Syllabus

Featuring: Beck, Bettelheim, Bowen, Ellis, M. Goulding, R. Goulding, Haley, Laing, Lazarus, Madanes, Marmor, Masterson, May, Minuchin, Moreno, E. Polster, M. Polster, Rogers, Rossi, Satir, Szasz, Watzlawick, Whitaker, Wolberg, Wolpe, and Zeig

DECEMBER 11-15, 1985 — PHOENIX, ARIZONA
Greetings:

It is a pleasure to extend a warm welcome, on behalf of the citizens of Arizona, to everyone attending The Evolution of Psychotherapy Conference.

Your Conference goals, to address tomorrow's challenges, to provide dynamic speakers, and to bring together individuals in the field, are important ones. I am pleased to note that you have chosen "The Evolution of Psychotherapy" as your Conference theme. I understand that 25 experts from major contemporary disciplines have gathered to discuss principles and techniques. It is my sincere hope that the material presented will be informative and will prepare everyone to make a genuine difference in the community to which they return.

In addition, I hope that your program will provide you with the opportunity to explore Arizona. You will find that our State abounds with natural attractions of all kinds, from the highlands of the mountains to the vast stretches of desert. The people of Arizona are friendly, warm and anxious to assist.

You have my best wishes for a most successful and productive conference.

Sincerely,

[Signature]

Bruce Babbitt
Governor

BB:gvr
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THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE PROGRAM

WEDNESDAY, DECEMBER 11, 1985

6:30-7:45 a.m.  REGISTRATION  Exhibit Hall C

8:00-8:20 a.m.  CONVOCATION  Exhibit Hall B

8:30-11:45 a.m. INVITED ADDRESSES

Session 1  MODERATOR: Larry E. Beutler, Ph.D.  Yuma Room

Arnold A. Lazarus, Ph.D.
"The Need for Technical Eclecticism, Science, Breadth, Depth, and Specificity"
Discussant: Cloë Madanes

Educational Objectives:
1) To describe outcome and followup data regarding psychotherapy that are rapid and durable
2) To describe a systemic framework that can demystify certain confusing (and confused) issues pertaining to theory and practice

Zerka Moreno
"Psychodrama, Role Theory and the Concept of the Social Atom"
Discussant: Carl A. Whitaker, M.D.

Educational Objectives:
1) To describe how action is an inherent form of the human organism more basic than speech
2) To know how action is relevant as a form of psychotherapy which ties the individual to the group

Session 2  MODERATOR: John C. Racy, M.D.  Exhibit Hall B

Ernest L. Rossi, Ph.D.
"Mind/Body Connections and the New Languages of Human Facilitation"
Discussant: Lewis R. Wolberg, M.D.

Educational Objectives:
1) To know recent mind/body research: Psychoneuroimmunology, psychosomatics and transpersonal experience
2) To use mind/body connections in psychotherapy

Jeffrey K. Zeig, Ph.D.
"Therapeutic Patterns in Ericksonian Psychotherapy"
Discussant: Murray Bowen, M.D.

Educational Objectives:
1) To list five attitudes of influence
2) To describe the efficacy of using social influence to elicit human potential
Workshop 1  
Theoretical and Practical Aspects of Psychotherapy  
Ronald D. Laing, M.D.  

This is a theoretical and practical exposition of how to increase the efficacy of therapeutic techniques. Demonstration and experiential exercises.

Educational Objectives:
1) To list three methods of increasing efficacy in therapeutic techniques  
2) To know when and how to use meditation in psychotherapy

Workshop 2  
Supervision in Group Psychotherapy  
Robert L. Goulding, M.D.  

Using video recording and play back, I will supervise attendees doing psychotherapy with peers in a group setting.

Educational Objectives:
1) To know three supervision methods  
2) To list principles of redecision therapy

Workshop 3  
Becoming More Effective as a Therapist Featuring Use of Self  
Virginia M. Satir, A.C.S.W.  
Co-Faculty: Mary M. Goulding, M.S.W.  

This workshop will center around a videotape of my work. Discussion will focus around what I see, how I choose the moment of intervention, and the kinds of intervention I choose. Concepts will be related to the theory underlying my practice as a family therapist.

Educational Objectives:
1) To heighten, widen, and deepen the therapist’s ability to intervene while clearly understanding the purpose of the intervention  
2) To describe the effect of the therapist’s personal investment in the intervention

Workshop 4  
The Basics of Behavior Analysis and Therapy  
Joseph Wolpe, M.D.  

An exposition of the methods of obtaining from neurotic patients the information necessary for selection of techniques, description of the most common techniques, demonstration of relaxation training and assertive training.

Educational Objectives:
1) To describe the comprehensiveness of the application of behavior therapy in the neuroses  
2) To list the most basic methods of behavior therapy

— LUNCH —
1:00-2:00 p.m.  CLINICAL PRESENTATIONS

CP 1—Cognitive Therapy of Depression (Video & Discussion)
Aaron T. Beck, M.D.
Phoenix Room
Educational Objectives:
1) To specify cognitive problems in a case of depression
2) To specify four techniques to facilitate problem solving

CP 2—Strategic Family Therapy (Video & Discussion)
Jay Haley, M.A.
Tucson Room
Educational Objectives:
1) To know the efficacy of "behind the mirror" supervision
2) To show how understanding systems leads to effective strategic interventions

CP 3—A Case of Social Anxiety (Live Demonstration)
Joseph Wolpe, M.D.
Ballroom
Educational Objectives:
1) To demonstrate accuracy in behavior analysis
2) To apply behavior techniques

CP 4—Redecision Group Therapy (Live Demonstration)
Robert L. Goulding M.D. & Mary M. Goulding, M.S.W.
Yuma Room
Educational Objectives:
1) To list basic techniques of the redecision model
2) To understand possibilities for joining gestalt and Transactional Analysis

CP 5—Facilitating “Creative Moments” in Hypnotherapy (Live Demonstration)
Ernest L. Rossi, Ph.D.
Exhibit Hall B
Educational Objectives:
1) To recognize the “creative moment” when it is appropriate to use hypnotic inner focusing
2) To use three indirect forms of hypnotic communication in the total context of therapy
### 2:20-3:20 p.m.  TOPICAL PANELS

**Educational Objective:**
To compare and contrast clinical and philosophical perspectives of experts

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### 3:40-4:40 p.m.  PANELS

**Educational Objective:**
To compare and contrast clinical and philosophical perspectives of experts

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### 5:00-6:00 p.m.  CONVERSATION HOURS

**Educational Objective:**
To learn philosophies of various practitioners and theorists

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Workshop 5
The Client-Centered Approach
Carl R. Rogers, Ph.D.
Co-Faculty: Ruth C. Sanford, M.A.

A brief discussion of my experience with demonstration interviews. A “client” will be selected from among those who volunteer. A thirty-minute demonstration interview will be held, followed by interaction between the group, the client and me.

Educational Objectives:
1) To know basic tenets of the client-centered approach
2) To give attendees an experience of the client-centered approach

Workshop 6
Clinician, Heal Thyself, A Psychodrama
Zerka Moreno
Co-Faculty: Adam Blatner, M.D. and Elaine Goldman, Ph.D.

After some explanatory remarks about psychodrama and a warm-up exercise, a volunteer will work as protagonist, assisted by supporting actors.

Educational Objectives:
1) To describe the method of psychodrama and its instruments
2) To list some psychodrama techniques, and to know how to use them

Workshop 7
Multimodal Therapy: Is It the Best of All Worlds?
Arnold A. Lazarus, Ph.D.

The unique assessment methods involving Modality Profiles, Structural Profiles, Tracking, and Second-Order Basic I.D. Charts will be addressed. The rationale for technique selection will be underscored. When and when not to use family therapy will be discussed.

Educational Objectives:
1) To list multimodal assessment techniques
2) To discuss the art and science of psychotherapeutic intervention, and to show how both aspects interface
THURSDAY, DECEMBER 12, 1985

8:30 - 11:45 a.m.  INVITED ADDRESSES

Session 3  MODERATOR: Sharon Cottor, M.S.W.  Exhibit Hall B

Murray Bowen, M.D.
"Psychotherapy — Past, Present, and Future"
Discussant: James F. Masterson, M.D.

Educational Objectives:
1) To know how family systems therapy helps therapists to construct effective interventions
2) To help psychotherapists keep an open mind to science
3) To help psychotherapists assist patients to form clear choices in their interactions

Salvador Minuchin, M.D.
"My Many Voices: Personal Perspectives on Family Therapy"
Discussant: Zerka Moreno

Educational Objectives:
1) To understand how family therapy evolved
2) To list three future developments that are likely in the field of family therapy

Session 4  MODERATOR: Stuart M. Gould, Jr., M.D.  Ballroom

Paul Watzlawick, Ph.D.
"If you desire to see, learn how to act"
Discussant: Ernest L. Rossi, Ph.D.

Educational Objectives:
1) To trace the development of therapeutic language from interpretation to injunctions
2) To show the effect that this evolution has had on the idea of "reality adaptation," highlight the "as if" nature of our interpretations

Ronald D. Laing, M.D.
"Using Social Phenomenology and Existential Philosophy in Psychotherapy"
Discussant: Thomas S. Szasz, M.D.

Educational Objectives:
1) To know the theory behind the use of social phenomenology and existential philosophy in psychotherapy

Session 5  MODERATOR: F. Theodore Reid, Jr., M.D.  Yuma Room

Mary M. Goulding, M.S.W.
"Transactional Analysis and Redecision: A Short-Term, Focused Approach to Change"
Discussant: Jeffrey K. Zeig, Ph.D.

Educational Objectives:
1) To describe how short-term therapy is profoundly effective in changing lives
2) To know the tenets of redecision therapy

Robert L. Goulding, M.D.
"Group Therapy: Mainline or Sideline?"
Discussant: Virginia M. Satir, A.C.S.W.

Educational Objectives:
1) To list the important reasons for using group therapy
2) To understand how group process facilitates therapy
Workshop 8
Strategic Approaches to Therapy
Jay Haley, M.A.

Concepts central to the strategic approach will be presented. Taped examples will illustrate how to give therapeutic directives and how to plan psychotherapy.

Educational Objectives:
1) To list the basic tenets of the strategic approach
2) To be able to apply strategic techniques in clinical practice

Workshop 9
Cognitive Therapy of Anxiety
Aaron T. Beck, M.D.
Co-Faculty: Stowe Hausner, Ph.D.

