Brief Therapy: Myths, Methods and Metaphors

the fourth international congress on Ericksonian Approaches to Hypnosis and Psychotherapy

December 7-11, 1988
San Francisco Hilton on Hilton Square

Keynote Speakers:
Jay Haley, Arnold Lazarus and Cloe Madanes


Sponsored by The Milton H. Erickson Foundation, Inc., Phoenix, Arizona
Co-sponsored by The Departments of Psychiatry and Psychology,
The Veterans Administration Medical Center, Martinez, California
and The Department of Family Practice, University of California at Davis

Organizer: Jeffrey K. Zeig
Executive Director: Linda Carr McThrall
Each person is a unique individual. Hence, psychotherapy should be formulated to meet the uniqueness of the individual's needs, rather than tailoring the person to fit the Procrustean bed of a hypothetical theory of human behavior.

Milton H. Erickson, M.D.
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SESSION 1 — Hilton Ballroom

BRIEF THERAPY: MODELS AND METHODS
Moderator: Sally Franek, Ph.D.

William O'Hanlon, M.S.
A Grand Unified Theory for Brief Therapy: Putting Problems in Context

Roxanna Erickson Klein, R.N., M.S.
* Crisis Intervention of Psychotic Patients

Michael Vancura, Ph.D.
* Modeling and Role-Modeling with Psychophysiological Problems

SESSION 2 — Grand Ballroom B

SPECIAL ISSUES IN BRIEF THERAPY
Moderator: Nancy Czech, M.A.

Erving Polster, Ph.D.
Dependency and promote definitive personal identity and puts them under control.

Richard Fisch, M.D.
* "To thine own self be true..." — Ethical Issues in Strategic Therapy

SESSION 3 — Imperial Ballroom

TECHNIQUES OF BRIEF THERAPY
Moderator: Brita Martin, M.A.

Kay Thompson, D.D.S.
Metaphor: A Myth with a Method

Erving Polster, Ph.D.
Tight Therapeutic Sequences

Jeffrey K. Zeig, Ph.D.
Seeding

SESSION 4 — Continental Ballroom 5

APPROACHES TO BRIEF THERAPY
Moderator: Dorothy Miller, Ph.D.

Carol Lankton, M.A.
* Ecological Therapy

SESSION 5 — Grand Ballroom A

UTILIZATION
Moderator: Wolfgang Lenk, Ph.D.

Stephen Gilligan, Ph.D.
Co-Evolution of Primary Process in Brief Therapy

David Gordon, M.A.
Reference experiences: Guardians of coherence and instigators of change

Sidney Rosen, M.D.
Concretizing of symptoms and their manipulation

SESSION 6 — Hilton Ballroom B

THE USE OF PARADOX IN FAMILY THERAPY
Camilo Loriedo, M.D.

Clients need to relinquish their focus on the limitation of a problem and turn attention and action toward building new relational patterns. This workshop will illustrate, discuss, and practice several methods and rationales for symptom disruption. The larger framework for the workshop is designing new behavioral assignments and in-session motivations using metaphorical interventions.

Level: Intermediate and Advanced

* HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.
Workshop 7 — Continental Ballroom 5
NATURALISTIC APPROACHES TO DEEP TRANCE WORK
Ernest Ross, Ph.D.
An exploration of the use of minimal cues and heightened sensory-perceptual sensitivity in utilizing our natural psychological rhythms to facilitate healing.

Workshop 8 — Continental Ballrooms 8 and 9
* TIME-LIMITED DYNAMIC PSYCHOTHERAPY (TLDP)
Rains Stropp, Ph.D.
The purpose of this workshop is to acquaint the audience with basic principles and techniques of Time-Limited Dynamic Psychotherapy (TLDP). Videotapes of actual interviews will illustrate an Initial Assessment Interview (IA) and provide vignettes from selected psychotherapy sessions.

Limited to 65 participants

Workshop 9 — Continental Parlor 3
* USING HYPNOSIS AS ANESTHESIA IN ILLNESS OR SURGERY
Sandra Sylvester, Ph.D.
This workshop will teach specific techniques which can be used effectively for hypnosis anesthesia and include demonstrations and practice. Case studies also will be presented for discussion.

Level: Advanced
Limited to 50 participants

Workshop 10 — Continental Parlor 7
BESMENDING DEMONS: HEALING ACROSS CULTURES
Terry Tafyofa, Ph.D.
This workshop explores how primary and secondary world views of clients/patients enhance or impede health care and treatment compliance. Utilizing Ericksonian and Native American explanatory models, participants will review elements of healing common in various cultures and how to incorporate these elements into their own practice.

Level: Intermediate and Advanced
Limited to 50 participants

Workshop 11 — Continental Ballroom 6
RESISTANCE REDEFINED: BUILDING FRAMES OF REFERENCE
Michael Tapko, Ph.D.
What traditional psychotherapists have considered to be resistance is often only a reflection of the client's lack of frame of reference for relating meaningfully to the therapist's directives. Helping the client establish a frame of reference for participating meaningfully in the therapy is a vital part of successful treatment.

Level: Intermediate

Workshop 12 — Hilton Ballroom A
DEMONSTRATIONS I
* Erving Polster, Ph.D.
Noelle Poncelet, Ph.D.
These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: Erving Polster, Ph.D., "Gestalt Therapy: Fleshing Out the Story Line;" and Noelle Poncelet, Ph.D., "The Alignment of Body/Mind/Spirit in Hypnotherapeutic Resolution."

Workshop 13 — 4th Floor Meeting Rooms
SMALL GROUP PRACTICUM SESSION
HYPNOTIC INDUCTION METHODS
These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of 12 participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or Brief Therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

3:15 - 5:15 P.M. WORKSHOPS #20 - 32 WEDNESDAY P.M.

Workshop 20 — Continental Ballrooms 8 and 9
* ERICKSONIAN BRIEF THERAPY TECHNIQUES WITH MULTI-PROBLEM FAMILIES — RULES OF ENGAGEMENT
Yvonne Dolan, M.A.
Charlie Johnson, M.S.W.
This workshop concentrates on determining the "path of least resistance" with multi-problem families that have failed repeatedly in other systems. Erickson's utilization method and brief therapy techniques will be used.

Level: Intermediate

Workshop 21 — Imperial Ballroom A
* INTEGRATING ERICKSONIAN AND COGNITIVE APPROACHES IN BRIEF PSYCHOTHERAPY
Jeffrey Feldman, Ph.D.
Ericksonian and cognitive therapy approaches provide effective intervention techniques which utilize unconscious and conscious processes respectively. These approaches can be combined for a synergistic therapeutic effect more powerful than either single approach. This workshop presents a problem-focused method for treating anxiety disorders and depression.

Workshop 22 — Continental Ballroom 4
* THE STRUCTURE OF EMOTIONS
David Gordon, M.A.
Emotions often seem to be something that happens to us, rather than being a matter of choice. But every emotion has an underlying structure, and knowing that structure provides a framework for change. This seminar introduces some of the perceptual patterns underlying emotions, and ways of changing emotions by changing those patterns.

Workshop 23 — Continental Parlor 2
POSTHYPNOTIC PREDETERMINATION: PROGRAMMING POSITIVE THERAPEUTIC OUTCOMES
Ronald Havens, Ph.D.
Posthypnotic predetermination is an efficient way to utilize the patient's unconscious understandings of the events that need to happen to create the future. Participants will experience and practice the approach. A background in hypnosis is useful, but not necessary.

Workshop 24 — Hilton Ballroom B
* GENERIC APPROACHES TO BRIEF PSYCHOTHERAPY
Lynn Johnson, Ph.D.
This workshop will teach principles of brief psychotherapy that can be applied by clinicians of almost any theoretical background. Participants will learn rationales and skills needed for having positive initial impact, how to design and present homework, and how to prevent relapse after termination.

Workshop 25 — Imperial Ballroom B
ASSESSMENT MATTERS IN HYPNOTHERAPY
Carol Lankton, M.A.
Hypnosis is a modality for communicating and exchanging ideas. This workshop will have a dual focus on induction and optimal utilization of hypnotic trance. Induction procedures will be explained and demonstrated. Assessment matters leading to treatment goals and relevant utilization of trance will be emphasized.

Level: Basic and Intermediate

Workshop 26 — Continental Parlor 3
UTILIZING THE PROBLEM: THE PRESENT TO THE FUTURE SOLUTION — A PRACTICAL WORKSHOP
Robert McNelly, M.B.B.S.
Case examples will be used to distinguish in a practically useful way the patterns of presentation of the client and problem, and how to tailor the therapy from this material. Exercises in creating and utilizing these principles and interactional practice by participants will be featured.

Level: Intermediate

Workshop 27 — Continental Ballroom 6
* ERICKSONIAN BRIEF THERAPY: DISSOLVING PROBLEMS IN SOLUTIONS
William O'Hanlon, M.S.
A model and techniques derived from Erickson's work are offered in this workshop. This approach is designed for those who wish to make use of Erickson methodology and utilize the therapy that is derived from this material.

Workshop 28 — Continental Parlor 1
BRIEF THERAPY IN LATIN AMERICAN CULTURES: INTEGRATING TRADITIONAL AND MODERN TECHNIQUES
Madeleine Ritchport, Ph.D.
Based on Erickson's method of utilizing what patients bring to therapy, this workshop will demonstrate four models of videotape utilized by therapists from Latin American cultures to integrate ritual and clinical trance states in the clinical setting.

* HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCS IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.
Workshop 29 — Continental Parlor 7
MEANINGFUL MESSAGES: THE MANUFACTURING OF METAPHORS
Kay F. Thompson, D.D.S.
All types of trance can be therapeutic if we enhance the listening/listening with the meaning in the metaphor. This workshop includes exercises in integrating the language of multiple meanings words with the development of a story to make a message a significant communication.
Level: Intermediate and Advanced
Limited to 50 participants

Workshop 30 — Continental Ballroom 5
* BRIEF FAMILY THERAPY WITHOUT THE FAMILY
Bernhard Trenkle, Dipl. Psych.
Milton Erickson often worked with individual patients. Nevertheless, many of his case descriptions are implicitly system-oriented. The workshop describes how to conduct family therapy with an individual patient and concentrates especially on the interruption of long-lasting interactional loops which are perceived by the patients as hardly changeable. The utilization of strategic homework and the therapeutic use of symbols will be demonstrated as well as the preparation of these interventions by means of therapeutic anecdotes.
Level: Intermediate and Advanced

Workshop 31 — Hilton Ballroom A
DEMONSTRATIONS II
Sidney Rosen, M.D.
Terry Tafoya, Ph.D.
These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: Sidney Rosen M.D., “Corrective Regression,” and Terry Tafoya, Ph.D., “Why Ant Has a Small Waist: Therapeutic Metaphor in Couples Therapy.”

Workshop 32 — 4th Floor Meeting Room
SMALL GROUP PRACTICUM SESSION
INDIRECT TECHNIQUES OF PSYCHOTHERAPY AND HYPNOSIS
These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of 12 participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or Brief Therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Workshop 40 — Continental Ballroom 6
* TREATMENT OF DISTRESSED COUPLES
Elynn Barner, Ph.D.
Peter Pearson, Ph.D.
Using one developmental model for couples therapy, we will teach principles for intervening that maximize the therapist’s influence and help move couples from blaming and resistance to taking an active role in their own treatment.

Workshop 41 — Continental Parlor 9
GETTING THERE FASTER WITH HYPNOSIS AND SUGGESTION
Joseph Barbis, Ph.D.
Hypnosis and suggestion can significantly accelerate the process of psychotherapy. This workshop illustrates principles and techniques for both assessment and symptom alteration.
Level: Advanced
Limited to 50 participants

Workshop 42 — Continental Parlor 3
* IDENTIFYING A FOCUS IN BRIEF THERAPY
Simon Budman, Ph.D.
Brief therapy is successful to the extent that the treatment plan can maintain a specific focus. Written and videotaped materials illustrating various aspects of focus selection will be reviewed so that attendees can increase their competency in selecting a focus.
Limited to 50 participants

Workshop 43 — Imperial Ballroom B
* MILAN-STYLE INTERVIEWING
Gianfranco Cecchin, M.D.
The Milan method uses techniques such as circular questioning, positive connotation and invariant prescriptions. This workshop demonstrates how these and related methods can be used in family therapy to increase therapeutic effectiveness.

Workshop 44 — Hilton Ballroom B
* WORKSHOP IN BRIEF RATIONAL-EMOTIVE THERAPY
Albert Ellis, Ph.D.
This workshop will present, illustrate, and demonstrate some of the main RET techniques of brief psychotherapy.
Level: Basic

Workshop 45 — Imperial Ballroom A
HYPNOTIC METHODS IN BRIEF SEX THERAPY
D. Corydon Hammond, Ph.D.
Bernie Zilbergeld, Ph.D.
This workshop discusses and demonstrates practical hypnotic methods that can be used for assessment and treatment of sexual dysfunctions. Problems to be addressed will include problems of desire, ejaculatory disorders, orgasmic dysfunction, and impotence.
Level: Intermediate

Workshop 46 — Colonial Parlor 7 and 8
HOW TO DEAL WITH RESISTANCE BY REFUSING TO IDENTIFY IT
Robert Pearson, M.D.
This will be a lecture/demonstration/hands-on workshop aimed at teaching the student to more effectively deal with patients who have difficulty achieving trance.
Level: Advanced

Workshop 47 — Colonial Parlor 2
* INTERPLAY OF TECHNIQUE AND HUMANITY
Erving Polster, Ph.D.
Techniques, played to the hilt, may negate the human dimension. Techniques, while highly pointed, also may be humanizing. Some humanized techniques include: the sharpening of contact, the evocation of story line, the arousal of fascination, and unloading of internal dialogue.

Workshop 48 — Continental Parlor 1
HYPNOTIC APPROACHES IN SEX THERAPY
Sidney Rosen, M.D.
This workshop consists of a case demonstration followed by practice of various hypnotic techniques, including age regression and progression, use of metaphors, symbolic embedded commands and time distortion.
Level: Intermediate

Workshop 49 — Continental Ballroom 5
HYPNOTIC STORY TELLING: THE EMPowerMENT OF THE CLIENT TOWARD GROWTH
Deborah Ross, Ph.D.
This workshop teaches hypnotic story-telling specific to enhancing client ego strength and promoting openness to change. Participants will receive highly generalizable story material to help the ‘stock’ client develop empowerment strategies and tools, and to strengthen ability to observe and climb out of old nonproductive patterns.

Workshop 50 — Continental Ballroom 4
SEQUENCES
Jeffrey K. Zelig, Ph.D.
Symptoms are not static. They are sequences of events that become habitual ‘ruts.’ Sequences can be used as well-developed channels to create hypnotic inductions, metaphors and indirect hypnotic reframing. Demonstration and practice.
Level: Intermediate and Advanced practitioners of hypnosis.

Workshop 51 — Hilton Ballroom A
DEMONSTRATIONS III
William O’Hanlon, M.S.
Gunther Schmidt, M.D.
These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: William O’Hanlon, M.S., “Solution-Oriented Hypnosis,” and Gunther Schmidt, M.D., “Circular (Relationship-Oriented) Imagination of Solutions in Brief Systemic-Ericksonian Therapy.”

Workshop 52 — 4th Floor Meeting Room
SMALL GROUP PRACTICUM SESSION
METAPHOR
These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of 12 participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or Brief Therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

* HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.
**1:00 A.M. - 12:00 NOON**

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<th>MINI-DEBATES: DIALOGUES &amp; TRIALOGUES</th>
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<td>MD-1 TRIALOGUE — Continental Ballroom 4</td>
<td>MD-3 TRIALOGUE — Continental Ballroom 5</td>
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<tr>
<td>Simon Budman, Ph.D.</td>
<td>Joseph Barber, Ph.D.</td>
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<tr>
<td>Hans Strupp, Ph.D.</td>
<td>Erving Polster, Ph.D.</td>
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<td>John Weakland, M.F.C.C.</td>
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| MD-2 TRIALOGUE — Grand Ballroom A | | |
| Stephen Lankton, A.C.S.W. | Albert Ellis, Ph.D. | |
| Bernfe Zippergeld, Ph.D. | Jeffrey K. Zeig, Ph.D. | |
| Glanfranco Ceclain, M.D. | | |

**12:00 NOON - 1:30 P.M.**

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<th>LUNCH</th>
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**1:30 - 2:30 P.M.**

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<th>KEYNOTE ADDRESS</th>
<th>THURSDAY P.M.</th>
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<tr>
<td>&quot;STRATEGIES AND METAPHORS OF BRIEF THERAPY&quot;</td>
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<tr>
<td>Cloe Madanes</td>
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<td>Grand Ballroom B</td>
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**2:45 - 4:15 P.M.**

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<th>SHORT COURSES</th>
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<td>Briefest Therapy Methods</td>
<td>Utilization: Joining and Utilizing the Creative Resources of the Child and Family to Break the Cycle of Trauma and Anxiety</td>
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<tr>
<td>Brief Therapy in Dentistry — Anxiety and Phobias</td>
<td>Ericksonian Underpinnings in the Treatment of Childhood Trauma Sequelae</td>
</tr>
<tr>
<td>Robert Glenn, Ph.D.</td>
<td>Tapani Abola, M.A.</td>
</tr>
<tr>
<td>Malcolm Hart, Ph.D.</td>
<td><em>The Utilization of Explanations in Solution Focused Consultation</em></td>
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<tr>
<td>Accelerating the Therapeutic Process: Integrating Ericksonian Approaches with Group, Couples, and Child/Family Psychotherapy</td>
<td><em>Brief Psychotherapy in the Treatment of Schizophrenia</em></td>
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<td>Symposium</td>
<td>13. Jean Godln, M.D., Ph.D. — Sausalito (4th Floor)</td>
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<td>4. Doris Brett, M.A. — Imperial Ballroom B</td>
<td>Myths in Action in Hypnosis</td>
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<td>5. Gene Combs, Jr., M.D. — Hilton Ballroom B</td>
<td>Brent B. Geary, M.S.</td>
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<tr>
<td>Jill Freedman, M.S.W.</td>
<td>Craig LeCroy, Ph.D.</td>
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<td>Questions as Suggestions: Bateos Meets Erickson (Again)</td>
<td>Larry Etkin, Ph.D.</td>
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<td>6. Gordon Cuddedy, Ph.D. — Imperial Ballroom A</td>
<td>Tinkor Toys and Brief Psychotherapy: Building Your Own Model Symposium</td>
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<tr>
<td>Frank Noble, Ed.D.</td>
<td>Ericksonian Approaches to Redecision Therapy</td>
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<td>An Ericksonian Approach to Phobic Behavior Symposium</td>
<td>16. Reese Price, Ph.D. — Cypress (4th Floor)</td>
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<tr>
<td>7. Richard E. Dimond, Ph.D. — Tiburon (4th Floor)</td>
<td><em>Ericksonian Psychotherapy and the Remediation of the Fragmented Self</em></td>
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<td>Holding On and Letting Go in Ericksonian and Strategic Psychotherapy</td>
<td>17. Mary de Krasinska, M.S.W. — Continental Parlor 1</td>
</tr>
<tr>
<td>Ericksonian Approaches to the Treatment of Residentially Placed Adolescents</td>
<td>18. Jerry Gale, M.A. — Continental Ballroom 4</td>
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**4:30 - 6:00 P.M.**

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<th>SHORT COURSES</th>
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<tbody>
<tr>
<td>17. Mary de Krasinska, M.S.W. — Continental Parlor 1</td>
<td>22. Manfred Prios, Dipl. Psych. — Continental Ballroom 4</td>
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<tr>
<td>Hypnosis and Therapy with Victims of Torture</td>
<td>Emanuele Del Castello, Ph.D.</td>
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<tr>
<td>18. Jerry Gale, M.A. — Continental Parlor 9</td>
<td>Marlarosaria La Manna, Ph.D.</td>
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<td>Douglas Flemons, M.A.</td>
<td>Kellichi Miyata, M.A.</td>
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<tr>
<td><em>The Contextual Layering of Therapeutic Discourse</em></td>
<td>Ericksonian Techniques Across Cultures Symposium</td>
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<td>The Diagnosis and Utilization of Patients’ Response Styles</td>
<td>Therapeutic Paradox: Similia Similibus Curantur</td>
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<tr>
<td>20. Rodger Kessler, Ph.D. — Continental Ballroom 6</td>
<td>24. Donna Spencer, Ph.D. — Imperial Ballroom A</td>
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<tr>
<td>Gunther Schmidt, M.D.</td>
<td>An Extension of Erickson’s Utilization Technique to Deep Hypnosis: Unconscious Exploration Beyond the Personal to the Transpersonal</td>
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<tr>
<td>Bill Matthews, Ph.D.</td>
<td>25. Larry Stephens, A.C.S.W. — Continental Parlor 2</td>
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<tr>
<td><em>A Metologue: Erickson, Bateson and the Pursuit of the Systemic Grail</em></td>
<td>Explaining the Unexplainable: Insights into Ericksonian Metaphor from Studies in Artificial Intelligence</td>
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<tr>
<td>Symposium</td>
<td>26. Bruce Tanenbaum, M.D. — Continental Parlor 8</td>
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<tr>
<td><em>Purposeful Interviewing for Brief Solution Focused Therapy</em></td>
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*HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.*
6:15 - 7:15 P.M. AUTHORS' HOUR — Yosemite Ballrooms B and C THURSDAY P.M.
7:30 - 9:30 P.M. SPECIAL MEDIA PROGRAM HONORING VIRGINIA SATIR — Grand Ballroom B THURSDAY P.M.

FRIDAY, DECEMBER 9, 1988

8:30 A.M. - 12:00 NOON TOPICAL PANELS FRIDAY A.M.

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<th>Session</th>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>8:30 - 9:30 A.M.</td>
<td>THERAPEUTIC USES OF HUMOR</td>
<td>Joyce Mills, Ph.D., David Cadman, M.D., Stephen Gilligan, Ph.D., Richard Webster, M.D.</td>
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<tr>
<td>9:45 - 10:45 A.M.</td>
<td>ESSENTIAL ASPECTS OF BRIEF THERAPY</td>
<td>William O'Hanlon, M.S., William Farrow, M.D., Albert Ellis, Ph.D., Bertie Zilberfeld, Ph.D.</td>
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<tr>
<td>11:00 A.M. - 12:00 NOON</td>
<td>USING DREAMS AND SYMBOLS</td>
<td>Stephen Gilligan, Ph.D., James Gustafson, M.D., Ernest Rossi, Ph.D., Peggy Papp, A.C.S.W.</td>
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9:45 - 10:45 A.M. TOPICAL PANELS FRIDAY A.M.

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<tr>
<td>TP-1 — Continental Ballroom 4</td>
<td>RESISTANCE</td>
<td>Richard Fisch, M.D., Camillo Lorledo, M.D., Erving Polster, Ph.D., Robert Pearson, M.D.</td>
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<td>TP-4 — Continental Ballroom 4</td>
<td>SEXUALITY</td>
<td>Daniel Araoz, Ed.D., D. Cordydon Hammond, Ph.D., Joyce Mills, Ph.D., Bernie Zilberfeld, Ph.D.</td>
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<td>TP-5 — Continental Ballroom 5</td>
<td>BRIEF THERAPY TRAINING</td>
<td>Lynn Johnson, Ph.D., Simon Budman, Ph.D., William O’Hanlon, M.S., Peter Sifneos, M.D.</td>
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<td>TP-6 — Continental Ballroom 6</td>
<td>SEVERELY DISTURBED PATIENTS</td>
<td>Yvonne Dolan, M.A., Nicholas Cummings, Ph.D., Herbert Lustig, M.D., Gunther Schmidt, M.D.</td>
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12:00 NOON - 1:30 P.M. LUNCH FRIDAY P.M.

“WHY NOT LONGTERM THERAPY?”
Jay Haley, M.A.
Grand Ballroom B

1:30 - 2:30 P.M. KEYNOTE ADDRESS FRIDAY P.M.

2:45 - 6:15 P.M. TOPICAL PANELS FRIDAY P.M.

