction Essentials* explains the physiological interface of neuro-adaptation and dysregulation in a style that helps to make those concepts understandable.

The explicit way with which neuropharmacology of substance use and abuse is approached is helpful even for a seasoned professional. The succinct organization of this guide makes it particularly useful in the clinical context. Overall, I found *Addiction Essentials* to be interesting in content, refreshing in its clarity, and useful for a first resource, a review, or a reflection of professional work.

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# BOOK REVIEW

## *Ordeal Therapy: Unusual Ways to Change Behavior*

By Jay Haley

Crown House Publishing  
Carmarthen, UK  
212 pages  
ISBN 978-1935810056  
2011

Reviewed by Rubin Battino, MS  
Yellow Springs, OH

The first sentence in the preface to the 1984 edition of *Ordeal Therapy* states, "This is a book about the absurd dilemmas people find themselves in and the absurd solutions offered them in therapy." The subtitle of the book, *Unusual Ways to Change Behavior*, reinforces that message.

What a delight to have the opportunity to re-read this book and again enjoy all of the clever, (and absurd!) ways that Haley and his colleagues devised to help clients in fascinating, and sometimes startling ways.

The introduction presents all the "dos and don'ts" along with a systematic list of how to facilitate ordeal therapy. To begin, there's the dictionary definition of ordeal: "A severely difficult or painful experience that tests character and endurance." In ordeal therapy the word "painful" applies to psychological rather than physical matters.

There are a number of characteristics for successful ordeals. The ordeal must be more severe than the problem, which must be defined clearly, and it should cause distress equal to or greater than that caused by the symptom. Paradoxical ordeals can be the symptomatic behavior itself, i.e., doing more of it at a time when the person would rather be doing something else. This converts what the client believes is an involuntary act into a voluntary one. The therapist may be the ordeal in the sense that any session with a therapist is could be an ordeal!

The ordeal should be good for the person. Examples include, exercise, improving the mind, eating a healthy

See *ORDEAL* on page 23

## B O O K R E V I E W

***Creative Breakthroughs in Therapy: Tales of Transformation and Astonishment***

By Jeffrey A. Kottler, Ph.D. and Jon Carlson, Ph.D.

Wiley  
ISBN: 978-0-470-36240-2  
297 pages, 2009

Reviewed by Alex Simpkins Jr., Ph.D., Seattle, WA

*Creative Breakthroughs in Therapy* is organized into 20 chapters, 18 of which detail stories of therapists' most creative approaches to challenging problems in therapy. During the course of the chapters, a number of questions and answers are addressed, such as why the situation called for a radical and innovative approach, from where these creative approaches came, and ultimately how the clients responded.

Following a brief introduction by the authors, each chapter employs a story-based method that engages the reader, creating a sense that each therapist is telling the story directly, as if sitting in the same room. Readers might feel as if they were an actual participant, engaged in the process, working with the therapist as together they faced obstacles and moved toward goals. There is even that "Aha!" moment when an answer to an elusive question presents itself, giving this book the feel as though it is not so much to be *read* as much as it is to be *experienced*. An interesting example of this creative strategy being applied is in the chapter written by Jeffrey Kottler. He describes a situation where he filled in to lead a conference workshop on art therapy (with no preparation or warning), a topic he knew little about. Yet, by using a creative approach, he generated a workshop in collaboration with the audience that ultimately led to a successful and informative program. As an individual who has presented in many academic contexts, I was particularly impressed with his creative abilities. How do you lead a workshop on a topic you know nothing about, and for which you have no preparation? Some would consider this situation a bad dream! Instead, Kottler realized that the workshop is, in fact, an experience from which the audience wishes to gain. Guide the group to determine what it is interested in, and then facilitate the process, much like in the process of therapy.

Masterful, creative professionals – therapists, educators, academics, researchers, supervisors and consultants -- participated in the making of this book including: Fred Bemak, Laura Brown, Nicholas Cummings, Samuel Gladding, Judith Jordan, Bradford Keeney, Stephen R. Lankton, Cloe Madanes, Stephen Madigan, Nancy McWilliams, Scott Miller, Alfonso Montuori, Robert Neimeyer, Bill O'Hanlon, Len Sperry, Michael Yapko, and Jeffrey Zeig. Kottler and Carlson also include many major methodologies and perspectives, which serves to minimize bias. A few examples of these perspectives are: Ericksonian, Adlerian, Existential, Feminist, Psychoanalytic, and Person-Centered.

