

Postgraduate Diploma

Current Procedures in Clinical Hypnosis





Postgraduate Diploma

Current Procedures in Clinical Hypnosis

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH - Technological University**

24 ECTS Credits

Teaching Hours: **600**

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-current-procedures-clinical-hypnosis

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 20

06

Certificate

pág.28.

01

Introduction

Clinical Hypnosis is an instrument with which we are able to connect with the subcortical structures to, subsequently, change the traumatic memories or affect planes far from the will and from there, be able to affect pain, anxiety or an unbalanced mood. Numerous studies show that any psychotherapy procedure is much more effective if performed in a hypnotic state. Irving Kirsch found an 80% improvement if the therapeutic activity is performed in a hypnotic state as opposed to wakefulness.





“

With this Postgraduate Diploma, the psychologist will have mastered the relational aspect in the therapist-patient intervention and, therefore, the rules that direct the interaction of the subject with the world in the here and now"

This Postgraduate Diploma is unique in that it presents to the professional the different modalities known, at this time, to reach the hypnotic state of the patient. We can differentiate three ways to achieve hypnotizing:

- ♦ Classical techniques, similar to relaxation. It is a first way to achieve the hypnotic state because if, in addition to body relaxation, we are able to involve the subject in a mental dissociation, the consequence is a hypnotic state of medium or profound alteration of consciousness.
- ♦ Conversational techniques where an apparent conversation is interspersed with a sophisticated technology in the use of language that allows the listener to enter a hypnotic state, even with open eyes and without the need to concentrate on the hypnotist's voice, as required by classical techniques. This type of techniques were developed mainly by H. Milton Erickson, and later multiple schools such as the P.N.L. or the M.R.I. of Palo Alto added technology to carry it out. In this Postgraduate Diploma we present all the technology on conversational techniques those that were designed by other models, and those designed by ours.
- ♦ Selective Dissociation Focusing Techniques, mainly the I.C.M. (Induced head movements) that without talking to the subject is able to achieve a deep hypnotic state, also in very few minutes. This state of consciousness is achieved by stimulating the ascending reticular system. Achieving very deep hypnotic states without the need for conversation is fundamental in the intervention with young children, the elderly and all those individuals who have trouble concentrating or understanding the language they are being spoken to with.

This **Postgraduate Diploma in Current Procedures in Clinical Hypnosis** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Diagnostic and therapeutic developments on current procedures in clinical hypnosis.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With special emphasis on evidence-based psychology and research methodologies in psychology.
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments..
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



This Postgraduate Diploma in Current Procedures in Clinical Hypnosis contains the most complete and up-to-date scientific program on the market"

“

This Postgraduate Diploma may be the best investment you can make in the selection of an updated program for two reasons: in addition to updating your knowledge in Current Procedures in Clinical Hypnosis, you will obtain a Postgraduate Diploma from TECH - Technological University"

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma

Forming part of the teaching staff is a group of professionals in the world of Psychology, who bring to this course their work experience, as well as a group of renowned specialists, recognised by esteemed scientific communities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the course. For this reason, you will be assisted by an innovative, interactive video system created by recognized experts s in the field of psychology and with great teaching experience.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist can master in a practical and rigorous way the approach of Clinical Hypnosis with patients.





“

This up-to-date program will generate a sense of security in the performance of the psychologist's praxis, which will help you grow personally and professionally"



General Objectives

- ♦ Explain the reality of clinical hypnosis.
- ♦ Describe the use of clinical hypnosis in the practice of psychotherapy.
- ♦ Describe the procedure for settling into brain structures far removed from will and cognitive awareness.
- ♦ Describe how to establish an essential therapeutic link through the techniques of clinical hypnosis.
- ♦ Develop intervention programs based on emotional change rather than cognitive change.



Specific learning objectives of each module:

- ♦ Describe the phases to be able to hypnotize from the different levels of classical, conversational and selective dissociation focusing techniques.
- ♦ Master the jargon and liturgy of hypnotic induction.
- ♦ Control prosody and the laws that regulate hypnotic dialogues.
- ♦ Develop control of silences in hypnotic induction.
- ♦ Establish a therapeutic alliance while the patient is hypnotized.
- ♦ Identify when hypnotic induction cannot be performed.
- ♦ Implement classic techniques to achieve the hypnotic state master the language of conversational techniques.
- ♦ Handle metaphor, analogy and syntactic mutation as central bases of conversational inductions.
- ♦ Describe the therapeutic setting of psychological technology that influences brain activity and the individual's perception.
- ♦ Describe how to adjust the induction to the patient's mind.
- ♦ Establish a differential diagnosis before applying hypnotic induction, so as not to create iatrogenic reactions.
- ♦ Identify the neurological axes and planes involved in performing IHM techniques.
- ♦ Substantiate, based a scientific knowledge, the dynamics that occur in induction and hypnotic state.