The Cognitive Model of anxiety as applied to acute and chronic anxiety, post-traumatic disorders, agoraphobias, panic disorders and simple phobias will be presented. Cognitive-behavioral strategies include identification and evaluation of dysfunctional cognition, induced imagery, induced panic attacks, and cognitive monitoring of exposure treatment. A videotaped demonstration of the treatment of panic disorders will be shown.

Educational Objectives:
1) To be able to differentiate the cognitive components of the various types of anxiety and phobic disorders
2) To specify four strategies for each disorder

Workshop 10
Consultations on Neurotic Case Problems
Joseph Wolpe, M.D.

This will be an opportunity to make behavior analyses of well-studied cases of attendees with directions, if feasible, for behavioral treatment.

Educational Objectives:
1) To know the applicability of behavior therapy in the neurosis
2) To apply specific behavioral techniques in selected cases

Workshop 11
Existential-Humanistic Psychotherapy
James F.T. Bugental, Ph.D.

The distinguishing elements of a psychotherapy conducted from an existential orientation and holding humanistic values. Topics briefly dealt with include centering on process rather than content; authenticity of encounter; commitment; presence; concern; the subjective; intentionality vs. causality; and developing depth of inquiry. Didactic presentations, questions and discussion, and demonstrations.

Educational Objectives:
1) To contrast existential-humanistic psychotherapy with other approaches
2) To suggest avenues for clinical and research inquiry

— LUNCH —
1:00 - 2:00 p.m.  CLINICAL PRESENTATIONS

**CP 6** Therapy of an Autistic Girl (Film & Discussion)
Bruno Bettelheim, Ph.D.

Educational Objectives:
1) To know how to establish contact with an autistic child
2) To know the meanings of the symptoms of infantile autism

**CP 7** The Assessment-Therapy Connection in Multimodal Therapy (Video & Discussion)
Arnold A. Lazarus, Ph.D.

Educational Objectives:
1) To list the elements of multimodal assessment
2) To describe how "technical eclecticism" permits techniques from different disciplines to be incorporated

**CP 8** The Storyline in Psychotherapy (Live Demonstration)
Erving Polster, Ph.D.

Educational Objectives:
1) To describe how a story was evoked
2) To indicate the meanings, implied or explicit, to the story which evolved

**CP 9** Structural Family Therapy (Video & Discussion)
Salvador Minuchin, M.D.

Educational Objectives:
1) To list basic tenets of the structural approach
2) To demonstrate how an understanding of structure leads to effective therapeutic interventions

**CP 10** Using Metaphor and the Interspersal Technique (Live Demonstration)
Jeffrey K. Zeig, Ph.D.

Educational Objectives:
1) To describe the interspersal technique
2) To describe how to use metaphors and symbols in directed therapeutic fashion

2:20 - 3:20 p.m.  TOPICAL PANELS

Educational Objective:
To compare and contrast clinical and philosophical perspectives of experts

**P5—Dreams**
MODERATOR: John C. Racy, M.D.
Bruno Bettelheim, Ph.D.
Zerka Moreno
Miriam Polster, Ph.D.
Ernest L. Rossi, Ph.D.

**P6—Training Psychotherapists I**
MODERATOR: Sharon Cottor, M.S.W.
Robert L. Goulding, M.D.
Arnold A. Lazarus, Ph.D.
Erving Polster, Ph.D.
Lewis R. Wolberg, M.D.

**P7—Psychotherapy & Social Issues**
MODERATOR: Aaron H. Canter, Ph.D.
Ronald D. Laing, M.D.
Judd Marmor, M.D.
Paul Watzlawick, Ph.D.
Joseph Wolpe, M.D.
3:40 - 4:40 p.m.       PANELS

Educational Objective:
To learn philosophies of various practitioners and theorists

CD 2—Case Discussion Panel
MODERATOR: Ann Wright-Edwards, M.S.
James F. Masterson, M.D.
Salvador Minuchin, M.D.
Zerka Moreno
Paul Watzlawick, Ph.D.

SP 2—Supervision Panel
MODERATOR: Harold Arkowitz, Ph.D.
Mary M. Goulding, M.S.W.
Ronald D. Laing, M.D.
Virginia M. Satir, A.C.S.W.
Joseph Wolpe, M.D.

P 8—Language of Human Facilitation
MODERATOR: Aaron H. Canter, Ph.D.
Erving Polster, Ph.D.
Miriam Polster, Ph.D.
Carl R. Rogers, Ph.D.
Ernest L. Rossi, Ph.D.

5:00 - 6:00 p.m.       CONVERSATION HOURS

Educational Objective:
To learn philosophies of various practitioners and theorists

CH 5—Murray Bowen, M.D.
Ballroom

CH 6—Zerka Moreno
Flagstaff Room

CH 7—Carl R. Rogers, Ph.D.
Exhibit Hall B

CH 8—Robert L. Goulding, Ph.D. and Mary M. Goulding, M.S.W.
Yuma Room

6:30 - 8:00 p.m.       AUTHOR'S HOUR

Exhibit Hall E
Like lock and key, illness and treatment are matching, symmetrical terms. Because the term "mental illness" is misleading, I prefer to avoid the term "psychotherapy," which refers (or ought to refer) to a particular kind(s) of dialogue, discourse, or situation of personal influence.

Educational Objectives:
1) To understand the metaphoric character and strategic utility of the term "psychotherapy."
2) To discuss why and how the medical model of psychotherapy is both the strength and weakness of this concept and know its correct uses.

Edited video of thirty-five hours of family therapy conducted along with co-therapist, David Keith. Psychotic episode occurred in the father and three sibs but not in the mother.

Educational Objectives:
1) To know the use of co-therapy and when to employ it
2) To list the characteristics of a psychotogenic family
3) To show how consultation in the therapy interview aids the therapists and the patients
4) To describe how co-therapy resembles the two parent family.

New developments will be presented in the theory and technique of strategic therapy with individuals, families, and couples, including prescribing the metaphor and the use of confusional techniques with families. Concepts will be illustrated with videotaped examples.

Educational Objectives:
1) To list three new developments in the theory and technique of strategic therapy
2) To be able to use the technique of pretending, or prescribing the metaphor, or reversing the hierarchy.
FRIDAY, DECEMBER 13, 1985

8:30 - 11:45 a.m.  INVITED ADDRESSES

Session 6  MODERATOR: Camillo Loriedo, M.D.  Exhibit Hall B
Virginia M. Satir, A.C.S.W.
“Going Behind the Obvious — The Psychotherapeutic Journey”
Discussant: Erving Polster, Ph.D.

Educational Objectives:
1) To list the basic tenets of the presenter’s approach
2) To describe therapy and its relevance to our society

Carl A. Whitaker, M.D.
“The Family as Deduced from Twenty Years of Families Only”
Discussant: Albert Ellis, Ph.D.

Educational Objectives:
1) To list five characteristics of the biological family
2) To list three unique qualities typical of the stepfamily, multiple marriage families, and families with adopted children

Session 7  MODERATOR: Aaron H. Canter, Ph.D.  Yuma Room
Bruno Bettelheim, Ph.D.
“The Therapeutic Milieu: Therapy in a Residential Setting”
Discussant: Ronald D. Laing, M.D.

Educational Objectives:
1) To know the indications and essentials for residential treatment
2) To know the staffing pattern required for residential treatment
3) To know the likely outcomes of residential treatment

James F. Masterson, M.D.
“The Evolution of the Developmental Object Relations Approach to Psychotherapy”
Discussant: Jay Haley, M.A.

Educational Objectives:
1) To describe the process that integrates the developmental perspective with object relations theory
2) To illustrate how the personal relates to the professional in the development of a theory

Session 8  MODERATOR: Harold Arkowitz, Ph.D.  Tucson Room
Joseph Wolpe, M.D.
“The Promotion of Scientific Psychotherapy: A Long Voyage”
Discussant: Judd Marmor, M.D.

Educational Objectives:
1) To describe basic principles of behavior therapy
2) To describe and refute unjustified opposition

Thomas S. Szasz, M.D.
“Justifying Coercion Through Theology and Therapy”
Discussant: Rollo R. May, Ph.D.

Educational Objectives:
1) To describe the social matrix in which some human beings want to change the behavior and “personality” of some other human beings
2) To know two justifications commonly used in Western societies for the above purposes, i.e., God and health (mental health)
Workshop 15
Support and Integration in Gestalt Therapy
Miriam Polster, Ph.D.

Change in psychotherapy is a gradual process with predictable stages which can be understood and prepared for. Integrating new perspectives and behaviors requires attention to the needs of each of three phases: support, accommodation, and assimilation. These stages will be defined and demonstrated in work with volunteer workshop participants.

Educational Objectives:
1) To define and describe the three phases of integration: Support, accommodation, and assimilation
2) To apply this model of sequential change to a specific patient and show how it might orient the practitioner in working with the particular individual

Workshop 16
Transactional Analysis and Redecision
Mary M. Goulding, M.S.W.

This approach is a short-term, focused psychotherapy that uses clear contracts for change, respect for the autonomy of the client, imaginative games, effective self-reparenting, and client redecision. Emphasized will be freeing the client from early "stuck" spots. Lecture, case presentation, and large-group exercises.

Educational Objectives:
1) To describe Transactional Analysis therapy and technique
2) To be able to apply the redecision model clinically

Workshop 17
Family Therapy
Salvador Minuchin, M.D.

The theories of change which guide the use of specific family therapy interventions.