The final chapters in *Creative Breakthroughs in Therapy* are clearly written and provide a useful set of observations regarding the acumen of effective creative therapists and their ability to address challenges. A discussion near the end of the book pulls together and re-emphasizes the main point--that creative therapy is a symbiotic process between the therapist and the client; it is a dynamic, co-created collaboration.

This book will enrich new therapists through its shared experiences. It provides an excellent set of examples for "thinking outside the box" within the therapeutic framework. I recommend it as an interesting and informative read for a wide audience.

## B O O K R E V I E W

***Trauma Essentials: The Go-To Guide***

By Babette Rothschild, MSW, LCSW

W.W. Norton & Company, Inc.  
978-0-393-70620-8  
154 pages, 2011  
[www.wwnorton.com](http://www.wwnorton.com)

Reviewed by Kay Colbert, LCSW  
Dallas, TX

Post-traumatic stress disorder (PTSD) is generally defined as a disorder of anxiety-related symptoms in response to exposure to a traumatic event in which there is a perceived threat of injury or death. Heightened attention has been focused recently on treating traumatic stress reactions among U.S. service personnel returning from military operations. Hence the need for effective therapy has grown. This timely and easy-to-read handbook introduces the basics of trauma treatment to the consumer and to the professional who may be new to the field.

Babette Rothschild, a social worker and author of previous books on trauma, begins with 10 basic keys of safe trauma therapy. These key foundations ensure best practices with clients and include establishing safety for the client; maintaining a good therapeutic relationship; and focusing on client strengths. The author acknowledges that any particular course of trauma therapy must be adjusted according to the needs of the individual.

Rothschild also provides an overview of psychological trauma and the conditions associated with acute stress and PTSD and reviews current thinking on how trauma memories form. She discusses how trauma memories differ from other memories and suggests that stress hormones released during a traumatic event may affect how the memory of that event is processed and stored. She also explains the role of implicit and explicit memory in the development of trauma reactions. Implicit memory is nonverbal, automatic, and nonconscious, while explicit memory includes conscious

memories that easily can be verbalized. When people say they cannot remember the specific details of an incident, they may have much implicit memories stored in body sensations and emotions. External events may trigger these implicit memories, causing anxiety or panic reactions. Rothschild proposes, during a stressful event, the explicit memory system may be unavailable as the hippocampus was suppressed and overwhelmed by stress hormones during the particular incident.

Current methods of trauma therapy, including cognitive approaches, somatic therapies and hypnosis, are briefly discussed. There are also short chapters on mindfulness and meditation techniques, somatic treatment adjuncts, and evaluation and prevention. Mindfulness, in particular, can be a valuable tool for teaching grounding and coping skills that reduce stress. It is also a useful modality to help increase awareness of body sensations, emotions, and cognitions.

Rothschild presents issues common to PTSD work, such as the need for improving stability and self-control, developing a support system and dealing with shame and guilt. She offers thoughtful points on the need to be cautious with forgotten or so-called "recovered" memories. She's highly sensitive to handling repressed memories from the past such as abusive situations.

The final chapter of the book covers self-care for the therapist or support person and ways to avoid vicarious traumatization or compassion fatigue. The author sensibly suggests that professionals who specialize in trauma treatment should be aware of unmanageable countertransference and seek out appropriate supervision.

This accessible and concise reference book will be beneficial for anyone exploring his or her therapy options, and seeking information on treatments for trauma-related disorders.

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***Posttraumatic Growth and Culturally  
Competent Practice:  
Lessons Learned from Around the Globe***

Edited by Tzipi Weiss and Roni Berger

John Wiley & Sons, Inc., 214 pages, 2010

Reviewed by Maria Escalante de Smith, M.A., Cedar Rapids, IA

*Posttraumatic Growth and Culturally Competent Practice* emphasizes “the resilience of the human spirit, despite the impact of major catastrophes.” (p. ix) We often think of trauma as only causing problems, but often people come through trauma and become better than they were before. It is interesting to see how the authors address the benefits of trauma and how it can lead to growth.

This book includes contributions from authors around the world who address Post Traumatic Growth (PTG) in different cultures. Chapter 1 begins with the socio-cultural model of PTG-- from pre-trauma through to the positive changes that can occur from a traumatic experience. The diagram of stages that is presented is useful for understanding this process. It includes, for example, rumination, self-analysis, and emotional distress.

