Method of Instruction: This class will be taught traditional lecture along with an online component, utilizing Blackboard. It is designed to provide an opportunity for students to learn in a variety of ways. This may include text summaries, online discussion, scholarly research, and exams.

Required Text:
3. APA 6th Ed
5. Society for Clinical & Experimental Hypnosis (SCEH) www.sceh.us
6. The International Society of Hypnosis (ISH) www.ish-hypnosis.org

I. Course Description
Is designed to teach the following: history, and definition of hypnosis; myths; signs of trance; principles of suggestion; simple induction procedures; specific application of hypnosis in private and school related issues.

II. Rationale
This course is designed to teach students how to educate others about the effectiveness of hypnosis in applied settings within an ethical framework. Many people (school students, clients in agency settings and private practice) can benefit from the use of hypnosis and self-hypnosis. This course is designed to provide the learner with an in-depth knowledge of contemporary research in the field of clinical hypnosis as part of the stress Integrated Wellness practices. Current research and contemporary in wellness and clinical hypnosis will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health psychology.

III. State-Adopted Proficiencies for Counselors
Covered in this class are the following:
Practice in the application of knowledge gained from research on clinical hypnosis and Wellness focused interventions. Participants will become familiar with the latest research on clinical hypnosis and advanced practices enabling direct application in the community as well as in their personal lives.

Learner-Centered Process:
1. Counselors explain options and use innovative problem solving.
2. Counselors help learners communicate effectively.
Learner Centered Planning:
3. Counselors help learners set goals with up to date information.

Learner-Centered Responsive Services:
4. Counselors help learners transfer learning to other situations.
5. Counselors help learners clarify problems and implement change.
6. Counselors show learners how to monitor their own progress.

Learner-Centered Support:
7. Counselor provides assessment to monitor learner's progress and to provide appropriate modification to enhance learner self-direction.
8. Counselor learns professional ethics and law related to counseling and the use of hypnosis.
9. Counselor learns and case studies related to professional use of hypnosis.

Equality in Excellence for All Learners:

Learner-Centered Communication:
11. Counselor learns active listening skills, open communication, empathic responding, and conflict resolution.

IV. Texes Competencies Covered in this Course:

**Competency 001:** Counselor uses knowledge of human development to provide appropriate strategies.

**Competency 002:** Counselor helps learners develop strategies to maximize positive factors and help learners cope with negative factors.

**Competency 003:** Counselor practices cultural sensitivity and helps others develop appreciation of their own culture.

**Competency 004:** Counselor learns to act proactively and remedially to address specific learner concerns. Counselor learns strategies to help others deal with developmental concerns and stressors.

**Competency 007:** Counselor helps clients develop personal, social, and career goals, and teaches others to monitor these goals. Counselor helps learners to develop practical skills.

**Competency 008:** Counselor learns to use assessment to determine progress and recommend modifications to learner's context.

**Competency 009:** Counselor practices collaboration with all members of the community to provide support and advocacy for the learner.

**Competency 010:** Counselor learns to provide support for families.

**Competency 011:** Counselor learns referral processes and maintains communication with other professionals in the field.

**Competency 012:** Counselor learns and practices all ethical and legal professional standards in Texas. Counselor learns self-assessment and professional growth through a variety of activities.

V. Course Objectives/Learning Outcomes

A. Students will demonstrate research skills in evaluating the efficacy of empirically validated clinical hypnosis stress interventions in the contexts of an integrated wellness practice framework.
B. Students will demonstrate the ability to plan and develop a personal self-hypnosis wellness program to counteract symptoms that interfere with health or productivity in a personal or work setting.
C. Students will demonstrate ability to design a research protocol designed to provide results, which would add to the literature in self-hypnosis in the context of wellness framework.
D. Online Discussion Board
Each week, students will post on the Discussion Board that will need critical thought and another post as a response to a fellow student.
Each student will do weekly summary on their hypnosis project, the Abel Scale, and reading assignments. Reactions will be expected to have complete sentences and follow proper grammar, style, follow net manners (professionalism) and format guidelines.