Educational Objectives:
1) To describe a framework for family therapy
2) To list aspects of the therapeutic process

— LUNCH —
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<td>Educational Objectives:</td>
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<td></td>
<td>1) To understand the efficacy of the &quot;behind the mirror&quot; technique</td>
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<td>2) To show how understanding systems leads to effective strategic interventions</td>
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<td>CP 12</td>
<td>Confrontation with a Passive Aggressive Acting-Out</td>
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<td>Adolescent Borderline (Video &amp; Discussion)</td>
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<td>James F. Masterson, M.D.</td>
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<td>Educational Objectives:</td>
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<td></td>
<td>1) To describe the adolescent passive-aggressive defense (borderline)</td>
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<td>2) To know how to use confrontation to deal with passive-aggressive defenses</td>
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<tr>
<td>CP 13</td>
<td>Existential Psychotherapy (Live Demonstration)</td>
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<td>Ronald D. Laing, M.D.</td>
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<td>1) To list existential techniques</td>
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<td>2) To know the importance of fitting the techniques to the patient</td>
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<td>CP 14</td>
<td>The Journey, A Review of Intimate Relations Through Role Reversal (Live Demonstration)</td>
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<td>Zerka Moreno</td>
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<td>Yuma Room</td>
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<td>Educational Objectives:</td>
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<td>1) To understand family structure as perceived by one family member</td>
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<td>2) To recognize changes in the structure after treatment</td>
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<tr>
<td>CP 15</td>
<td>The Blind Date Family Interview (Live Demonstration)</td>
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<td>Carl A. Whitaker, M.D.</td>
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<td>Educational Objectives:</td>
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<td></td>
<td>1) To know how to set up the first interview</td>
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<td>2) To know how to avoid the family incorporation trap</td>
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13
2:20 - 3:20 p.m.  TOPICAL PANELS

Educational Objective:
To compare and contrast clinical and philosophical perspectives of experts

P 9- Training Psychotherapists II
MODERATOR: Sharon Cottor, M.S.W.
James F.T. Bugental, Ph.D.
Mary M. Goulding, M.S.W.
Jay Haley, M.A.
Miriam Polster, Ph.D.

P 10  Resistance
MODERATOR: William McLeod, M.D.
Arnold A. Lazarus, Ph.D.
James F. Masterson, M.D.
Erving Polster, Ph.D.
Jeffrey K. Zeig, Ph.D.

P 11- Group, Individual or Family Therapy II
MODERATOR: John C. Racy, M.D.
Albert Ellis, Ph.D.
Robert L. Goulding, M.D.
Salvador Minuchin, M.D.
Zerka Moreno

3:40 - 4:40 p.m.  PANELS

Educational Objective:
To compare and contrast clinical and philosophical perspectives of experts

C 10- Case Discussion Panel
MODERATOR: Paul Karoly, Ph.D.
Ronald D. Laing, M.D.
Judd Marmor, M.D.
Carl A. Whitaker, M.D.
Jeffrey K. Zeig, Ph.D.

S F 3- Supervision Panel
MODERATOR: Stuart M. Gould, Jr., M.D.
Bruno Bettelheim, Ph.D.
Albert Ellis, Ph.D.
Salvador Minuchin, M.D.
Miriam Polster, Ph.D.

S F 4- Supervision Panel
MODERATOR: Larry E. Beutler, Ph.D.
Aaron T. Beck, M.D.
Arnold A. Lazarus, Ph.D.
Cloë Madanes
Zerka Moreno

F 12- The Role of the Therapist/The Role of the Client
MODERATOR: F. Theodore Reid, Jr., M.D.
Rollo R. May, Ph.D.
Carl R. Rogers, Ph.D.
Virginia M. Satir, A.C.S.W.
Thomas S. Szasz, M.D.
**5:00 - 6:00 p.m. CONVERSATION HOURS**

Educational Objective:
To learn philosophies of various practitioners and theorists

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<th>CH J</th>
<th>Bruno Bettelheim, Ph.D.</th>
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<td>CH 10</td>
<td>Albert Ellis, Ph.D.</td>
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<td>CH 11</td>
<td>Arnold A. Lazarus, Ph.D.</td>
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<td>CH 12</td>
<td>Judd Marmor, M.D.</td>
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**2:30 - 5:30 p.m. WORKSHOPS**

**Workshop 18**
Brief Therapeutic Interventions
Paul Watzlawick, Ph.D.

An introduction to the brief therapy techniques developed at Mental Research Institute; sound and videotaped examples of such interventions from actual therapy sessions.

Educational Objectives:
1) To list three major categories of therapeutic interventions, with special attention to the patient's resistance to change
2) To describe the difference between the indicative language (the language of description, interpretation, etc.) used in traditional therapy, and the injunctive, performative language applied in behavior prescriptions

**Workshop 19**
Family Systems Therapy (Taped interview)
Murray Bowen, M.D.

Some of the cardinal principles in Family Systems Theory will be presented. It is important to diagnose the emotional posture of principal family members. A videotape of family therapy will be presented and discussed.

Educational Objectives:
1) To know techniques so that therapists no longer take sides in the intense family emotional process
2) To estimate the emotional posture of principle family members

**Workshop 20**
Hypnotherapeutic Approaches for the Non-Hypnotherapist
Ernest L. Rossi, Ph.D.

Hypnosis continues as the "mother of the psychotherapies" by contributing new approaches to human facilitation. Specifically, we will learn to use the therapeutic double bind, symptom prescription, and ideodynamic channeling to assess and facilitate a patient's inner resources.

Educational Objectives:
1) To assess, utilize, and facilitate a patient's inner resources for coping with any problem
2) To use three indirect approaches to human facilitation: Therapeutic double bind, symptom prescription and ideodynamic channeling
SATURDAY, DECEMBER 14, 1985

8:30 - 11:45 a.m. INVITED ADDRESSES

Session 9
MODERATOR: William McLeod, M.D.

Jay Haley, M.A.
"Therapy: A New Phenomenon"
Discussant: Salvador Minuchin, M.D.

Educational Objectives:
1) To understand how psychotherapy developed
2) To recognize new ways in which therapy is evolving

Cloë Madanes
"Strategic Family Therapy"
Discussant: Paul Watzlawick, Ph.D.

Educational Objectives:
1) To understand the interactional function of symptoms
2) To understand how to plan strategies for change

Session 10
MODERATOR: Stuart M. Gould, Jr., M.D.

Judd Marmor, M.D.
"The Nature of the Psychotherapeutic Process"
Discussant: Aaron T. Beck, M.D.

Educational Objectives:
1) To list common denominators in various psychotherapeutic approaches
2) To know the importance of the patient-therapist transaction

Lewis R. Wolberg, M.D.
"The Evolution of Psychotherapy: Future Trends"
Discussant: Arnold A. Lazarus, Ph.D.

Educational Objectives:
1) To list the rationale of an eclectic approach
2) To list possible directions in which psychotherapy may evolve

Session 11
MODERATOR: F. Theodore Reid, Jr., M.D. Hyatt Regency Ballroom

Miriam Polster, Ph.D.
"Gestalt Therapy: Evolution and Application"
Discussant: Robert L. Goulding, M.D.

Educational Objectives:
1) To articulate and describe the theoretical antecedents of gestalt therapy
2) To trace the development of the gestalt principle and methodology and illustrate how it is currently being practiced and taught

Erving Polster, Ph.D.
"Escape from the Present: Transition and Storyline"
Discussant: Carl R. Rogers, Ph.D.

Educational Objectives:
1) To describe three ways of evoking stories in therapy
2) To name two purposes served by storytelling
Workshop 21  
The Practice of Rational-Emotive Therapy (RET)  
Albert Ellis, Ph.D.

This workshop presents the main techniques of rational-emotive therapy (RET). Live demonstrations will be used to show how techniques are applied.

Educational Objectives:
1) To list the most important and effective methods of RET
2) To be able to use RET in clinical practice

Workshop 22  
New Roads in Transactional Analysis  
Mary M. Goulding, M.S.W.

This workshop will address specific problems: phobias, depression, uses of T.A. with borderline clients, and addictions. Presentation and discussion.

Educational Objectives:
1) To list important T.A. concepts
2) To integrate therapy and technique when treating specific types of clients

Workshop 23  
Psychotherapy of the Borderline Adult: A Developmental Object Relations Approach  
James F. Masterson, M.D.

A 45-minute lecture will present the application of developmental, object relations theory to psychotherapy of the borderline patient. The lecture will distinguish between therapeutic alliance, transference and transference acting-out, and apply these concepts to confrontation and intensive psychoanalytic psychotherapy. Indications, contraindications, goals and therapeutic techniques will be described for each treatment. Brief consideration will be given to other forms of treatment including marital, and group therapy, the therapeutic frame, and countertransference. Subsequently, there will be a 45-minute discussion period. Then, a 45-minute videotape will demonstrate the use of confrontation with a borderline patient, followed by a discussion of 45 minutes.

Educational Objectives:
1) To describe the difference between confrontive and intensive psychoanalytic psychotherapy
2) To be able to use confrontation with borderline patients

— LUNCH —
1:00 - 2:00 p.m.  CLINICAL PRESENTATIONS

Use of the Family Diagram in Family System Therapy (Video & Discussion)
Murray Bowen, M.D.  Tucson Room

Educational Objectives:
1) To ascertain both the importance of sibling position, and the quality of emotional functioning within the family
2) To be able to use that knowledge to select among the infinite number of “moves” in Family Systems Therapy

The Significance of Myths in Psychotherapy (Film & Discussion)
Rollo R. May, Ph.D.  Hilton Ballroom
Co-Faculty: James F.T. Bugental, Ph.D.

Educational Objectives:
1) To show how understanding myths can be beneficial to patients
2) To be able to apply an understanding of myths in clinical work

Virginia Interviewing a Family (Video & Discussion)
Virginia M. Satir, A.C.S.W.  Ballroom

Educational Objectives:
1) To deepen, broaden and heighten therapist sensitivity and cognitive perception through use of humor and metaphor as treatment interventions
2) To know how to avoid therapist burnout

The Use of Gestalt Techniques: A Supervision Session (Live Demonstration)
Miriam Polster, Ph.D.  Yuma Room

Educational Objectives:
1) To know appropriate application of commonly accepted “gestalt” techniques
2) To know the basic philosophy of gestalt psychotherapeutic interaction

Workshop on Rational-Emotive Therapy Techniques (Live Demonstration)
Albert Ellis, Ph.D.  Exhibit Hall B

Educational Objectives:
1) To list the main Rational-Emotive Therapy techniques
2) To be able to use the model demonstrated
2:20 - 3:20 p.m.  TOPICAL PANELS

Educational Objective:
To compare and contrast clinical and philosophical perspectives of experts

P 13  History of Psychotherapy
MODERATOR: Ann Wright-Edwards, M.S.
Rollo R. May, Ph.D.
Carl R. Rogers, Ph.D.
Thomas S. Szasz, M.D.
Carl A. Whitaker, M.D.

P 14 - Therapeutic Uses of Humor
MODERATOR: John C. Racy, M.D.
Murray Bowen, M.D.
Albert Ellis, Ph.D.
Robert L. Goulding, M.D.
Ronald D. Laing, M.D.

P 15 - Brief vs. Long-Term Therapy
MODERATOR: Aaron H. Canter, Ph.D.
Mary M. Goulding, M.S.W.
Judd Marmor, M.D.
James F. Masterson, M.D.
Paul Watzlawick, Ph.D.