“

Take advantage of the opportunity and take the step to get up-to-date on the latest developments in Current Procedures in Clinical Hypnosis”

03

Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of psychology and who pour into this training the experience of their work.

In addition involved, renowned specialists, members of prestigious national and international scientific communities, are in designing and preparing the program.





“

*Learn from reference professionals,
the latest advances in Current
Procedures in Clinical Hypnosis”*

Management



Dr. Aguado Romo, Roberto

- Psychologist specializing in clinical psychology at CEP centers in Madrid, Bilbao and Talavera
- Specialist in Forensic and Legal Psychology
- Psychologist of the Courts 1 and 2 of Toledo
- Coordinator in Toledo of the emergency intervention and psychological assistance plan
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in Adult Psychotherapy.
- Director of the Expert in Psychodiagnosis and Legal Expertise by the European Institute of Time-Limited Psychotherapies
- Coordinator of the gender violence plan at the national level of the Society for Time Limited Psychotherapies

Professors

Arriero, Esther

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center of Talavera de la Reina.
- ♦ Health Psychologist
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Adult Therapy
- ♦ Specialist in interventions with chronic patients.

Benito de Benito, Luis. M.D.

- ♦ Medical Specialist of the digestive system.
- ♦ Physician Hospital San Chinarro and specialist in Endoscopy
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Lecturer at Navarra University

Cuesta, José María

- ♦ European specialist psychologist in Psychotherapy for the EFPA in the CEP Health Center in Talavera de la Reina.
- ♦ Expert in psychological intervention of chronic illnesses.
- ♦ Psychologist of the Alzheimer's Association
- ♦ Master in Time-Limited Psychotherapy and Health Psychology

Peñuelas, Óscar. M.D.

- ♦ Physician specializing in Psychiatry and Pediatrics
- ♦ Director of the Psychopharmacology Unit of the CEP.
- ♦ Head of the public health service in the southern district of Madrid.
- ♦ Master in Time-Limited Psychotherapy and Health Psychology

Fernandez, Inmaculada

- ♦ Doctorate in Psychology from Almeria University
- ♦ Psychology specializing in Clinical psychology
- ♦ Head of the Department of Neuropsychology of the University of Almeria.
- ♦ Mindfulness-based Cognitive Therapy Expert
- ♦ Expert of Time Limited Psychotherapy

Furelos, Maribel

- ♦ Psychology specializing in Clinical psychology
- ♦ Osakidetza sexologist at the Santurce outpatient clinic
- ♦ Master in Time-Limited Psychotherapy and Health Psychology



04

Structure and Content

The structure of the contents has been designed by a team of professionals knowledgeable about the implications of training in daily psychological practice, aware of the current relevance of specialization training able to act before the patient with psychological problems and/or mental pathology, and committed to quality teaching through new educational technologies.





“

This Postgraduate Diploma in Current Procedures in Clinical Hypnosis contains the most complete and up-to-date scientific program on the market”

Module 1. Classical Hypnotic Induction Procedures

- 1.1. Psychoeducational Phase
 - 1.1.1. Suggestibility Scale
 - 1.1.2. Each Backwards
 - 1.1.3. Brick and Sponge (R. Aguado, 1999).
 - 1.1.4. Arm Against the Wall (P. Abozzi, 1996).
 - 1.1.5. Thumb Twist
- 1.2. Hypnotic Induction Phase.
 - 1.2.1. Techniques that Fix the Subject's Attention.
 - 1.2.2. Fixing on a Light Spot (Braid Method).
 - 1.2.3. Coin Technique (William S. Kroger, 1963).
 - 1.2.4. Candle Procedure (J.P. Guyonnaud)
 - 1.2.5. Weight and Lightness Method with Triple Decoupling (R. Aguado 2002).
- 1.3. Techniques for Delving into the Hypnotic State.
 - 1.3.1. Hand Levitation (Wolberg, 1948; Milton H. Erickson, 1959)
 - 1.3.2. Mountain Descent (H. Gonzalez Ordi).
 - 1.3.3. Staircase Procedure (various authors, version R. Aguado, 1998).
 - 1.3.4. Blackboard Technique
- 1.4. Stabilization Technique
 - 1.4.1. Boat Method (R. Aguado version, 1999).
 - 1.4.2. Mist Method
 - 1.4.3. Feedback Arm Technique (Thermostat Technique R. Aguado 2000).
 - 1.4.4. Cloud Technique (R. Aguado, 1998).
- 1.5. Therapeutic Phase
 - 1.5.1. Posthypnotic Phase
 - 1.5.2. Reactivation Phase
- 1.6. Tools with Classical Hypnosis to Solve Anxiety Disorders, Sleep and Pain.