E. You will be responsible for reading scholarly articles on a topic, which pertains to clinical self-hypnosis. These articles need to come from a professional peer reviewed journal such as, but not limited to:
- *American Journal of Clinical Hypnosis*
- *Journal of Professional Counseling*
- *Journal of Mental Health Counseling*
- *Journal of Multicultural Counseling*
- *Journal of Counseling Psychology*
- *Journal of Marital and Family Therapy*
- *Journal of the American Psychological Association*
- *Journal of Counseling and Development*
- *Journal of School Psychology*
- *School Counseling*
While it may contain interesting articles, the *Ladies’ Home Journal* does not qualify.

As a result of this course:
1. The student will be able to outline the history, theories, and ethics of hypnosis.
2. The student will be able to list the myths and misperceptions of hypnosis.
3. The student will learn the procedures of screening, preparing, and educating subjects.
4. The student will learn the principles of induction and be able to demonstrate different introductory induction techniques.
5. The student will learn the phenomena characteristic of different hypnotic stages.
6. The student will be able to demonstrate deepening techniques.
7. The student will learn direct and indirect principles of hypnotic suggestion.
8. The student will be able to demonstrate teaching of self-hypnosis.
9. The student will use hypnosis with the following special problems/clients in private and school related settings:
The student will learn techniques of trance termination.

VI. Course Topics
Self-hypnosis and Integrated Wellness practices for the mental health Practitioner and Researcher including attention to Self Care
The major topics covered in this course are the history, myths, and ethics of using hypnosis; principles of induction and suggestion; self-hypnosis; and the use of hypnosis in particular problems and settings.

VII. Instructional Methods and Activities
Lecture modeling, Group Experiential Practices, Participation, Media, Research presentations. Each Classroom will follow format:
   a. Experiential Stress Management Exercise (20-40 minutes).
   b. Processing of the experience (10-15 minutes)
   c. Lecture/Presentation focused on the theoretical foundation (40 minutes)
   d. Demonstrations - Live and Video (20-25 minutes)
      Simulation, role-play, small group practice
   e. Applicable Research/Evaluation and Design Principles (20 minutes)
   f. Closing and Wrap-up (10 minutes)

VIII. Evaluation and Grade Assignment and Course Policies
The methods of evaluation and criteria for grade assignments are:

1. Midterm covering cognitive portion of material. (20%)
2. Completion of induction checklist. (10%)
3. Black board discussion / Welcome Blog (5%)
4. ABLE PRE TEST, MID TERM TEST, AND POST TEST (5% each, total 15%)
5. Individual project in which you will decide on a behavior you want to increase or decrease. (20%)

You will use self-hypnosis and no other technique or strategy. You will detail the suggestions you use for this behavior change and the type of induction used. For one (1) week you will graph a baseline of your behavior and then continue to graph as you practice self-hypnosis at least twice a day for a minimum of two (2)
weeks.
You will share your project with the class (10%) and discuss whether or not you achieved your goal and why.
You will turn into me a typed paper outlining the following: 1) your objective 2) your induction techniques for self-hypnosis 3) your suggestions 4) your graph and a description of your graph 5) discussion of results, i.e., did you achieve your objective? If so, how did self-hypnosis help? If not, what could you have done differently?

6. Attendance of a minimum of 10 class sessions on time out of 12 sessions. Most of the material will be demonstrated so class attendance is a must!
7. A final exam. (20%)

Final course grades will depend on satisfactory completion of the above. A student with two or more unexcused absences will have his/her grade dropped one grade.

Note: Be to class on time and turn off all cell phones and pagers
Late papers/projects will lose one point per day after due date.

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<th>Score</th>
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<tr>
<td>91-100</td>
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<tr>
<td>81-90</td>
<td>B</td>
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<td>71-79</td>
<td>C</td>
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IX. Course Schedule and Policies (see attached)

X. Textbook


Suggested Supplemental Journals and Text:

3. American Counseling Association Ethical Guidelines 2005 www.counseling.org


IX. Course Schedule

CNEP 5366
Introduction to Clinical Hypnosis
Fall, 2015

Thursday – 7:00-9:30
Center for the Sciences #111
Dr. Kathleen Jones-Trebatoski
Office Hours: Before or after class, or by appointment
Telephone: 361-537-7299