3:40 - 4:40 p.m.  PANELS

Educational Objective:
To compare and contrast clinical and philosophical perspectives of experts

C 04 - Case Discussion Panel
MODERATOR: Paul Karoly, Ph.D.
Jay Haley, M.A.
Virginia M. Satir, A.C.S.W.
Lewis R. Wolberg, M.D.
Joseph Wolpe, M.D.

C 05 - Case Discussion Panel
MODERATOR: Stuart M. Gould, Jr., M.D.
Robert L. Goulding, M.D.
Arnold A. Lazarus, Ph.D.
Cloé Madanes
Miriam Polster, Ph.D.

S 05 - Supervision Panel
MODERATOR: Sharon Cottor, M.S.W.
Murray Bowen, M.D.
James F. Masterson, M.D.
Erving Polster, Ph.D.
Carl A. Whitaker, M.D.

P 16 - Sexuality
MODERATOR: William McLeod, M.D.
Bruno Bettelheim, Ph.D.
Albert Ellis, Ph.D.
Ronald D. Laing, M.D.
Judd Marmor, M.D.
5:00 - 6:00 p.m.  CONVERSATION HOURS

Educational Objective:
To learn philosophies of various practitioners and theorists

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<td>5:00</td>
<td>James F. Masterson, M.D.</td>
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<td>Rollo R. May, Ph.D.</td>
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2:30 - 5:30 p.m.  WORKSHOPS

Workshop 24  Tucson Room
Cognitive Therapy of Depression
Aaron T. Beck, M.D.
Co-Faculty: Stowe Hausner, Ph.D.

An information processing model designed to clarify the biased and constricted thinking in depression will be described. The practical applications of the model use principles of guided discovery and collaborative empiricism. There will be a demonstration of specific strategies applied to dysfunctional cognitions and beliefs. A blending of cognitive and behavioral techniques are used for in vivo exercises.

Educational Objectives:
1) To assess the cognitive structure of a given case of depression
2) To specify and describe four specific cognitive techniques and three behavioral techniques

Workshop 25  Hyatt Regency Ballroom CD
Moments of Joy, Humor or Tenderness in Psychodrama
Zerka Moreno
Co-Faculty: Adam Blatner, M.D., and Elaine Goldman, Ph.D.

Because of the weight of clients difficulties, the employment of lighter areas of experience is often indicated, both for cathartic relief as well as for providing closure. The session will focus on joy, humor, tenderness.

Educational Objectives:
1) To be aware of options for using light and tender emotions
2) To know how to achieve these options in clinical practice

Workshop 26  Hilton Ballroom
Ericksonian Hypnotherapy
Jeffrey K. Zeig, Ph.D.

The Ericksonian approach rests on the use of effective direct and indirect technique to access inherent resources and promote patient-based change. Lecture, demonstration, group exercise.

Educational Objectives:
1) To list basic tenets of the Ericksonian approach
2) To diagnose patient resources and use them as a basis of change

7:30 p.m.  BANQUET DINNER DANCE
Exhibit Hall C
SUNDAY, DECEMBER 15, 1985

8:30 - 11:45 a.m. INVITED ADDRESSES

Session 12 MODERATOR: F. Theodore Reid, Jr., M.D. Exhibit Hall B

Carl R. Rogers, Ph.D., and Ruth C. Sanford, M.A.
"Rogers, Kohut, and Erickson: A Personal Perspective on Some Similarities and Differences
Discussant: Miriam Polster, Ph.D.

Educational Objectives:
1) To list major facets of the philosophy, theory, practice, and application of the client-centered/person-centered
   approach, and compare it with the views of Kohut and Erickson. This comparison is stimulated by recent
   articles by Kahn and Gunnison.
2) To know current thinking about topics such as empathy, intuition, congruence, caring, and trust in the client/patient,
   by making these comparisons.
3) To explain the differing attitudes toward research and the testing of the truth-value in theory.

Rollo R. May, Ph.D.
"Existential Therapy and the Future"
Discussant: Bruno Bettelheim, Ph.D.

Educational Objectives:
1) To list the basic tenets of existential therapy
2) To be able to describe the directions in which existential therapy is evolving

Session 13 MODERATOR: Aaron H. Canter, Ph.D. Ballroom

Albert Ellis, Ph.D.
"The Evolution of Rational-Emotive Therapy (RET) and Cognitive Behavior Therapy (CBT)"
Discussant: Mary M. Goulding, M.S.W.

Educational Objectives:
1) To know how RET and CBT developed
2) To state how RET differs from other therapeutic approaches

Aaron T. Beck, Ph.D.
"A Dialogue on Cognitive Therapy with Beck and Hausner"
Co-Faculty: Stowe Hausner, Ph.D.

Educational Objectives:
1) To be able to analyze a case of anxiety, phobia or depression in terms of the Cognitive Components
2) To be able to specify six cognitive techniques applicable to a case of depression and five cognitive techniques for a case of anxiety or phobia
### Workshop 27
**Gestalt Therapy — The Interplay of Techniques and Engagement**  
**Erving Polster, Ph.D.**

*I will present some views on my own development as a gestalt therapist, showing through demonstrations and discussion how simple human engagement—softness, humor, focused attention and respect for the ordinary—can, in concert with techniques, generate profound personal experience.*

**Educational Objectives:**
1. To list three gestalt techniques observed in the demonstrations of therapy
2. To name three examples of nontechnical engagement which had therapeutic importance

### Workshop 28
**On Eclecticism**  
**Murray Bowen, M.D.**

*Presented will be a teaching tape on the values and perils of therapist-oriented (undifferentiated) eclecticism. The therapist, whether he likes it or not, is a model for the family. An unsure therapist is a poor model when a well defined family is a goal.*

**Educational Objectives:**
1. To know when eclecticism fits the therapist
2. To understand how feeling-oriented eclecticism is detrimental to the model

### Workshop 29
**A Demonstration of the Therapeutic Use of Deep Trance Phenomena (circa 1985)**  
**Ernest L. Rossi, Ph.D.**

*All audience members will have an opportunity to assess their own readiness to resolve a basic personal issue via the accessing experience of deep trance phenomena.*

**Educational Objectives:**
1. To experience personal psychological flexibility and inner resources for self-transformation.
2. To understand how a person’s inner resources and motivations determine the therapeutic use of deep trance phenomena.

### 12:00 - 12:30
**CLOSING REMARKS**  
**Exhibit Hall B**
About the Evolution of Psychotherapy Conference
ABOUT THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE

The Evolution of Psychotherapy Conference was devised to provide an opportunity for leaders in the field of psychotherapy to present and interact on the topic of "The Evolution of Psychotherapy" by discussing the evolution of their approach to psychotherapy and the evolution of psychotherapy in general.

Presenting at the Evolution of Psychotherapy Conference will be 26 experts each of whom has made important contributions to the field. This is the first comprehensive gathering of master practitioners and theorists from major contemporary disciplines.

PRESENTERS

Aaron Beck  
Bruno Bettelheim  
Murray Bowen  
Albert Ellis  
Mary Goulding  
Robert Goulding  
Jay Haley  
Ronald Laing  
Arnold Lazarus  
Cloe Madanes  
Judd Marmor  
James Masterson  
Rollo May  
Salvador Minuchin  
Zerka Moreno  
Erving Polster  
Miriam Polster  
Carl Rogers  
Ernest Rossi  
Virginia Satir  
Thomas Szasz  
Paul Watzlawick  
Carl Whitaker  
Lewis Wolberg  
Joseph Wolpe  
Jeffrey Zeig

PROGRAM STRUCTURE

The program has been composed to maximize the opportunity for interaction among the faculty, and between the faculty and participants. Attendees can select from a number of training events including Invited Addresses, Workshops, Clinical Presentations, Panels, and Conversation Hours.

Each morning of the Conference faculty members will present one-hour Invited Addresses. After each address, there will be a thirty minute time period for discussion of the address by another faculty member, and questions and comments from the audience. There will be two addresses per three-hour panel and two to three panels running simultaneously each morning.

To promote cohesion, faculty have been presented with a series of suggested questions as departure points for their addresses. The questions to be used are not meant as a rigid format. The faculty will emphasize the issues that they deem important. A list of the proposed questions follows:

1. How do you define psychotherapy? What are its goals? How do you define mental health?
2. How do people change in therapy? What are the basic premises and underlying assumptions in your approach to facilitate change?
3. What are seen as the benefits/limitations of your approach?
4. How do you train students? What are the qualities that are important in a psychotherapy trainee?
5. How do you evaluate the effectiveness of your approach? What is the place of therapy research?
6. How has your approach evolved and where do you see it evolving? Where do you see psychotherapy evolving?

Concurrently with the Invited Addresses, a second track of three-hour Workshops will be held for those who prefer a more extensive learning experience with an individual faculty member. Where the invited addresses are meant to be theoretical, the workshops are designed to be more clinically oriented.

After lunch, there will be one-hour Clinical Presentations which can take one of two forms. Faculty will either present a film or videotape of psychotherapy or supervision, or conduct a live demonstration of psychotherapy or supervision.

Following the clinical presentations, there will again be two separate tracks. In one track there will be one-hour panel discussions and conversation hours. The panel discussions will take three forms: (1) Topical Panels (e.g., on schizophrenia, resistance, etc.). (2) Case Discussions (in which panel members are presented with a written case description and asked to discuss their conceptualization and treatment plan). (3) Supervision Panels (in which a registrant presents a case and panel members provide supervision). Conversation Hours provide an opportunity for discussion between faculty and attendees about topics of mutual interest.

Concurrently with Panels and Conversation Hours, a second track of three-hour Workshops will be held for those who prefer to work extensively with one faculty member.

Conference registration is inclusive; preregistration for any of the individual Conference events is unnecessary. At the meeting, registrants can choose the events that most suit their interests. The maximum number of simultaneous events that will be held at any given time is seven.
The format for the meeting is as follows:

DATES: December 11, 1985, 8:00 a.m. to December 15, 1985, 12:30 p.m.