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<tr>
<td>2:45 - 3:45 P.M.</td>
<td>THERAPEUTIC USES OF HUMOR</td>
<td>Joyce Mills, Ph.D., Norman Katz, Ph.D., Albert Ellis, Ph.D., Lars-Eric Unestahl, Ph.D.</td>
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<tr>
<td>4:00 - 5:00 P.M.</td>
<td>ESSENTIAL ASPECTS OF BRIEF THERAPY</td>
<td>William O’Hanlon, M.S., Norma Barretta, Ph.D., Paul Watzlawick, Ph.D., Jeffrey K. Zelg, Ph.D.</td>
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<tr>
<td>5:15 - 6:15 P.M.</td>
<td>FAMILY THERAPY</td>
<td>Stephen Lankton, A.C.S.W., Gianfranco Cecchin, M.D., Ruth McLeod, M.S.W., Camillo Lorledo, M.D.</td>
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<td>TP-10 — Continental Ballroom 4</td>
<td>THERAPEUTIC USES OF HUMOR</td>
<td>Joseph Barber, Ph.D., Philip Booth, M.A., Noelle Poncelet, Ph.D., John Beahrs, M.D.</td>
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<tr>
<td>TP-12 — Continental Ballroom 4</td>
<td>ESSENTIAL ASPECTS OF BRIEF THERAPY</td>
<td>William O’Hanlon, M.S., Norma Barretta, Ph.D., Paul Watzlawick, Ph.D., Jeffrey K. Zelg, Ph.D.</td>
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<td>TP-14 — Continental Ballroom 4</td>
<td>FAMILY THERAPY</td>
<td>Stephen Lankton, A.C.S.W., Gianfranco Cecchin, M.D., Ruth McLeod, M.S.W., Camillo Lorledo, M.D.</td>
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8:30 A.M. - 6:15 P.M. DEMONSTRATIONS — Grand Ballroom B FRIDAY

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>8:30 - 9:30 A.M.</td>
<td>SOLUTION-ORIENTED THERAPY: A WELLNESS APPROACH TO FAMILIES</td>
<td>Michele Weiner-Davis, M.S.W., Kobi Weiss, M.A.</td>
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<td>9:45 - 10:45 A.M.</td>
<td>HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCS IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.</td>
<td>Jeffrey K. Zelg, Ph.D., Joseph Barber, Ph.D., Stephen Gilligan, Ph.D.</td>
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</table>

8:45 - 9:45 A.M. | FAMILY THERAPY | Stephen Lankton, A.C.S.W. |
9:45 - 10:45 A.M. | HYPNOTIC INDUCTION | Phillip Barretta, M.A., Marc Lehrer, Ph.D., Sidney Rosen, M.D., Charles Stern, Ph.D. |
5:15 - 6:15 P.M. | FAMILY THERAPY | Stephen Lankton, A.C.S.W., Gianfranco Cecchin, M.D., Ruth McLeod, M.S.W., Camillo Lorledo, M.D. |

*HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCS IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.*
GROUP INDUCTIONS — Grand Ballroom A

8:30 A.M. - 6:15 P.M.

8:30 - 9:30 A.M.
* GI-1 D. Corydon Hammond, Ph.D.
* GI-2 Sandra Sylvester, Ph.D.
* GI-3 Norma Barretta, Ph.D.
* GI-4 Kay Thompson, D.D.S.

11:00 A.M. - 12 NOON
* GI-5 Norman Katz, Ph.D.
* GI-6 Marc Lehrer, Ph.D.

2:45 - 3:45 P.M.
* GI-9 Deborah Ross, Ph.D.

4:00 - 5:00 P.M.
* GI-5

CONVERSATION HOURS — Hilton Ballroom

8:30 A.M. - 6:15 P.M.

2:45 - 3:45 P.M.
* CH-4 PSYCHOLOGICAL PRINCIPLES TO PROMOTE SAFE SEX
Bernie Zilbergeld, Ph.D.

4:00 - 5:00 P.M.
* CH-5 A CONVERSATION HOUR WITH ERNEST L. ROSSI, PH.D.
Ernest L. Rossi, Ph.D.

5:15 - 6:15 P.M.
* CH-6 A CONVERSATION HOUR WITH PAUL WATZLAWICK, PH.D.
Paul Watzlawick, Ph.D.

MINI-DEBATES: DIALOGUES & TRIALOGUES — Imperial Ballroom

8:30 A.M. - 5:00 P.M.

* MD-6 TRIALOGUE
Joel Bergman, Ph.D.
Ruth McClenond, M.S.W.
Stephen Gilligan, Ph.D.

2:45 - 3:45 P.M.
* MD-9 TRIALOGUE
Carol Lankton, M.A.
Nicholas Cummings, Ph.D.
James Gustafson, M.D.

4:00 - 5:00 P.M.
* MD-10 DIALOGUE
Richard Fisch, M.D.
Peter Silness, M.D.

SUPERVISION PANELS — Continental Ballroom 6

2:45 - 6:15 P.M.

4:00 - 5:00 P.M.
* SP-I SUPERVISION PANEL I
Ronald Havens, Ph.D.
Ellyn Bader, Ph.D.
Joel Bergman, Ph.D.
Yvonne Dolan, M.A.

5:15 - 6:15 P.M.
* SP-III SUPERVISION PANEL III
William O’Hanlon, M.S.
William Gordon, M.A.
Joyce Mills, Ph.D.
Les Kadis, M.D.

(SATURDAY, DECEMBER 10, 1988)

INVIDED WORKSHOPS 60 - 72 SATURDAY A.M.

Workshop 60 — Continental Parlor 7 and 8
THE NEW HYPNOSIS: HOW TO DO IT
Daniel Aronson, Ed.D.

Demonstrations will be followed by discussion and clarification of the essential characteristics of the New Hypnosis.
Level: Intermediate and Advanced

Workshop 61 — Continental Ballroom 6
* PRESCRIPTIONS, RITUALS, AND METAPHORS
Joel Bergman, Ph.D.

This workshop focuses on using rituals, prescriptions, and metaphors in family therapy. Issues to be explored include: formulating rituals; understanding the factors by which people act upon these prescriptions; and maximizing their metaphorical, poetic, creative, and humorous aspects.
Level: Advanced

Workshop 62 — Imperial Ballroom A
IDEOGRAPHIC QUESTIONING TECHNIQUES
FOR PSYCHOSOMATIC PROBLEMS
David B. Cheek, M.D.

Factors underlying emotional and physiological maladaptive behavior often have their beginning during prenatal and perinatal life, long before the origin of conscious memory. Imprinted origins can be discovered and therapeutically restructured with subcognitive review methods.
Level: Intermediate and Advanced

Workshop 63 — Continental Parlor 9
THE CRYSTAL BALL TECHNIQUE
Steve de Shazer, M.S.W.

This workshop traces the development of the crystal ball technique from a trance based technique to a brief therapy technique.

* HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCcs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.
**Workshop 64 — Continental Ballroom 5**
**BRIEF HYPNOTHERAPY WITH INCEST SURVIVORS**
Stephen Gilligan, Ph.D.
This workshop will view incest in terms of profoundly negative hypnosis, and explore solutions based on future-oriented hypnotically based mastery approaches. Techniques, case examples, experiential exercises, and a live demonstration will suggest psychophysical healing paths in therapy for incest survivors and their families.

**Workshop 65 — Continental Parlor 2**
**HYPNOSIS AND NLP: BRINGING STRUCTURE AND FREEDOM TO BRIEF HYPNOTHERAPEUTIC INTERVENTIONS**
Marc Lehrer, Ph.D.
This workshop is a synthesis of hypnosis and Neurolinguistic Programming that can be applied to consultations and brief therapeutic and medical applications. The workshop includes discussion, demonstrations, and practice.

**Workshop 66 — Hilton Ballroom B**
**TREATMENT OF POST-TRAUMATIC STRESS CAUSED BY SEXUAL ABUSE**
Herbert Lustig, M.D.
Co-faculty: Zeva Singer, M.A.
A methodology will be presented that efficiently and effectively deals with stress disorders caused by experiencing sexual abuse. Participants will learn about the treatment and its effects on abuse victims.

**Workshop 67 — Continental Parlor 3**
* **INTENSIVE MULTIPLE FAMILY GROUP THERAPY**
  - Ruth McClendon, M.S.W.
  - Les Kadis, M.D.
This workshop combines the best elements of family therapy, group therapy and encounter therapy into an efficient high impact therapeutic experience. It focuses on the skills needed to utilize this format effectively.
  - Level: Basic
  - Limited to 50 participants

**Workshop 68 — Continental Ballroom 4**
* **THE USE OF STRUCTURED FANTASY WITH COUPLES**
  - Peggy Papp, A.C.S.W.
This workshop will demonstrate various uses of fantasies and metaphors in treating couples. Attendees will participate in simulations and formulating interventions.
  - Level: Intermediate and Advanced

**Workshop 69 — Continental Parlor 1**
**INTERSPERSAL TECHNIQUES IN BRIEF ERIKSONIAN PSYCHOTHERAPY**
Charles Stern, Ph.D.
This workshop will facilitate both cognitive and experiential understanding of the use of interspersal techniques in Ericksonian psychotherapy. A brief didactic overview and experiential practice will be offered.

**Workshop 70 — Imperial Ballroom B**
**STRATEGIC TREATMENT OF PANIC DISORDER**
R. Reid Wilson, Ph.D.
This workshop emphasizes therapist skills in the assessment and brief treatment of panic disorder. Included will be the benevolent purpose of symptoms, the panic-prone personality, interventions into physiology, pattern disruption, altering dysfunctional attitudes, visualizations and brief hypnosis, stopping obsessions, “splitting,” and cognitive restructuring.
  - Level: Basic and Intermediate

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**Workshop 80 — Continental Parlor 3**
**REDUCING RESISTANCE: EMBEDDING MESSAGES IN METAPHORS**
Philip Barretta, M.A.
Norma Barretta, Ph.D.
When all else seems to fail, using a metaphor to deliver a therapeutic message to a patient often will overcome the most rigid resistance. In fact, participants will discover, there's no such thing as resistance in patients. There may be, however, inflexibility in some therapists. This workshop will help to restore and maintain flexibility with the most “resistant” cases.
  - Level: Intermediate and Advanced
  - Limited to 30 participants

**Workshop 81 — Imperial Ballroom B**
* **INTENSIVE OUTPATIENT ALTERNATIVES TO THE HOSPITALIZATION OF THE SUICIDAL PATIENT**
  - Nicholas Cummings, Ph.D.
  - Co-faculty: Jeffrey Bragman, Ph.D.
Defensive practice and the lack of alternatives result in the over-hospitalization of suicidal patients, often escalating their suicide potential. Targeted outpatient interventions can not only differentiate the severely suicidal patient, but also can give better long term results than hospitalization.
  - Level: Advanced

**Workshop 82 — Continental Parlor 9**
* **THE CLINICAL POSSIBILITIES FROM THE GREAT TRADITION OF BRIEF PSYCHOTHERAPY**
  - James Gustafson, M.D.
The psychoanalytic, character-analytic, interpersonal and systemic perspectives can be utilized to get different views of the patient's predicament. Such richness is only helpful if a relatively clear line of inquiry can be made from the “loose end” offered by the patient as a presented problem.

**Workshop 83 — Imperial Ballroom A**
**LIVING HYPNOTICALLY: CONTROLLING PAIN AND PLEASURE**
Norman Katz, Ph.D.
Marc Lehrer, Ph.D.
Pain and pleasure are two areas of self-control that can be appreciated by many clients who can learn how to maximize or decrease these experiences in brief therapy and in life.
  - Level: Intermediate and Advanced

**Workshop 84 — Hilton Ballroom B**
* **BRIEF APPROACHES IN MULTIMODAL THERAPY**
  - Arnold 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.

**Workshop 85 — Continental Ballroom 4**
**THERAPEUTIC METAPHORS: HYPNOTIC AND MULTI DIMENSIONAL APPROACHES FOR HELPING CHILDREN AND THEIR FAMILIES**
Joyce Mills, Ph.D.
Participants will learn how to create and utilize the therapeutic metaphor within a hypnotic and multidimensional-multisensory framework. The focus includes: Storytelling, Artistic and Living Metaphors as well as Cartoon Therapy. These innovative approaches are designed to enter the world of the child and integrate his/her own unconscious resources and learnings to facilitate positive change. Group interaction will be included.
  - Level: Basic and Intermediate

**Workshop 86 — Continental Ballroom 5**
**THE DREAMBODY IN BODY SYMPTOMS AND BRIEF HYPNOTHERAPY**
Noelle Poncet, Ph.D.
The innovative approach of Arnold Mindell, Ph.D., founder of Process-Oriented Psychology, will be utilized to explore how the body is a dream trying to happen. Hypnotically, we will work with our dreams, myths and fantasies to discover how we may mirror each other and provide cues toward resolution.

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*HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs is NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.*
**Workshop 87 — Continental Parlor 2**
* THE UTILIZATION OF SYMPTOMS AS SYMBOLIC FAMILY MEMBERS (OR RELATIONSHIP-PARTNERS) IN BRIEF SYSTEMIC-ERICKSONIAN THERAPY
Gunther Schmidt, M.D.

This workshop will demonstrate how symptoms and the responses to them can be created and utilized as symbolic imagined family members, both in family therapy and systemic therapy with single patients. It also will show how with systemic Circular Questioning (used as solution-oriented indirect-suggestive method) the problem-stabilizing patterns between the “real” members of the system and the “imagined” members (symptoms) can be clearly worked out. Symbolic and strategic tasks relating to the symbolic family members can catalyze self-organization in a few sessions.

**Level: Intermediate and Advanced**

**Workshop 88 — Continental Parlor 1**
* SHORT-TERM ANXIETY PROVOKING PSYCHOTHERAPY (STAPP)
Peter Sfîneos, M.D.

The workshop uses videotapes to demonstrate short-term anxiety provoking psychotherapy. Fundamental concepts and techniques will be offered.

**Workshop 89 — Continental Parlor 7 and 8**
* SYSTEMATIC TRAINING OF MENTAL SKILLS IN SPORTS AND LIFE
Lars-Eric Innestähl, Ph.D.

This workshop describes the principles behind mental training and the research that resulted in the development of long-term and systematic training programs (inner Mental training) and the application of the programs in Sports (Peak Performance training), the Swedish school system (Life Skill training), Business (Mind training), Health (Wellness training), and for Personal Growth (Mental Fitness training). The system is used by about two million Swedish people. A new type of open university courses in mental training, centered around the application in Sports and Life also will be described.

**Workshop 90 — Continental Ballroom 6**
* BRIEF TREATMENT OF A COUPLE WITH A PROBLEM OF EXCESSIVE DRINKING
Richard Fisch, M.D.
John Weakland, M.D., F.C.C.

This workshop demonstrates the application of the M.R.I. Brief Therapy model to a case involving excessive drinking. It highlights the strategic use of working primarily with the complaining (“codependent” in A.A. terms) rather than the non-complaining drinker. Although centering on one case, methods can be generalized into an alternative model.

**Level: Intermediate**

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**LUNCH**

**SATURDAY P.M.**

**KEYNOTE ADDRESS**

"BRIEF PSYCHOTHERAPY: THE TEMPORAL FACTOR"

Arnold A. Lazarus, Ph.D.

**Grand Ballroom B**

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**SUNDAY P.M.**

**INVITED ADDRESSES**

**Session 6 — Hilton Ballroom**
- ISSUES IN BRIEF THERAPY
  Moderator: Sally Frankel, Ph.D.
  James Gustafson, M.D.
  * The Great Simplifying Conventions of Brief Individual Psychotherapy
  Joseph Barber, Ph.D.
  * Miracle Cures: Therapeutic Consequences of Clinical Demonstrations
  Nicholas Cummings, Ph.D.
  * Brief intermittent Psychotherapy Throughout the Life Cycle

**Session 7 — Continental Ballroom 4**
- ASPECTS OF BRIEF THERAPY
  Moderator: Dorothy Miller, Ph.D.
  Joel Bergman, Ph.D.
  * Clinical Roadmaps for Doing Brief Systemic Therapy
  Simon Budman, Ph.D.
  * The Myth of Termination in Brief Therapy: Or, It Ain’t Over Till It’s Over
  Herbert Lustig, M.D.
  How Long Should Brief Therapy Be?

**Session 8 — Grand Ballroom A**
- TECHNIQUES OF BRIEF THERAPY II
  Moderator: Nancy Czech, M.A.
  Peggy Papp, A.C.S.W.
  * The Therapeutic Debate
  Steve de Shazer, M.S.W.
  * What Is It About Brief Therapy that Works? (An Answer for December 1968, ONLY)
  Michael D. Yapko, Ph.D.
  * Brief Therapy Tactics in Longer Term Psychotherapies

**Session 9 — Continental Ballroom 5**
- APPROACHES TO BRIEF THERAPY II
  Moderator: Wolfgang Lenk, Ph.D.
  Peter Sfîneos, M.D.
  * Short-Term Anxiety Provoking Psychotherapy
  Albert Ellis, Ph.D.
  * How Can Psychological Treatment Aims Be Briefed and Better? — The Rational-Emotive Approach to Brief Therapy
  Daniel Araoz, Ed.D.
  The New Hypnosis: A Clinical Paradigm of Ericksonian Hypnotherapy

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**HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.**
   Erickson's Age Progression, Future Pacing and Future Orientation in Short Term Therapy — A Nine-Step Model

34. John Moran, Ph.D. — Continental Parlor 2
   G. Gary Mack, M.C.
   David N. Eaton, M.Ed.
   * Employee Assistance Program (EAP's) and Brief Family Therapy Symposium

35. Robert Schwarz, Psy. D. — Imperial Ballroom B
   Reframing: A Dynamic Process in Ericksonian and Brief Psychotherapy

36. Alan Schefflin, J.D. — Tower Room (Lobby Level)
   Jerrold Lee Shapiro, Ph.D.
   Trance on Trial: The Legal Implications of Ericksonian Hypnotherapy

37. Gary Reulas, M.A. — Belvedere (4th Floor)
   The Entrainment of Children, Developmental Assessment and Treatment of Children and Youth

38. Helmut Reilinge, Ph.D. — Monterey (4th Floor)
   Brief Hypnotic Treatment for Symptom Relief

39. Brian Grodner, Ph.D., ABPP — Continental Ballroom 5
   * Ericksonian Approaches in the Brief Therapy of Weight and Smoking Control

40. John Walter, A.C.S.W. — Sausalito (4th Floor)
   Jane Pelier, M.A., A.C.S.W.
   * With an Eye on the Future: Constructive/Interventive Interviewing

41. Susan Mullarky, M.A. — Grand Ballroom A
   Ericksonian Approaches with Clients and for Therapists Who Are Dealing with AIDS

10:45 A.M. - 12:15 P.M.

49. Jill Freedman, M.S.W. — Continental Ballroom 5
   Gene Combs, Jr., M.D.
   True Stories: A Strategy for Generating Metaphors

50. Susan Szczesny, R.N., M.S. — Belvedere (4th Floor)
   Jane Pelier, M.A., A.C.S.W.
   * With an Eye on the Future: Constructive/Interventive Interviewing

   * Imaginal Therapy

52. Eric Schindler, Ph.D. — Walnut (4th Floor)
   * The Initial Phase of Brief Family Therapy: How to Read Maps and Plan a Successful Trip

53. Noga Rubinstein-Nabarco, Ph.D. — Grand Ballroom B
   Brief-Strategic Psychotherapy with Anxiety and Phobic Reactions

54. Teresa Robles de Fabre, M.D., Ph.D. — Monterey (4th Floor)
   Work with Metaphors in Couples Therapy

55. Donna Pace Redford, M.C. — Grand Ballroom A
   * Goddess as a Healing Metaphor for Women

56. Jane Pelier, M.A., A.C.S.W. — Sausalito (4th Floor)
   John Walter, A.C.S.W.
   Keepin' the Good Times Rolling: Solution-Focused Couples Counseling

12:30 - 1:00 P.M.

CLOSING REMARKS

Kristina K. Erickson, M.D., William O'Hanlon, M.S., Ernest L. Rosenfeld, Ph.D., and Kay Thompson, D.D.S.

SUNDAY, DECEMBER 11, 1988

SHORT COURSES

42. Jesse Miller, Ph.D. — Toyon (4th Floor)
   Susanne E. Smith, M.Div., C.A.C.
   * The Utilization of Ericksonian Approaches in a 28-Day Treatment Program for Alcoholics and Drug Addicts

43. Dan C. Ellis, Ph.D. — Continental Parlor 1
   * Linking Brief Interventions in Long Term Therapy

44. Marc Franchot Weiss, Ph.D. — Cypress (4th Floor)
   The Integration of Hypnotic and Non-Hypnotic Procedures in Brief Therapy

45. Howard Liddle, Ed.D. — Continental Ballroom 4
   Kenneth Parker, Ph.D.
   Gay Diamond, M.A., M.F.C.C.
   Raquel Garcia, B.A.
   * Adolescents and Their Families: A Multidimensional Clinical Model Symposium

46. Patricia O'Hanlon Hudson, Ph.D. — Tiburon (4th Floor)
   * The Nuts and Bolts of Marketing a Brief Private Practice Center

47. Harriet Hollander, Ph.D. — Imperial Ballroom A
   Hypnotherapeutic Interventions in Panic Disorder

48. Moshe Talmon, Ph.D. — Walnut (4th Floor)
   Michael Hoyt, Ph.D.
   Robert Rosenbaum, Ph.D.
   * When the First Session is the Last: A Map for Rapid Therapeutic Change

SUNDAY A.M.

57. Michaela M. Ozsel, M.A. — Tiburon (4th Floor)
   Sue Tails: Ancient Traditions and Ericksonian Approaches

58. Scott Miller, M.S. — Continental Parlor 1
   Brief Therapy of Drug and Alcohol Addiction: Rationale and Methodology

59. Betty Blue, Ph.D. — Continental Parlor 3
   Joan Hensley-David, M.A.
   * "Humor Risk" "Trance-sitional" Therapy for the Disillusioned Client: Love and Relatedness Lost and Found

60. Hildegarde Kleppstei, Dipl. Psych. — Sutter (6th Floor)
   Hypnotherapy and Lucid Dreaming

61. Ellen Katz, M.F.C.C. — Continental Ballroom 4
   Stan Layne, M.F.C.C.
   * Brief Therapy with "Co-Dependency" and "Enabling" issues

62. Steven Ramsland, M.A. — Toyon (4th Floor)
   Karen Castelbaum, M.H.S.
   * Brief Ericksonian Treatment with Long-Term Mental Health Clients

63. William Boyd, Jr., M.S. — Continental Parlor 2
   * Promoting Therapeutic Movement Through the Use of Ambiguous Function Assignments

64. John C. Simpson, III, Ph.D. — Tower Room (Lobby Level)
   Dawn S. Keller, M.Ed.
   * The Misadventures of Br'er Fox — A Brief Therapy Model for Treating Learning Disorders

* HYPNOSIS EDUCATION CREDIT FOR CALIFORNIA MFCCs IS NOT AVAILABLE FOR ATTENDANCE AT THIS SESSION.
1988 ERICKSON CONGRESS FACULTY
BRIEF THERAPY: Myths, Methods and Metaphors

INVITED ADDRESSES

Richard Fisch, M.D. — "To thine own self be true." Ethical Issues in Strategic Therapy
Stephen Gilligan, Ph.D. — Co-Evolution of Primary Process in Brief Therapy
David Gordon, M.A. — Reference Experiences: Guardians of Cohesion and Instigators of Change
Mary Goulding, M.S.W. — Getting the Important Work Done Fast: Contract Plus Redecision
James Paul Gustafson, M.D. — The Great Simplifying Conventions of Brief Individual Psychotherapy
Roxanna Erickson Klein, R.N., M.S. — Pain Control Interventions of Milton H. Erickson
Carol Lankton, M.A. — Ecological Therapy
Stephen Lankton, A.C.S.W. — Just Do Good Therapy
Herbert Lustig, M.D. — How Long Should Brief Therapy Be?
Ruth McClendon, M.S.W. — Integrating the Individual into Family Therapy: The Contract Is The Key
William O'Hanlon, M.S. — A Grand Unified Theory for Brief Therapy: Putting Problems in Context

INVITED WORKSHOPS

David Gordon, M.A. — The Structure of Emotion
Mary Goulding, M.S.W. — Demonstration of Short-Term Redecision Therapy
James Paul Gustafson, M.D. — The Clinical Possibilities from the Great Traditions of Brief Psychotherapy
D. Corydon Hammond, Ph.D. and Bernie Zilbergeld, Ph.D. — Hypnotic Methods in Brief Sex Therapy
Ronald Havens, Ph.D. — Posthypnotic Predetermination: Programming Positive Therapeutic Outcomes
Lynn Johnson, Ph.D. — Generic Approaches to Brief Psychotherapy
Norman Katz, Ph.D. and Marc Lehrer, Ph.D. — Living Hypnotically: Controlling Pain & Pleasure
Carol Lankton, M.A. — Assessment Matters in Hypnotherapy
Stephen Lankton, A.C.S.W. — Symptom Disruption and Client Motivation
Arnold Lazarus, Ph.D. — Brief Approaches to Multi-modal Therapy
Marc Lehrer, Ph.D. — Hypnosis and NLP: Bringing Structure and Freedom to Brief Hypnotherapeutic Interventions
Herbert Lustig, M.D. (co-presenter Zeva Singer, M.A.) — Treatment of Post-Traumatic Stress Caused by Sexual Abuse
Camillo Loredo, M.D. — The Use of Paradox in Family Therapy
Ruth McClenond, M.S.W. and Les Kads, M.D. — Intensive Multiple Family Group Therapy
Robert McNelly, M.B.B.S. — Utilizing the Problem: The Present to the Future Solution — A Practical Workshop
Joyce Mills, Ph.D. — Therapeutic Metaphors: Hypnotic & Multi-Dimensional Approaches for Helping Children and Their Families
William O'Hanlon, M.S. — Ericksonian Brief Therapy: Dissolving Problems in Solutions