Module 2. Conversational or Post-Hericksonian Hypnotic Induction Procedures

- 2.1. Techniques of the Inverse Metamodel or Milton's Model.
- 2.2. Techniques that Omit Information.
 - 2.2.1. Nominalizations
 - 2.2.2. Conversion of Words Into Verbs.
 - 2.2.3. Use of Non-Tangible Words.
 - 2.2.4. Non-Specific Verbs
 - 2.2.5. Omission
 - 2.2.6. Reading the Mind.
 - 2.2.7. Omission of the Interpreter.
 - 2.2.8. Causal Modeling or Linkage.
 - 2.2.9. Illusion of Alternatives.
 - 2.2.10. Linking of Coparable Alernatives.
 - 2.2.11. Confusion Technique
- 2.3. Leverage Inductions and Pattern Interruption.
 - 2.3.1. Dreaming Arm, Pattern Disruption in Children.
 - 2.3.2. Observations of Out-Of-Context Behavior.
 - 2.3.3. Empty Words
 - 2.3.4. Incorporation
 - 2.3.5. Catharsis
- 2.4. Simple Inductions
 - 2.4.1. Pacing and Verbal Conduction (5-4-3-2-1 NLP Technique).
 - 2.4.2. Non-Verbal Pacing and Driving.
 - 2.4.3. Superposition of Figurative Systems.
 - 2.4.4. Access to a Previous Trance State.
 - 2.4.5. Spontaneous State of Hypnosis.
 - 2.4.6. Anchoring Hypnotic States.
 - 2.4.7. Underlined Analogous
- 2.5. Advanced Inductions
 - 2.5.1. Overload
 - 2.5.2. Stacked Realities
- 2.6. Process Instructions

Module 3. Procedures of Selective Dissociation Focusing (SDF) (R. Aguado, 2009)

- 3.1. Definition of SDF.
- 3.2. Regression from SDF.
- 3.3. Position of the Patient.
- 3.4. Position of the Therapist.
- 3.5. Use of Silence.
- 3.6. Differences Between SDF and Classical and Conversational Techniques.
 - 3.6.1. Frontal Plane
 - 3.6.2. Sagittal Map.
 - 3.6.3. Transverse plane.
- 3.7. Basics of a Case Treated with SDF and Time-Limited Psychotherapy.
- 3.8. IHM Technique as an SDF Protocol.
- 3.9. U Technique (Emotional Bonding).
- 3.10. Emotional Training



A unique, key, and decisive program experience to boost your professional development”

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have considered it to be one of the most effective.