Tuesday, December 10, 6:00 - 9:00 p.m. — Registration

Wednesday, December 11, 6:30 - 7:45 a.m. — Registration
8:00 - 8:20 a.m. — Convocation

Wednesday, December 11 thru Saturday, December 14
8:30 - 11:45 a.m. Invited Addresses
8:30 - 11:30 a.m. Workshops
LUNCH
1:00 - 2:00 p.m. Clinical Presentations
2:20 - 3:20 p.m. Topical Panels
3:40 - 4:40 p.m. Topical Panel,
Case Discussion Panel,
Supervision Panel
5:00 - 6:00 p.m. Conversation Hours

Sunday, December 15
8:30 - 11:45 a.m. Invited Addresses
8:30 - 11:30 a.m. Workshops
12:00 - 12:30 p.m. Closing Remarks

PROGRAM OBJECTIVES

Attendees will increase their therapeutic skills by learning:
1. The basic principles and techniques of contemporary schools of psychotherapy.
2. The commonalities that underlie successful clinical work.
3. The historical development of psychotherapeutic disciplines.

SITE AND ACCOMMODATIONS

Meetings are scheduled in the Civic Plaza Convention Center located in downtown Phoenix. Some of the meetings may also be held at Conference hotels within close walking distance of the Convention Center.

The Conference hotels and meeting rooms are accessible to people with disabilities.

During mid-December usual temperatures in Phoenix range from 70°F (21°C) during the day to 41°F (5°C) at night.

For additional information about Phoenix, Arizona, please contact the Phoenix and Valley of the Sun Convention Visitors' Bureau, 505 N. 2nd St., Suite 300, Phoenix, Arizona 85004. (602) 254-6500.

BUSING

Buses will be available between the Convention Center and supplementary hotels. A schedule is posted in The Convention Center Lobby and in the lobby of participating hotels.

ELIGIBILITY

The Conference is open to professionals in health related fields including physicians, doctoral level psychologists, and dentists who are qualified for membership in, or are members of, their respective professional organizations (e.g., AMA, APA, ADA). The Conference is also open to professionals with mental health related graduate degrees, (e.g., MSW, MSN, MA, or MS) from accredited institutions. Applications from graduate students in accredited programs leading to a degree in the above fields will be accepted if they supply a letter from their department on letterhead stationery certifying their student status as of December, 1985.

ACCREDITATION

1. A.M.A. The Milton H. Erickson Foundation is certified by the Accreditation Council on Continuing Medical Education to offer continuing education for physicians. As an organization accredited for continuing medical education, The Milton H. Erickson Foundation certifies that this program meets the criteria for credit hours in Category One of the Physician's Recognition Award of the American Medical Association.
2. **A.P.A.** The Milton H. Erickson Foundation is an organization approved by the American Psychological Association to offer continuing education for psychologists. A.P.A. approval is limited to organizations and does not necessarily imply endorsement of individual offerings.

3. **A.A.F.P.** This program has been reviewed and is acceptable for 31 prescribed hours by the American Academy of Family Physicians.

4. **A.A.M.F.T.** Portions of the program that are directly related to family therapy may be used for CEFT Category One credit from the American Association of Marriage and Family Therapy.

5. **N.B.C.C.** The Milton H. Erickson Foundation is approved by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. N.B.C.C. approval is limited to the sponsoring organization and does not necessarily imply endorsement or approval of individual offerings. (Provider #5056) This program provides a maximum of 31 contact hours.

6. **C.R.C.C.** The Commission on Rehabilitation Counselors Certification has approved the Conference for a maximum of 31 contact hours (approval #985-AZ50-31BC).

7. **ARIZONA DENTAL ASSOCIATION**
   The Arizona State Dental Association Continuing Education Committee has approved The Milton H. Erickson Foundation, Inc. as an accredited sponsor and has accredited the Evolution of Psychotherapy Conference for one hour of continuing education credit per hour of actual attendance.

8. **ARIZONA NURSES ASSOCIATION**
   This program has been reviewed and is acceptable for 31 prescribed hours by the Arizona Nurses Association.

**CONTINUING EDUCATION**

Upon receipt of completed evaluation forms, registrants will receive a Certificate of Attendance. Evaluation forms are contained in the Syllabus. Extra forms are available at the Conference desk.

Validation of Continuing Education Forms will be held from 9:00 a.m. to 2:00 p.m., Sunday, December 15, 1985. The Continuing Education desk will be located in the lobby of Exhibit Hall B.

**TRAVEL ARRANGEMENTS AND TOURS**

Arizona International Travel has been selected as our official travel management company. If you wish to schedule tours or change your air transportation, please go to the AIT booth in the Lobby of Exhibit Hall B.

**GROUND TRANSPORTATION**

The airport is located approximately three miles east of the Convention Center and is conveniently accessible by bus, limousine and taxi. Rates for ground transportation vary and attendees may benefit by shopping for the best available rate.

**PARKING**

Parking is available at the Convention Center. There is a nominal charge per day.

**TAPE RECORDING**

No tape recording will be permitted. Professionally reproduced audiotapes will be available for purchase. Some of the presentations may be professionally videotaped and made available for purchase.

**SMOKING POLICY**

Smoking will not be permitted in any of the meeting rooms.

**HOSPITALITY EVENT**

There will be a no host "Welcome to Phoenix" reception on Wednesday evening, December 11, from 7:30 to 9:30 p.m. at the Hyatt Regency Hotel. All attendees are invited.
LUNCHEON AND BANQUET

The Luncheons will be held Wednesday, Thursday, Friday and Saturday in Exhibit Hall D starting at 11:45 a.m. Please be prompt. You must have a luncheon ticket to be admitted.

The Banquet will be held Saturday, December 14, 1985 in Exhibit Hall C at 7:30 p.m. A banquet ticket is required.

Luncheon and Banquet tickets only were sold prior to the November 20, 1985 deadline. No refunds will be made. Lost tickets cannot be replaced on site.

PRESS CENTER

The Press Room, located in the Executive Conference Room, Lobby II, Mezzanine Level, will be open throughout the meeting. Media representatives should register and request press badges. We will be happy to assist the press in any way that we can and we will try to set up a schedule for interviewing specific speakers.

INFORMATION AND MESSAGE CENTER

An information and message center will be located in the Convention Center. In addition to the usual services, there will be information about restaurants, entertainment, and shopping.

SIGNS

All signs and posters must be approved by The Milton H. Erickson Foundation. Signs are only to be placed on bulletin boards or easels in Exhibit Hall E. Notices are not permitted on hotel or conference walls or doors and will be routinely removed.

IDENTIFICATION BADGES

Prior to Conference registration, each attendee received a registration badge. Please wear your badge at all times. Only persons who wear identification badges will be admitted to any of the scheduled programs or activities. There is a fee for replacing lost badges.

SYLLABUS

Each registrant receives this syllabus which contains educational objectives for all events. Additional copies of the syllabus may be purchased until the limited supply of copies is exhausted.

PROCEEDINGS OF THE CONFERENCE

The edited proceedings of the Conference will be published by Brunner/Mazel Inc. Information on purchasing the proceedings will be available at the Brunner/Mazel Bookstore, or for further information, write Brunner/Mazel, 19 Union Square, New York, NY 10003.

EXHIBITS

A diversified group of exhibits of interest to attendees will be open according to the following schedule:

Wednesday, December 11 ............ Noon to 6:00 p.m.
Thursday, December 12 ............ 9:00 a.m. to 8:00 p.m.
Friday, December 13 .............. 9:00 a.m. to 6:00 p.m.
Saturday, December 14 ............ 9:00 a.m. to 6:00 p.m.
Sunday, December 15 ............ 9:00 a.m. to Noon

Exhibits will be held in Exhibit Hall E.

AUTHORS’ HOUR

A special authors’ hour will be held on Thursday, December 12, 1985, from 6:30 to 8:00 p.m. Some of the faculty who have written or edited books will be available to autograph their work for registrants. The authors’ hour will be held in Exhibit Hall E.

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FINANCIAL DISPOSITION
Profits from the meeting will be used by The Milton H. Erickson Foundation to support its educational and scientific efforts. The Board of Directors of the Milton H. Erickson Foundation are: Jeffrey K. Zeig, Ph.D., Sherron S. Peters, Elizabeth M. Erickson, and Kristina K. Erickson, M.D.

ACKNOWLEDGEMENTS
We wish to give special thanks to the following people for their contributions to The Evolution of Psychotherapy Conference:

— Barry Shephard, SHR Communication Planning & Design, Phoenix, Arizona, who designed the logo for The Evolution of Psychotherapy Conference.
— John Racy, M.D. and staff, University of Arizona, who made the final selections of cases to be used for the Case Discussion Panels.
— Brent Geary, M.S., Scottsdale, Arizona, who donated his time to assist Foundation staff with registrations.
— W. Michael Munion, M.A., Tempe, Arizona, who donated many hours assisting with the preparation of the Conference.

— Comven, Inc., 3150 N. 26th Street, #203, Phoenix, Arizona, who donated pagers for staff of the Erickson Foundation to use during the Conference.
Activities of the
Milton H. Erickson Foundation
THE MILTON H. ERICKSON FOUNDATION, INC.

The Milton H. Erickson Foundation, Inc. is a federal nonprofit corporation. It was formed to promote and advance the contributions made to the health sciences by the late Milton H. Erickson, M.D., during his long and distinguished career. The Foundation is dedicated to training health and mental health professionals. Strict eligibility requirements are maintained for attendance at our training events or to receive our educational materials. The Milton H. Erickson Foundation, Inc. does not discriminate on the basis of race, color, national, or ethnic origin.

TRAINING OPPORTUNITIES

The Erickson Foundation organizes the International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy. These meetings are held triennially; the first two meetings were held in 1980 and 1983. Each was attended by over 2,000 professionals. The next International Congress is scheduled for December 3-7, 1986 in Phoenix, Arizona. A call for papers appears in the Fall, 1985 issue of the Foundation's newsletter. Registration information is contained in this Syllabus.

In the intervening years, the Foundation organizes national seminars. The seminars are limited to approximately 450 attendees and emphasize skill development in hypnotherapy. The 1981, 1982 and 1984 seminars were held in San Francisco, Dallas and Los Angeles, respectively.

Regional workshops are held regularly in various locations.

Programs held at the Foundation include beginning and advanced ongoing training in hypnotherapy and strategic family therapy.

All training programs are announced in the Foundation's newsletter.

ERICKSON ARCHIVES

The Erickson Archives are available to interested and qualified professionals who wish to come to Phoenix to independently study the audiotapes and videotapes that are housed at the Foundation. There is a nominal charge for use of the Archives. Please write if you are interested in details.

In December, 1980, the Foundation began collecting audiotapes, videotapes, and historical material on Dr. Erickson for the Erickson Archives. Our goal is to have a central repository of historical material on Erickson. More than 300 hours of videotape and audiotape have already been donated to the Foundation.