Peggy Papp, A.C.S.W. — The Use of Structured Fantasy with Couples
Robert Pearson, M.D. — How To Deal with Resistance by Refusing to Identify It
Erving Polster, Ph.D. — Interplay of Technique and Humanity
Noelle Poncelet, Ph.D. — The Dreambody in Body Symptoms and Brief Hypnotherapy
Madeleine Richeport, Ph.D. — Brief Therapy in Latin American Cultures: Integrating Traditional and Modern Techniques
Sidney Rosen, M.D. — Hypnotic Approaches in Sex Therapy
Deborah Ross, Ph.D. — Hypnotic Story-Telling: The Empowerment of the Client Toward Growth
Ernest Rossi, Ph.D. — Naturalistic Approaches to Deep Trance Work
Gunther Schmidt, M.D. — The Utilization of Symptoms as Symbolic Family Members (or Relationship — Partners) in Brief Systemic-Ericksonian Therapy
Peter Silfnes, M.D. — Short-Term Anxiety Provoking Psychotherapy (STAPP)
Charles Stern, M.D. — Interspersal Techniques in Brief Ericksonian Psychotherapy
Hans Strupp, Ph.D. — Time-Limited Dynamic Psychotherapy (TLPD)
Sandra Sylvester, Ph.D. — Using Hypnosis as Anaesthesia in Illness or Surgery
Terry Tafoya, Ph.D. — Befriending Demons: Healing Across Cultures
Kay Thompson, D.D.S. — Meaningful Messages: The Manufacturing of Metaphors
Bernhard Trenkle, Dipl. Psych. — Brief Family Therapy Without the Family
Lars-Eric Unestahl, Ph.D. — Systematic Training of Mental Skills in Sports and Life
R. Reid Wilson, Ph.D. — Strategic Treatment of Panic Disorder
Michael Yapko, Ph.D. — Resistance Redefined: Building Frames of Reference
Jeffrey K. Zeig, Ph.D. — Sequencing
### ACCEPTED SHORT COURSES AND SYMPOSIA

All entries are short courses unless noted.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Instructor(s)</th>
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<td>Harriet Hollander, Ph.D. — Hypnotherapeutic Interventions in Panic Disorder</td>
<td>Patricia O'Hanlon Hudson, Ph.D.</td>
<td>The Nuts and Bolts of Marketing a Brief Private Practice Center.</td>
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<td>Ellen Katz, M.E.C.C. and Stan Layne, M.E.C.C. — Brief Therapy with &quot;Co-Dependency&quot; and &quot;Enabling&quot; Issues</td>
<td>Rodger Kessler, Ph.D., Gunther Schmidt, M.D., Bill Matthews, Ph.D. and Joseph Barber, Ph.D.</td>
<td>A Metalogue: Erickson, Bateson and the Pursuit of the Systemic Grail SYMPOSIUM</td>
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<tr>
<td>Eye Lipchik, M.S.W. — Purposeful Interviewing for Brief Solution Focused Therapy</td>
<td>Jesse Miller, Ph.D. and Susanne E. Smith, M.Div., C.A.C.</td>
<td>Ericksonian Approaches in a 28-Day Treatment Program for Alcoholics and Drug Addicts</td>
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<td>Scott Miller, M.S.S. — Brief Therapy of Drug and Alcohol Addiction: Rationale and Methodology</td>
<td>Joyce Mills, Ph.D.</td>
<td>The Feminine Art of Healing: A Blending of Ericksonian Approaches and Native American Teachings</td>
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<td>John Moran, Ph.D., G. Gary Mack, M.C. and David N. Eaton, M.Ed. — Employee Assistance Program (EAP’S) and Brief Family Therapy SYMPOSIUM</td>
<td>Susan Mullarky, M.A.</td>
<td>Ericksonian Approaches with Clients and for Therapists Who Are Dealing with AIDS</td>
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<tr>
<td>Maggie Phillips, Ph.D. — Ericksonian Approaches to Relocation Therapy Reese Price, Ph.D. — Ericksonian Psychotherapy and the Remediation of the Fragmented Self</td>
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<tr>
<td>Helmut Reilinger, Ph.D. — Brief Hypnotic Treatment for Symptom Relief</td>
<td>Teresa Robles de Fabre, M.D., Ph.D. — Work with Metaphors in Couples Therapy</td>
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<td>Noga Rubinstein-Nabar, Ph.D. — Brief-Strategic Psychotherapy with Anxiety and Phobic Reactions</td>
<td>Gary Ruelas, M.A. — The Encouragement of Children, Developmental Assessment and Treatment of Children and Youth</td>
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<td>Alan Schellin, J.D. and Jerrold Lee Shapiro, Ph.D. — Trance on Trial: The Legal Implications of Ericksonian Hypnotherapy</td>
<td>Eric Schandler, Ph.D. — The Initial Phase of Brief Family Therapy: How to Read Maps and Plan a Successful Trip</td>
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<tr>
<td>John Simpson III, Ph.D. and Dawn Kelles, M.Ed. — The Misadventures of B’er Fox — A Brief Therapy Model for Treating Learning Disorders</td>
<td>Carol Sommer, M.S. — Therapeutic Paradox: Simile and Smilibus Curantur</td>
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<td>Dono Spencer, Ph.D. — An Extension of Erickson’s Utilization Technique to Deep Hypnosis: Unconscious Exploration Beyond the Personal to the Transpersonal</td>
<td>Larry Stephens, A.C.S.W. — Explaining the Unexplainable: Insights Into Ericksonian Metaphor from Studies in Artificial Intelligence</td>
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<td>Moshe Talmon, Ph.D., Michael Hoyt, Ph.D. and Robert Rosenbaum, Ph.D. — When the First Session is the Last: A Map for Rapid Therapeutic Change</td>
<td>Bruce Tanenbaum, M.D. — Facilitating New Identity and Understandings In Hypnotherapy: “The February Man” and Other Techniques</td>
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<td>Robert Welsz, Ph.D. — Letting Go: The Shift into Trance</td>
<td>Catherine Walters, M.A. — Unconsciousness Rising: Utilizing Ericksonian Approaches to Promote Feminist Perspectives</td>
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<td>Hillel Zeitlin, L.C.S.W.</td>
<td>Michele Weiner-Davis, M.S.W. — Solution-Oriented Therapy: A Wellness Approach to Family</td>
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<td>Robert Weisz, Ph.D. — Reframing: A Dynamic Process in Ericksonian and Brief Psychotherapy</td>
<td>Marc Franchot Weiss, Ph.D. — The Integration of Hypnotic and Non-Hypnotic Procedures in Brief Therapy</td>
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<td>Hillel Zeitlin, L.C.S.W. — Integrative Therapy with Consciousness, Casualties</td>
<td>Elizabeth M. Erickson, B.A. — Brita Martiny, M.A.</td>
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<td>Kristina K. Erickson, M.D. — Robert McNeilly, M.B.B.S.</td>
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<td>Roxanna Erickson Klein, R.N., M.S. — Robert Erickson, M.A.</td>
<td>Lance Erickson, Ph.D.</td>
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### MODERATORS

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<tr>
<th>Name</th>
<th>Title/Qualification</th>
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<tr>
<td>Nancy Czech, M.A.</td>
<td>Brita Martiny, M.A.</td>
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<td>Sally Frank, Ph.D.</td>
<td>Robert McNeilly, M.B.B.S.</td>
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<td>Wolfgang Lenz, Ph.D.</td>
<td>Dorothy Miller, Ph.D.</td>
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### SPECIAL FACULTY

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The Fourth International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy

ABOUT THE CONGRESS

The Fourth International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy features prominent practitioners of Brief Therapy and will be clinically oriented. The Congress is designed to make available a wealth of knowledge and training experience for all attendees—beginning, intermediate or advanced. Since organizing the landmark 1985 Evolution of Psychotherapy Conference, The Milton H. Erickson Foundation, Inc. has tried to create dialogue across schools of psychotherapy. The 1988 Brief Therapy Congress reflects this orientation.

Brief therapists from all disciplines are linked by their practical emphasis on the change process. The Brief Therapy Congress will promote integration among what previously have been disparate schools. The faculty consists of more than 150 experts from various disciplines. Some faculty members have participated in the First, Second and Third International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy held in 1980, 1983 and 1986. A few of the presenters participated in the landmark Evolution of Psychotherapy Conference in 1985.

Since the 1980 International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy, interest in Ericksonian approaches, Brief Therapy and related fields has grown. The 1988 Congress will offer attendees greater opportunities to experience the creative and perceptive psychotherapy developed by Milton H. Erickson, M.D. By expanding the Congress to include other schools of Brief Therapy, attendees will have the opportunity to incorporate the teachings of other leading practitioners. The time is ripe for this meeting: There is demand from social agencies, third party providers, patients and therapists for concise, effective, short-term therapy.

PROGRAM STRUCTURE

The program for the International Congress is composed so that attendees can select from a wide variety of training events. Registrants will be able to pick the format that best suits their needs, e.g., didactic presentations, workshops, small-group experiences, etc.

The program consists of keynote speeches, workshops, demonstrations, small-group practicums, invited addresses, panels, conversation hours, group inductions, mini-debates (dialogues and triologues) and short courses.

Keynote Addresses will be held midday Thursday through Saturday. Clue Madanes will present her topic, "Strategies and Metaphors of Brief Therapy," at 1:30 p.m. Thursday, December 8. Jay Haley's keynote presentation at 1:30 p.m. Friday, December 9, is entitled "Why Not Long-Term Therapy?" Arnold Lazarus will present his address, "Brief Psychotherapy: The Temporal Factor," at 1:45 p.m. Saturday, December 10.

Two-hour workshops will be presented Wednesday, Thursday and Saturday. Concurrent with the workshops, two additional events will be offered—demonstration workshops and small group practicum sessions.

Demonstration workshops consist of two one-hour clinical demonstrations which allow registrants to see different styles of Brief Therapy techniques practiced by the faculty.

Small group practicums, lasting two hours, are offered at the same times as the workshops and demonstrations. They are designed for those who desire size-limited training experiences. Each group will be limited to 12 participants, and specific topics will be offered.

Invited addresses will be held Wednesday and Saturday. Panels of invited presentations are grouped according to topic area. Time has been set aside for discussion by the moderators as well as for questions and comments from the audience.

On Friday, one-hour events will be offered, including demonstrations, conversation hours, panels, group inductions, and mini-debates (dialogues and triologues). On Thursday and Sunday, 90-minute solicited short courses and symposia will be held.

The Congress concludes at 1:00 p.m. Sunday.

PROGRAM OBJECTIVES

Attendees will increase their overall communication skills by learning:

1. Methods of utilizing Brief Therapy techniques in specific situations encountered in the practice of medicine, dentistry, psychiatry, psychology, social work and counseling.
2. Techniques of inducing and utilizing hypnosis from an Ericksonian perspective.
3. The ability to use techniques of Ericksonian hypnotherapy naturally in their clinical practice.
4. Ericksonian and Brief Therapy principles of diagnosis and thereby improving observational skills.
5. The use of multilevel therapeutic communication.

REGISTRATION INFORMATION

Admission to most events is open. However, registration for the workshops, concurrent demonstrations and small group practicum sessions will be presubscribed and by ticket only.

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 I of the Physician's Recognition Award of the American Medical Association. Credit is awarded on an hour-for-hour basis. (31 hours maximum)
2. A.P.A. A.P.A. Category One credits are not available because the American Psychological Association requires Category One events to be a minimum three-hour duration. In our experience, State Psychology Boards provide reciprocity and award psychology CE credits due to the fact the Congress offers AMA Category One and other CEUs. We urge you to contact your individual State Psychology Board for clarification.
3. 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.
4. C.R.C.C. The Commission on Rehabilitation Counselors Certification has approved the Congress for a maximum of 31 contact hours.
5. A.Z.N.A. This program has been reviewed and is acceptable for 37.2 prescribed hours by the Arizona Nurses Association.
6. California M.F.C.C.'s The International Congress has been approved for hypnosis education hours for California Marriage, Family and Child Counselors. Provider #86-63. The Congress has been approved for a maximum of 31 hours, up to 7 of which can be clinical hours; the remainder of which should be considered theory hours. Clinical hours are those in which there is direct observation of a patient by the licensee, gaining either the education or the experience. Only those events taught by instructors approved to provide hypnosis education by the California Board of Behavioral Science Examiners can be used for hypnosis education hours. Moreover, certain programs are not approved for hypnosis education because they are outside the scope of M.F.C.C. practice as defined by the B.B.S.E.
7. California State Psychological Association. The Milton H. Erickson Foundation is approved by the CSPA to offer Category A continuing education for psychologists. The CSPA-approved sponsor maintains responsibility for the program. The maximum number of CSPA Category A hours is 31.
8. The American Academy of Family Therapy credits may be available. Please check at the registration desk for information.
CONTINUING EDUCATION

Upon receipt of completed evaluation forms, registrants will receive Certificate of Attendance.

Validation of Continuing Education Forms will be held from 9:00 m. to 2:00 p.m., Sunday, December 11, 1988.

PROCEEDINGS OF THE CONGRESS

The edited proceedings of the Congress, consisting of selected invited addresses will be published by Brunner/Mazel, Inc. Information on purchasing the proceedings will be available at the Congress.

SITE AND ACCOMMODATIONS

Meetings will be held in the San Francisco Hilton on Hilton Square. The Congress hotel and meeting rooms are accessible to people with disabilities.

ELIGIBILITY

The Congress is open to professionals in health related fields including physicians, doctoral level psychologists, podiatrists and dentists who are qualified for membership in, or are members of, their respective professional organizations (e.g., AMA, APA, ADA). The Congress also is open to professionals with mental health related graduate degrees (e.g., MSW, MSN, MA or MS) from accredited institutions. Applications will be accepted from full-time graduate students in accredited programs in the above fields who supply a letter from their department certifying their full-time student status as of December 98.

TRAVEL ARRANGEMENTS

Lincoln Center Travel is our official travel management company. You made your travel arrangements through L.C.T. and have questions, call them weekdays between 8 a.m. and 5 p.m. (MST) at 1-800-365-0281. An L.C.T. representative will be in San Francisco Thursday and Friday, December 1 and 9, 1988, to assist Congress attendees with travel or tour needs.

TAPE RECORDING

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

PARKING

Parking is available for hotel guests as well as for local attendees. The Congress at The San Francisco Hilton. Parking charges will be half of the prevailing parking rate at the Hotel in December. Those using valet parking will pay full rates.

SMOKING POLICY

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

HOSPITALITY EVENT

There will be a no-host “Welcome to San Francisco” reception on Wednesday, December 7, from 7:30 to 9:30 p.m. at The San Francisco Hilton in the Grand Ballroom. All attendees are invited. The party is co-sponsored by The Northern California Society of Clinical Hypnosis.

PRESS CENTER

The press room will be open throughout the meeting. Media representatives should pre-register and request press badges. Freelance writers must be on a verified assignment. 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.

SYLLABUS

At the meeting each registrant will receive a syllabus which will contain educational objectives for events and evaluation forms. Extra copies of the syllabus will be sold until the supply is exhausted.

INFORMATION AND MESSAGE CENTER

An Information and Message Center will be located in the Erickson Foundation’s Congress Registration area in The West Lounge on the Ballroom Level of The San Francisco Hilton. 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 placed for that purpose near the Congress desk in The West Lounge. Notices are not permitted on hotel walls or doors and will be routinely removed.

IDENTIFICATION BADGES

At the Conference, each attendee will be issued a name 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. A workshop ticket will be required for admission to each workshop, or concurrent demonstration, or small group practicum session.

EXHIBITS

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

Wednesday, December 7 .......... Noon to 6:00 p.m.
Thursday, December 8 .......... 9:00 a.m. to 7:15 p.m.
Friday, December 9 .......... 9:00 a.m. to 6:00 p.m.
Saturday, December 10 .......... 9:00 a.m. to 6:00 p.m.
Sunday, December 11 .......... 9:00 a.m. to Noon

AUTHORS’ HOUR

A special authors’ hour will be held on Thursday, December 8, 1988, from 6:15 to 7:15 p.m. in the Yosemite Ballrooms B and C. Some of the faculty who have written or edited books will be available to autograph their works for registrants.

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., Kristina K. Erickson, M.D., J. Charles Theisen, M.A., M.B.A., J.D. and Elizabeth M. Erickson, B.A.

SPONSORSHIP

Sponsored by: The Milton H. Erickson Foundation, Inc.

Jeffrey K. Zeig, Ph.D., Director
Linda Carr McThrall, Executive Director

Co-sponsored by: The Departments of Psychiatry and Psychology, The Veterans Administration Medical Center, Martinez, California and The Department of Family Practice, University of California at Davis

ACKNOWLEDGEMENTS

We wish to give special thanks to the following people for their contributions to the 1988 Erickson Congress:

— Barry Shepard, SHR Communication Planning & Design, Phoenix, Arizona, who designed the logo for the Milton H. Erickson Foundation;

— The following experts who served as reviewers for short courses/symposia that were submitted for presentation at the Congress: Yvonne M. Dolan, M.A.; Jeffrey B. Feldman, Ph.D.; Stephen G. Gilligan, Ph.D.; Ronald A. Havens, Ph.D.; Melvin G. Hector, M.D.; Lynn D. Johnson, Ph.D.; Stephen Lankton, A.C.S.W.; R. Reid Wilson, Ph.D.; and Michael D. Yapko, Ph.D.
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.

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Milton H. Erickson Foundation does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices.

Members of the Milton H. Erickson Foundation Board of Directors are President Jeffrey K. Zeig; Vice President Kristina K. Erickson; Secretary J. Charles Theisen; and Treasurer Elizabeth M. Erickson.

ELIGIBILITY
Training programs, the newsletter, audiotapes and videotapes are available 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 (AMA, APA, ADA). They also are available to professionals with graduate degrees in areas related to mental health (M.S.W., M.S.N., M.A., or M.S.) from accredited institutions. Full-time graduate students in accredited programs in the above fields must supply a letter from their department, certifying their student status if they wish to attend training events, subscribe to the newsletter or purchase tapes.

TRAINING OPPORTUNITIES
The Erickson Foundation organized the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. These meetings were held in Phoenix, Arizona in 1980, 1983, and 1986. Each was attended by approximately 2,000 professionals.

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

The Milton H. Erickson Foundation organized The Evolution of Psychotherapy Conference held December 11-15, 1985, in Phoenix, Arizona. This was hailed as a landmark conference in the history of psychotherapy. Faculty included Beck, Bettelheim, Bowen, Ellis, M. Goulding, R. Goulding, Haley, Laing, Lazarus, Madanes, Marmor, Masterson, May, Minuchin, Moreno, E. Polster, M. Polster, the late Carl Rogers, Rossi, the late Virginia Satir, Szasz, Watzlawick, Whitaker, the late Lewis Wolberg, Wolpe, and Zeig. Plans for a second Evolution of Psychotherapy Conference in 1990 are under way.

Regional workshops are held regularly in various locations. Programs held at the Foundation for local therapists include beginning and advanced ongoing training in hypnotherapy. All training programs are announced in the Foundation’s newsletter.

Erickson Archives
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 already have been donated to the Foundation. 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 for further details.

The Milton H. Erickson Foundation Center for Hypnosis and Psychotherapy
The Center provides both psychotherapy to clients and training/supervision for professionals. The Center is equipped with observation rooms, audio/video recording capabilities and intercom systems. Clients are seen on a sliding-fee scale. Training and supervision programs for professionals are available. Inquiries regarding services should be made directly to the Center. (602) 956-6795. Michael Liebman is Director of Clinical Services.

Publications of the Milton H. Erickson Foundation

Newsletter
The Milton H. Erickson Foundation publishes a newsletter for professionals three times a year to inform its readers of the activities of the Foundation. Articles and notices that relate to Ericksonian approaches to hypnosis and psychotherapy are included and should be sent to the editor, Michael D. Yapko, Ph.D., 2525 Camino del Rio S., Suite 265, San Diego, California 92108. 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 The Ericksonian Monographs, which appears on an irregular basis, up to three issues per year. Edited by Stephen Lankton, A.C.S.W., the Monographs publish only the highest quality articles on Ericksonian hypnosis and psychotherapy, including technique, theory, and research. The first issue was published in 1985. Manuscripts should be sent to Stephen Lankton, A.C.S.W., P.O. Box 958, Gulf Breeze, Florida 32561. For subscription information, contact Brunner/Mazel Publishers.

Audio and Video Training Tapes
The Milton H. Erickson Foundation has available for purchase professionally recorded audiotapes from its meetings. Professionally produced video cassettes of one-hour clinical demonstrations by members of the faculty of the 1981, 1982, and 1984 Erickson Foundation Seminars and the 1983 and 1986 Erickson Congresses can also be purchased from the Foundation. Audio and video cassettes from The Evolution of Psychotherapy Conference in 1985 also are available from the Foundation. The Erickson Foundation distributes tapes of lectures by Milton Erickson from the 1950’s and 1960’s when his voice was strong. Releases in our audiotape series are announced in the newsletter.
TRAINING TAPES, cont.


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. Videotape.

Videotapes are available in all U.S. formats, and in the European standard at extra cost. For information on purchasing tapes, contact the Erickson Foundation.

ERICKSON INSTITUTES

There are a number of Milton Erickson Institutes that have applied to the Foundation for permission to use Erickson's name in the title of their organization. Institutes provide clinical services and professional training. There are institutes in major cities in the United States, in Europe, and in Australia. For information contact the Foundation.

STAFF OF THE ERICKSON FOUNDATION

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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Chris Berger</td>
<td>Office Assistant</td>
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<tr>
<td>Theresa Cords</td>
<td>Administrative Assistant</td>
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<tr>
<td>Sylvia Cowen</td>
<td>Bookkeeper</td>
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<tr>
<td>Greg Deniger</td>
<td>Congress Registrar and Computer Operations Manager</td>
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<td>Mary Helen Kelly</td>
<td>Administrative Assistant</td>
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<tr>
<td>Michael S. Liebman</td>
<td>Director of Clinical Services</td>
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<td>Teri Mahaffey</td>
<td>Administrative Assistant</td>
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<td>Alice McAvoy</td>
<td>Office Assistant</td>
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<td>Judy Sachs</td>
<td>Volunteer Coordinator</td>
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STAFF OF THE ERICKSON CENTER

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<td>William A. Cabianca</td>
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<td>Gordon W. Cuddeby</td>
<td>Ph.D.</td>
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<td>Cari Ellis, R.N., M.S.</td>
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<td>Larry Etkin, Ph.D.</td>
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<td>Mirta Ghiorzi-Volek</td>
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<td>Mark Treegoob, Ph.D.</td>
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<td>Marti W. Waller, M.C.</td>
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<td>Neil C. Weiner, Ph.D.</td>
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The Fourth International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy

is dedicated to all those who have helped further ethical and professional education in Ericksonian philosophy, theory and practice.
MILTON H. ERICKSON INSTITUTES

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ABSTRACTS AND EDUCATIONAL OBJECTIVES OF PRESENTATIONS
FOURTH INTERNATIONAL CONGRESS
WEDNESDAY, DECEMBER 7, 1988

SESSION 1

BRIEF THERAPY: MODELS AND METHODS

Moderator: Sally Franeek, Ph.D.

A Grand Unified Theory for Brief Therapy: Putting Problems in Context by William O'Hanlon, M.S.

Brief therapy has been criticized for not having a coherent theoretical base. Often it has been viewed as merely an abbreviated form of "real" therapy, to be used when time or money constraints precluded a longer treatment. This paper offers a conceptual framework for brief therapy and suggests that it is a legitimate therapy in its own right.

Educational Objectives: (1) To be able to identify the elements of a problem context. (2) To be able to define the "Pygmalion Effect" in therapy.

Pain Control Interventions of Milton M. Erickson by Roxanna Erickson Klein, R.N., M.S.

Erickson used a broad spectrum of approaches in treating organic pain symptomatology. This paper will focus on the underlying concepts that contribute to the efficacy of the various strategies. Information will be presented to encourage development of personal techniques, modeling the same concepts utilized by Erickson.

Educational Objectives: (1) To describe four pain control interventions utilized by Milton M. Erickson, M.D. (2) To identify underlying components of the interventions. (3) To present concepts from which the practitioner may develop similar interventions. (4) To list three exercises the client can use to enhance skills of reducing pain perception.

Crisis Intervention of Psychotic Patients by Michael Vancura, Ph.C.

Brief remarks will be made about the relationship between the patient and therapist in a socialist health care system. Specific related problems will be addressed. There will be discussion of the structure of therapeutic care in a day center for the treatment of psychotic patients. Also included will be specific theoretical topics about treatment, including biopsychological vulnerability, environmental stressors, and deficits of social skill. Addressed will be the importance of crisis intervention as a form of secondary prevention to prevent chronic institutionalization. Hypnotherapeutic strategic interventions have a place in crisis intervention. There will be a description of how hypnosis can be used in crisis intervention including case examples and theoretical considerations for using hypnosis with schizophrenic patients.

Educational Objectives: (1) To describe how to use strategic techniques in crisis intervention. (2) Given a patient, diagnose treatment issues, both intrapersonally and environmentally.

SESSION 2

SPECIAL ISSUES IN BRIEF THERAPY

Moderator: Nancy Czech, M.A.

From Mind to Molecule: More than a Metaphor by Ernest Rossi, Ph.D.

A slide presentation to illustrate a complete path of information transduction from mind to the genetic molecule level that may be the ultimate basis of brief therapy as something more than metaphor.

Educational Objectives: (1) To outline the psychobiological basis of all mind-body healing. (2) Given a patient with stress induced disorders, devise an Ericksonian hypnotherapy.

"To thine own self be true..." -- Ethical Issues in Strategic Therapy by Richard Fisch, M.D.

The increasing interest in brief, strategic therapies has required the use of planned and responsible influence by the therapist. This has come under criticism by some authors as involving "diabolical" and "manipulative" measures regarded as inimical to the best interests of the client. The paper disagrees and relates ethics to model.

Educational Objectives: (1) To state the relationship between model and ethics in therapy. (2) To differentiate between deception of others from deception of self.

Modeling and Role-Modeling with Psychophysiological Problems by Helen L. Erickson, R.N., Ph.D.