In the book’s next chapter, the Jewish culture is characterized by living under a constant security threat to its existence. Thus, a large number of Israeli studies have focused on examining the effects of man-made trauma. Chapter 3 focuses on content and determinants of PTG among Palestinians. Studies show that most people have been exposed to at least one traumatic event where hopelessness, loss of control, and problem-solving skills are affected. Their history involves catastrophes and calamities, and yet many of the people develop the qualities of persistence and belief in justice.

The author also addresses PTG in Turkey, a country that has experienced great waves of migration and natural disasters such as earthquakes. Religion is important; Islam is prevalent. Sufism, a mystical version of Islam, postulates that closeness to God can be experienced while alive on Earth. Studies have shown that people coped better when they had good problem-solving skills and strong religious beliefs.

The book also addresses the U. S. inhabitants of Latino origin from Mexico, and Central and South America where the value of the family unit rather than the individual is fundamental. Religion also may play a fundamental role. Most of the Latinos in the U.S. are foreign born and are likely to be confronted by stress from transition-related experience and immigration issues. As a Mexican immigrant, having lived in the U.S. for four years, I found this section to be particularly interesting because of the references to growth experienced by women who moved to this country.

Japan is described as one of the most earthquake-prone countries in the world. It is interesting to learn about the meaning people give to these natural events as “heaven’s punishment of human beings who have fallen into depravity or luxury.” (Page 131)

Readers are also reminded about the central value of family and culture in the Chinese culture, where collectivism is primary. A recent report showed that people in China tend to focus more on the happiness of their significant others than on their own happiness. Crisis in this culture is considered both danger and opportunity.

At the end of the book, Australia is mentioned where the most fundamental differences in the experience of trauma may be found between the Anglo-Australian who comes from an individualistic cultural context as opposed to the indigenous populations who tend to have a collectivistic heritage, rich in spirituality. Quantitative studies among paramedics working on this continent have shown that after going through trauma, people commonly experience improvement in the appreciation of life, relationships, and personal growth.

This book wonderfully addresses the topic of trauma as seen through the lens of many different cultures and I strongly recommend it.

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**ORDEAL** *continued from page 21*

diet, and other self-improvement activities. And it should be something the person can do *and* not legitimately resist. And finally, the ordeal should not harm the person or anyone else.

Ordeals are generally selected by the therapist, preferably with the client’s collaboration. In this sense, the ordeal is a social contract between the therapist and the client. For the ordeal to succeed, the client must be committed to getting over the problem.

After the introduction, the 12 chapters of the book are fascinating reading involving a variety of ordeals for clients, developed by Haley and his colleagues. The ordeals are ingenious and wonderful examples of second-order change processes. I read this book soon after it was first published, in 1984, and it is still fresh and practical today. Assigning ordeals is a mainstay of my practice of brief therapy.

The primary difficulty in working with ordeal therapy is to intrigue the client to the point where she is, in effect, willing to do anything to resolve her problem. The case studies discussed in this book provide many ways to create intrigue. The book contains a useful index, but there are no references since there was no literature published on the subject when Haley wrote his book.

Haley either stumbled upon ordeal therapy from his clinical experience, or he developed the methodology of it after studying the many ordeals that Milton Erickson used with his patients, because Erickson seemed to use ordeals so naturally.

It is wonderful that *Ordeal Therapy* is in print again. Its message is as useful today as it was several decades ago. It offers great insight in learning ways to get past impasses--yours and those of your clients. Enjoy!

## INTERVIEW *continued from page 1*

sons. I never learned to read music and it's been 50 years since I abandoned piano lessons at the age of 14, but I now play the Irish tin whistle – terribly, but passionately.

**One of the things that I've learned because I've been stimulated by your work is that music is a necessary aspect of human experience; it is compulsory, it is not elective. Can you riff on that?**

**Bob:** I agree with that, and of course we are not the only species that makes music as a basic aspect of who and what we are. It's how we observe the world and communicate subtle information to each other; Homo sapiens are not unique in this way.

**Jeff:** I agree, music is part of our evolutionary biology. Animals communicate by using signals and sounds; this is true of reptiles, birds, and mammals. Music appeals to something that is very primitive in our biology.

**Bob:** No doubt, and there are many different kind of sounds; music is sophisticated and intensified sonic experience. Each culture on this planet has its own musical reality. It resonates starting with language, because language is the use of modulated sound and articulated sound to create meaning. The Chinese language has the span of six white notes on the piano. We know that if we want to make ourselves understood, we need to vary our pace, rhythm, and pitch of our voice and articulate different ways depending on whether we are whispering in someone's ear or shouting at our kids. It seems to me that music is merely an intensification of the same, basic communicative processes.