If you are in possession of audiotapes or videotapes, letters, autographs, or pictures of Dr. Erickson, and wish to share your possessions with other interested professionals, please contact the Erickson Foundation. Your contribution of originals or copies will be appreciated by the numerous professionals who travel to the Foundation to study. Reproduction and postage costs will be paid by the Foundation if you contact us in advance.

PUBLICATIONS OF THE ERICKSON FOUNDATION

The following books are published by Brunner/Mazel Publishers:

A Teaching Seminar with Milton Erickson (J. Zeig, Ed. & Commentary) is a transcript, with commentary, of a one-week teaching seminar held for professionals by Dr. Erickson in his home in August, 1979.

Ericksonian Approaches to Hypnosis and Psychotherapy (J. Zeig, Ed.) contains the edited proceedings of the First International Erickson Congress.

Ericksonian Psychotherapy: Volume I Structures, and Volume II Clinical Applications (J. Zeig, Ed.) contains the edited proceedings from the Second Erickson Congress.

If you wish to order these volumes, contact Brunner/Mazel Publishers, Inc., 19 Union Square, New York, New York 10003.

NEWSLETTER

The Milton H. Erickson Foundation publishes a newsletter for professionals three times a year to inform its readers of the activities of The Milton H. Erickson Foundation. Articles and notices that relate to Ericksonian approaches to hypnosis and psychotherapy are included. The editor of the newsletter is Bill O'Hanlon, Box 24471, Omaha, Nebraska 68124. Notices or brief informational articles may be sent to the editor. Business and subscription matters should be directed to the Foundation at 3606 North 24th Street, Phoenix, Arizona 85016.
THE ERICKSONIAN MONOGRAPHS

The Foundation has initiated the publication of a periodical, The Ericksonian Monographs, which will appear on an irregular basis, up to three issues per year. Edited by Stephen Lankton, M.S.W., the Monographs will publish only the highest quality articles dealing with Ericksonian hypnosis and psychotherapy, including technique, theory, and research. Manuscripts should be sent to Stephen Lankton, P.O. Box 958, Gulf Breeze, Florida 32561. The first issue was published in 1985. For information on purchasing the Monographs contact Brunner/Mazel.

TRAINING TAPES

AUDIO CASSETTES: Audio cassettes from the Congresses and Seminars sponsored by the Foundation are available. For information contact us at our Phoenix office.

VIDEO CASSETTES: Professionally produced video cassettes of demonstrations by members of the faculty of the 1981, 1982 and 1984 Seminars and the 1983 Congress can be purchased from the Foundation.

TRAINING VIDEOTAPES FEATURING HYPNOTIC INDUCTIONS

CONDUCTED BY MILTON H. ERICKSON, M.D.


Symbolic Hypnotherapy: Jeffrey K. Zeig, Ph.D., presents information on using symbols in psychotherapy and hypnosis. Segments of hypnotherapy conducted by Milton Erickson with the same subject on two consecutive days in 1978 are shown. Zeig discusses the microdynamics of Erickson's symbolic technique. Length: 2 hours, 40 minutes.

For information on purchasing tapes, contact the Erickson Foundation. Videotapes are available in the European standard at extra cost.
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        Friday, Dec. 13 — 9 a.m. to 6 p.m.
        Saturday, Dec. 14 — 9 a.m. to 6 p.m.
        Sunday, Dec. 15 — 9 a.m. to 12 noon

SPECIAL authors autographing session will be held on
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Books of all faculty members will be on sale plus additional titles relevant to psychotherapy.

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Gerber, Sterling K., Ph.D.
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Robbins, Arthur, Ed.D. with Contributors
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Fischer-Williams, Mariella, M.D.; F.R.C.P.; Alfred J. Nigl, Ph.D.; and David L. Sovine, M.D.
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All profits from the sale of commemorative items will go to The Evolution of Psychotherapy Conference Scholarship Fund, which will be given to a deserving graduate student.

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—Carl R. Rogers

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Editor: DAVID J. CAIN

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ON ERICKSONIAN APPROACHES TO HYPNOSIS AND PSYCHOTHERAPY
PHOENIX, ARIZONA
WEDNESDAY, DECEMBER 3 — SUNDAY, DECEMBER 7, 1986

REGISTRATION FEES

Featuring workshops, demonstrations, practice groups, panels, group inductions, invited addresses, papers, short courses and symposia. A few of the renown faculty for the meeting will be: Joseph Barber, Ph.D., Stephen Lankton, ACSW, Carol Lankton, M.A., Sidney Rosen, M.D., Ernest Rossi, Ph.D., Kay Thompson, D.D.S., and Jeffrey Zeig, Ph.D. Virginia Satir will present a keynote address.


Registration Fee: $150.00
Student Registration Fee: $100.00

After Conference Prices: Regular Registration Fee: $200.00 to April 30, 1986 after which time fees increase.
Student Registration Fee: $125.00 to April 30, 1986 after which time fees increase.

NOTE: Registration will be held on Saturday, December 14, 1985, and on Sunday, December 15, 1985, in the lobby of the Civic Plaza Convention Center. This will be your only chance to take advantage of this discount fee.

Approved for AMA Category One credit. Approval for other continuing education credit will be sought.

REGISTRATION FORM — 1986 Erickson Congress

Name: __________________________________________

Address: _____________________________________ Telephone: __________________________

City/State/Prov.: __________________ Zip: ____________

Country: __________________ Occupation: __________________

Degree: __________________ Major: __________________

University: _____________________________________

There will be a $25.00 cancellation fee if received on or before November 1, 1986. No refund will be made after that date.

☐ Please find enclosed my registration fee $ __________________
(Payable to the Milton H. Erickson Foundation, Inc.)

We honor ☐ MasterCard ☐ VISA

Account # ___________________ Expiration Date: __________________
Continuing Education
Evaluation Forms
INSTRUCTIONS FOR RECEIVING CONTINUING EDUCATION CREDITS

1. Contained in the Syllabus are three evaluation forms. To receive a Certificate of Attendance verifying continuing education credits, these forms must be completed:
   
   A. A General Evaluation Form to evaluate the overall program.
   B. Workshop Evaluation Forms. One form to be completed for each workshop attended (six enclosed). Additional forms are available at the registration desk.
   C. Application for Continuing Education Credits. To evaluate the extent to which educational objectives for each event were met.

2. Your full name and degree must be clearly printed on each evaluation form.

   NOTE: You will not receive credit for any evaluation form submitted without your name.

3. Complete the General Evaluation Form.

4. A Workshop Session Evaluation Form must be completed for EACH workshop for which you request continuing education credits.
   
   — Print clearly on the Workshop Evaluation Form the title of the workshop, day and name of the leader.
   
   — Each workshop qualifies for a maximum of 3 credit hours of continuing education. If you are only present for a portion of the workshop, apply for the appropriate number of credit hours.
   
   — The maximum number of workshops that you can attend is NINE.

5. Complete the Application for Continuing Education Credits. This form asks you to evaluate the extent to which educational objectives for each event were met. Educational objectives are listed starting on page one in the syllabus.
   
   — Calculate and enter the number of credits requested for each day on the line provided.
   
   — Add the daily subtotals and enter the sum for the entire Conference on the blank provided at the bottom of the form.
   
   — The maximum number of continuing education credits available for The Evolution of Psychotherapy Conference is 31.

Submit completed forms to the CME Validation Desk located in the registration area in the lobby of the Civic Plaza Center on Sunday, December 15, 1985 between 9:00 a.m. and 2:00 p.m.

You will be issued a Certificate of Attendance which verifies continuing education credits.
THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE  
December 11-15, 1985

GENERAL EVALUATION FORM

Name: ___________________________ Degree: ___________________________  
(Necessary if you request CE credit)

Specialty: ___________________________

How did you first become aware of the Conference?

- (1) Brochures/Flyers mailed to you  
- (2) Brochures posted  
- (3) Employer/Supervisor informed you  
- (4) Display ad in professional newspaper  
- (5) Word of mouth  
- (6) Professional newsletter  
- (7) Erickson Foundation Newsletter  
- (8) Other ___________________________

Use the following scale to indicate the number that reflects your overall opinion of listed aspects of the Conference:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics covered were interesting</td>
<td>0-5</td>
</tr>
<tr>
<td>Topics were of practical value</td>
<td>0-5</td>
</tr>
<tr>
<td>Extent to which professional expectations were fulfilled</td>
<td>0-5</td>
</tr>
<tr>
<td>Format of the Conference</td>
<td>0-5</td>
</tr>
<tr>
<td>Registration procedures and administration of the Conference</td>
<td>0-5</td>
</tr>
<tr>
<td>Continuing education procedures</td>
<td>0-5</td>
</tr>
<tr>
<td>Busing system</td>
<td>0-5</td>
</tr>
<tr>
<td>A.I.T. Travel Agency</td>
<td>0-5</td>
</tr>
<tr>
<td>Meeting room comfort</td>
<td>0-5</td>
</tr>
<tr>
<td>Meeting room acoustics</td>
<td>0-5</td>
</tr>
<tr>
<td>Ease of getting to meeting rooms</td>
<td>0-5</td>
</tr>
<tr>
<td>Physical environment (room size, temperature)</td>
<td>0-5</td>
</tr>
<tr>
<td>Exhibits</td>
<td>0-5</td>
</tr>
<tr>
<td>Conference Bookstore</td>
<td>0-5</td>
</tr>
<tr>
<td>Hotel accommodations:</td>
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</tr>
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</table>

Hospitality Events:

<table>
<thead>
<tr>
<th>Event</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday night Welcome to Phoenix Reception</td>
<td>0-5</td>
</tr>
<tr>
<td>Saturday night Banquet</td>
<td>0-5</td>
</tr>
<tr>
<td>Spouse tours</td>
<td>0-5</td>
</tr>
<tr>
<td>Authors' hour</td>
<td>0-5</td>
</tr>
<tr>
<td>Luncheons</td>
<td>0-5</td>
</tr>
</tbody>
</table>

Please list additional types of learning experience that you would like the sponsors to present.

Please feel free to offer any further comments you have about the Conference.
# WORKSHOP EVALUATION FORM

**NOTE:** Please complete one form for each of the workshops that you attend.

To receive continuing education credit, you must submit a signed evaluation form for each workshop you attend. Maximum CE value: 3 hours.