This paper presents basic concepts of Modeling and Role-Modeling including assessment and intervention techniques. Emphasis will be placed on practice with clientele experiencing psychophysiological problems. Distinctions will be drawn between psychophysiological phenomena. Case examples will be presented for illustration.
Educational Objectives: (1) To identify concepts and strategies basic to Modeling the clients' world. (2) To list four Role-Modeling techniques for working with psychophysiological problems.

SESSION 3

TECHNIQUES OF BRIEF THERAPY I

Moderator: Brita Martiny, M.A.

Metaphor: A Myth with a Method by Kay F. Thompson, D.D.S.

Talking a myth is a method to let the truth be learned by appearing to not teach.

Educational Objectives: (1) To describe how metaphors can be constructed and long, and spontaneous and short. (2) To describe how brief is a matter of perspective.

Tight Therapeutic Sequences by Erving Polster, Ph.D.

When the consequences of any event are immediate, the progression of experiences may be said to be tight. This tightness of sequence engenders intensity, accentuates continuity, and expedites therapeutic process. Procedures for creating tight sequences will be described and their implications discussed.

Educational Objectives: (1) To name two factors in therapy which foster tight sequences. (2) In mining for stories, name two important instruments.

Seeding by Jeffrey K. Zeig, Ph.D.

Seeding an intervention was a common pattern in Erickson's practice. However, the technique has not been well understood and it is underutilized. This paper describes the technique of seeding and indicates the philosophical rationale for using this method in hypnosis and strategic therapy.

Educational Objectives: (1) To define "seeding" and give three reasons for its use. (2) Given an intervention, describe how to seed the intervention for a particular individual.

SESSION 4

APPROACHES TO BRIEF THERAPY I

Moderator: Dorothy Miller, Ph.D.

Ecological Therapy by Carol Lankton, M.A.

Ecological therapy recognizes the importance of interpersonal and developmental tasks and the unconscious nature of change and growth. Since presenting problems and symptoms are always framed in an ecological context, then so too are interventions planned in accordance with relational and developmental concerns. This paper addresses ways therapists can use ecological therapy to be effective and often brief in the treatment of clients.

Educational Objectives: (1) To describe three features of ecological therapy. (2) Given a clinical case, describe how to use ecological therapy.

Getting the Important Work Done Fast: Contract Plus Redecision by Mary Goulding, M.S.W.

When the client and the therapist are both in agreement on the practical goals of therapy, the important redecision work and follow-up can be accomplished in a brief therapy context.

Educational Objectives: (1) To list what constitutes a viable therapeutic contract. (2) To describe how redecision work differs from hypnotic therapy. (3) To list what the three important steps are in redecision therapy. (4) To state the four principles of contract work.

Time-Limited Dynamic Psychotherapy: Development and Implementation of a Training Program by hans strupp, Ph.D.

As part of a research program on time-limited dynamic psychotherapy, we have trained 16 reasonably experienced therapists and compared their performance with matched patients before and after training. The training, which lasted one year, consisted of didactic lectures and case supervision. Results and implications of this program will be discussed.

Educational Objectives: (1) To describe time-limited dynamic psychotherapy (TLDP). (2) To list the major obstacles encountered in training TLDP therapists.
This paper describes a solution-oriented approach to brief therapy that emphasizes the simplification and joint participation of primary processes in therapist and client(s). A productive relationship wherein unconscious minds are "a part of while apart from" each other will be described via techniques, case descriptions, and caution. Emphasis will be on how the relationship enables effective solutions to formable problems.

Educational Objectives: (1) To list two methods for the therapist's use of unconscious processes. (2) To name three dangers in focusing erroneously on the client's primary processes.

Reference Experiences: Guardians of Coherence and Instigators of Change by David Gordon, M.A.

The personal world is a lattice-work of beliefs held in place by a history of meaningful experiences. Accessing these reference experiences is the implicit goal of all psychotherapies. The development of effective psychotherapies, however, is hobbled by an emphasis on technique rather than on the specification of client-appropriate reference experiences.

Educational Objectives: (1) To state the role played by reference experiences in shaping and maintaining an individual's world view. (2) Given a clinical case, formulate a treatment approach in terms of reference experiences.

Concretizing of Symptoms and Their Manipulation by Sidney Rosen, M.D.

One of the aspects of brief therapy which is most effective is the teaching of a sense of mastery. Patients can develop this sense when they have learned to transform their symptoms into concrete forms. These concrete forms, or symbols may then be manipulated—moved, diminished, gotten rid of, etc.—in fantasy or in reality. This is easily done with hypnosis because the hypnotized patient tends to think concretely and literally.

Educational Objectives: (1) To devise three different therapies which utilize the concretizing tendency. (2) To identify the concretizing approach in several non-hypnotic techniques.

1:00-3:00 P.M. WORKSHOPS #1 – 13 WEDNESDAY P.M.

WORKSHOP NO. 1
Brief and Strategic Approaches to Personality Disorders
Instructor: John Beabrs, M.D.

Strategic approaches can minimize regressive dependency and promote definitive personality change by using a format that (1) reinforces patients' and therapists' boundaries, (2) defines appropriate safeguards, (3) contextually defines the patients' issues to imply maximum health. Self-therapy reframes problematic aspects of personality identity and puts them under control.

Educational Objectives: (1) To describe contributions of M.D. Erickson and hypnosis research to the concept of "inter-psychic structure" in health and illness. (2) Given a case, describe the use of strategic and Ericksonian approaches for treatment of personality disorders and other "difficult patients."

WORKSHOP NO. 2
What Can We Trust the Unconscious For?
Instructor: Philip Booth, M.A. (Oxon)

This workshop will explore, experientially and theoretically, the ways in which the unconscious is appealed to in hypnotherapy, with particular reference to the use of a broad range of ideomotor signals. Questions to be answered include: What is it legitimate to ask the unconscious? When can its replies be trusted? Can it really know what is best for the individual?

Educational Objectives: (1) Given a case, describe appropriate criteria for the use of ideomotor signals. (2) To describe one's own model of the unconscious and an alternative model.

WORKSHOP NO. 3
Helping Psychotherapy Casualties
Instructors: John Frykman, Ph.D., Cheryl Arnold, M.A., & Kimberly Barrett, M.S.

Almost every psychotherapist has encountered clients who have been mistreated or abused by other therapists. Many clients have serious problems as a result of their experience in psychotherapy. We will examine these issues and propose strategies for helping these clients and for preventing these types of injuries.
Educational Objectives: (1) To list diagnostic criteria for psychotherapy casualties. (2) Given a case, list three strategies for helping therapist-injured clients.

WORKSHOP NO. 4
DEMONSTRATION OF SHORT-TERM REDECISION GROUP THERAPY
Instructor: Mary Goulding, M.S.W.

Four members of the audience will form a one-hour group, in which contracts will be made, redecision-type work done, and follow-up assignments illustrated. Afterward, the principles and format will be discussed with the audience.

Educational Objectives: (1) To list the basic steps in short-term redecision therapy. (2) Given a case, describe three different approaches to redecision therapy.

WORKSHOP NO. 5
SYMPTOM DISRUPTION AND CLIENT MOTIVATION
Instructor: Stephen Lankton, A.C.S.W.

Clients need to relinquish their focus on the limitation of a problem and turn attention and action toward building new relational patterns. This workshop will illustrate, discuss, and practice several methods and rationales for symptom disruption. The larger framework for the workshop is designing the new behavioral assignments and in-session motivations using metaphorical interventions.

Educational Objectives: (1) To describe two rationales for shifting client attention away from presenting problems. (2) To describe two methods of symptom interruption, disruption, or redefinition.

WORKSHOP NO. 6
THE USE OF PARADOX IN FAMILY THERAPY
Instructor: Camillo Loriedio, M.D.

Some misconceptions about paradox are examined and new perspectives about its use in family therapy are illustrated. Different types of paradox with their indications and counterindications are presented. The process of building paradoxical interventions in different phases of family therapy and with different types of families is described. The use of paradox is viewed not merely as a technique but as part of a more general philosophy of the therapist.

Educational Objectives: (1) Given a family, propose a paradoxical intervention. (2) To indicate principles for application of paradoxical interventions in different phases of the therapeutic process and with different families.

WORKSHOP NO. 7
NATURALISTIC APPROACHES TO DEEP TRANCE WORK
Instructor: Ernest Rossi, Ph.D.

An exploration of the use of minimal cue and heightened sensory-perceptual sensitivity in utilizing our natural psychobiological rhythms to facilitate healing.

Educational Objectives: (1) To describe how hypnosis involves heightened sensitivity, not suggestion. (2) Given a case, recognize and describe how to utilize the minimal cues associated in naturalistic hypnosis.

WORKSHOP NO. 8
TIME-LIMITED DYNAMIC PSYCHOTHERAPY (TLDP)
Instructor: Hans Strupp, Ph.D.

The purpose of this workshop is to acquaint the audience with basic principles and techniques of Time-Limited Dynamic Psychotherapy (TLDP). Videotapes of actual interviews will illustrate an Initial Assessment Interview (IAI) and vignettes selected from selected psychotherapy sessions.

Educational Objectives: (1) To describe four basic principles of Time-Limited Dynamic Psychotherapy. (2) To list five techniques of Time-Limited Dynamic Psychotherapy.

WORKSHOP NO. 9
USING HYPNOSIS AS ANESTHESIA IN ILLNESS OR SURGERY
Instructor: Sandra Sylvester, Ph.D.

This workshop will teach specific techniques which can be used effectively for hypnoanesthesia and include demonstrations and practicum. Case studies also will be presented for discussion.

Educational Objectives: (1) To identify clinical issues which affect the patient's ability to manage pain. (2) To evaluate and utilize hypnoanalogic and hypnoesthetic techniques for pain management.
WORKSHOP NO. 10

GROWING DEMONS: HEALING ACROSS CULTURES
Instructor: Terry Tafoya, Ph.D.

This workshop explores how primary and secondary world views of clients/patients enhance or impede health care and treatment compliance. Utilizing Ericksonian and Native American explanatory models, participants will review elements of healing common in various cultures and how to incorporate these elements into their own practice.

Educational Objectives: (1) To identify four cross-cultural elements of healing. (2) Given a case, to define the primary and secondary world views that may be held by clients/patients.

WORKSHOP NO. 11

RESISTANCE REDEFINED: BUILDING FRAMES OF REFERENCE
Instructor: Michael Yapko, Ph.D.

What traditional psychotherapists have considered to be resistance is often only a reflection of the client's lack of frame of reference for relating meaningfully to the therapist's directives. Helping the client establish a frame of reference for participating meaningfully in the therapy is a vital part of successful treatment.

Educational Objectives: (1) To redefine resistance as a lack of direct experience necessary to generate meaningful responses rather than a covert attempt to sabotage treatment. (2) To describe techniques for building frames of reference for client growth.

WORKSHOP NO. 12

DEMONSTRATIONS I
Instructors: Erving Polster, Ph.D. and Noelle Poncelet, Ph.D.

These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by the faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: Erving Polster, Ph.D., "Gestalt Therapy: Flashing Out the Story Line," and Noelle Poncelet, Ph.D., "The Alignment of Body/Mind/Spirit in Hypnotherapeutic Resolution."

Educational Objectives: To view the various styles of Ericksonian hypnotherapy to be able to apply techniques in given clinical situations.

WORKSHOP NO. 13

SMALL GROUP PRACTICUM SESSIONS -- HYPNOTIC INDUCTION METHODS
Fourth Floor Meeting Rooms

These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of twelve participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or brief therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Educational Objectives: To describe three methods of hypnotic induction.

3:15-5:15 P.M. INVITED WORKSHOP #20 — 32 WEDNESDAY P.M.

WORKSHOP NO. 20

ERICKSONIAN BRIEF THERAPY TECHNIQUES WITH MULTI-PROBLEM FAMILIES -- RULES OF ENGAGEMENT
Instructors: Yvonne Dolan, M.A. & Charlie Johnson, M.S.W.

This workshop concentrates on determining the "path of least resistance" with multi-problem families that have failed repeatedly in other systems. Erickson's utilization and brief therapy techniques will be used.

Educational Objectives: (1) Given a case, identify four techniques for taking "the path of least resistance" with multi-problem families. (2) Given a multi-problem family, describe how to transfer Ericksonian utilization skills to brief therapy skills.

WORKSHOP NO. 21

INTEGRATING ERICKSONIAN AND COGNITIVE APPROACHES IN BRIEF PSYCHOTHERAPY
Instructor: Jeffrey Feldman, Ph.D.

Ericksonian and cognitive therapy approaches provide effective intervention techniques which utilize unconscious and conscious processes respectively. These approaches can be combined for a synergistic therapeutic effect more powerful than either single approach. This workshop will present a problem-focused method for treating anxiety disorders and depression.
Educational Objectives: (1) To list five common dysfunctional cognitive beliefs. (2) Having identified a dysfunctional cognitive belief, to be able to construct a relevant metaphor and/or therapeutic task.

WORKSHOP NO. 22
THE STRUCTURE OF EMOTIONS
Instructor: David Gordon, M.A.

Emotions often seem to be something that happen to us, rather than being a matter of choice. But every emotion has an underlying structure, and knowing that structure provides a framework for change. This seminar introduces some of the perceptual patterns underlying emotions, and ways of changing emotions by changing those patterns.

Educational Objectives: (1) To list five of the variables underlying the structure of emotions. (2) To describe how changing those variables has an effect on emotions.

WORKSHOP NO. 23
POSTHYPNOTIC PREDETERMINATION: PROGRAMMING POSITIVE THERAPEUTIC OUTCOMES
Instructor: Ronald Havens, Ph.D.

Posthypnotic predetermination is an efficient way to utilize the patient's unconscious understandings of the events that need to happen to create therapeutic change. Participants will experience and practice the approach. A background in hypnosis is useful, but not necessary.

Educational Objectives: (1) To list the six steps in the posthypnotic predetermination procedure. (2) To specify two selection criteria for posthypnotic predetermination patients.

WORKSHOP NO. 24
GENERIC APPROACHES TO BRIEF PSYCHOTHERAPY
Instructor: Lynn Johnson, Ph.D.

This workshop will teach principles of brief psychotherapy which can be applied by clinicians of almost any theoretical background. Participants will learn rationale and skills needed for having positive initial impact, how to design and present homework, and how to prevent relapse after termination.

Educational Objectives: (1) To list three reasons for focusing on the initial session in brief psychotherapy. (2) To describe the decision-making process in formulating homework assignments.

WORKSHOP NO. 25
ASSESSMENT MATTERS IN HYPNOTHERAPY
Instructor: Carol Lankton, M.A.

Hypnosis is a modality for communicating and exchanging ideas. This workshop will have a dual focus on induction and optimal utilization of hypnototherapeutic trance. Induction procedures will be explained and demonstrated. Assessment matters leading to treatment goals and relevant utilization of trance will be emphasized.

Educational Objectives: (1) To describe three aspects of trance induction. (2) To define assessment parameters and illustrate the connection to treatment goals for each unique client system.

WORKSHOP NO. 26
UTILIZING THE PROBLEM: THE PRESENT TO THE FUTURE SOLUTION — A PRACTICAL WORKSHOP
Instructor: Robert McNeilly, M.B.B.S.

Case examples will be used to distinguish in a practically useful way the patterns of presentation of the client and problem, and how to tailor the therapy from this material. Exercises in creating and utilizing these principles and interactional practice by participants will be featured.

Educational Objectives: (1) To identify aspects of the client's problem and style relevant to the therapeutic process. (2) To develop three ways of utilizing those aspects to create the therapeutic process.

WORKSHOP NO. 27
ERICKSONIAN BRIEF THERAPY: DISSOLVING PROBLEMS IN SOLUTIONS
Instructor: William O'Hanlon, M.S.

A model and techniques derived from Erickson's work are offered in this workshop. This approach focuses on solutions rather than problems, pathology or explanations.

Educational Objectives: (1) To identify exceptions, solutions, and strengths in clinical situations. (2) To use at least two pre-suppositional questions or statements that create the expectancy for change.
WORKSHOP NO. 28
Continental Parlor 1

BRIEF THERAPY IN LATIN AMERICAN CULTURES: INTEGRATING TRADITIONAL AND MODERN TECHNIQUES
Instructor: Madeleine Richeport, Ph.D.

Based on Erickson's method of utilizing what patients bring to therapy, this workshop will demonstrate four models on videotape utilized by therapists from Latin American cultures to integrate ritual and clinical trance states in the clinical setting.

Educational Objectives: (1) To describe four models of integrating modern and traditional therapies. (2) To incorporate these models in relevant cases involving cross cultural beliefs. (3) To observe and become familiar with ritual kinetic trance.

WORKSHOP NO. 29
Continental Parlor 7

MEANINGFUL MESSAGES: THE MANUFACTURING OF METAPHORS
Instructor: Kay F. Thompson, D.D.S.

All types of trance can be therapeutic if we enhance the listening/learning with the meaning in the metaphor. This workshop includes exercises in integrating the language of multiple meaning words with the development of a story to make the message a significant communication.

Educational Objectives: (1) To construct metaphors from a variety of ideas. (2) To describe the use of multiple-meaning words.

WORKSHOP NO. 30
Continental Ballroom 5

BRIEF FAMILY THERAPY WITHOUT THE FAMILY
Instructor: Bernhard Trenkle, Dipl. Psych.

Milton Erickson often worked with individual patients. Nevertheless, many of his case descriptions are implicitly system-oriented. The workshop describes how to conduct family therapy with an individual patient and concentrates especially on the interruption of long lasting interactional loops which are perceived by the patients as hardly changeable. The utilization of strategic homework and the therapeutic use of symbols will be demonstrated as well as the preparation of these interventions by means of therapeutic anecdotes.

Educational Objectives: (1) To describe two possibilities for family-oriented interventions via strategic home-task-assignments or symbols. (2) To prepare these interventions by the use of therapeutic anecdotes.

WORKSHOP NO. 31
Hilton Ballroom A

DEMONSTRATIONS II
Instructors: Sidney Rosen, M.D. and Terry Tafoya, Ph.D.

These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: Sidney Rosen, M.D., "Corrective Regression," and Terry Tafoya, Ph.D., "Why Ant Has a Small Waist: Therapeutic Metaphor in Couples Therapy."

Educational Objectives: To view various styles of Ericksonian hypnotherapy to be able to apply techniques in given clinical situations.

WORKSHOP NO. 32
Fourth Floor Meeting Rooms

SMALL GROUP PRACTICUM SESSIONS -- INDIRECT TECHNIQUES OF PSYCHOTHERAPY AND HYPNOSIS
These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of twelve participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or brief therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Educational Objectives: To identify ways to use indirect techniques in specific clinical situations.

7:30-9:30 P.M.
WELCOME TO SAN FRANCISCO
NO-ROST COCKTAIL PARTY

Grand Ballroom
WORKSHOP NO. 40
TREATMENT OF DISTRESSED COUPLES
Instructors: Ellyn Bader, Ph.D. and Peter T. Pearson, Ph.D.

Using one developmental model for couples therapy, we will teach principles for intervening that maximize the therapist's influence and help move couples from blaming and resistance to taking an active role in their own treatment.

Educational Objectives: (1) To present an overview of the developmental model. (2) To list four basic principles for creating change in couples. (3) Given a case, compose a future-oriented contract for change.

WORKSHOP NO. 41
GETTING THERE FASTER WITH HYPNOSIS & SUGGESTION
Instructor: Joseph Barber, Ph.D.

Hypnosis and suggestion can significantly accelerate the process of psychotherapy. This workshop illustrates principles and techniques for both assessment and symptom alteration.

Educational Objectives: (1) To distinguish between hypnosis and suggestion. (2) To describe two techniques for employing suggestion for either assessment or therapeutic change.

WORKSHOP NO. 42
IDENTIFYING A FOCUS IN BRIEF THERAPY
Instructor: Simon Budman, Ph.D.

Brief therapy is successful to the extent that the treatment plan can maintain a specific focus. Written and videotaped materials illustrating various aspects of focus selection will be reviewed so that attendees can increase their competency in selecting a focus.

Educational Objectives: (1) To list the major foci in brief therapy. (2) Given a case, describe how to use such foci in one's practice.

WORKSHOP NO. 43
MILAN-STYLE INTERVIEWING
Instructor: Gianfranco Cecchin, M.D.

The Milan method uses techniques such as circular questioning, positive connotation and invariant prescriptions. This workshop demonstrates how these and related methods can be used in family therapy to increase therapeutic effectiveness.

Educational Objectives: (1) To list four techniques of the Milan method. (2) Given a case, describe how you might use circular questioning.

WORKSHOP NO. 44
WORKSHOP IN BRIEF RATIONAL-EMOTIVE THERAPY
Instructor: Albert Ellis, Ph.D.

This workshop will present, illustrate, and demonstrate some of the main R.E.T. techniques of brief psychotherapy.

Educational Objectives: (1) To list four main R.E.T. techniques of brief psychotherapy. (2) To name three main principles of R.E.T. brief therapy.

WORKSHOP NO. 45
HYPNOTIC METHODS IN BRIEF SEX THERAPY
Instructor: D. Corydon Hammond, Ph.D. & Bernie Zilbergeld, Ph.D.

This workshop discusses and demonstrates practical hypnotic methods that can be used for assessment and treatment of sexual dysfunctions. Problems to be addressed will include problems of desire, ejaculatory disorders, orgasmic dysfunction, and impotence.

Educational Objectives: (1) To identify three alternative methods for brief hypnotic assessment of sexual dysfunction. (2) To identify three hypnotic techniques and metaphors that may be used in treating sexual dysfunctions.
WORKSHOP NO. 46

HOW TO DEAL WITH RESISTANCE BY REFUSING TO IDENTIFY IT

Instructor: Robert Pearson, M.D.

This will be a lecture/demonstration/hands-on workshop aimed at teaching the student to more effectively deal with patients who are having difficulty achieving trance.

Educational Objectives: (1) To identify problems in patients achieving trance. (2) To describe four strategies for dealing with patients not achieving trance.

WORKSHOP NO. 47

INTERPLAY OF TECHNIQUE AND HUMANITY

Instructor: Erving Polster, Ph.D.

Techniques, played to the hilt, may negate the human dimension. Techniques, while highly pointed, also may be humanizing. Some humanized techniques include: the sharpening of contact, the evocation of story line, the arousal of fascination, and unfoldment of internal dialogue.

Educational Objectives: (1) Given a case, describe how to evolve the story-line. (2) To describe how to accentuate contact in psychotherapy.

WORKSHOP NO. 48

HYPNOTIC APPROACHES IN SEX THERAPY

Instructor: Sidney Rosen, M.D.

This workshop consists of a case demonstration followed by practice of various hypnotic techniques, including age regression and progression, use of metaphors, symbolic embedded commands, and time distortion.

Educational Objectives: (1) Given a case, describe how to use the above-mentioned techniques in sex therapy. (2) Given a case, describe how to utilize time distortion to further therapeutic goals.

WORKSHOP NO. 49

HYPNOTIC STORY-TELLING: THE EMPOWERMENT OF THE CLIENT TOWARD GROWTH

Instructor: Deborah Rosa, Ph.D.

This workshop teaches hypnotic story-telling specific to enhancing client ego strength and promoting openness to change. Participants will receive highly generalizable story material to help the "stuck" client develop empowerment strategies and tools, and to strengthen ability to observe and climb out of old non-productive patterns.

Educational Objectives: (1) To describe the effect of hypnotic story-telling. (2) To tell four trance stories on the theme of personal empowerment.

WORKSHOP NO. 50

SEQUENCES

Instructor: Jeffrey K. Zeig, Ph.D.

Symptoms are not static. They are sequences of events that become habitual "ruts." Sequences can be used as well-developed channels to create hypnotic inductions, metaphors and indirect hypnotic reframing. Demonstration and practice.

Educational Objectives: (1) Given a case, describe a symptom sequence. (2) Given a symptom sequence, construct a hypnotic induction using that sequence.

WORKSHOP NO. 51

DEMONSTRATIONS III

Instructors: William O'Hanlon, M.S. and Gunther Schmidt, M.D.

These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: William O'Hanlon, M.S., "Solution-Oriented Hypnosis," and Gunther Schmidt, M.D., "Circular (Relationship-Oriented) Imagination of Solutions in Brief Systemic-Ericksonian Therapy."

Educational Objectives: To view various styles of Ericksonian hypnotherapy and to be able to apply techniques in given clinical situations.
These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of twelve participants. Practicum session cover either specific techniques of Ericksonian hypnotherapy or brief therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Educational Objective: To list ways to use metaphors in specific clinical situations.

11:00 A.M. - 12:00 NOON  THURSDAY A.M.
MINI-DISCUSSIONS: DIALOGUES & TRIALOGUES  THURSDAY A.M.

Educational Objectives: To become aware of the differing approaches to brief therapy and to describe the strengths and weaknesses in each approach.

11:00 A.M. - 12:00 Noon  MD-1  Trials of... Continental Ballroom 4
Simon Budman, Ph.D.
Nass Strupp, Ph.D.
John Weakland, M.F.C.C.

MD-2  Trials of... Grand Ballroom A
Stephen Lankton, A.C.S.W.
Bernie Zilbergeld, Ph.D.
Gianfranco Cecchini, M.D.

MD-3  Trials of... Continental Ballroom 5
Joseph Barber, Ph.D.
Erving Polster, Ph.D.

