PSY 438

Instrumental Hypnosis: Putting Hypnosis to Work

S2 Day 2015

Department of Psychology

Contents

General Information

Unit convenor and teaching staff
Vince Polito
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Credit points
3

Prerequisites

Corequisites
PSY490 or PSY495

Co-badged status

Unit description
This unit examines the ways in which experimental hypnosis methods have been used by cognitive psychologists and neuroscientists to explore or 'model' clinical phenomena (eg, functional amnesia, clinical delusions, conversion disorders). We will discuss: the nature of hypnosis (its history, definition, measurement, and investigation); views about hypnosis and hypnotisability and their relationship to psychopathology; research methods in hypnosis (intrinsic and instrumental); and a selection of pathological conditions that have been or can be modelled by hypnosis. The class will involve videos of hypnosis sessions, analysis of journal articles, lecture/discussions and (if desired) visits to the Department of Cognitive Science Hypnosis Lab.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.

Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims,

methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

General Assessment Information

Scale of Penalties for late submission and for exceeding the word limit:

Late Penalties: 1 mark per day

Length Penalty: 5% for every 100 words over. For instance, Assignment III is worth 50% of the overall assessment for this Unit. If you exceed the word length of 2000 words by 100 words then you will lose 5% x 50 = 2.5 marks. That is, 2.5 marks are subtracted from the mark you receive for this assignment.

Request for Extension for Assignment:

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this by submitting an online request via ask.mq.edu.au with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the FHSSSC will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions. All requests for extensions must be made prior to the due date for the assignment.

If an extension is granted, you will need to print the approval email and attach to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

Special Consideration Requests:

If any special consideration is required for any assessment associated with the unit, ***special considerations requests must be submitted via Tracker (i.e. ask.mq.edu.au).***

Assessment Tasks

Name	Weighting	Due
Review of Journal Article	25%	Week 4, 6 or 11
Class Presentation	25%	Week 5, 7 or 12

Name	Weighting	Due
Grant Proposal	50%	9th Nov 2015

Review of Journal Article

Due: **Week 4, 6 or 11**
Weighting: **25%**

The aim of this assignment is for you to demonstrate: (1) your ability to critically read and evaluate published research; and (2) your ability to communicate your point of view in a clear and logical way both in writing and to the class.

You will summarise and critique an article in either Week 4, 6 or 11. You will be invited to select one theoretical/review/clinical/empirical article from the general areas of functional amnesia (Week 4) or clinical delusions (Weeks 6 and 11). You can choose any article from those available on the unit website (under Weeks 4, 6 and 11), but not the main reading assigned to the whole class (see also the Weekly Schedule above).

In Weeks 4, 6 and 11, each student will be responsible in class for briefly summarising and commenting on their selected article. More importantly, by the date and time agreed by us in Weeks 4, 6 and 10 you must submit both electronically (to Dr Vince Polito vince.polito@mq.edu.au) and in hard copy your written review of the journal article. This review should be no longer than 500 words (approx 2 A4 pages double spaced) and cover both the content of the article and your own view of it.

On successful completion you will be able to:

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
- Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims, methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

Class Presentation

Due: **Week 5, 7 or 12**
Weighting: **25%**

The aim of this assignment is for you to demonstrate: (1) your ability to critically evaluate past instrumental research; and (2) your ability to communicate this research and its implications in a clear and engaging way to your audience.

You will present in either Weeks 5, 7 or 12. Students will present either individually or in groups of 2. You will be invited to select one piece of published instrumental hypnosis research from the general areas of functional amnesia (Week 5) or clinical delusions (Weeks 7 and 12). You can choose from articles available on the unit website (under Weeks 5, 7, and 12) or you can choose an alternative piece of published research (but check with me first).

In Weeks 5, 7 and 12, each student will have a maximum of 15 minutes to present (or 30 if we decide to work in groups). Aim for 12 minutes of presentation and 3 minutes of discussion and questions (or 24 minutes of presentation and 6 minutes of discussion and questions if we work in groups).

On successful completion you will be able to:

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
- Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims, methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

Grant Proposal

Due: **9th Nov 2015**
Weighting: **50%**

The aim of this assignment is for you to demonstrate: (1) your knowledge of hypnosis, especially research methods; (2) your understanding of the links between laboratory research (and hypnotic phenomena) and clinical conditions (and specific clinical phenomena); and (3) your ability to design and communicate convincingly a proposal for new instrumental hypnosis research.

You will be invited to select a clinical condition that has not to date been modelled with hypnosis. Disorders can come from the general areas of conversion/somatoform, memory, delusion, emotion, such as: alien control delusion, anarchic hand syndrome, anosognosia, Capgras delusion, confabulation, déjà vecu, excessive remembering, Fregoli delusion, multiple personality disorder, obsessive-compulsive disorder, phantom limbs, prosopagnosia, visual neglect. You can choose one of these conditions or you can choose an alternative condition in one of these general areas (but check with me first).

Your task is to write a 2000 word Grant Proposal for a project to conduct research in this area. This is approx 8 A4 pages (double spaced). You should organise your Grant Proposal under the following sections (with suggested word lengths):

- Background (approx 750 words)
- Aims (approx 250 words)
- Significance and Innovation (approx 250 words)
- Research Plan and Methodology (approx 750 words)

On successful completion you will be able to:

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
- Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims, methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

Delivery and Resources

This unit examines the way in which experimental hypnosis methods have been used by cognitive psychologists, cognitive and clinical neuropsychologists, and neuroscientists to explore or "model" clinical phenomena.