<table>
<thead>
<tr>
<th>WORKSHOP TITLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORKSHOP NO.: _______ DAY: _______ WORKSHOP LEADER(S):</td>
</tr>
<tr>
<td>YOUR PROFESSION: _________________________________ HIGHEST DEGREE: ______________________</td>
</tr>
<tr>
<td>NAME: ________________________________ (Necessary if you request C.E. credit)</td>
</tr>
</tbody>
</table>

Use the following scale to indicate the number that reflects your rating:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Poor</td>
<td>Fair</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

- Speaker's presentation style ........................................ (1) 0 1 2 3 4 5
- Speaker's preparation .................................................. (2) 0 1 2 3 4 5
- Speaker's knowledge of subject ...................................... (3) 0 1 2 3 4 5
- Speaker's attentiveness to participants' questions ............ (4) 0 1 2 3 4 5
- Speaker's attitude to participants .................................. (5) 0 1 2 3 4 5
- Opportunity for interaction at the presentations/workshops ... (6) 0 1 2 3 4 5
- Content of the workshop .............................................. (7) 0 1 2 3 4 5
- Audio/Visual materials ................................................. (8) 0 1 2 3 4 5
- Relevance of materials to my practice ............................. (9) 0 1 2 3 4 5
- Degree of acquisition of new knowledge/therapy techniques ... (10) 0 1 2 3 4 5
- Rate the overall value of the program .............................. (11) 0 1 2 3 4 5

12. What did you find most beneficial about this workshop?

13. What would have made the workshop more effective?

14. Additional Comments: (Use the other side of the form if necessary)
### WORKSHOP EVALUATION FORM

**NOTE:** Please complete one form for each of the workshops that you attend.

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**WORKSHOP NO.:**

**DAY:**

**WORKSHOP LEADER(S):**

**YOUR PROFESSION:**

**HIGHEST DEGREE:**

**NAME:**

(Necessary if you request C.E. credit)

Use the following scale to indicate the number that reflects your rating:

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<th>Satisfactory</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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Speaker’s presentation style ................................ (1) 0 1 2 3 4 5
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Speaker’s knowledge of subject .................................. (3) 0 1 2 3 4 5
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THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE
December 11-15, 1985

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YOUR PROFESSION: ___________________________ HIGHEST DEGREE: ____________________________
NAME: ______________________________________ (Necessary if you request C.E. credit)

Use the following scale to indicate the number that reflects your rating:

Not Applicable Poor Fair Satisfactory Good Excellent
0 1 2 3 4 5

Speaker’s presentation style ........................................ (1) 0 1 2 3 4 5
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<td>5</td>
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(13) What would have made the workshop more effective?

(14) Additional Comments: (Use the other side of the form if necessary)
# THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE

**December 11-15, 1985**

## WORKSHOP EVALUATION FORM

**NOTE:** Please complete one form for each of the workshops that you attend.

To receive continuing education credit, you must submit a signed evaluation form for each workshop you attend. Maximum CE value: 3 hours.

**WORKSHOP TITLE:**

**WORKSHOP NO.:**

**DAY:**

**WORKSHOP LEADER(S):**

**YOUR PROFESSION:**

**HIGHEST DEGREE:**

**NAME:**

(Necessary if you request C.E. credit)

Use the following scale to indicate the number that reflects your rating:

<table>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

| Speaker's presentation style | (1) | 0 | 1 | 2 | 3 | 4 | 5 |
| Speaker's preparation | (2) | 0 | 1 | 2 | 3 | 4 | 5 |
| Speaker's knowledge of subject | (3) | 0 | 1 | 2 | 3 | 4 | 5 |
| Speaker's attentiveness to participants' questions | (4) | 0 | 1 | 2 | 3 | 4 | 5 |
| Speaker’s attitude to participants | (5) | 0 | 1 | 2 | 3 | 4 | 5 |
| Opportunity for interaction at the presentations/workshops | (6) | 0 | 1 | 2 | 3 | 4 | 5 |
| Content of the workshop | (7) | 0 | 1 | 2 | 3 | 4 | 5 |
| Audio/Visual materials | (8) | 0 | 1 | 2 | 3 | 4 | 5 |
| Relevance of materials to my practice | (9) | 0 | 1 | 2 | 3 | 4 | 5 |
| Degree of acquisition of new knowledge/therapy techniques | (10) | 0 | 1 | 2 | 3 | 4 | 5 |
| Rate the overall value of the program | (11) | 0 | 1 | 2 | 3 | 4 | 5 |

(12) **What did you find most beneficial about this workshop?**

(13) **What would have made the workshop more effective?**

(14) **Additional Comments:** (Use the other side of the form if necessary)
THE EVOLUTION OF PSYCHOTHERAPY CONFERENCE
December 11-15, 1985

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NOTE: Please complete one form for each of the workshops that you attend.

To receive continuing education credit, you must submit a signed evaluation form for each workshop you attend. Maximum CE value: 3 hours.

WORKSHOP TITLE: ____________________________________________

WORKSHOP NO.:_______ DAY:_______ WORKSHOP LEADER(S):__________

YOUR PROFESSION: __________________________ HIGHEST DEGREE: __________

NAME: ____________________________________________

(Necessary if you request C.E. credit)

Use the following scale to indicate the number that reflects your rating:

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Speaker's preparation .................................................. ( 2) 0 1 2 3 4 5
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(12) What did you find most beneficial about this workshop?

(13) What would have made the workshop more effective?

(14) Additional Comments: (Use the other side of the form if necessary)
**APPLICATION FOR CONTINUING EDUCATION CREDITS**

**WEDNESDAY, DECEMBER 11, 1985**

**INVITED ADDRESSES:** (3 credit hours total, 1-1/2 hours for each presenter; rate each speaker)

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>Session 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lazarus</td>
<td>1. __</td>
</tr>
<tr>
<td>Moreno</td>
<td>2. __</td>
</tr>
</tbody>
</table>

**Morning Workshops (3 credit hours each):**

<table>
<thead>
<tr>
<th>WS1</th>
<th>WS2</th>
<th>WS3</th>
<th>WS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laing</td>
<td>R. Goulding</td>
<td>Satir</td>
<td>Wolpe</td>
</tr>
<tr>
<td>1. __</td>
<td>6. __</td>
<td>7. __</td>
<td>8. __</td>
</tr>
</tbody>
</table>

**Clinical Presentations (1 credit hour each):**

<table>
<thead>
<tr>
<th>CP-1</th>
<th>CP-2</th>
<th>CP-3</th>
<th>CP-4</th>
<th>CP-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beck</td>
<td>Haley</td>
<td>Wolpe</td>
<td>Gouldings</td>
<td>Rossi</td>
</tr>
<tr>
<td>9. __</td>
<td>10. __</td>
<td>11. __</td>
<td>12. __</td>
<td>13. __</td>
</tr>
</tbody>
</table>

**Topical Panels (1 credit hour each):**

<table>
<thead>
<tr>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schizophrenia: Bettelheim, Laing, Szasz, Whitaker</td>
<td>Group, Ind. or Fam. Therapy I: M.Goulding, Satir, Watzlawick, Zeig</td>
<td>Symptom-Based Approaches vs Growth Facilitation: Bowen, Rossi, Wolberg, Wolpe</td>
</tr>
<tr>
<td>14. __</td>
<td>15. __</td>
<td>16. __</td>
</tr>
</tbody>
</table>

**Panels (1 credit hour each):**

<table>
<thead>
<tr>
<th>CD1</th>
<th>SP1</th>
<th>P4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Discussion: Bettelheim, Bowen, Goulding, Szasz</td>
<td>Supervision: Goulding, Haley, Wolberg, Zeig</td>
<td>Research: Beck, Bugental, Rossi, Wolpe</td>
</tr>
<tr>
<td>17. __</td>
<td>18. __</td>
<td>19. __</td>
</tr>
</tbody>
</table>

**Conversations Hours (1 credit hour each):**

<table>
<thead>
<tr>
<th>CH1</th>
<th>CH2</th>
<th>CH3</th>
<th>CH4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beck</td>
<td>Haley &amp; Madanes</td>
<td>Laing</td>
<td>Whitaker</td>
</tr>
<tr>
<td>20. __</td>
<td>21. __</td>
<td>22. __</td>
<td>23. __</td>
</tr>
</tbody>
</table>

**Afternoon Workshops (3 credit hours each):**

<table>
<thead>
<tr>
<th>WS5</th>
<th>WS6</th>
<th>WS7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rogers, Sanford</td>
<td>Moreno, Blatner, Goldman</td>
<td>Lazarus</td>
</tr>
<tr>
<td>24. __</td>
<td>25. __</td>
<td>26. __</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS FOR WEDNESDAY**

(Multiplication of 7)

---

**THURSDAY, DECEMBER 12, 1985**

**INVITED ADDRESSES:** (3 credit hours total, 1-1/2 hours for each presenter; rate each speaker)

<table>
<thead>
<tr>
<th>Session 3:</th>
<th>Session 4:</th>
<th>Session 5:</th>
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</thead>
<tbody>
<tr>
<td>Bowen</td>
<td>2. __</td>
<td>Rossi</td>
</tr>
<tr>
<td>Minuchin</td>
<td>2. __</td>
<td>R. Goulding</td>
</tr>
<tr>
<td>Watzlawick</td>
<td>28. __</td>
<td>Laing</td>
</tr>
</tbody>
</table>

**Morning Workshops (3 credit hours each):**

<table>
<thead>
<tr>
<th>WS8</th>
<th>WS9</th>
<th>WS10</th>
<th>WS11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haley</td>
<td>Beck</td>
<td>Wolpe</td>
<td>Bugental</td>
</tr>
<tr>
<td>33. __</td>
<td>34. __</td>
<td>35. __</td>
<td>36. __</td>
</tr>
</tbody>
</table>

**Clinical Presentations (1 credit hour each):**

<table>
<thead>
<tr>
<th>CP6</th>
<th>CP7</th>
<th>CP8</th>
<th>CP9</th>
<th>CP10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bettelheim</td>
<td>Lazarus</td>
<td>E. Polster</td>
<td>Minuchin</td>
<td>Zeig</td>
</tr>
<tr>
<td>37. __</td>
<td>38. __</td>
<td>39. __</td>
<td>40. __</td>
<td>41. __</td>
</tr>
</tbody>
</table>

**Topical Panels (1 credit hour each):**

<table>
<thead>
<tr>
<th>P5</th>
<th>P6</th>
<th>P7</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. __</td>
<td>43. __</td>
<td>44. __</td>
</tr>
</tbody>
</table>