MD-4  Trials of... Grand Ballroom B
Albert Ellis, Ph.D.
Jeffrey K. Zeig, Ph.D.

MD-5  Trials of... Continental Ballroom 6
David Gordon, M.A.
William O'Hanlon, M.S.

THURSDAY AFTERNOON
THURSDAY P.M.

1:30 - 2:30 P.M.
MINI-DISCUSSIONS: DIALOGUES & TRIALOGUES  Grand Ballroom B

"STRATEGIES AND METAPHORS OF BRIEF THERAPY"
Cloé Madanes  Continental Ballroom 4

2:45 - 6:00 P.M.
SHORT COURSES & SYMPOSIA  Continental Ballroom 4

2:45 - 4:15 P.M.
#1 BRIEF THERAPY METHODS  Continental Parlor 1
by Steve Andreas, M.A.

I will demonstrate a wide range of simple ways to change subjective experience in minutes, using large group exercises and individual demonstrations. These submodalities methods, drawn from the latest developments in Neuro-Linguistic Programming, allow you to make significant changes in your responses and behaviors very quickly. You will get a sample of how these methods can be used to help people change compulsions and beliefs, increase motivation, change critical voices, and change moods.

Educational Objectives: Participants will be given an experiential introduction to the use of submodalities for very brief therapy, learning how to: (1) Given a case, gather information about submodalities in each of the three major modalities: a. Visual—location, size, distance, brightness, etc. of visual image. b. Auditory—tonality, volume, location, direction, etc. of auditory sound. c. Kinesesthetic—intensity, extent, duration, etc. of tactile/proprioceptive feeling. (2) Given a case, predict the impact of varying specific submodalities. (3) Given a case, utilize the above information to make changes in Motivation, Understanding, Self/Other Direction, Beliefs, and Attitudes.

Level: Basic

#2 BRIEF THERAPY IN DENTISTRY-ANXIETY AND PHOBIAS  Continental Parlor 1
by James M. Auld, DDS, M.S.

Dentistry provides a large amount of source material for stress and anxiety control and the treatment of fears and phobias. Successful techniques of brief therapy regularly used in, but not limited to, dental practice will be described and demonstrated. An opportunity will be provided for practical experience in using the techniques.

Educational Objectives: (1) To describe the typical etiology of anxiety in dentistry. (2) To list three techniques of brief therapy.
#3 ACCELERATING THE THERAPEUTIC PROCESS: INTEGRATING ERIKSONIAN APPROACHES WITH GROUPS, COUPLES AND CHILD/FAMILY PSYCHOTHERAPY

by Russell Bourne, Jr., Ph.D., Robert Glenn, Ph.D., Malcolm Hart, Ph.D., & Charles McGee, Ph.D.

An examination of the application of the Ericksonian principles across treatment modalities and theoretical biases will be presented. Particular attention will be devoted to ideas that facilitate the disruption of therapeutic impasses, and utilize flexibility and support to enhance the therapeutic process and widen treatment options.

Educational Objectives: (1) To identify three approaches to interrupting therapeutic impasses in group psychotherapy, couples therapy and child/family therapy. (2) To identify two intervention approaches characterized by flexibility and support to enhance the therapeutic process in group psychotherapy and couples therapy. (3) To identify three approaches to broaden clinical assessment within the context of group psychotherapy, couples psychotherapy, and child/family psychotherapy.

#4 ANNIE STORIES: HELPING PARENTS TO HELP THEIR CHILDREN

by Doris Brett, M.A.

Annie Stories involve the art of therapeutic story-telling. Parents are taught to listen to their children's fears and problems and then, within the naturally entrancing medium of a bed-time story, create parallel characters with problems similar to their child's. The story also contains a solution to the problems or a way of resolving conflicting or painful feelings.

Educational Objectives: (1) Given a case, describe how to teach parents to help their children through difficulties. (2) To describe the therapeutic value of story-telling. (3) To describe three ways in which creative solutions and resolutions to problems may be presented within the context of a story.

#5 QUESTIONS AS SUGGESTIONS: BATHSON

by Gene Combs, M.D. & Jill Freedman, M.S.W.

A number of "non-hypnotic" therapists working in the tradition of Gregory Bateson are developing questions that function as suggestions. Looking at their work from an Ericksonian perspective yields some useful generalizations about how to use questions to offer suggestions. We will use examples from the Milan Systemic therapy team in teaching how to identify suggestions implicit in questions, and how to develop lines of questions to suggest chosen ideas.

Educational Objectives: (1) To describe how asking a question is also offering a suggestion. (2) To identify suggestions implicit in psychotherapeutic questions. (3) Given a particular idea, to develop a line of questions that function to suggest that idea.

Level: Intermediate and Advanced

#6 AN ERIKSONIAN APPROACH TO PHOBIC BEHAVIOR

by Gordon Caddeby, Ph.D., Frank Noble, Ed.D., & Neil Weiner, Ph.D.

Excerpts from videotapes of four therapy sessions will be presented demonstrating the use of multiple therapists in the reduction of classroom phobia in an adult woman. The treatment includes the use of a therapeutic team with no primary therapist, dual induction of trance, and a "quasi in vivo" treatment in which the four therapists simulate a classroom experience with the client in trance. The trance includes the use of Ericksonian metaphor, age regression, resource retrieval and integration. The client reported symptom relief in four sessions.

Educational Objectives: (1) To describe the use of a multiple therapist team approach where there is no primary therapist. (2) To describe the use of dual induction of trance using Ericksonian metaphor.

#7 HOLDING ON AND LETTING GO IN ERIKSONIAN AND STRATEGIC PSYCHOTHERAPY

by Richard Dimond, Ph.D.

Tiburon (Fourth Floor)

Intended for basic and intermediate students of Ericksonian and strategic psychotherapy who find that they are inadvertently "creating" resistance in their clients and frustration in themselves when they attempt to use Ericksonian methods. The course focuses upon the development of an appreciation in the "neophyte Ericksonian" of the process of "holding on and letting go" in psychotherapy. Discussion, demonstration, and exercises will be oriented toward helping participants develop the ability to derive Ericksonian strategies from their own experiential backgrounds and to "learn to learn" Ericksonian principles.

Educational Objectives: (1) To identify therapeutic situations in which the neophyte Ericksonian therapist may inadvertently "create resistance." (2) To identify therapeutic situations in which the use of previously learned non-Ericksonian techniques are useful in the conduct of Ericksonian/strategic therapy. (3) To identify two methods of deriving strategic interventions which will facilitate learning in the patient. (4) To identify two principles which will aid in the transition from non-Ericksonian to Ericksonian practice.

Level: Basic and Intermediate
This course examines how an Ericksonian approach to psychotherapy has been useful in facilitating the therapeutic progress of socially and emotionally disturbed adolescents placed in a residential treatment center. Manifesting long-standing disturbances in their abilities to relate age-appropriately to others, accept limits and direction from authority-like figures, and modulate the expressions of impulse and affect, these teens, ages 14 through 19, often find it difficult to establish a therapeutic alliance and engage in the therapy itself. Case examples will be used to illustrate the advantages of an Ericksonian approach in working with the types of problems presenting in this population, and within this setting.

Educational Objectives: (1) To identify three ways in which an Ericksonian approach to psychotherapy can be used in treating socially and emotionally disturbed adolescents in residential treatment settings. (2) To identify two issues that may arise with the use of hypnosis and other Ericksonian modalities of treatment with adolescents in this setting.

This course will introduce participants to the pivotal principle of utilization in working with children and their families as they struggle to cope with traumatic experiences (child abuse, death and dying, divorce, earthquake issues). Utilization will be explored as (1) an inner attitude to be cultivated within the therapist, and (2) as a specific type of therapeutic intervention.

Educational Objectives: (1) To describe "utilization" as a therapeutic perspective. (2) Given a case, utilize ongoing behaviors, emotions, values, attitudes, and goals as a means of exploring and retrieving solutions. (3) Given a case, create a safe "dissociative atmosphere" in which the problem can be explored on an unconscious level via the use of indirect techniques such as metaphor, interspersed suggestions, and art work.

Level: Basic

The purpose of this course is to describe and discuss the use of hypnotic and nonhypnotic approaches and the Ericksonian principles that underlie their selection, in the treatment of individuals who have experienced severe and prolonged exposure to traumas in childhood. The course will emphasize the design of individualized treatment approaches based on the Ericksonian principle of "Utilization" and derived from the specific qualities and characteristics of each patient.

Educational Objectives: (1) Given a case, select direct versus indirect techniques of hypnotic induction. (2) To describe the significance and strategic management of self-destructive behavior. (3) To describe the therapeutic exploitation of spontaneous trance phenomenon. (4) To list the limits and liabilities of therapeutic tasks, symbolic assignments, anecdotes and metaphors, and unstructured communications with the unconscious.

The presenters will demonstrate a new model of brief therapy where contrary to many prominent schools of brief therapy the question "why?" has been revived. Building on the ideas of constructivism it is argued that even if there are no true explanations to account for problems, explanations are still not only helpful in developing useful ideas to solve problems but also great fun to work with.

Educational Objectives: (1) Given a case, describe how to create useful explanations. (2) To describe the idea of birds eye view. (3) Given a case, describe constructivism in action.

Level: Intermediate

The results of studies over the past 15 years at the Veteran Administration Medical Center in Phoenix, Arizona, strongly suggest that briefer techniques of psychotherapy are the preferred choice for treating schizophrenics. This short course will present brief therapy techniques specifically applicable to the severely disturbed patient.

Educational Objectives: (1) To list four brief therapy techniques for the severely disturbed patient. (2) To describe the techniques and brief therapy approaches of psychotherapy used to treat schizophrenic patients.
### 6:00 P.M. •••• ORUZZA • BYKPOBIA

In hypnotic practice, hidden myths represent an active and unrecognized element. The existence of these myths explains why classical hypnosis does not resemble the hypnosis of Erickson. Certain associated psychological phenomena will be related to these myths. Myths about hypnosis vary with the times, and they can be utilized. The importance of underlying myths must be considered in other therapeutic approaches.

Educational Objectives: (1) Given a case, indicate how myth shared by the protagonist of hypnosis will be responsible for the observed phenomena. (2) To describe why there are two kinds of hypnosis and why they are not compatible. (3) To explain how the critics about hypnotherapy do not address to hypnosis in general, but to one form of hypnosis.

### 11:45 - 1:30 P.M. TINKER TOYS AND BRIEF PSYCHOTHERAPY—BUILDING YOUR OWN MODEL

**Milton Ballroom A**

TOUR YOUR OWN MODEL by Michael Liebman, M.C.,
Larry Rctsin, Ph.D., Brent Gery, M.A.,
& Craig LeCroy, Ph.D.

A specific process for the evolution of a Brief Psychotherapy Model is presented as it was developed over an 18-month period at the Milton H. Erickson Center for Hypnosis and Psychotherapy in Phoenix. The symposium will focus on key elements of the process, features of "team-based" psychotherapy, utilization of supervision dynamics in therapy and in training, as well as possible applications for team building and program development. The current status of the "Phoenix Brief Therapy Model" will be presented. The program will be supported with selected videos, test data, and handouts.

Educational Objectives: (1) To describe the three phases utilized in developing the Brief Therapy Model. (2) To identify the specific principles of the Phoenix Brief Therapy Model.

### 11:15 - 1:00 P.M. ERICKSONIAN APPROACHES TO REDECISION THERAPY

**Continental Parlor 9**

by Maggie Phillips, Ph.D.

This course is designed to demonstrate how the Ericksonian principles of utilization, indirection, and unconscious learning can be used to deepen and extend the redecision model of psychotherapy developed by Bob and Mary Goulding.

Participants will learn how to apply these principles during each of the four stages of redecision: contracting, identifying and experiencing early decision, making the redecision, and integration. Case examples and live demonstration will be used to illustrate the synthesis of redecision and Ericksonian approaches.

Educational Objectives: (1) To list one Ericksonian approach appropriate for each one of the four stages of redecision therapy. (2) To apply the Ericksonian principles of utilisation, indirection, and unconscious learning to redecision work for a given individual.

### 11:45 - 1:30 P.M. ERICKSONIAN PSYCHOTHERAPY AND THE REMEDIATION OF THE FRAGMENTED SELF

**Cypress**

**Fourth Floor**

by Reese Price, Ph.D.

This course will present a social contextual basis for the understanding of the etiology of borderline personality organization. Participants will emerge with an understanding of the intrapsychic patterns of functioning they need to recognize and utilize in order to form the strategies necessary to transform these clients' subjective realities. The use of hypnosis also will be examined, as will the question of how to deal with the multiple self representations or personalities that are sometimes encountered.

Educational Objectives: (1) To describe a social contextual basis for the understanding of the etiology of borderline personality organization as an alternative to the one of developmental fixation found in analytic theory. (2) To describe a well formalized understanding of the patterns of intrapsychic functioning one will need to pace and in some manner utilize in order to engender transformation in these clients' subjective realities. (3) To list treatment consideration in generating strategies of use in dealing with such clients, including the use of hypnotic imagery and age regression.

Level: Intermediate

### 11:30 - 6:00 P.M. SHORT COURSES & SYMPOAISA

**Continental Parlor 1**

THERAPY WITH VICTIMS OF TORTURE

by Mary de Krasinska, M.B.W.

Treatment issues on psychotherapy and hypnosis of victims of torture from Central America and Chile will be discussed. Inducing and recognizing the waking trance in a very natural manner to create a sacred world for the victim is paramount. Intervention techniques and hypnotic suggestions will be illustrated with case examples to address treatment issues specific to victims of torture.

Educational Objectives: (1) To describe how three techniques handled in a natural manner can result in inducing a waking trance. (2) To list three problems arising in using some traditional and acceptable hypnotic techniques with victims of torture. (3) To state why trance alone is not sufficient to effect change. (4) To list four therapeutic interventions to handle material shared in waking trance.
Clinicians engaged in brief therapy must manage complex semantic tangles. Bradford Keeney's new work in "Recursive Frame Analysis" can be used as a method for identifying and sorting contextual layers of meaning in therapeutic discourse. Theoretical foundations will be introduced, and case demonstrations will be presented.

Educational Objectives: (1) To describe the theory of "Recursive Frame Analysis." (2) To describe how clinical cases can be analyzed with this procedure.

Level: Intermediate and Advanced

The variety of ways is discussed in which a therapist can rapidly diagnose a patient's response style to communications from other individuals. Also discussed is the process of rapidly selecting which of the three basic types of intervention—direct, indirect, or paradoxical—can best fit the patient's response style so as to generate therapeutic change. These principles are illustrated with case descriptions.

Educational Objectives: (1) To list three specific interventions that can be used to diagnose a patient's response style. (2) To list three diagnostic predictors of the effectiveness of paradoxical interventions.

Level: Basic and Intermediate

Abstract: A theoretical conceptualization of change is a prerequisite for effective intervention. The work of Milton Erickson and Gregory Bateson has influenced much contemporary brief therapy. This series of presentations and dialogues will explore dimensions of an Ericksonian/Batesonian systemic position. Presentations will include: 1) Weaving thread into cloth: Erickson/Bateson and second order change. 2) A second order view of Ericksonian approaches: therapy of the invisible people. 3) A systemic understanding of the unconscious mind, and hypnotic processes.

Educational Objectives: (1) To state the importance of a theoretical position from which interventions emerge. (2) To describe the dimensions of an Ericksonian/Batesonian framework of change.

This short course will demonstrate purposeful choices that can be made during the brief, solution-focused therapy interview to find the exceptions to the complaint frame that can be utilized for constructing a solution reality with clients. Videotaped examples will illustrate the wording, timing and sequencing of questions, as well as the therapist's stance in response to the answers.

Educational Objectives: (1) To describe the difference between a problem and a solution focus. (2) To describe how to produce existing and hypothetical exceptions. (3) Given a case, indicate four questions to ask in order to build exceptions into solutions.

Level: Intermediate

In brief therapy it is important to take the client's attitudes, motivations and expectations into account early enough to utilize them productively in the treatment process. The authors, after a short theoretical framing, are going to present the initial results of research on valuation and modification of client self-perceptions and indicate how they influence the therapist and the therapy itself.

Educational Objectives: (1) To describe a conceptual base that allows a therapist to make distinctions on attitudes, motivations, and expectations expressed by client at the beginning of therapy. (2) To list three techniques to modify those variables that could compromise a successful course of therapy.
STRATEGIES FOR THE CHILD TO ACCEPT A POSITION AS THE ELDEST BROTHER
by Keiichi Miyata, M.A.

The strategies for the child to accept a position as the eldest brother are described through the cases of a severe tic and bed wetting. The techniques of paradoxical ordeal, small modification and metaphoric fable or story were used to change their symptomatic behavior. The task took account of keeping the child's honor and the involvement of family members. The strategic approaches of focusing on their symptomatic behavior, considering family hierarchy resulted in change and family reorganization.

Educational Objectives: (1) To describe the techniques of paradoxical ordeal and small modification for symptomatic behavior. (2) To identify the tasks for reorganization of the family. (3) To describe the use of a fable and a creative story.

#23 THERAPEUTIC PARADOX: SIMILIA
SIMILIBUS CURANTUR by Carol Sommer, M.S.

This course will explore the nature of paradox, how it arises in behavior and communication, and how it can be used to facilitate therapeutic change. Drawing from the M.R.I. Brief Strategic Therapy Model, I will discuss a step-by-step approach to designing "paradoxical" interventions. Ethical issues also discussed.

Educational Objectives: (1) To define "Paradox" and identify its occurrence in ordinary behavior. (2) To list the premises of the M.R.I. Brief Strategic Model. (3) To explain a systematic approach to designing therapeutic "paradoxical" interventions. (4) To discuss how to frame and deliver an intervention to the client.

Level: Basic

#24 AN EXTENSION OF ERICKSON'S UTILIZATION TECHNIQUE TO DEEP HYPOSTASIS: UNCONSCIOUS EXPLORATION BEYOND THE PERSONAL TO THE TRANSPERSONAL
by Donna Spencer, Ph.D.

This course is designed to teach practitioners how to develop deep hypnotic trance states by using Ericksonian Utilization techniques. Once participants experience deep trance, they will be guided to explore their unconscious representations in terms of both the personal and the collective unconscious. Experiencing deep hypnosis allows the participants to extend their consciousness to allow entry of transpersonal phenomena from the unconscious. The experiential learning of deep hypnosis is a means of allowing the participants to experience the linkage between Erickson's definition of hypnotic techniques with tap into the depths of the unconscious and Jung's definition of the content and meaning of symbols which come from the depths of the unconscious.

Educational Objectives: (1) To describe the symbolic representation during deep hypnotic trance from a transpersonal as well as personal perspective. (2) To describe the linkage between Erickson and Jung.

Level: Intermediate and Advanced

#25 EXPLAINING THE UNEXPLAINABLE: INSIGHTS INTO ERICKSONIAN METAPHOR FROM STUDIES IN ARTIFICIAL INTELLIGENCE by Larry Stephens, A.C.S.W., D.C.S.W.

Dr. Roger Schank of Yale University is exploring how to get computers to emulate the processes humans use to understand their world. His studies of "explanation" shed light on how Erickson designed successful metaphors. We develop a new explanation when an old explanation fails to explain aspects of our personal, social, or physical worlds. In this course, the mechanisms of "explanation" are used to examine Erickson's metaphors. This enables a clinician to design more successful metaphors.

Educational Objectives: (1) To describe Ericksonian metaphor in the light of studies of "explanation" from Artificial Intelligence. (2) To describe the unconscious processes that use metaphor successfully in a person's life. (3) Given a case, design a successful therapeutic metaphor.

Level: Intermediate and Advanced
A utilization of Erickson's "February Man" technique with a borderline patient will be presented as a means of using hypnotic experiences to help facilitate new identity. A videotaped hypnotherapy session will be presented to help illustrate this approach.

In addition, I will present other techniques I have developed that can be used in brief hypnotic psychotherapy to integrate "hypnotic realities" with regular life experiences to stimulate personal growth for behavioral and personality changes.

Educational Objectives: (1) To describe the principles and utilization of the "February Man" technique in hypnotic psychotherapy. (2) To list four major developmental problems in Borderline Personality Disorder. (3) To list three hypnotherapy techniques.

Level: Intermediate and Advanced
One of the key internal events in the induction of hypnotic trance and shift into a more experientially receptive state is the choice/process/experience of "letting go." This workshop will present strategies for inducing/facilitating the "letting go" response at multiple levels. The use of language, metaphor, imagery, modeling, breath, sensory awareness, nonverbal cues, relaxation, and other means of inducing "letting go" will be explored, conceptually and experientially.

Educational Objectives: (1) To describe the role of "letting go" into trance. (2) To list three strategies for facilitating/inducing the "letting go" response. (3) To identify internal mechanisms for facilitating the "letting go" response.

Level: Basic

**#32 INTEGRATIVE THERAPY WITH CONSCIOUSNESS CASUALTIES**

_San Francisco (Fourth Floor)_

Consciousness casualties are individuals who have experienced adverse psychological reactions following exposure to mind altering practices. This presentation surveys the methods and settings of popular consciousness change methods, and some debilitating symptoms that can ensue. From there I will discuss a brief therapy model to assist such individuals to integrate their experiences more functionally, and contrast the ethical boundaries that distinguish therapeutic unconscious influences from those which undermine personal autonomy.

Educational Objectives: (1) To describe the concept of consciousness casualties. (2) To describe contemporary mind altering methods. (3) To discuss six psychological reactions to contemporary mind altering methods. (4) To describe how to take a "consciousness history." (5) To describe how to reframe prior experiences and beliefs about personal growth. (6) To list three cognitive reintegration techniques. (7) To list two ways of handling dissociative behaviors. (8) To describe three ethical distinctions between therapeutic and abusive influence.

Level: Intermediate

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**THURSDAY EVENING**

**6:15 - 7:15 P.M.**

_Tribute to Virginia Satir_  
A Special Media Program Featuring Virginia Satir's "Of Rocks and Flowers" and a Presentation from the 1965 Evolution of Psychotherapy Conference Entitled "The Role of the Therapist/ The Role of the Client"  
A Topical Panel Featuring Rollin May, Carl Rogers, Virginia Satir, and Thomas Szasz

**7:30 - 9:30 P.M.**

**AUTHORS' HOUR**

_Tribute to Virginia Satir_  
A Special Media Program Featuring Virginia Satir's "Of Rocks and Flowers" and a Presentation from the 1965 Evolution of Psychotherapy Conference Entitled "The Role of the Therapist/ The Role of the Client"  
A Topical Panel Featuring Rollin May, Carl Rogers, Virginia Satir, and Thomas Szasz

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**Yosemite Ballroom B & C**  
Grand Ballroom B
FOURTH INTERNATIONAL CONGRESS
FRIDAY DECEMBER 9, 1988

1:30 - 2:30 P.M.

-- KEYNOTE ADDRESS --

"WHY NOT LONG-TERM THERAPY?"

Jay Haley, M.A.

8:30 A.M. - 6:15 P.M.

-- TOPICAL PANELS --

Educational Objectives: To learn the use of hypnosis in specific clinical situations.

8:30 - 9:30 A.M.

TP-1: RESISTANCE
Richard Fisch, M.D., Camillo Loriedo, M.D., Erving Polster, Ph.D., Robert Pearson, M.D.

TP-2: ANCHORING AND METAPHORS
Carol Lankton, M.A., Deborah Ross, Ph.D., Ronald Havens, Ph.D., Bernard Trenkle, Dipl. Psych.

TP-3: ANXIETY AND DEPRESSION
Albert Ellis, Ph.D., Mary Goulding, M.S.W., Michael D. Yapko, M.D., R. Reid Wilson, Ph.D.

9:45 - 10:45 A.M.

TP-4: SEXUALITY
Daniel Araoz, Ed.D., D. Corydon Hammond, Ph.D., Joyce Mills, Ph.D., Bernhard Zilbergeld, Ph.D.

TP-5: BRIEF THERAPY TRAINING
Lynda Johnson, Ph.D., Simon Budman, Ph.D., William O'Hanlon, M.S., Peter Sifneos, M.D.

TP-6: SEVERELY DISTURBED PATIENTS
Yvonne Dolan, M.A., Nicholas Cummings, Ph.D., Herbert Lustig, M.D., Gunther Schmidt, M.D.

11:00 A.M. - 12:00 Noon

TP-7: USING DREAMS AND SYMBOLS
Stephen Gilligan, Ph.D., James Gustafson, M.D., Ernest L. Rossi, Ph.D., Peggy Papp, A.C.S.W.

TP-8: PAIN CONTROL
Sandra Sylvestor, Ph.D., Kay Thompson, D.D., Les Keesis, D.D., Jeffrey Feldman, Ph.D.

TP-9: RESEARCH IN BRIEF THERAPY
Steve de Shazer, M.S.W., John Weakland, M.F.C.C., Peter Sifneos, M.D., Hans Strupp, Ph.D.

2:45 - 3:45 P.M.

TP-10: THERAPEUTIC USES OF HUMOR
Joyce Mills, Ph.D., Norman Katz, Ph.D., Albert Ellis, Ph.D., Lars-Eric Unestahl, Ph.D.

TP-11: HYPOSIS IN PSYCHOTHERAPY
Joseph Barber, Ph.D., Philip Booth, M.A. (Oxon), Noelle Poncelet, Ph.D., John Bearns, M.D.

4:00 - 5:00 P.M.