**Jeff:** Okay, so language has aspects that are informative and aspects that are expressive.

**Bob:** I wouldn't even divide them... they are one and the same. Information transfer by using a monotone means nothing. If we want to teach something students the correct way of using language, the best way to do that is to show them that good language has passion and emotion. Music uses the same sort of pitched, rhythmic

information, but at a different level. I would never differentiate between merely informative language or merely informative music and emotional expression; they're all cut from the same cloth.

**Jeff:** You said in one of the lectures, "Being consciously aware of the various layers that constitute musical experience opens our minds as very few things can." Can you explain more about what you meant?

**Bob:** Take the casual listener... what one generally hears is simply the surface level of the melody of the music that is being performed. And that holds true whether you're listening to rock or to Mozart. The first thing we notice when we meet someone is their face, probably their eyes. But if we want to get to know someone, much like if you want to get to really understand a piece of art, you must go beneath the surface. Now in music, that means asking yourself what message it evokes-- emotional, intellectual, or aesthetic-- and how it is evoking that message; we want to understand our own reactions to what we are hearing. It also means going below just thematic melody and really listening, and being aware of the harmonic support of accompanying materials, such as the voices of backup singers. We should try to hear three-dimensionally rather than one-dimensionally. And by doing so (and this is my basic belief), by getting beneath the surface and simply being aware of the dimensionality, the metaphors of the music will engage us and the music will become personal. We can then start reflecting on our own experience and how our own experience is reflected not just in the meaning of the surface but also when everything comes together. It's fascinating to see how things really work, and when you hear a piece of music and are aware of the middle ground and background it can be incredibly enriching; it allows us to engage metaphors much more easily. We can personalize anything better, the better we know it.

**Jeff:** One of your jobs is teaching about music and you also teach communication. Are you aware of those layers

that underlie your composition, and do you use those consciously?

**Bob:** Always. And, I do it consciously, like when you're crafting something a note at a time. For example, when you cook and someone sits down to a meal, they're not aware that you've just spent the last day shopping and in the kitchen chopping, trying to find the right spices, testing the recipes and adjusting them. At the moment of consumption most folks are just aware of the finished product. But if you spend the day and someone says, "This tastes great, did you do this on purpose?" Well of course you did, you had to do it all starting with the planning stage, because the end result can only be good if you have very carefully worked on it.

Now of course when you're writing a melody, you hopefully get swept up in the moment and come up with a thematic idea that you like. But then, no matter who you are, even if you're Bruce Springsteen, you now have to harmonize it and make sure the lyrics work and that it properly expresses the words you're singing. And if you're a composer of instrumental music, you have to deal with the same issues; you have to decide who's going to play this and what you're going to do with it.

You're constantly thinking architecturally, which is why the cooking metaphor is a good one, because nothing is really done by accident--every ingredient has to be added, one at a time. If you know what you're doing, you don't have to sweat the details, but I'm sure you had to sweat them at some point in your life. You had to know that if you did A and B, then C and D would be the result. So yes, the constant question is what's on purpose and what is on instinct?

I have a colleague who talks about trained instinct, or "purposeful instinct." I don't even make that distinction. I think that when it comes to creating anything, from a meal to a piece of high-end artwork, someone had to make decisions at every step.

**Jeff:** One of the concerns I have as a teacher of psychotherapists is that they don't learn how to use the paraverbal aspects communication. They don't learn how to use signals. They don't learn how to use tones.

They don't learn how to use tempo or how to use rhythm in order to enhance communication at moments where they want to have emotional impact. So, one of my interests that you, in fact, have stimulated, is understanding more about how I can use music as a way of helping therapists. I want them to be able to recognize that they can use the implicit levels of music with intent to have impact at those moments when emotional impact is important.

**Bob:** Interesting. I never even thought about those kinds of things. You're speaking now more about communication skills and how someone goes about communicating with a patient in a therapeutic situation?

**Jeff:** Yes, that's right, although we may not learn how to use, for example, Beethoven's Fifth. But, since you're coming to the Brief Therapy Conference in December, I know one of the things that you're going to talk about is Beethoven and some of the ways in which he advanced music. And let's see if I can make this cogent, in Beethoven's Fifth he just jumped into action and that was one of the methods he used rather than having a long prelude that guided people.