Across 11 weekly seminars, we will cover:

1. the nature of hypnosis (its history, definition, characteristics, measurement, explanation and neural basis);

2. research methods in hypnosis (intrinsic and instrumental);
3. views about hypnosis and hypnotisability and their relationship to psychopathology; and
4. a selection of pathological conditions that have been/can be modelled by hypnosis.

There is no prescribed text for this unit. The following 4 references are provided as background reading and will be referred to in Weeks 1 to 3 (available electronically on ilearn):

Barnier,A.J., & Oakley, D.A. (2009). Hypnosis and suggestion. In W.P. Banks (Ed.), *Encyclopedia of consciousness* (pp. 351-368). New York: Elsevier.

Kihlstrom, J.F. (2008). The domain of hypnosis, revisited. In M.R. Nash & A.J. Barnier (Eds.), *The Oxford handbook of hypnosis: Theory, research and practice* (pp. 21-52). Oxford: Oxford University Press.

Oakley, D.A., & Halligan, P.W. (2009). Hypnotic suggestion and cognitive neuroscience. *Trends in Cognitive Sciences, 13*, 264-270.

Woody, E., & Szechtman, H. (2011). Using hypnosis to develop and test models of psychopathology. *Journal of Mind-Body Regulation, 1*, 4-16.

Weekly readings, as well as references for the three assessment tasks, will be made available on ilearn.

Additional useful sources for this class are:

Nash, M.R., & Barnier, A.J. (Eds.). (2008). The Oxford handbook of hypnosis: Theory, research and practice. Oxford: Oxford University Press. *[MQ University Library Call Number: BF1111.O94 2008]*

Lynn, S. J., Woody, E. Z., Montgomery, G., & Gaudiano, B. (2014). Hypnosis: Contributions to psychological science and clinical practice. A Special Issue of *Psychology of Consciousness: Theory, Research and Practice*, 1(2) 103-228

Unit Schedule

Week By Week: *The topic for each weekly seminar (and required reading) is as follows:*

W	Day	Weekly Topics (see below for relevant reading for each week)
1	30 Jul	**Introduction**: *Aims of course, week by week plan and assignments, intro to hypnosis research, altered states of consciousness, beliefs and expectations.* Background: Oakley & Halligan (2009) and Cardeña (2014).

2	6 Aug	**Experiencing hypnosis and the range of disruptions**: M*easuring hypnosis, individual differences, component abilities, behaviour & experience.* Be ready to discuss Barnier & Oakley (2009) and Kihlstrom (2008). Background: Barnier, Cox & McConkey (2014), Laurence et al. (2008) or McConkey et al. (1999).
3	13 Aug	**Methodologies of hypnosis:** *Logic of instrumental hypnosis, experimental methods, control groups, drawing inferences, the real-simulating method to measure faking.* Read Cox & Bryant (2008) AND either Woody & Szechtman (2011), Evans & Orne (1971) OR Orne et al. (1984).
4	20 Aug	**Functional amnesia and dissociative disorders**: *Features, processes and cases.* Read Kihlstrom (2005). Students will summarise papers.
5	27 Aug	**Modelling amnesia with hypnosis**: *Does it work?* Read Barnier & McConkey (1999). Students will give presentations.
6	3 Sep	**Clinical delusions in neuropsychological and psychiatric disorders (Part 1)**: *Features, processes and cases.* Read Coltheart (2007). Students will summarise papers.
7	10 Sep	**Modelling neuropsychological and psychiatric disorders with hypnosis (Part 1):** *Does it work?* Read Connors (2015). Students will give presentations.
		MID-SEMESTER BREAK
8	1 Oct	**No Class.**
9	8 Oct	**No Class:** *Thesis due on 12/10/15. Bring ideas for your grant proposal to class next week.*
10	15 Oct	**Discussion of grant proposal and designing instrumental hypnosis research** Read Cox & Barnier (2010) AND revisit Cox & Bryant (2008), Woody & Szechtman (2011).
11	22 Oct	**Clinical delusions in neuropsychological and psychiatric disorders (Part 2):** *Features, processes and cases.* Read McKay, Langdon, & Coltheart (2005). Students will summarise papers.
12	29 Oct	**Modelling neuropsychological and psychiatric disorders with hypnosis (Part 2):** *Does it work?* Read Oakley & Halligan (2013). Students will present papers.
13	5 Nov	**Hypnosis and psychopathology** Read Barnier & Council (2010); **Grant proposal due Mon 9th Nov**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
- Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims, methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

Assessment tasks

- Class Presentation
- Grant Proposal

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Knowledge outcomes. Increased understanding of the nature of hypnosis and research methods in hypnosis; views about hypnosis and hypnotisability and their relationship to psychopathology; the range of pathological conditions that have been or can be modelled by hypnosis; the logic of experimental psychopathology/neuropathological simulation; and the role and life of a research psychologist.
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Assessment tasks

- Review of Journal Article
- Class Presentation
- Grant Proposal

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Specific skill outcomes. Improve and/or develop ability to: read an empirical paper and identify its strengths, weaknesses and relevance; critically evaluate scientific claims, methods and data; draw links between laboratory research and clinical conditions and their treatment (within a scientist-practitioner approach); present research to an audience in a clear and engaging way; design a research proposal that could be conducted to model a clinical condition in the laboratory; write this research proposal in a way that clearly explains problem to be addressed, aims of the research, significance and innovation, and methodology.

Assessment tasks

- Class Presentation
- Grant Proposal