TP-12: ESSENTIAL ASPECTS OF BRIEF THERAPY
William O'Hanlon, M.S., Norma Barretta, Ph.D., Paul Watzlawick, Ph.D., Jeffrey K. Zeig, Ph.D.

TP-13: HOMEWORK ASSIGNMENTS
Helen Erickson, R.N., Ph.D., Terry Tafoya, Ph.D.

TP-14: FAMILY THERAPY
Stephen Lankton, A.C.S.W., Gianfranco Cecchin, M.D., Ruth McClendon, M.S.W., Camillo Loriedo, M.D.

TP-15: HYPNOTIC INDUCTION
Philip Barretta, M.A., Marc Lehrer, Ph.D., Sidney Rosen, M.D., Charles Stern, Ph.D.

8:30 A.M. - 6:15 P.M.

-- DEMONSTRATIONS --

Educational Objectives: To view the various styles of Ericksonian hypnotherapy and to be able to apply techniques in given clinical situations.

8:30 - 9:30 A.M.

D-1: THE UTILIZATION APPROACH TO HYPNOTHERAPY
Jeffrey K. Zeig, Ph.D.

9:45 - 10:45 A.M.

D-2: USING HYPNOSIS IN PSYCHOTHERAPY
Joseph Barber, Ph.D.
11:00 A.M. - 12:00 Noon  D-3: MOTIVATING ACTION WITH HYPNOTHERAPY  Stephen Lankton, A.C.S.W.

2:45 - 3:45 P.M.  D-4: HYPNOTHERAPY WITH COUPLES  Stephen Gilligan, Ph.D.

4:00 - 5:00 P.M.  D-5: SHORT APPROACH TO HEAVY PROBLEMS: BRIEF THERAPY FOR WEIGHT REDUCTION  Carol Lankton, M.A.

5:15 - 6:15 P.M.  D-6: DEEP NATURALISTIC HYPNOTHERAPY  Ernest Rossi, Ph.D.

8:30 A.M. - 6:15 P.M.  -- GROUP INDUCTIONS --

Educational Objective: To experience the hypnotic styles of various practitioners.

8:30 - 9:30 A.M.  GI-1: D. Corydon Hammond, Ph.D.

9:45 - 10:45 A.M.  GI-2: Sandra Sylvester, Ph.D.

11:00 A.M. - 12:00 Noon  GI-3: Norma Barretta, Ph.D.  Philip Barretta, M.A.

2:45 - 3:45 P.M.  GI-4: Kay F. Thompson, D.D.S.

4:00 - 5:00 P.M.  GI-5: Norman Katz, Ph.D.  Marc Lehrer, Ph.D.

5:15 - 6:15 P.M.  GI-6: Deborah Rose, Ph.D.

8:30 A.M. - 6:15 P.M.  -- CONVERSATION HOURS --

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

8:30 - 9:30 A.M.  CH-1: HYPNOTHERAPY IN CZECHOSLOVAKIA AND EASTERN EUROPE  Michael Vancura, Ph.D.

9:45 - 10:45 A.M.  CH-2: INDIVIDUAL APPLICATIONS OF HYPNOSIS  Betsy Alice Erickson Elliott, M.S.  Roxanna Erickson Klein, B.N., M.S.  Robert Erickson, M.A.

11:00 A.M. - 12:00 Noon  CH-3: ABOUT MILTON ERICKSON  Lance Erickson, Ph.D.  Kristina K. Erickson, M.D.  Elizabeth M. Erickson, B.A.

2:45 - 3:45 P.M.  CH-4: PSYCHOLOGICAL PRINCIPLES TO PROMOTE SAFE SEX  Bernie Zilberfeld, Ph.D.

4:00 - 5:00 P.M.  CH-5: A CONVERSATION HOUR WITH ERNEST L. ROSSI, Ph.D.  Ernest L. Rossi, Ph.D.

5:15 - 6:15 P.M.  CH-6: A CONVERSATION HOUR WITH PAUL WATZLAWICK, Ph.D.  Paul Watzlawick, Ph.D.

8:30 A.M. - 5:00 P.M.  -- MINI-DISCUSSIONS: DIALOGUES & TRIALOGUES --

Educational Objective: To become aware of the differing approaches to brief therapy and to describe the strengths and weaknesses in each approach.

8:30 - 9:30 A.M.  MD-6: TRIALOGUE  Joel Bergman, Ph.D.  Ruth McClendon, M.S.W.  Stephen Gilligan, Ph.D.

9:45 - 10:45 A.M.  MD-7: DIALOGUE  Steve de Shazer, M.S.W.  Michael D. Yapko, Ph.D.

11:00 A.M. - 12:00 Noon  MD-8: TRIALOGUE  Paul Watzlawick, Ph.D.  Mary Goulding, M.S.W.  Daniel Aron, Ed.D.

2:45 - 3:45 P.M.  MD-9: TRIALOGUE  Carol Lankton, M.A.  Nicholas Cummings, Ph.D.  James Gustafson, M.D.

4:00 - 5:00 P.M.  MD-10: DIALOGUE  Richard Fisch, M.D.  Peter Sifneos, M.D.
Educational Objective: To compare and contrast clinical and philosophical perspectives of experts.

2:45 - 3:45 P.M.  
**SP-I: SUPERVISION PANEL I**  
Ronald Havens, Ph.D.  
Ellyn Bader, Ph.D.  
Joel Bergman, Ph.D.  
Yvonne Dolan, M.A.

4:00 - 5:00 P.M.  
**SP-II: SUPERVISION PANEL II**  
Michael D. Yapko, Ph.D.  
Herbert Lustig, M.D.  
Mary Goulding, M.S.W.  
Gianfranco Cecchin, M.D.

5:15 - 6:15 P.M.  
**SP-III: SUPERVISION PANEL III**  
William O’Hanlon, M.S.  
David Gordon, M.A.  
Joyce Miller, Ph.D.  
Leo Kadia, M.D.
# WORKSHOP NO. 60

**THE NEW HYPNOSIS: HOW TO DO IT**

Instructor: Daniel Araoz, Ed.D.

Demonstrations with audience volunteers will be followed by discussion and clarification of the essential characteristics of the New Hypnosis.

**Educational Objectives:**
1. Given a case, indicate how to utilize whatever behavior the client shows to lead him to inner work.
2. To describe methods of the New Hypnosis used to help inner transformation.

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# WORKSHOP NO. 61

**PRESCRIPTIONS, RITUALS, AND METAPHORS**

Instructor: Joel Bergman, Ph.D.

This workshop focuses on using rituals, prescriptions, and metaphors in family therapy. Issues to be explored include: formulating rituals; understanding the factors by which people act upon these prescriptions; and maximizing their metaphorical, poetic, creative, and humorous aspects.

**Educational Objectives:**
1. To accurately identify the function a particular psychiatric symptom serves in a family system, and explain that function within the family structure and dynamics.
2. To formulate and deliver the first therapeutic prescription or ritual; predict how these interventions will interface with the family system. Predict structural and dynamic consequences of the first ritual and predict subsequent rituals and shifts in the family system.

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# WORKSHOP NO. 62

**IDENOMOTOR QUESTIONING TECHNIQUES FOR PSYCHOSOMATIC PROBLEMS**

Instructor: David Cheek, M.D.

Factors underlying emotional and physiological maladaptive behavior often have their beginning during prenatal and perinatal life, long before the origin of conscious memory. Imprinted origins can be discovered and therapeutically restructured with subconscious review methods.

**Educational Objectives:**
1. To describe the trauma concept for maladaptive behavior.
2. Given a case, recognize sources of resistance and show how the client can take an active part in the therapeutic process.

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# WORKSHOP NO. 63

**THE CRYSTAL BALL TECHNIQUE**

Instructor: Steve de Shazer, M.S.W.

This workshop traces the development of the crystal ball technique from a trance based technique to a brief therapy technique.

**Educational Objectives:**
1. Given a case, develop a solution focus.
2. Given a case, describe how to help clients set goals.

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# WORKSHOP NO. 64

**BRIEF HYPNOTHERAPY WITH INCEST SURVIVORS**

Instructor: Stephen Gilligan, Ph.D.

This workshop will view incest in terms of profoundly negative hypnosis, and explore solutions based on future-oriented hypnotically based mastery approaches. Techniques, case examples, experiential exercises, and a live demonstration will suggest psychophysical healing paths in therapy for incest survivors and their families.

**Educational Objectives:**
1. To list three ways that incest experiences are hypnotic in nature.
2. To list three methods for transforming the negative hypnosis of incest survival into positive hypnosis of self-mastery.
HYPNOTIC AND NLP: BRINGING STRUCTURE AND FREEDOM TO BRIEF HYPOTHERAPEUTIC INTERVENTIONS
Instructor: Marc Lehrer, Ph.D.

This workshop is a synthesis of hypnosis and Neuro-Linguistic Programming that can be applied to consultations and brief therapeutic and medical applications. The workshop will include discussion, demonstrations, and practice.

Educational Objectives: To describe a synthesis of five methods of Neuro-Linguistic Programming and hypnosis. (2) To state three issues of control and free choice as contrasted in both models of intervention.

WORKSHOP NO. 66
TREATMENT OF POST-TRAUMATIC STRESS CAUSED BY SEXUAL ABUSE
Instructors: Herbert Lustig, M.D. & Zeva Singer, M.A.

A methodology will be presented that efficiently and effectively deals with stress disorders caused by experiencing sexual abuse. Participants will learn about the treatment and its effects on abuse victims.

Educational Objectives: (1) To describe two techniques that emotionally protect the patient during treatment. (2) To identify three symptom complexes that are amenable to this form of treatment.

WORKSHOP 67
INTENSIVE MULTIPLE FAMILY GROUP THERAPY
Instructors: Ruth McClendon, M.S.W. & Les Kadiis, M.D.

This workshop combines the best elements of family therapy, group therapy and encounter therapy into an efficient high impact therapeutic experience. It focuses on the skills needed to utilize this format effectively.

Educational Objectives: (1) Given a family group, describe how to integrate large groups, subgroups, and individual strategies into a cohesive therapy structure.

WORKSHOP NO. 68
THE USE OF STRUCTURED FANTASY WITH COUPLES
Instructor: Peggy Papp, A.C.S.W.

This workshop will demonstrate various uses of fantasies and metaphors in treating couples. Attendees will participate in simulations and formulating interventions.

Educational Objectives: (1) Given a case, describe how to use structured fantasy. (2) To describe the power of movement, enactment, and physical positioning.

WORKSHOP NO. 69
INTERPERSONAL TECHNIQUES IN BRIEF ERICKSONIAN PSYCHOTHERAPY
Instructor: Charles Stern, Ph.D.

This workshop will facilitate both cognitive and experiential understanding of the use of interspersal techniques in Ericksonian psychotherapy. A brief didactic overview and experiential practice will be presented.

Educational Objectives: (1) To list three aspects of interspersal techniques. (2) To describe two types of interspersal techniques.

WORKSHOP NO. 70
STRATEGIC TREATMENT OF PANIC DISORDER
Instructor: R. Reid Wilson, Ph.D.

This workshop emphasizes therapist skills in the assessment and brief treatment of panic disorder. Included will be the benevolent purpose of symptoms, the panic-prone personality, interventions into physiology, pattern disruption, altering dysfunctional attitudes, visualizations, and brief hypnosis, stopping obsessions, "splitting," and cognitive restructuring.

Educational Objectives: (1) To outline the faulty mental processing that leads to and maintains the experience of panic. (2) To describe at least four therapeutic interventions which encourage a coping response to panic disorder.
WORKSHOP NO. 71

DEMONSTRATION IV

Instructors: Gianfranco Cecchin, M.D. and Michael D. Yapko, Ph.D.

These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presenters and topics are as follows: Gianfranco Cecchin, M.D., "Techniques of Milan-Style Therapy," and Michael D. Yapko, Ph.D., "Facilitating Flexibility."

Educational Objective: To view various styles of Ericksonian hypnotherapy to be able to apply techniques in given clinical situations.

WORKSHOP NO. 72

SMALL GROUP PRACTICUM SESSIONS - BRIEF THERAPY OF ANXIETY DISORDERS

These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of twelve participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or brief therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Educational Objectives: To identify brief therapy methods for treating anxiety disorders.

10:15 A.M. - 12:15 P.M. WORKSHOPS #80 - 92 SATURDAY A.M.

WORKSHOP NO. 80

REducing RESISTANCE: EMBRACING MESSAGES IN METAPHORS

Instructors: Philip Barretta, M.A. & Norma Barretta, Ph.D.

When all else seems to fail, using a metaphor to deliver a therapeutic message to a patient will often overcome the most rigid resistance. In fact, participants will discover, there’s no such thing as resistance in patients. There may be, however, inflexibility in some therapists. This workshop will help to restore and maintain flexibility with the most “resistant” cases.

Educational Objectives: (1) Given a case history, construct a hypnotic metaphor. (2) To describe how to use linguistic patterns to embed messages within the metaphor.

WORKSHOP NO. 81

INTensive OUTPATIENT ALTERNATIVES TO THE HOSPITALIZATION OF THE SUICIDAL PATIENT

Instructors: Nicholas Cummings, Ph.D. & Jeffrey Bragman, Ph.D.

Defensive practice and the lack of alternatives result in the over-hospitalization of suicidal patients, often escalating their suicide potential. Targeted outpatient interventions can not only differentiate the severely suicidal patient, but can also give better long range results than hospitalization.

Educational Objectives: (1) To list the characteristics that differentiate the lethally suicidal patient. (2) To describe four techniques that immediately reduce suicidal risk.

WORKSHOP NO. 82

THE CLINICAL POSSIBILITIES FROM THE GREAT TRADITION OF BRIEF PSYCHOTHERAPY

Instructor: James Gustafson, M.D.

The psychoanalytic, character-analytic, interpersonal and systemic perspectives can be utilized to get different views of the patient's predicament. Such richness is only helpful if a relatively clear line of inquiry can be made from the "loose end" offered by the patient as a presented problem.

Educational Objectives: (1) Given a case, describe how to work the opposing currents which buffet the interview. (2) To show how the larger fields of observation (interpersonal and systemic) show the hazards of releasing the patient from the bind of smaller fields of observation (psychoanalytic and character-analytic).

WORKSHOP NO. 83

LIVING HYPNOTICALLY: CONTROLLING PAIN AND PLEASURE

Instructors: Norman Katz, Ph.D. & Marc Lehrer, Ph.D.

Pain and pleasure are two areas of self-control that can be appreciated by many clients who can learn how to maximize or decrease these experiences in brief therapy and in life.
Educational Objectives: (1) To describe three techniques to minimize pain. (2) To describe three techniques to maximize pleasure.

WORKSHOP NO. 84
BRIEF APPROACHES IN MULTIMODAL THERAPY
Instructor: Arnold 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.

WORKSHOP NO. 85
THERAPEUTIC METAPHORS: HYPNOTIC & MULTI-DIMENSIONAL APPROACHES FOR HELPING CHILDREN AND THEIR FAMILIES
Instructor: Joyce Mills, Ph.D.

Participants will learn how to create and utilize the therapeutic metaphor within a hypnotic and multidimensional-multisensory framework. The focus includes: Storytelling, Artistic and Living Metaphors as well as Cartoon Therapy. These innovative approaches are designed to enter the world of the child and integrate his/her own unconscious resources and learnings to facilitate positive change. Group interaction will be included.

Educational Objectives: (1) To describe a multidimensional-multisensory model for creating and utilizing the Therapeutic Metaphor for short-term therapeutic goals. (2) To describe Artistic and Living Metaphors. (3) Given a case, utilize sensory systems, interspersed suggestions, and background structure within the metaphorical framework.

WORKSHOP NO. 86
THE DREAMBODY IN BODY SYMPTOMS AND BRIEF HYPNOTHERAPY
Instructor: Noelle Poncelet, Ph.D.

The innovative approach of Arnold Mindell, Ph.D., founder of Process-Oriented Psychology, will be utilized to explore how the body is a dream trying to happen. Hypnotically, we will work with our symptoms, dreams, myths and fantasies to discover how they mirror each other and provide cues toward resolution.

Educational Objectives: (1) To recognize and amplify semantic messages from the unconscious. (2) To recognize and utilize a client's spontaneous channel switch, as well as develop at least three ways of dealing with "edges."

WORKSHOP NO. 87
THE UTILIZATION OF SYMPTOMS AS SYMBOLIC FAMILY MEMBERS (OR RELATIONSHIP-PARTNERS) IN BRIEF SYSTEMIC-ERICKSONIAN THERAPY
Instructor: Gunther Schmidt, M.D.

This workshop will demonstrate how symptoms and the responses to them can be created and utilized as symbolic imagined family members, both in family therapy and systemic therapy with single patients. It also will show how with systemic Circular Questions (used as solution-oriented indirect-suggestive method) the problem-stabilizing patterns between the "real" members of the system and the "imagined" members (symptoms) can be clearly worked out. Symbolic and strategic tasks relating to the symbolic family members can catalyze self-organization in a few sessions.

Educational Objectives: (1) To describe the effect in relationships of symptoms, and indicate their importance as indirect-suggestive relationship-partners. (2) To indicate how Circular Questioning combined with Ericksonian techniques is a solution-oriented indirect-hypnotic method. (3) To describe how symbolic tasks and prescriptions are effective pattern-influencing interventions.

WORKSHOP NO. 88
SHORT-TERM ANXIETY PROVOKING PSYCHOTHERAPY (STAPP)
Instructor: Peter Sifneos, M.D.

The workshop uses videotapes to demonstrate short-term anxiety provoking psychotherapy. Fundamental concepts and techniques will be offered.

Educational Objectives: (1) To list five techniques of STAPP.
This workshop describes the principles behind mental training and the research that resulted in the development of long-term and systematic training programs (Inner Mental training) and the application of the programs in Sports (Peak Performance training), the Swedish school system (Life Skill training), business (Mind training), Health (Mental Fitness training), and for Personal Growth (Mental Fitness training). The system is used by about two million Swedish people. A new type of open university courses in mental training, centered around the application in Sports and Life also will be described.

Educational Objectives: (1) To describe ways of learning and automatizing new and better ways of thinking, reacting and behaving, still there six months after the workshop. (2) To teach relaxed effectiveness and life-satisfaction through alternative systems of control and alternative states of consciousness.

This workshop demonstrates the application of the M.R.I. Brief Therapy model to a case involving excessive drinking. It highlights the strategic use of working primarily with the complainant ("codependent" in A.A. terms) rather than the non-complainant drinker. Although centering on one case, methods can be generalized into an alternative model.

Educational Objectives: (1) To relate the M.R.I. Brief Therapy model to a clinical problem having serious consequences. (2) Given a case, utilize the participation of a codependent as the prime focus in the treatment of the symptom system.

These clinical demonstrations allow registrants to actually observe the different styles of therapy conducted by faculty. This workshop consists of two separate one-hour demonstrations. The presentations and topics are as follows: Daniel Araoz, Ed.D., "The New Hypnosis with Couples," and David Cheek, M.D., "Ideomotor Techniques."

Educational Objectives: To view the various styles of Ericksonian hypnotherapy and to be able to apply techniques in given clinical situations.

These two-hour workshops are offered for those who desire small group experiential training. Each group will consist of a maximum of twelve participants. Practicum sessions cover either specific techniques of Ericksonian hypnotherapy or brief therapy. Members of the faculty will be assigned as group leaders just prior to the meeting.

Educational Objective: To identify ways to use hypnosis in specific situations encountered in the practice of marital and family therapy.

The surprisingly different landscapes seen by the different schools of brief psychotherapy can be followed by understanding a series of simplifying conventions which generate very different possibilities for the patient. From within the conventions for observation adopted by each of the schools, the phenomena of the other schools tend to disappear from view.

Educational Objectives: (1) To describe the crucial conventions which delimit what is observed by the major schools of brief psychotherapy. (2) To describe the trade-offs for each of the limiting conventions: what can be seen most clearly, what is lost to view.

Saturday Afternoon
1:45 - 2:45 P.M. -- KEYNOTE ADDRESS --
"BRIEF PSYCHOTHERAPY: THE TEMPORAL FACTOR"
Arnold A. Lazarus, Ph.D.

3:00 - 5:30 P.M. INVITED ADDRESSES
SESSION 6

Saturday Evening
SESSION 6

Issues in Brief Therapy
Moderator: Sally Franek, Ph.D.

The Great Simplifying Conventions of Brief Individual Psychotherapy by James Paul Gustafson, M.D.

The surprisingly different landscapes seen by the different schools of brief psychotherapy can be followed by understanding a series of simplifying conventions which generate very different possibilities for the patient. From within the conventions for observation adopted by each of the schools, the phenomena of the other schools tend to disappear from view.

Educational Objectives: (1) To describe the crucial conventions which delimit what is observed by the major schools of brief psychotherapy. (2) To describe the trade-offs for each of the limiting conventions: what can be seen most clearly, what is lost to view.
**Miracle Cures - Therapeutic Consequences of Clinical Demonstrations** by Joseph Barber, Ph.D.

"One-time" treatment cures are unlikely in psychotherapy. In workshop settings, however, clinical demonstrations often exemplify greater therapeutic effect than similar treatmend given in a private clinical office setting. This paper examines the issues relevant to these "miracle cures."

**Educational Objectives:**
1. To describe the importance of patient expectancy in treatment.
2. Given a clinical case, describe the importance of critical evaluation of therapeutic "success," including follow-up assessment.

**Brief Intermittent Psychotherapy Throughout the Life Cycle** by Nicholas Cummings, Ph.D.

The concept of "cure" in psychotherapy is elusive and unattainable. Based on a developmental model, psychotherapy can be a series of brief interventions at crisis points throughout the life cycle. Twenty-five years of empirical research demonstrates this can be an effective and more efficient than long-term therapy.

**Educational Objectives:**
1. To describe the characteristics of the developmental model that facilitate interventions at crisis points throughout the life cycle.
2. To list six or more targeted interventions that would impact on specific emotional conditions.

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**SESSION 7**

**ASPECTS OF BRIEF THERAPY**

Moderator: Dorothy Miller, Ph.D.

**Clinical Road Maps for Doing Brief Systemic Therapy** by Joel Bergman, Ph.D.

Various clinical road maps for doing brief systemic psychotherapy will be described. These include maps charting: 1) Affect; 2) why this particular symptom and why now; 3) how a system is organized around and sustains a symptom; and 4) ways of interrupting a system and eliminating the symptom.

**Educational Objectives:**
1. To identify the essentials of information gathering and hypothesis formation in brief systemic psychotherapy.
2. To list four effective techniques to use in therapy in the brief treatment of individuals, couples, and families.

**The Myth of Termination in Brief Therapy:** Or, "It Ain't Over Till It's Over" by Simon Budman, Ph.D.

Those doing brief and time-limited psychotherapies often assume that such treatment entails fixed and constrained time-limits. The author questions these and related myths in brief therapy.

**Educational Objectives:**
1. To list three central issues of time limits and termination in brief therapy.
2. To describe three common myths regarding termination and present empirical and clinical challenges to those myths.

**How Long Should Brief Therapy Last?** by Herbert Lustig, M.D.

Parameters and methods will be explored to determine the optimal purpose and duration of Brief Therapy. Clinical illustrations will be given.

**Educational Objectives:**
1. To state one meaning of Brief Therapy.
2. To describe how to employ Brief Therapy in four common clinical situations.

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**SESSION 8**

**TECHNIQUES OF BRIEF THERAPY II**

Moderator: Nancy Czech, M.A.

**The Therapeutic Debate** by Peggy Papp, A.C.S.W.

My presentation will describe the Therapeutic Debate, a technique developed in the Brief Therapy Project of the Ackerman Family Institute. The debate breaks through impasses by mirroring the client's dilemmas around change, and it clarifies choices.

**Educational Objectives:**
1. To describe an effective technique for dealing with resistance.
2. Given an impasse, elucidate the complex processes involved in change.

**What Is It About Brief Therapy that Works? (An Answer for December 1988, Only)** by Steve de Shazer, M.S.W.

Simply, what makes all therapy "work" is magic. I will look at this particular form of magic and the attempt to de-mystify the type of magic I practice.

**Educational Objectives:**
1. To rigorously define and describe the system brief therapists are involved in.
2. To describe the central principles involved in doing brief therapy.
Brief Therapy Tactics in Longer Term Psychotherapies by Michael D. Yapko, Ph.D.

Many clinical problems exist that are too complex to be effectively treated in the short time span of a brief therapy model. Indications and contraindications for brief therapy approaches will be described, as well as ways to integrate strategic approaches into longer term therapy plans.

Educational Objectives: (1) To provide specific criteria for identifying when strategic approaches are indicated and contraindicated. (2) To identify intervention opportunities in longer term therapies where the use of brief therapy strategies is indicated.

**SESSION 9**

APPROACHES TO BRIEF THERAPY II

Moderator: Wolfgang Lenk, Ph.D.

Short-Term Anxiety Provoking Psychotherapy (STAPP) by Peter E. Sifneos, M.D.

Historical development of STAPP, criteria for selection, technical requirements and outcome findings of this form of therapy will be presented.

Educational Objectives: (1) To list basic principles of STAPP and criteria to select appropriate candidates. (2) To describe the techniques utilized in STAPP.

How Can Psychological Treatment Aim to be Briefer and Better? — The Rational-Emotive Approach to Brief Therapy by Albert Ellis, Ph.D.

Presents the main theories and principles that underlie the practice of Rational-Emotive brief psychotherapy and explains and describes the cognitive, emotive, and behavioral techniques most frequently used when brief R.E.T. is practiced.