Another thing Beethoven did was use recursions--a slight theme in variation. So, I when trying to teach a therapist, I must determine when the moments are that I might want to jump into action and use that Beethoven principle and when I might want to use recursions to get across an idea. I'm trying to train therapists by saying use recursions, jump into action. Those ideas may go over their head, but if I appeal to their media literacy because they've heard Beethoven's Fifth so many times but they don't realize the layers that underlie the beauty of that music, then I can extract some of those layers and explain to them they can use some of those ideas when they are composing messages for their patients.

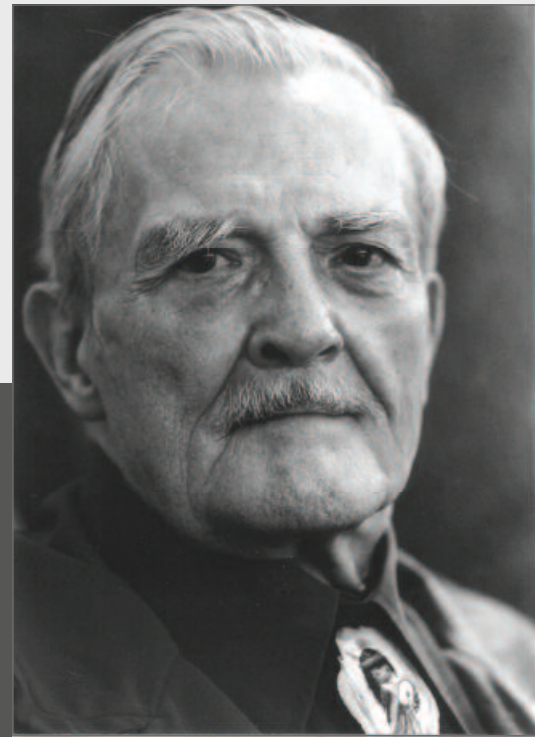
**Bob:** There's another track that can be done too, and I guess this is the heart and soul of what you do professionally. That is, you must divine the

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greater truth, whether you're being told that or not by a patient. I can't imagine what it must be like to have a career where 20 or 30 times a week you're hearing an entirely different story from a different person--a variable story, one that reflects their emotional being, but not necessarily a real situation. And the therapist seems to have to understand what's really being said, and in doing so, come up with some sort of therapeutic approach that marries what they know with the needs of the patient. Am I being clear?

**Jeff:** Yes, I understand.

**Bob:** But the bottom line is, you have to be able to see through the bullshit and that means recognizing things that happen beneath the surface; what I think would be hopefully a revelation for those who hear Beethoven's Fifth.

For me, it's the realization that there's a huge story being told, a magnificent and fascinating story. There is no words being used, but by manipulating these small musical ideas, these motives that he creates, by building them up into longer melodies and then chopping those melodies to pieces and destroying them, he is *de facto*, telling us a very powerful story about growth, about near-death, about rebirth and hope. And it is amazing the degree to which someone can tell a compellingly powerful story without ever using words. But it means we have to listen, it means we really have to listen. And I think that that cuts to the very heart of what you do-- the necessity to really listen and be aware that what is the truth is not necessarily what's being said, but it's what's going on *underneath* the words.

**Jeff:** We know as psychotherapists that when we present ideas and we do them directly, that those ideas have limited impact. But if we take ideas and present them within a metaphor, we increase the power. We know that if we increase some of the precision of our communication, if we use more multi-layers, we can increase the impact of our communication with the patient. And part of the job of psychotherapists is to help people to move from the land of what they know to the land of what they realize. Music is a vehicle that helps us to realize things in a much more experiential way, rather than a didactic way.

**Bob:** I would agree with that, and that's true, and that's why we love art, and that's why we love fiction because when we read a book we often recognize ourselves. In fact, more often than not, that's one reason why we're reading it. The author has taken the trouble

to look inside him or herself and come up with some sort of conclusion that we may never have recognized in ourselves. But by reading that book, by looking at a great painting, by hearing a great piece of music and thinking about what we're reading and looking at and hearing, we are informed about ourselves.

It seems to me we're such selfish creatures, we don't want to waste our time unless there's something in it for us. And the older we get, pure amusement is not enough. That glint of self-recognition, that sense of right that we get, that's what art is all about. It's about a crystallized experience delivered without any BS in such a way that we can hopefully learn and grow from it and certainly find metaphor.