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>WEEKLY POSTING TO BLACK BOARD DISCUSSIONS / Welcome Blog (5%)</td>
<td>Welcome Blog Due 9/10/15</td>
<td>Note: I will not reopen discussion boards, blogs, exam past due dates …please check your discussion boards weekly and respond to 2 your peers…often this is the grade that decides between an A and B.</td>
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<tr>
<td>8/27</td>
<td>Introduction, history, definition, ethics</td>
<td>Chapters 1 &amp; 2</td>
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<td></td>
<td>ABLE MOD PRETEST (BLACK BOARD) (5%)</td>
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<tr>
<td>9/3</td>
<td>Myths, dangers, phenomena of hypnosis,</td>
<td>Chapters 1 &amp; 3</td>
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<td></td>
<td>Screening and suggestibility scales</td>
<td>Chapter 8,</td>
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<td>Hypnotic states and signs of trance depth</td>
<td>Chapter 9</td>
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<tr>
<td>9/10</td>
<td>Principles of induction &amp; termination</td>
<td>Chapter 5, handout</td>
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<tr>
<td>9/24</td>
<td>Supervised small group practice</td>
<td>Chapter 4 &amp; 13, 14</td>
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<td></td>
<td>Principles of direct and indirect suggestions</td>
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<tr>
<td>10/1</td>
<td>Continue Principles of direct and indirect suggestions</td>
<td>Chapter 4 &amp; 13, 14</td>
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<td>Erickson film</td>
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<td>Midterm Review</td>
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<td>10/8</td>
<td>MIDTERM (ON LINE….BLACK BOARD) (20%)</td>
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<td>ABLE MOD MID POINT TEST (BLACK BOARD) (5%)</td>
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<td>10/15</td>
<td>Understanding and using self-hypnosis; practice</td>
<td>Chapter 11</td>
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<td>Induction Check sheet Due (10%)</td>
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<td>Deepening techniques, visual imagery</td>
<td>Chapters 9 &amp; 10</td>
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<td>Relaxation procedures</td>
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<td>10/22</td>
<td>Hypnosis with Children</td>
<td>Chapter 6</td>
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Use of hypnosis with special Problem/clients in school/private settings Chapter 15

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<th>Topic</th>
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<tbody>
<tr>
<td>10/29</td>
<td>Speaker/Films (ON LINE BLACK BOARD) Review: Professional organizations and references</td>
<td>Chapters 19, 20, 21</td>
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<tr>
<td>11/5</td>
<td>Managing resistant clients and adverse reactions in use of hypnosis Individual projects (20%) due with oral presentation (10%)</td>
<td>Chapters 16 &amp; 17</td>
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<td>11/12</td>
<td>TCA Hypnosis Practice (ON OWN)</td>
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<td>11/19</td>
<td>Ideomotor signaling; putting it all together; ABLE MOD POST TEST (BLACK BOARD) (5%) Final Review</td>
<td>Chapters 18</td>
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<td>11/26</td>
<td>Thanks giving break</td>
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<tr>
<td>12/3</td>
<td>FINALS (ON LINE….BLACK BOARD) (20%)</td>
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“I will make myself available for consultation, provide useful resources to enhance your learning, arrive for class on time, and be appropriately prepared to teach. All course materials will be graded by me and only me. I will provide fair evaluations of your work according to the designated course expectations. I will return graded material in a timely manner. I will invite you to evaluate my teaching and will utilize that evaluation to improve my craft.”
POLICIES

Students with Disabilities, or Special Needs
If you require special services because of a disability, please notify Services for Students with Disabilities (SSD) (Disability Services is in Corpus Christi Hall 116) please contact the Disability Services office for assistance at (361) 825-5816.
so that the University may provide appropriate Support services to facilitate your learning. Refer to the Student Handbook.
In accordance with deferral laws, any student, who is requesting special accommodations must provide documentation of their disability to the SSD Coordinator.

Academic Honesty
Students are expected to read, understand, and abide by the University’s policy on Academic Dishonesty. You are expected to practice academic honesty in every aspect of this course and all other courses. Please familiarize yourself with the Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to the University’s disciplinary procedures.

Forms of Academic Dishonesty
1) Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2) Academic misconduct: Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3) Fabrication: Use of invented information or falsified research.
4) Plagiarism: Unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify Information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct
The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:
1) the instructor’s ability to conduct the class
2) The inability of other students to profit from the instructional program, or
3) Campus behavior that interferes with the right of others will not be tolerated.
An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Sexual Misconduct
Sexual harassment of students and employers at Texas A&M University-
Is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Miscellaneous**
Incomplete grades, represented by “I,” must be completed in the semester following the one in which they are received. Incompletes in this class are discouraged, as assignments may be difficult to make-up. Should the need arise, contact the instructor.