Educational Objectives: (1) To show why Rational-Emotive Therapy is intrinsically a brief form of psychotherapy. (2) To list three ways in which it is intrinsically brief. (3) To list four common R.E.T. techniques of brief psychotherapy.


The main characteristics of the New Hypnosis are that it is client-centered and it provides a uniquely personal experience for the client. A paradigm to apply the New Hypnosis clinically makes it possible to approximate Erickson's hypnotic work.

Educational Objectives: (1) To state the clinical value of the two characteristics of the New Hypnosis. (2) Given a clinical case, indicate how to use New Hypnosis methods.

**SESSION 10**

SYSTEMIC APPROACHES

Moderator: Robert McNeilly, M.B.B.S.

How to Utilize Therapy's Biases by Gianfranco Cecchin, M.D.

Every therapy has its own inherent biases. Family therapy can be provided by a team approach emphasizing the systemic nature of human interaction. This paper describes how to utilize the biases that are inherent in the therapy.

Educational Objectives: (1) Given a therapy, list three biases. (2) Given biases in therapy, describe how to use them.

Integrating the Individual into Family Therapy: The Contract is the Key by Ruth McClendon, M.S.W.

In Redecision Family Therapy modal features of the current family process and structure are identified and used as an entrance to changing those outdated perceptions that are rooted in personal history. Redecisions made from issues identified in the course of systemic family therapy facilitate efficient and long lasting changes in both the family and individual.

Educational Objectives: (1) To recognize early decisions when they appear in current family process. (2) To describe how to integrate redcision therapy with systemic therapy.

Family Myths and Realities: Ericksonian Approaches to Family of Origin by Betty Alice Erickson Elliott, M.S.

It is widely believed that unresolved family of origin issues play important roles in dysfunctional behaviors. Erickson fully recognized the impact of past family structures and injunctions. He used them as a base for appropriate behavior and emotionality and was able to recreate perceptions so that resolution occurred.

Educational Objectives: (1) To describe Erickson's approaches to family of origin issues. (2) Given a clinical case, describe specific Ericksonian interventions for family of origin issue resolution.
Traditional psychotherapy is based on the assumption that it accurately account the "true" nature of human beings and their problems. By contrast, the presentation will attempt to show that the unproven and unprovable assumptions any school of therapy makes about the human mind determine what kind of therapy appears to be the only possible and "correct" one.

Educational Objectives: (1) To review the basic assumptions underlying the major schools of therapy. (2) To describe the self-fulfilling prophecies arising out of these assumptions.

Just Do Good Therapy by Stephen Lankton, A.C.S.W.

Perhaps the greatest problem with therapy is attempting to make it conform to a theory or paradigm. Often, therapy is judged by the language it uses or its conformity to a school (e.g. family therapy, Ericksonian therapy, cognitive therapy, brief therapy, NLP). In so doing, therapists and clients become the servants of the model instead of using the model to serve the client and therapist. This paper addresses what makes therapy good therapy from several standpoints. It is intended to help us keep things in perspective and keep our attention on tailoring treatment for each unique client-system.

Educational Objectives: (1) To list seven aspects of good therapy. (2) To describe the limitations of subscribing to a theoretical model.

Myths About Brief Therapy; Myths of Brief Therapy by John Weakland, M.F.C.C.

Concepts about the nature and practice of brief therapy are basically mythological, but can be evaluated pragmatically, by their effects. Some views about brief therapy from outside (non-practicing) and inside sources will be examined from this standpoint.

Educational Objectives: (1) To indicate how viewing brief therapy concepts as myths leads toward useful pragmatic evaluations.
This short course will commence with a didactic review of what prior writers (Ericksonian and non-Ericksonian) have said about the importance of a future orientation including Adler, Havens, Erickson, Lankton, and Zeig. Alternate models will be reviewed such as NLP. A nine-step model developed by the author will be explained. The attendees will have the opportunity to practice the model in experiential exercises.

Educational Objectives: (1) To describe what a variety of writers have said about a future orientation. (2) Given a case, apply a nine-step model for a future orientation.

This course will focus on reframing as a dynamic process that is embedded in a utilization approach to therapy. This course will be didactic and experiential. The first section will address how therapists’ choice of relevant frames of reference for making interventions form an implicit or explicit reframing for clients.

The second section will focus on therapists’ personal reactions and frames of reference about their clients. Participants should have at least one case in mind that they would like help in reframing. The third part will present specific reframing approaches.

Educational Objectives: (1) To describe reframing as a dynamic process (as opposed to a static act) that is embedded in a utilization approach to therapy. (2) To describe the constructed nature of their hypothesis formation about clients and the necessity of being willing and open to the process self-reframing (at least with respect to their relationships with clients). (3) Given a case, use one’s own personal reactions to a client as a guide for the formation of reframing interventions.

Level: Intermediate

Educational Objectives: (1) To describe the current legal trends in hypnotherapy. (2) To describe two major types of legal requirements for the safe utilization of hypnosis. (3) To list strategies for the hypnotherapist involved in court proceedings as an expert witness.

This course is intended to provide clinicians with hypnotherapeutic techniques used for work with children and adolescents. The course will address considerations that are related to developmental stages of children and adolescents and will discuss both direct and indirect induction techniques suitable for the different ages. Topics will include therapeutic approaches for children with a variety of symptomatic, behavioral, and emotional problems.
Educational Objectives: (1) To describe three induction procedures for children and adolescents. (2) Given a case, create an induction procedure geared toward a developmental level.

Level: Intermediate to Advanced

#38 BRIEF HYPNOTIC TREATMENT FOR SYMPTOM RELIEF
by Helmut Relinger, Ph.D. (Fourth Floor)

Several techniques combining traditional and Ericksonian hypnosis with procedures from the cognitive and behavioral schools of psychotherapy will be described. Clinical case material will be used to exemplify such brief interventions which are focused on symptom amelioration. Interventions are focused on alterations in all three symptom dimensions: behavior, cognition, and affect. Symptoms to be addressed include cigarette smoking, post-traumatic stress disorder, phobias, insomnia, depression, and panic disorders.

Educational Objectives: (1) To describe five techniques combining cognitive/behavioral therapies. (2) To describe how hypnotic/behavioral techniques may be used to treat cigarette smoking, insomnia, depression, and anxiety disorders.

Level: Intermediate

#39 ERICKSONIAN APPROACHES IN THE BRIEF THERAPY OF WEIGHT AND SMOKING CONTROL
by Brian Grodner, Ph.D., ABPP

This course presents Ericksonian strategies and a general orientation including many specific metaphors, inductions, images, reframings, and tasks within a comprehensive framework of successful permanent habit control.

Some of this framework includes understanding personality and lifestyle issues, increasing the quality of the client's commitment to change, creating a positive rather than deprivation orientation, gathering and sharing critical information, and most important, helping people create new behaviors, attitudes, positive self-images, and compelling successful futures for themselves.

Educational Objectives: (1) To list four components of a comprehensive habit control program. (2) To describe five techniques of hypnosis with cognitive/behavioral approaches. (3) To describe how hypnotic/behavioral techniques may be used to treat cigarette smoking, insomnia, depression, and anxiety disorders.

Level: Intermediate

#40 WITH AN EYE ON THE FUTURE: CONSTRUCTIVE/INTERVENTIVE INTERVIEWING
by John Walter, A.C.S.W. & Jane Feller, M.A., A.C.S.W. (Fourth Floor)

One of the remarkable aspects of Erickson's work was his ability to build the expectation of change and hope. This workshop demystifies Erickson's skill by providing a structure for one to learn how to interview in a way that is constructive in both meanings of the term as well as highly interactive.

Educational Objectives: (1) To describe how to insert one's presuppositions of change into the language of one's questions. (2) To describe sequences of questions which provide a pattern of questioning that lead to positives or "change" talk.

Level: Basic and Intermediate

#41 ERICKSONIAN APPROACHES WITH CLIENTS AND FOR THERAPISTS WHO ARE DEALING WITH AIDS
by Susan Mullarky, M.A.

Grand Ballroom A

This short course will present a brief overview of AIDS: the progression of the disease, the risk factors and prevention. There will be a discussion about the complex psychosocial needs and issues confronting AIDS patients, their families, their friends and their health care providers. It will demonstrate how Ericksonian principles and approaches can benefit both therapists and clients. Audience participation will be encouraged.

Educational Objectives: (1) To describe the progression of AIDS, its transmission, the risk factors and methods of prevention. (2) To list three psychosocial issues confronting AIDS patients or their families. (3) To list three psychosocial issues that you would need to address as a therapist working with an AIDS patient.

#42 THE UTILIZATION OF ERICKSONIAN APPROACHES IN A 28-DAY TREATMENT PROGRAM FOR ALCOHOLICS AND DRUG ADDICTS
by Jean Miller, Ph.D. & Susanne Smith, M.Div., C.A.C.

Toyon Ballroom A (Fourth Floor)

The 28-day residential treatment program for substance abusers is an intense brief intervention in which both attitudinal and behavioral change is elicited. Direct and indirect suggestions similar to techniques of hypnosis and psychotherapy described in the work of Milton H. Erickson, M.D. are presented in a program for recovery which is based upon the 12 Steps of Alcoholics Anonymous.

Educational Objectives: (1) To identify and describe the Ericksonian techniques of indirect suggestions used in group conversion programs. (2) To identify how to recognize therapeutic hooks useful for devising chemical dependency treatment strategies. (3) To describe how the 12 Step Program fits into a strategic therapeutic model.

Level: Basic
#43 LINKING BRIEF INTERVENTIONS IN LONG-TERM THERAPY by Dan Ellis, Ph.D.

The family system of the chemically dependent adolescent can be as resistant to change as any other dysfunctional family. Often, brief therapy methods work to disrupt the destructive patterns of these families. However, once the patterns are changed, another equally destructive pattern may rise up to take their place. This presentation will address the use of multiple brief therapy interventions, linked together for use in “long term” therapy with these families.

Educational Objectives: (1) To list ten potential crisis points in treating the chemically dependent adolescent and his family. (2) To identify a procedure for linking brief therapy interventions during long-term therapy. (3) To list five examples of brief interventions for specific crisis points.

#44 THE INTEGRATION OF HYPNOTIC AND NON-HYPNOTIC PROCEDURES IN BRIEF THERAPY by Marc Franchot Weiss, Ph.D.

Rather than conceptualizing brief therapy as either primarily hypnotic or non-hypnotic, this course details the integration of strategic directives; skill building, paradoxical, cognitive, and ambiguous function assignments; and hypnotherapy. It will include the introduction of assignments before, during, and after hypnotherapy and how to gracefully move between hypnotic and non-hypnotic procedures during the same session.

Educational Objectives: (1) To identify three strategic interventions. (2) To identify paradoxical, skill building, cognitive, and ambiguous function assignments. (3) To identify how to alternate between hypnotic and non-hypnotic procedures and to integrate and combine their use. (4) To describe how hypnotic and non-hypnotic methods do not have to be conceptualized or utilized as distinct and separate treatment modalities.

Level: Basic

#45 ADOLESCENTS AND THEIR FAMILIES: A MULTIDIMENSIONAL CLINICAL MODEL by Howard Liddle, Ed.D., Guy Diamond, M.A., M.F.C.C., Raquel Garcia, B.A., & Kenneth Parker, Ph.D.

This symposium will present a systems-oriented anatomy of a community based, federally funded, long-term clinical research project. Several presentations will cover distinct but interrelated aspects of the project’s operation, and provide a contextual analysis of the structure, processes, mechanisms, and products of a research project which studied treatment outcome and process of therapy questions with a target population of adolescent drug abusers. A backdrop to the entire Symposium will be the application of systemic thinking in the conception, conduct, and implementation of this research project. This represents a frontier area of inquiry and activity in the family systems and psychotherapy research fields. The Symposium’s three content themes, (1) Implementation and Maintenance, (2) Development of a Family Systems Treatment Model, and (3) Research Findings, are simultaneously distinct but interconnected domains. They are of a piece: representing the context, process, and products of a clinical outcome study as it has been conducted in community-based settings throughout Northern California.

Educational Objectives: (1) To list and explain three conceptual assumptions necessary for treating adolescent behavior problems from a systems perspective. (2) To identify and describe six techniques of working with adolescents and their families.

#46 THE NUTS AND BOLTS OF MARKETING A BRIEF PRIVATE PRACTICE CENTER by Patricia O’Malley Hudson, Ph.D. (Fourth Floor)

The Hudson Center in Omaha, Nebraska is a successful brief private practice center. When the agency first came to employ brief therapy approaches, there was a short period when there was a negative effect on the income of the center simply because the client’s problems were being solved more quickly than before. After some time however, the Center’s reputation for brief therapy became a marketing asset. This presentation will offer several practical suggestions for direct and indirect advertising, marketing employee assistance programs, and cultivating referral sources using an emphasis upon a brief approach.

Educational Objectives: (1) To describe how the brief therapy approach can be appealing in the marketplace. (2) To list four techniques for direct and indirect advertising of brief therapy. (3) To describe how to market employee assistance programs. (4) To list three techniques for cultivating and maintaining referral sources. (5) To describe how to assess the effectiveness of marketing methods.

Level: Basic

#47 HYPOTHERAPISTIC INTERVENTIONS IN PANIC DISORDER by Harriet Hollander, Ph.D.

This short course will provide an overview of Panic Disorder and techniques for interrupting self-generated anxiety states associated with this condition. Participants will learn how to help patients identify their maladaptive responses to anxiety signals and how to respond in alternative ways to these signals using rhythmic breathing and brief trance. Participants will learn to distinguish between the need for brief and long term therapy for clients who suffer with Panic Disorder. Demonstrations will be carried out with audience assistance.
Educational Objectives: (1) To describe Panic Disorder, and be able to distinguish it from other disorders, e.g., anxiety states, agoraphobia. (2) Given a case, make a distinction between the need for brief and long-term therapy for this disorder. (3) Given a case, support the chief existing defense of dissociation, while introducing new and therapeutically effective associative processes. (4) Given a case, describe how to teach patients how to recognize pre-panic "signals" and recognize body defenses against awareness of these minimal anxiety cues. (5) To describe how to interrupt and help clients reprogram maladaptive body defenses with rhythmic breathing, and how to value these new behavior patterns within a framework of greater self-mastery and symptom control.

Level: Intermediate and Advanced

6 A.M. - 12:15 P.M. -- SHORT COURSES & SYMPOSIA -- SUNDAY A.M.

#58 WHEN THE FIRST SESSION IS THE LAST: A MAP FOR RAPID THERAPEUTIC CHANGE
by Moshe Talmon, Ph.D., Michael Hoyt, Ph.D., & Robert Rosenbaum, Ph.D.

Single-session therapy (SST) is one of the most common encounters between mental health professional and their clients. Our research indicates that, regardless of the therapist's orientation, many clients choose to end therapy after a single session. Furthermore, the outcome of that session is often positive and lasting.

We will present commonly held beliefs of therapists and suggest alternatives. Also, we will introduce original methods to empower clients' choices, and ways to utilize the natural process of change.

Educational Objectives: (1) To describe the SST (single session therapy) phenomenon. (2) To list five alternative attitudes for therapists toward SST. (3) To describe three original therapeutic methods with specific guidelines and clinical excerpts as to how to conduct successful SST.

Level: Intermediate

10:45 A.M. - 12:15 P.M. -- SHORT COURSES & SYMPOSIA -- SUNDAY A.M.

#49 TRUE STORIES: A STRATEGY FOR GENERATING METAPHORS
by Jill Freedman, M.S.W.
& Gene Combs, N.D.

Milton Erickson's stories ring true. One way to make sure that yours do too is to base them in real experience.

We will present two sets of questions therapists can ask themselves to find experiences that are relevant to specific therapeutic goals. We also will provide guidelines to use in order to transform these experiences into metaphors. Videotape excerpts will be shown illustrating how the strategy can work in a therapy session.

Educational Objectives: (1) Given the therapeutic goal of accessing a particular emotional state or attitude, list four questions therapists can ask themselves to find material for relevant stories. (2) Given the therapeutic goal of suggesting a particular idea, list four questions therapists can ask themselves to find material for relevant stories. (3) To describe guidelines for transforming experiences into therapeutic metaphors.

Level: Intermediate and Advanced

#50 MONSTERS, ELVES AND GENIES:
INVITING THEM TO THERAPY by Susan Scheck, R.N., M.S.
Mary Johnson, R.N., M.S., & Kate Mayton, R.N., M.S.

Creating original metaphors for use in therapy often seems like an impossible task. Though traditional Western education does not promote nonlinear thinking, the world is rich with nontraditional teaching. This course both reviews current literature regarding abstract thinking, and provides examples of promoting the therapists' story-telling ability.

Educational Objectives: (1) To identify two problems of creating metaphors. (2) To identify three sources of metaphors in everyday life. (3) To compare the commonalities of Erickson's metaphors, fairy tales and Bufi stories.

#51 IMAGINAL THERAPY
by Robert Sellers, M.A., M.P.C.C.

Imaginal Therapy is a dynamic process whereby the imagination of both the patient and the therapist interact in order to bring about therapeutic change--illumination, integration, and resolution. The imaginal process involves the identification of an everyday problem by the patient which is then translated into symbolic form through the use of imagery and further engaged through metaphoric psychodrama and metaphoric storytelling.

Educational Objectives: (1) To describe a synthesis of the imaginal therapy process--symbol creation, psychodrama, and metaphoric storytelling. (2) To describe procedures for translating patient problems into symbolic form. (3) To describe the methods of psychodramatizing the patient's problem and resolution through symbolic forms. (4) To describe and demonstrate the technique of patient created metaphoric stories.

Level: Intermediate and Advanced
#52 THE INITIAL PHASE OF BRIEF FAMILY THERAPY: HOW TO READ MAPS AND PLAN A SUCCESSFUL TRIP by Eric Schindler, Ph.D.

The purpose of this skill building short course is to increase competence in the initial stages of brief family therapy. A method of conducting initial sessions will be presented that is designed to assist the therapist in formulating realistic and acceptable goals for treatment. Specific intervention strategies for some common problems which families manifest including noncompliance, depression, role reversals, and somatic complaints will be presented.

Educational Objectives: (1) Given a case, differentiate relevant from less important background information. (2) Given a case, assist families in determining specific and realistic goals for treatment. (3) To describe three generic intervention techniques appropriate for a first session. (4) To describe the power of generalization in order to discriminate long term therapy goals as opposed to brief therapy goals.

Level: Intermediate

#53 BRIEF-SYNERGISTIC PSYCHOTHERAPY WITH ANXIETY AND PHOBIC REACTIONS by Maya Rubinstein-Nabarro, Ph.D.

The author presents a sequential clinical model which she has developed working with people who suffer severe anxiety and anxiety-based reactions. The model is based on the works of the NBI group, Milton Erickson, and Jay Haley. It consists of seven major phases of intervention. The concept of systemic insight is introduced and specific issues and techniques typical of each phase are discussed and demonstrated through cases.

Educational Objectives: (1) To identify specific issues in the development, maintenance and phenomenology of the above symptoms, which are directly pertinent to the strategic therapeutic planning. (2) Given a case, plan sequentially the therapeutic steps and phases of therapy and identify the correct timing for the seven phases of therapy. (3) To list five techniques that are useful in the therapy of these problems.

Level: Intermediate and Advanced

#54 WORK WITH METAPHORS IN COUPLES' THERAPY by Teresa Robles de Fabea, M.D., Ph.D.

The theoretical basis of this work is briefly presented: (a) work with couples from a systemic perspective; (b) construction and working through of metaphors in general. The technique used, illustrated with a case study is then presented. A group exercise and group discussion will be provided.

Educational Objectives: (1) To list four theoretical premises taken from: (a) systems theory applied to the couple and (b) metaphor construction. (2) To induce trance through metaphor. (3) To describe three indirect suggestion techniques. (4) To use trance in work with couples.

Level: Intermediate

#55 GODDESS AS A HEALING METAPHOR FOR WOMEN by Donna Pace Redford, K.C.

Participants will explore and learn how to utilize the concept of "Goddess" from new feminist literature as a healing metaphor with female clients to reduce depression and increase self-esteem and empowerment. This experiential course will present fundamental information important to practitioners of all levels of expertise in hypnotherapy. An extensive bibliography will be provided.

Educational Objectives: (1) To identify three pieces of feminist literature which can be utilized via storytelling, bibliotherapy or metaphor. (2) To identify three benefits to using the concept of "Goddess" as a therapeutic tool.

Level: Intermediate

#56 KEEPIN' THE GOOD TIMES ROLLING: SOLUTION-FOCUSED COUPLES COUNSELING by Jane Feiler, M.A., A.C.S.W. & John Walter, M.S.W.

The Ericksonian principle of utilization states that clients have all the resources they need to solve their problems. The positive approach of this workshop expands upon this principle to highlight how some of the good times, exceptions to the problem or recent changes can be used to create solutions and/or solution-focused interventions.

Educational Objectives: (1) Given a case, elicit positives or "change" talk with couples. (2) Given a case, use exceptions to the problem or recent changes to create solution-oriented interventions.

Level: Intermediate
Many Ericksonian innovations including therapeutic metaphor, indirectness, re-framing, etc. have been an essential part of the ancient tradition of Sufism. This course discusses the numerous parallels between the traditional Sufi healing traditions and the Ericksonian approaches. The utilization of these important transcultural techniques for today's attenuated, result-oriented therapies are explored through specific case histories. As an experiential dimension, a Sufi-type tale (based on the 14th century instrumental music of the Mevlevi Sufi Order) will be told. This part of the workshop may be "utilized" as a group induction by those who like to combine a theoretical acquisition of knowledge with experiential learning.

Educational Objectives: (1) To identify five transcultural elements of Sufi healing and Ericksonian hypnotherapy. (2) To describe how to utilize transcultural techniques for an attenuated, goal-oriented therapy.

Level: Intermediate

The treatment of addictive disorders is commonly thought of as difficult, and requiring long-term intervention. However, much of the recent research calls into question the validity of traditional clinical beliefs about the nature of addiction and the duration of treatment. This course presents the rationale and methodology for the brief treatment of drug and alcohol addiction based on the treatment principles of Milton Erickson, the NRI group, and the Wisconsin Institute on Family Studies.

Educational Objectives: (1) To describe three rationales for the use of brief therapy in the treatment of addictive disorders. (2) To outline three general stages in the brief treatment of addictive disorders. (3) To identify four treatment interventions used in brief treatment addictive disorders.

Level: Basic

Theories, techniques, and group trance will be presented to introduce humorous and playful "trance-sendence" (trance-action) as a means of revitalizing joy, creativity, and a sense of meaningful relatedness in individuals who have experienced the trauma of grief, loss and/or disillusionment.

Educational Objectives: (1) To describe theories on the "trance-formational" and aliveness enhancing properties present in the humorous and playful post-traumatic therapeutic environment. (2) Given a case, indicate techniques and treatment plans for applying "humor-risk" and playful "trance-actions" within the post traumatic therapeutic environment. (3) Given a case, assess and identify appropriateness, timing, interapersement, contraindications and "serious" problems related to working with the disillusioned individual.

This short course will describe how hypnotherapeutic approaches amongst others can lead to Lucid Dreaming, a rarely known state of consciousness in which self-therapy effectively can be performed.

Educational Objectives: (1) To describe the state and the possibilities for using Lucid Dreaming. (2) To describe by which means the state of Lucid Dreaming can be achieved and how it may be used both personally and professionally.

Level: Intermediate

Recent treatment literature refers to "co-dependency" and "enabling" as behavioral patterns characteristics of individuals who interact as "victims" in abusive relationships.

Katz and Layne combine strategic and Ericksonian methods in a concrete treatment approach for this syndrome. Video segments and a work sheet are included in the presentation.

Educational Objectives: (1) To identify five characteristics of codependent behavior. (2) To describe the process and function of "enabling" in the relational system. (3) To explain a three-step therapeutic directive for the codependent as an initial intervention.

Level: A working knowledge of strategic and Ericksonian methodology.
There has been a growing nationwide recognition among community mental health providers that traditional approaches have not been successful in engaging the "Young Adult Chronic/Resistant" client. This workshop demonstrates the value of applying Ericksonian, brief approaches in working with long-term clients, offering clients and staff an atmosphere of optimism and cooperation rather than resistance. Participants will learn to access and incorporate clients' behavior patterns, symptoms, and strengths as resources into the change process.

Educational Objectives: (1) To describe "problem behaviors" as potential resources for change, while identifying specific components of problematic patterns in which clients have been stuck. (2) To list three elements of an Ericksonian approach/"attitude." (3) To describe foundational skills/interventions which will encourage rapport and cooperation throughout various stages of treatment.

Level: Basic

This course focuses on the strategic use of ambiguous function assignments in psychotherapy and how such assignments promote personal growth and therapeutic movement. The course addresses (1) the Definitive Components and the Proper Construction of Ambiguous Function Assignments; (2) the Rationales for their use; (3) the Reasons for their Effectiveness; and (4) Indications/Contraindications for use. Four case examples will be presented to provide a clear clinical context for the proper use of ambiguous function assignments. Participants will practice constructing ambiguous function assignments as part of the course. Related ethical considerations also will be presented.

Educational Objectives: (1) To describe what components constitute a therapeutically effective ambiguous function assignment. (2) To state the rationale for using ambiguous function assignments, as well as indications and contraindications for their use. (3) Given a case, construct an ambiguous function assignment in a clinically meaningful way. (4) Given a case, describe how to effectively deliver an ambiguous function assignment in a clinical context.