So what you're talking about in terms of the music and in terms of just generally speaking using analogue and

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metaphor to discuss things, that's how we learn. Again, in a pre-literary age, in a pre-electronic media age, the only way to teach anything, to impart anything, was through legend and metaphor.

We are hardwired to tell stories; that's how we communicate information. Writing is a very recent accoutrement for our species, storytelling is everything. Storytelling teaches, storytelling is art, storytelling is raising our kids; it's creating a context where my wisdom can help inform your actions in a way that resonates with you. It's finding a way to communicate in such a way that the communication is important to both the communicator and the receiver.

The tip to all storytelling, which is one reason why I've had success at it, is you must *like* telling stories. That's really what it comes down to. And as a

composer this also holds true; I like telling stories. So for all of our civilization, we still communicate best orally through metaphor, analogue and storytelling.

That's another reason why the live musical experience is such a powerful experience--because you're there with the storyteller and have an interaction with them--and the audience is part of a performance. It's special because anything can happen, but that's not true with a recording, not true in a movie, and definitely not true in theater.

**Jeff: One of the aspects of Milton Erickson, who was my mentor, was that he was a consummate storyteller. I have searched for models to try to explain him and one of the things that occurred to me was that I can explain Erickson better by comparing him to Beethoven, than I can by comparing him to contempo-**

**rary theorists in psychotherapy. This is because he used so many of the same underlying layers, some of the same underlying codes that I would see a composer using.**

**We're very interested in hearing your stories, and especially knowing that you're going to be speaking about Beethoven. I think we're going to learn a lot at our upcoming conference that we'll be able to directly transpose, for example, into our understandings of Erickson, but also into our understandings of the communication process and how we can better use metaphors to reach people. Clearly music has been much more instrumental in the development of humanity and the development of a culture than psychotherapy. Psychotherapy is a very recent addition to the scene; music predates us by millennia.**

**Bob:** Have you ever been forced to study rhetoric?

**Jeff:** Not really.

**Bob:** Neither have I. I don't think that even happens anymore, unless you go to a Jesuit school. When I began studying Bach, and I should make this even more universal than just Bach, when composers really started writing instrumental music in the 17th century, pieces that were not just copied off of dance music but genuine instrumental music, most of the models were vocal. But the other great model of the time was rhetoric, basically Roman rhetoric, which was something everyone studied if you were even remotely educated. And, of course, all the terms are in Latin and the terms are endless, but getting back to the point, rhetoric has to do with exposition, development,

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and recapitulation; it has to do with the discipline by which one learns to argue and present information. And, it's just all commonsensical stuff because your ideas initially always go from large to small and not small to large. If they are opposing ideas you need to transition between them, then you get to the core of what you're arguing. The sonata form basically is a rhetorical construct; the *argumentato* has various different ways of approaching the ideas. You break these ideas down, you try to marry them and understand the point you're driving at. Having done that, you can then untangle everything, repeat, conclude, decorate and so forth.

It was the science of rhetoric that composers like Bach turned to in order to create in their mind a coherent approach to purely instrumental music. Lacking words, how do you create a musical argument that makes sense nonetheless? During the Baroque pe-

riod it was the art of rhetoric that influenced and inspired musicians to move away from words, and it gave them a means to do so.

Just look at the way Bach influenced Beethoven and Mozart; these rhetorical concepts were absorbed into the music compositions of the last 300 years, so if you're studying musical form you're studying rhetoric, whether you know it or not.

And once opera was invented and instrumental music followed almost immediately, then we're talking about the last 400 years in which music has been immersed in these communicative processes. And even if we don't study rhetoric *per se*, it's buried in the music of the Baroque. It's buried in the music of Haydn, Mozart and Beethoven, and those non-rhetorical composers who chose to basically let anything go like Liszt or Wagner, and

it's easier to understand their music as a kind of anti-argument.

My point is, whether we know the rules of rhetoric or not, if we know the music of the last 400 years, we are actually very familiar with the processes of formal rhetoric. And I think it might be something interesting for you to just look at, or think about, or read a little bit on, because this whole idea of discursive, of exposition of discourse, argument unravel, make your point, stop talking-- that's what the best composers do.

**Jeff:** Music is certainly a way of

reaching the human heart, and part of our job as psychotherapists is to reach the human heart. I know that by studying music and understanding the structure of music we can be better psychotherapists and better at reaching the human heart.

**You're one of the most fabulous teachers that I've ever experienced. Your passion for music is really wonderful and we look forward to meeting you and learning more from you in December.**

**Bob:** Thank you.

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