**Panels (1 credit hour each):**

<table>
<thead>
<tr>
<th>CD2</th>
<th>SP2</th>
<th>P8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Discussion: Masterson, Minuchin, Moreno, Watzlawick</td>
<td>Supervision: M.Goulding, Laing, Satir, Wolpe</td>
<td>Language of Human Facilitation: E.Polster, M.Polster, Rogers, Rossi</td>
</tr>
<tr>
<td>45. __</td>
<td>46. __</td>
<td>47. __</td>
</tr>
</tbody>
</table>

**Conversations Hours (1 credit hour each):**

<table>
<thead>
<tr>
<th>CH5</th>
<th>CH6</th>
<th>CH7</th>
<th>CH8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowen</td>
<td>Moreno</td>
<td>Rogers</td>
<td>R.Goulding &amp; M.Goulding</td>
</tr>
<tr>
<td>48. __</td>
<td>49. __</td>
<td>50. __</td>
<td>51. __</td>
</tr>
</tbody>
</table>

**Afternoon Workshops (3 credit hours each):**

<table>
<thead>
<tr>
<th>WS12</th>
<th>WS13</th>
<th>WS14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Szasz</td>
<td>Whitaker, Keith</td>
<td>Madanes</td>
</tr>
<tr>
<td>52. __</td>
<td>53. __</td>
<td>54. __</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS FOR THURSDAY**

(Multiplication of 7)

---

**INSTRUCTIONS (Please read carefully):** To receive continuing education credit, after you attend an event, rate the individual event by indicating the extent to which educational objectives were met. Do not include the number of hours of attendance for each event. Rather, the total hours of attendance should be indicated on the line provided at the end of each day. **NOTE:** The sessions of invited addresses count for a maximum of 3 hours (1-1/2 hours per address). Workshops can be credited for a maximum of 3 hours; all other presentations (clinical presentations, panels, and conversation hours) count for a maximum of 1 hour.

Use the following scale to answer the evaluation question:

**DID THIS PROGRAM MEET THE STATED EDUCATIONAL OBJECTIVES?**

1) Not at all 2) A little 3) Partially 4) Mostly 5) Fully

(The educational objectives for all events are listed in the syllabus.)
FRIDAY, DECEMBER 13, 1985

INVITED ADDRESSES: (3 hours total, 1-1/2 hours for each presenter; rate each speaker)

**Session 6**
Satir 55.
Whitaker 56.

**Session 7**
Bettelheim 57.
Masterson 58.

**Session 8**
Wolpe 59.
Szasz 60.

Morning Workshops (3 credit hours each):
WS15 M.Polster 61.
WS16 M.Goulding 62.
WS17 Minuchin 63.

Clinical Presentations (1 credit hour each):
CP11 Madanes 64.
CP12 Masterson 65.
CP13 Laing 66.
CP14 Moreno 67.
CP15 Whitaker 68.

Topical Panels (1 credit hour each):
P10 Resistance: Lazarus, Masterson, E.Polster, Whitaker 70.
P11 Group, Individual or Family Therapy II: Ellis, R.Goulding, Minuchin, Moreno 71.

Panels (1 credit hour each):
CD3 Case Discussion: Laing, Marmor, Whitaker, Zeig 72.
SP3 Supervision: Bettelheim, Ellis, Minuchin, M.Polster 73.
SP4 Supervision: Beck, Lazarus, Madanes, Moreno 74.
P12 The Role of Therapist/The Role of Client: May, Rogers, Satir, Sasz 75.

Conversation Hours (1 credit hour each):
CH9 Bettelheim 76.
CH10 Ellis 77.
CH11 Lazarus 78.
CH12 Marmor 79.

Afternoon Workshops (3 credit hours each):
WS18 Watzlawick 80.
WS19 Bowen 81.
WS20 Rossi 82.

**TOTAL CREDIT HOURS FOR FRIDAY**

SATURDAY, DECEMBER 14, 1985

INVITED ADDRESSES: (3 hours total, 1-1/2 hours for each presenter; rate each speaker)

**Session 9**
Haley 83.
Madanes 84.

**Session 10**
Marmor 85.
Walberg 86.

**Session 11**
M.Polster 87.
E.Polster 88.

Morning Workshops (3 credit hours each):
WS21 Ellis 89.
WS22 M.Goulding 90.
WS23 Masterson 91.

Clinical Presentations (1 credit hour each):
CP16 Bowen 92.
CP17 May 93.
CP18 Satir 94.
CP19 M.Polster 95.
CP20 Ellis 96.

Topical Panels (1 credit hour each):
P13 History of Psychotherapy: May, Rogers, Sasz, Whitaker 97.
P14 Therapeutic Uses of Humor: Bowen, Ellis, R.Goulding, Laing 98.
P15 Brief vs. Long-Term Therapy: M.Goulding, Marmor, Masterson, Watzlawick 99.

Panels (1 credit hour each):
CD4 Case Discussion: Haley, Satir, Walberg, Wolpe 100.
SP5 Supervision: Bowen, Masterson, E.Polster, Whitaker 102.
P16 Sexuality: Bettelheim, Ellis, Laing, Marmor 103.

Conversation Hours (1 credit hour each):
CH13 Masterson 104.
CH14 May 105.
CH15 E.Polster, M.Polster 106.
CH16 Wolpe 107.

Afternoon Workshops (3 credit hours each):
WS24 Beck 108.
WS25 Moreno, Blatner, Goldman 109.
WS26 Zeig 110.

**TOTAL CREDIT HOURS FOR SATURDAY**

SUNDAY, DECEMBER 15, 1985

INVITED ADDRESSES: (3 hours total, 1-1/2 hours for each presenter; rate each speaker)

**Session 12**
Rogers, Sanford 111.
May 112.

**Session 13**
Ellis 113.
Beck, Hausner 114.

**Morning Workshops (3 credit hours each):**
WS27 E.Polster 115.
WS28 Bowen 116.
WS29 Rossi 117.

Closed Remarks 118.

**TOTAL CREDIT HOURS FOR SUNDAY**

**TOTAL CONTINUING EDUCATION CREDITS**

I certify that the above hours are correct.

Signature: __________________________ Date: _____________
# PERSONAL SCHEDULE

## EVENT

### WEDNESDAY, DEC. 11, 1985

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 to 8:20 a.m.</td>
<td>Convocation</td>
<td>Exhibit Hall B</td>
</tr>
<tr>
<td>8:30 to 11:45 a.m.</td>
<td>Session # ___________________</td>
<td></td>
</tr>
<tr>
<td>8:30 to 11:30 a.m.</td>
<td>Workshop# __________________</td>
<td></td>
</tr>
<tr>
<td>1:00 to 2:00 p.m.</td>
<td>Clinical Presentation# ______</td>
<td></td>
</tr>
<tr>
<td>2:20 to 3:20 p.m.</td>
<td>Topical Panel# _____________</td>
<td></td>
</tr>
<tr>
<td>3:40 to 4:40 p.m.</td>
<td>Panel # ____________________</td>
<td></td>
</tr>
<tr>
<td>5:00 to 6:00 p.m.</td>
<td>Conversation Hour # ________</td>
<td></td>
</tr>
<tr>
<td>2:30 to 5:30 p.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>7:30 to 9:30 p.m.</td>
<td>Welcome to Phoenix Recept.</td>
<td>Hyatt Regency Hotel</td>
</tr>
</tbody>
</table>

### THURSDAY, DECEMBER 12, 1985

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 11:45 a.m.</td>
<td>Session # ___________________</td>
<td></td>
</tr>
<tr>
<td>8:30 to 11:30 a.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>1:00 to 2:00 p.m.</td>
<td>Clinical Presentation # ______</td>
<td></td>
</tr>
<tr>
<td>2:20 to 3:20 p.m.</td>
<td>Topical Panel# _____________</td>
<td></td>
</tr>
<tr>
<td>3:40 to 4:40 p.m.</td>
<td>Panel # ____________________</td>
<td></td>
</tr>
<tr>
<td>5:00 to 6:00 p.m.</td>
<td>Conversation Hour # ________</td>
<td>Exhibit Hall E</td>
</tr>
<tr>
<td>2:30 to 5:30 p.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>6:30 to 8:00 p.m.</td>
<td>Authors' Hour # ____________</td>
<td></td>
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### FRIDAY, DEC. 13, 1985

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 11:45 a.m.</td>
<td>Session # ___________________</td>
<td></td>
</tr>
<tr>
<td>8:30 to 11:30 a.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>1:00 to 2:00 p.m.</td>
<td>Clinical Presentation # ______</td>
<td></td>
</tr>
<tr>
<td>2:20 to 3:20 p.m.</td>
<td>Topical Panel# _____________</td>
<td></td>
</tr>
<tr>
<td>3:40 to 4:40 p.m.</td>
<td>Panel # ____________________</td>
<td></td>
</tr>
<tr>
<td>5:00 to 6:00 p.m.</td>
<td>Conversation Hour # ________</td>
<td></td>
</tr>
<tr>
<td>2:30 to 5:30 p.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
</tbody>
</table>

### SATURDAY, DEC. 14, 1985

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 11:45 a.m.</td>
<td>Session # ___________________</td>
<td></td>
</tr>
<tr>
<td>8:30 to 11:30 a.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>1:00 to 2:00 p.m.</td>
<td>Clinical Presentation # ______</td>
<td></td>
</tr>
<tr>
<td>2:20 to 3:20 p.m.</td>
<td>Topical Panel# _____________</td>
<td></td>
</tr>
<tr>
<td>3:40 to 4:40 p.m.</td>
<td>Panel # ____________________</td>
<td></td>
</tr>
<tr>
<td>5:00 to 6:00 p.m.</td>
<td>Conversation Hour # ________</td>
<td></td>
</tr>
<tr>
<td>2:30 to 5:30 p.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Banquet</td>
<td>Exhibit Hall C</td>
</tr>
</tbody>
</table>

### SUNDAY, DEC. 15, 1985

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 11:45 a.m.</td>
<td>Session # ___________________</td>
<td></td>
</tr>
<tr>
<td>8:30 to 11:30 a.m.</td>
<td>Workshop # _________________</td>
<td></td>
</tr>
<tr>
<td>Noon to 12:30 p.m.</td>
<td>Closing Remarks</td>
<td>Exhibit Hall B</td>
</tr>
</tbody>
</table>