Level: Intermediate

Uncle Remus' Br'er Fox got "stuck" when he mistook the Tar Baby for a real boy who could speak. Similarly in treating a child with a learning disability, establishing a new therapeutic frame may be the first step. Learning disorders are frequently associated with a pattern of frustration, academic failure and negative expectations. Focusing on the specific learning problem alone is often ineffective. Successful psychoeducational interventions emphasize changes in parent-child interactions, self-perceptions as well as learning skills. The treatment model is similar to that used in Erickson's case of the woman "with a little psoriasis and a lot of anxiety."

Educational Objectives: (1) To identify three interventions and associated metaphors in the process of reframing a learning disorder. (2) To specify those who must be involved in developing a new frame, for treatment to be effective. (3) To identify four reasons why a child's work methods can be an indicator of effective reframing.

Level: Basic

12:30 - 1:00 P.M.

Closing Remarks

Kristina K. Erickson, M.D., William O'Hanlon, M.S., Ernest L. Rossi, Ph.D., Kay F. Thompson, D.D.S.
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- San Diego, CA
- Eugene, OR
- Portland, OR
- Seattle, WA
- Spokane, WA

David Grove Seminars
22 Belmont, Edwardsville, IL 62025
1-800-222-4533 618-288-3441

PAID ADVERTISEMENT
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 (five enclosed).

   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 2 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 you can attend is five.

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 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 Congress on the blank provided at the bottom of the form.

   — The maximum number of continuing education credits available for the 1988 Erickson Congress is 31 except for Arizona Nurses’ Association, which has approved 37.2 hours.

   No credit can be approved for the Virginia Satir video program Thursday night.

Submit completed forms to the C.M.E. Validation Desk located in the West Lounge on the Ballroom Level in the San Francisco Hilton Sunday, December 11, 1988, between 9:00 a.m. and 2:00 p.m.

You will be issued a CERTIFICATE OF ATTENDANCE which verifies continuing education credits.

NOTE TO CALIFORNIA MFCCs: A number of programs do not qualify for hypnosis education hours. See the program for a listing of qualifying presentations. You can only receive BBSE hypnosis credits for applicable programs.
BRIEF THERAPY: MYTHS, METHODS AND METAPHORS
FOURTH INTERNATIONAL CONGRESS TO ERICKSONIAN APPROACHES
TO HYPNOSIS AND PSYCHOTHERAPY

December 7-11, 1988

GENERAL EVALUATION FORM

NAME: __________________________________________
(Necessary if you request CE credit)
Specialty: ________________________________________

DEGREE: ___________________

How did you first become aware of the Congress?

(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 the listed aspects of the Congress:

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

Topics covered were interesting ........( 9) 0 1 2 3 4 5
Topics were of practical value ........(10) 0 1 2 3 4 5
Extent to which professional expectations were fulfilled ........(11) 0 1 2 3 4 5
Format of the Congress .................(12) 0 1 2 3 4 5
Registration procedures and administration of the Congress ....... (13) 0 1 2 3 4 5
Continuing education procedures ........(14) 0 1 2 3 4 5
Lincoln Center Travel Agency ............(15) 0 1 2 3 4 5
Meeting room comfort .....................(16) 0 1 2 3 4 5
Meeting room acoustics ...................(17) 0 1 2 3 4 5
Ease of getting to meeting rooms .......(18) 0 1 2 3 4 5
Physical environment (room size, temperature) ..............(19) 0 1 2 3 4 5
Exhibits ..................................(20) 0 1 2 3 4 5
Conference Bookstore .....................(21) 0 1 2 3 4 5
Hotel accommodations: ______ Hilton ...(22) 0 1 2 3 4 5
Hotel accommodations: ______ Other .......(23) 0 1 2 3 4 5

(See reverse side)
Hospitality Events:

Wednesday Night Welcome to San Francisco Reception ..........(24) 0 1 2 3 4 5
Authors' Hour ........................................(25) 0 1 2 3 4 5
Thursday Night Satir Video Program .......(26) 0 1 2 3 4 5

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

Please describe specific needs for your skill development as a therapist:

Indicate the types of learning experiences that are most beneficial in acquiring those skills:

Indicate the faculty who would be best able to help you learn those skills:

Please feel free to offer any further comments you have about the Congress:
FOURTH INTERNATIONAL CONGRESS ON ERICKSONIAN APPROACHES 
TO HYPNOSIS AND PSYCHOTHERAPY 
San Francisco, California 
December 7 - December 11, 1988

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: 2 hours.

WORKSHOP TITLE: __________________________

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

YOUR PROFESSION: ________________________  HIGHEST DEGREE: ________________________

NAME: ____________________

(Necessary of 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
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 presentation/workshop.................................( 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?

77  (see reverse side)
FOURTH INTERNATIONAL CONGRESS

(14) The speaker will review at the beginning and close of the session the educational objectives for the workshop. List briefly the three most significant items of new learning you acquired.

<table>
<thead>
<tr>
<th>Item 1</th>
<th></th>
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<tbody>
<tr>
<td>Item 2</td>
<td></td>
</tr>
<tr>
<td>Item 3</td>
<td></td>
</tr>
</tbody>
</table>

(15) Additional Comments:
FOURTH INTERNATIONAL CONGRESS ON ERICKSONIAN APPROACHES TO HYPNOSIS AND PSYCHOTHERAPY
San Francisco, California
December 7 – December 11, 1988

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: 2 hours.

WORKSHOP TITLE: ________________________________

WORKSHOP NO.: _____ DAY: _____ WORKSHOP LEADER(S): ______________________

YOUR PROFESSION: ____________________________ HIGHEST DEGREE: _________________

NAME: ______________________________________

(Necessary of 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
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 presentation/workshop.( 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?

79 (see reverse side)
(14) The speaker will review at the beginning and close of the session the educational objectives for the workshop. List briefly the three most significant items of new learning you acquired.

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(15) Additional Comments:
FOURTH INTERNATIONAL CONGRESS ON ERIKSONIAN APPROACHES
TO HYPNOSIS AND PSYCHOTHERAPY
San Francisco, California
December 7 - December 11, 1988

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: 2 hours.

WORKSHOP TITLE:__________________________________________________________

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

YOUR PROFESSION:_________________________________________________________

HIGHEST DEGREE:__________________________________________________________

NAME: _________________________________________________________________

(Necessary of you request C.E. credit)

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

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
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<td>2</td>
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<td>4</td>
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</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 presentation/workshop...........(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?

(see reverse side)
(14) The speaker will review at the beginning and close of the session the educational objectives for the workshop. List briefly the three most significant items of new learning you acquired.

Item 1

Item 2

Item 3

(15) Additional Comments:
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: 2 hours.

WORKSHOP TITLE: ____________________________

WORKSHOP NO.: _______ DAY: ______ WORKSHOP LEADER(S): ________________________

YOUR PROFESSION: ___________________________ HIGHEST DEGREE: ___________________

NAME: ____________________________________

(Necessary of you request C.E. credit)

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

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<td>4</td>
<td>5</td>
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</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 presentation/workshop..............................................(6) 0 1 2 3 4 5
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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?

(see reverse side)
(14) The speaker will review at the beginning and close of the session the educational objectives for the workshop. List briefly the three most significant items of new learning you acquired.

Item 1

Item 2

Item 3

(15) Additional Comments:
**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:** 2 hours.

**WORKSHOP TITLE:**

**WORKSHOP NO.:** _______ **DAY:** _______ **WORKSHOP LEADER(S):** __________________________

**YOUR PROFESSION:** __________________________ **HIGHEST DEGREE:** __________________________

**NAME:** __________________________

(Necessary of you request C.E. credit)

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

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
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<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.**

**Speaker's preparation.**

**Speaker's knowledge of subject.**

**Speaker's attentiveness to participants' questions.**

**Speaker's attitude to participants.**

**Opportunity for interaction at the presentation/workshop.**

**Content of the workshop.**

**Audio/Visual materials.**

**Relevance of materials to my practice.**

**Degree of acquisition of new knowledge/therapy techniques.**

**Rate the overall value of the program.**

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

(13) **What would have made the workshop more effective?**
(14) The speaker will review at the beginning and close of the session the educational objectives for the workshop. List briefly the three most significant items of new learning you acquired.

Item 1

Item 2

Item 3

(15) Additional Comments:
APPLICATION FOR CONTINUING EDUCATION CREDITS

NAME: (please print) ___________________________ Degree: ___________________________

ADDRESS: ___________________________

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 the day. NOTE: The sessions of invited addresses count for a maximum of 2½ hours (45 minutes per address). Workshops can be credited for a maximum of 2 hours. Short courses can be credited for a maximum of 1½ hours for each. All other presentations (clinical presentations, panels, conversation hours, etc.) 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.)

WEDNESDAY, DECEMBER 7, 1988

INVITED ADDRESSES: (2½ credit hours total; 45 minutes for each presenter; rate each speaker)

1. BRIEF THERAPY: MODELS AND METHODS
   O'Hanlon ........................................ 1. __
   Klein .............................................. 2. __
   Vancura ........................................... 3. __

2. SPECIAL ISSUES IN BRIEF THERAPY
   Rossi ............................................. 4. __
   Fisch ............................................. 5. __
   Erickson ........................................ 6. __

3. TECHNIQUES OF BRIEF THERAPY I
   Thompson ........................................ 7. __
   Polster .......................................... 8. __
   Zeig ................................................ 9. __

4. APPROACHES TO BRIEF THERAPY I
   Rossi — Demo I ................................... 10. __
   C. Lankton ........................................ 11. __
   Strupp ............................................ 12. __

5. UTILIZATION
   Gilligan .......................................... 13. __
   Gordon .......................................... 14. __
   Rosen ............................................. 15. __

WORKSHOPS: (2 credit hours each)

Beahrs ............................................. 1. __
Booth ............................................. 2. __
Frykman/Barrett/Arnold ....................... 3. __
Goulding ........................................... 4. __
S. Lankton ........................................ 5. __

WORKSHOPS: (2 credit hours each)

Dolan/Johnson ..................................... 20. __
Feldman ............................................ 21. __
Gordon ............................................. 22. __
Havens ............................................. 23. __
Johnson ............................................. 24. __
C. Lankton ........................................ 25. __
McNeily ........................................... 26. __
O'Hanlon .......................................... 27. __
Richeport ......................................... 28. __
Thompson ......................................... 29. __

WORKSHOPS: (2 credit hours each)

Trenkle ............................................ 30. __
Rosen — Demo II ................................... 31. __
Tafoya — Demo II .................................. 31b. __
Practicum ......................................... 32. __
Practicum Instructor ............................. 33. __

TOTAL CREDITS for WEDNESDAY ______ (maximum 6½)}
**THURSDAY, DECEMBER 8, 1988**

**WORKSHOPS:** (2 credit hours each)

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<thead>
<tr>
<th>Name</th>
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<td>Budman</td>
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<td>Cecchin</td>
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<td>Ellis</td>
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<td>Hammond/Zilbergeld</td>
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<tr>
<td>Barber</td>
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<tr>
<td>Budman</td>
<td>47.</td>
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<tr>
<td>Cecchin</td>
<td>48.</td>
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<tr>
<td>Ellis</td>
<td>49.</td>
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<tr>
<td>Hammond/Zilbergeld</td>
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<tr>
<td>O'Hanlon — Demo III</td>
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<tr>
<td>Schmidt — Demo III</td>
<td>51b.</td>
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**MINI-DEBATES: DIALOGUES AND TRIALOGUES:** (1 credit hour each)

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<tr>
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<th>MD-2: TRIALOGUE</th>
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<tr>
<td>Budman/Strupp/Meakland</td>
<td>Lankton/Zilbergeld/Cecchin</td>
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<td>Barber/Polster</td>
<td>Ellis/Zeig</td>
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**KEYNOTE ADDRESS** (1 credit hour) — Cloé Madanes

**SHORT COURSES / SYMPOSIA:** (1½ credit hours each)

**2:45 - 4:15 P.M.**

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<td>Andreas</td>
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<td>Auld</td>
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<td>Boume/Glenn/Hart/McGee</td>
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<td>Brett</td>
<td>4.</td>
</tr>
<tr>
<td>Combs/Freedman</td>
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<tr>
<td>Cuddefy/Weiner/Noble</td>
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<tr>
<td>Dimond</td>
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<tr>
<td>J.S. Edgette</td>
<td>8.</td>
</tr>
<tr>
<td>Epstein-Graval</td>
<td>9.</td>
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<tr>
<td>Feldman</td>
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<td>Furman/Ahola</td>
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<td>Canter</td>
<td>12.</td>
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<td>Godin</td>
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<td>Liebman/Geary/LeCroy/Ettkin</td>
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<td>Tanebaum</td>
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<td>Thompson</td>
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<td>Waifers</td>
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**4:30 - 6:00 P.M.**

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<td>Tanebaum</td>
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<td>Thompson</td>
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<td>Waifers</td>
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<td>Godin</td>
<td>29.</td>
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<tr>
<td>Liebman/Geary/LeCroy/Ettkin</td>
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<tr>
<td>Phillips</td>
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<td>Price</td>
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<td>Weiner-Davis</td>
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<td>Zeitlin</td>
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**TOTAL CREDITS for THURSDAY** (maximum of 7)

**FRIDAY, DECEMBER 9, 1988**

**TOPICAL PANELS:** (1 credit hour each)

**8:30 - 9:30 A.M.**

<table>
<thead>
<tr>
<th>Name</th>
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<td>Anecdotes and Metaphors</td>
<td>2.</td>
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<tr>
<td>Anxiety and Depression</td>
<td>3.</td>
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<td>Sexuality</td>
<td>4.</td>
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<tr>
<td>Brief Therapy Training</td>
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<td>Severely Disturbed Patients</td>
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<tr>
<td>Using Dreams and Symbols</td>
<td>7.</td>
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<td>Pain Control</td>
<td>8.</td>
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<tr>
<td>Research in Brief Therapy</td>
<td>9.</td>
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<td>Therapeutic Uses of Humor</td>
<td>10.</td>
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<td>Hypnosis in Psychotherapy</td>
<td>11.</td>
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<td>Essential Aspects of Brief Therapy</td>
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<tr>
<td>Homework Assignments</td>
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**4:00 - 5:00 P.M.**

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<tr>
<td>Hypnotic Induction</td>
<td>15.</td>
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</tbody>
</table>

*continues on next page*
Friday continued

KEYNOTE ADDRESS: (1 credit hour) — Jay Haley, M.A. _______________

DEMONSTRATIONS: (1 credit hour each)
Zeig ................................................................. 1. __
Barber .............................................................. 2. __
S. Lankton .......................................................... 3. __
Gilligan ............................................................. 4. __
Rossi ................................................................. 5. __
C. Lankton ....................................................... 6. __

GROUP INDUCTIONS: (1 credit hour each)
Hammond .......................................................... 1. __
Sylvester ......................................................... 2. __
Barretta/Barretta ............................................. 3. __
Thompson ........................................................ 4. __
Katz/Lehrer ..................................................... 5. __
Rossi ................................................................. 6. __

CONVERSATION HOURS: (1 credit hour each)
Vancura ........................................................... 1. __
Lance Erickson/ Betty Alice Erickson Elliott/ Kristina Erickson/ Roxxana Erickson Klein/ Elizabeth Erickson Robert Erickson .............................................. 2. __
Zilbergeld .......................................................... 4. __

MINI-DEBATES: DIALOGUES AND TRIALOGUES: (1 credit hour each)
MD-6 TRIALOGUE
Bergman/McClenond/Gilligan ................................. 1. __
Watzlawick/Goulding/Araoz ................................ 3. __

MD-7 DIALOGUE
de Shazer/Yapko ................................................ 2. __
C. Lankton/Cummings/Gustafson ........................... 4. __

SUPERVISION PANELS: (1 credit hour each)
SP-I: Supervision I
Havens, Bader, Bergman, Dolan ........................................ 1. __
Yapko, Lustig, Goulding, Cecchin ............................. 2. __

TOTAL CREDIT HOURS for FRIDAY (maximum of 7)

SATURDAY, DECEMBER 10, 1988

WORKSHOPS: (2 credit hours each)
8:00 - 10:00 A.M.
Araoz ..................................................................... 60. __
Bergman .............................................................. 61. __
Cheek ..................................................................... 62. __
de Shazer ............................................................. 63. __
Gilligan .............................................................. 64. __
Lehrer ..................................................................... 65. __
Lustig/Singer ....................................................... 66. __
McClendon/Kadis ................................................... 67. __
Papp ................................................................. 68. __
Stern ................................................................. 69. __
Wilson ..................................................................... 70. __

10:15 A.M. - 12:15 P.M. (2 credit hours each)
Barretta/Barretta .................................................. 80. __
Cummings/Bragman .............................................. 81. __
Gustafson ............................................................ 82. __
Katz/Lehrer ........................................................ 83. __
Lazarus ............................................................... 84. __
Mills ................................................................. 85. __
Poncelet ............................................................ 86. __
Schmidt ............................................................. 87. __
Sifneos ............................................................. 88. __
Unestahl ........................................................... 89. __
Fisch/Weakland ................................................... 90. __
Araoz — Demo V ................................................... 91a. __
Cecchin — Demo IV .............................................. 71a. __
Yapko — Demo IV ................................................ 71b. __
Pacticeum .......................................................... 72. __
Pacticeum Instructor ........................................... 92. __

KEYNOTE ADDRESS: (1 credit hour) — Arnold Lazarus, Ph.D. ____________
### Saturday continued

**INVITED ADDRESSES:** (2½ credit hours total; 45 minutes for each presenter; rate each speaker)

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Yapo</td>
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**ISSUES IN BRIEF THERAPY**

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**TECHNIQUES OF BRIEF THERAPY II**

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**ASPECTS OF BRIEF THERAPY**

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**APPROACHES TO BRIEF THERAPY II**

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<tr>
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**SYSTEMIC APPROACHES**

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**TOTAL CREDIT HOURS for SATURDAY** (maximum of 7½)

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### SUNDAY, DECEMBER 11, 1988

**SHORT COURSES:** (1½ credit hours each)

**9:00 - 10:00 A.M.**

<table>
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<th>Name</th>
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<td>J.H. Edgette</td>
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<td>Scheflin/Shapiro</td>
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<td>Ruelas</td>
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<tr>
<td>Relinger</td>
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<tr>
<td>Grodner</td>
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<td>Walter/Peller</td>
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<td>Mullarky</td>
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<td>J. Miller/Smith</td>
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<td>Weiss</td>
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**10:45 A.M. - 12:15 P.M.** (1½ credit hours each)

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<tr>
<td>Freedman/Combs</td>
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<td>Sellers</td>
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<td>Schindler</td>
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<tr>
<td>Rubinstein-Nabarro</td>
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<tr>
<td>Robles/de Fabre</td>
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<tr>
<td>Redford</td>
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<tr>
<td>Peller/Walter</td>
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<tr>
<td>Ozelser</td>
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<tr>
<td>S. Miller</td>
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<tr>
<td>Blue/Hensley-David</td>
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<tr>
<td>Klippstein</td>
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</table>

**TOTAL CREDITS FOR SUNDAY** (maximum of 3)

**TOTAL CONTINUING EDUCATION CREDITS** (maximum of 31)

I certify that the above hours are correct

(Signature) ____________________________

(Date) ________________________________

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90
NEEDS ASSESSMENT SURVEY

The Evolution of Psychotherapy: Future Trends
Anaheim, California
December 12 - 16, 1990


The purpose of this survey is to ascertain opinions about additional potential faculty and proposed format. Your judicious appraisal would be greatly valued. Please keep in mind that a primary goal of the Conference is to provide a forum through which leaders from diverse schools of psychotherapy can meet to present their views so that attendees can compare and contrast approaches.

I) Please indicate specific needs for skill development that you would like to gain from attending this conference.

II) Additional Potential Faculty: We will be able to add up to seven additional faculty. Please rank your top choices from one to seven. Keep in mind that it is important to represent a broad spectrum of contemporary psychotherapies. Indicate faculty who could help to provide the kind of skills you are interested in developing.

____ James Bugental (Existential)____ Gianfranco Cecchin (Family)
____ Ray Corsini (Adlerian)____ Hans J. Eysenck (Behavioral)
____ Viktor Frankl (Existential)____ William Glasser (Reality Therapy)
____ Arnold Goldberg (Self-psychology)____ James Hillman (Jungian)
____ Jean Houston (Humanistic)____ Helen Singer Kaplan (Sex)
____ Stanley Keleman (Body Therapy)____ Otto Kernberg (Psychoanalytic)
____ Alexander Lowen (Body Therapy)____ Michael Mahoney (Cognitive)
____ William Masters (Sex)____ Donald Meichenbaum (Cognitive)
____ Mara Selvini Pallazoli (Family)____ Peggy Papp (Family)
____ Leo Rangele (Traditional Psychoanalytic)____ Clifford Sager (Group)
____ Herold Searles (Psychoanalytic)____ Peter Sifneos (Brief Psychoanalytic)
____ Paul Wachtel (Eclectic)____ Irv Yalom (Group, Existential)
____ Other

91
III) Format of the Conference:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Three-Hour Workshops (Led by individual faculty) (1)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Topical Panels (1 Hr.) (E.g. schizophrenia, training psychotherapists, etc.) (2)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Case Discussion Panels (1 Hr.) (Experts are asked to discuss a written case) (3)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Supervision Panels (1 Hr.) (Attendees can present cases to experts)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Conversation Hours (1 Hr.) (Led by individual faculty)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Clinical Presentations (1 Hr.) (Live demonstration or discussion of therapy videotape) (6)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Keynote Addresses (Comments on the field by experts whose discipline is not psychotherapy) (7)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>If this meeting were held, I would most likely attend. (8)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

IV) In making preliminary plans for the 1990 Evolution of Psychotherapy Conference, we are considering the idea of keynote presentations which would place the psychotherapy field in a broader context. Here is a list of leading thinkers who could be invited to offer insights about the evolution of human psychology. Please rank your top five choices. Additional suggestions would be greatly valued.

Anthropology:  
- Ray Birdwhistell  
- Mary Catherine Bateson

History:  
- Christopher Lasch  
- Barbara Tuchman

Education:  
- Jerome Bruner

Humor:  
- Art Buchwald

Psychology:  
- B. F. Skinner  
- Erik Erikson  
- Julian Jaynes  
- H. Ellenberger  
- Albert Bandura

Social Psychiatry:  
- Robert J. Lifton  
- Robert White

Social Commentators:  
- Benjamin Spock  
- Isaac Asimov

Literature:  
- Ken Kesey

Music:  
- Leonard Bernstein

Health:  
- Norman Cousins

Linguistics:  
- Noam Chomsky

Other (Please list):
NEEDS ASSESSMENT SURVEY

V) (9) Degree: (5) M.D. ____ (4) Ph.D./Ed.D. ____ (3) M.S.W. ____
M.A./M.S. ____ (2) M.Div. ____ M.F.C.C. ____ (1) Graduate Student ____

Other (Please specify) ____________________________

VI) Category of theoretical orientation (Check the one that most accurately represents your primary school of therapy).

_____ Dynamic/Analytic

_____ Cognitive

_____ Family Therapy

_____ Group Therapy

_____ Eclectic

_____ Symptom-Based Therapy (e.g. Sex Therapy, Crisis Intervention)

_____ Affective/Awareness (e.g. Gestalt/Humanistic)

_____ Philosophical (e.g. Existential)

_____ Hypnotherapy

_____ Behavioral

_____ Other (Please specify)

VII) Additional Comments and Suggestions: (Feel free to use a blank sheet of paper for your comments and suggestions.)
Visit the Exhibits!

Franciscan Room
PERSONAL SCHEDULE

WEDNESDAY, DECEMBER 7, 1988

8:15- 8:45 AM Convocation
Grand Ballroom B
9:00-11:30 AM Invited Address #
1:00- 3:00 PM Workshop #
3:15- 5:15 PM Workshop #
7:30- 9:30 PM Welcome to San Francisco Party

THURSDAY, DECEMBER 8, 1988

8:45-10:45 AM Workshop #
Grand Ballroom B
11:00-Noon Mini-Debates
1:30- 2:30 PM Keynote Address (Madanes)
Grand Ballroom B
2:45- 4:15 PM Short Course #
4:30- 6:00 PM Short Course #
6:15- 7:15 PM Authors' Hour
Yosemite Ballrooms B & C
7:30- 9:30 PM Media Program

FRIDAY, DECEMBER 9, 1988

8:30- 9:30 AM Workshop #
Grand Ballroom B
9:45-10:45 AM Workshop #
11:00-Noon Keynote Address (Haley)
Grand Ballroom B
1:30- 2:30 PM Keynote Address (Lazarus)
Grand Ballroom B
2:45- 4:15 PM Workshop #
4:00- 5:00 PM Workshop #
5:15- 6:15 PM Workshop #

SATURDAY, DECEMBER 10, 1988

8:00-10:00 AM Workshop #
10:15-12:15 PM Workshop #
1:45- 2:45 PM Keynote Address (Lazarus)
Grand Ballroom B
3:00- 5:30 PM Invited Address #

SUNDAY, DECEMBER 11, 1988

9:00-10:30 AM Short Course #
10:45-12:15 PM Short Course #
12:30- 1:00 PM Closing Remarks
Grand Ballroom B