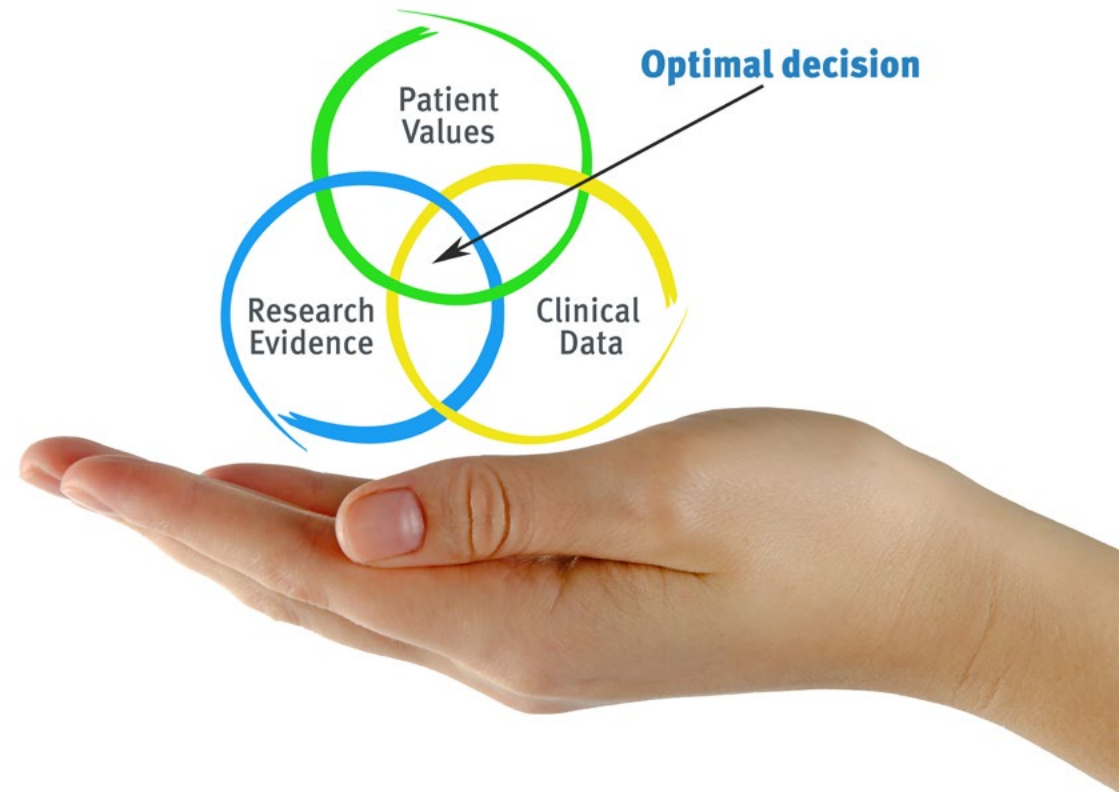
“

Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

In a given clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Psychologists learn better, faster, and more sustainably over time.

With TECH, psychologists can experience a way of learning that is shaking the foundations of traditional universities around the world



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

“

Did you know that this method was developed in 1912 at Harvard for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only grasp concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. The learning is solidly focused on practical skills that allow the psychologist to better integrate the knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning

At the forefront of world teaching, the Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 150,000 psychologists with unprecedented success, in all clinical specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success

In our program, learning is not a linear process, but rather a spiral (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



In this Postgraduate Diploma you will have access to the best educational material, prepared with you in mind:



Study Material

After a complex production process, we transform the best content into high-quality educational and audiovisual multimedia. We select the best syllabus and make it available to you. Everything you need to acquire in-depth knowledge of a discipline, from A to Z. Lessons written and chosen by specialists in each of the disciplines.



Surgical techniques and clinical procedures on video

We bring you closer to the newest techniques, to the latest scientific advances, to the forefront of nursing news. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



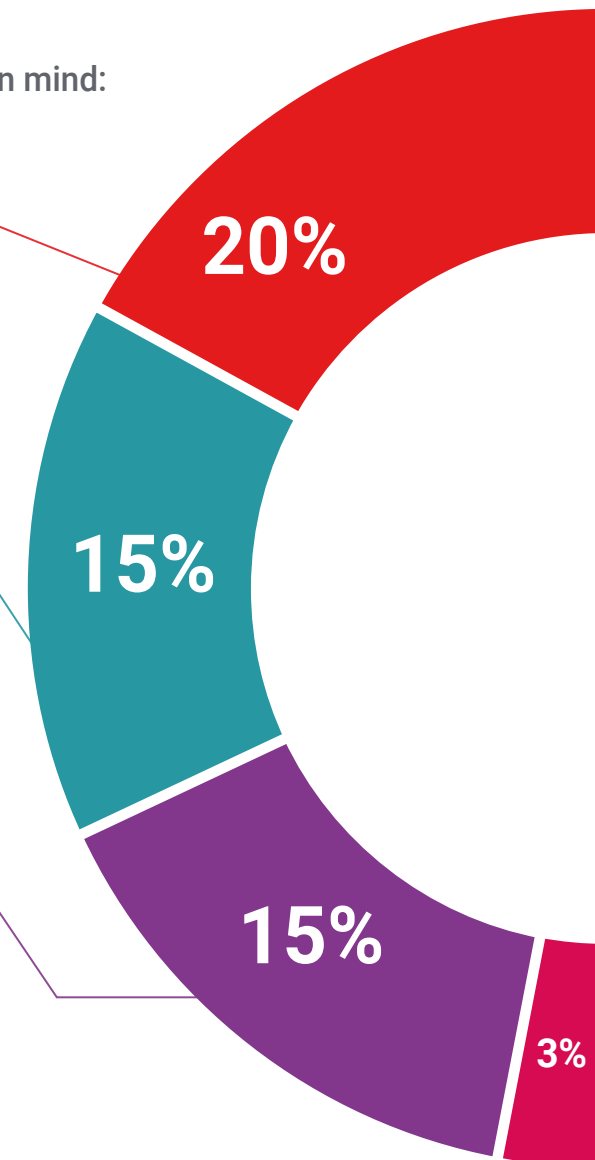
Interactive Summaries

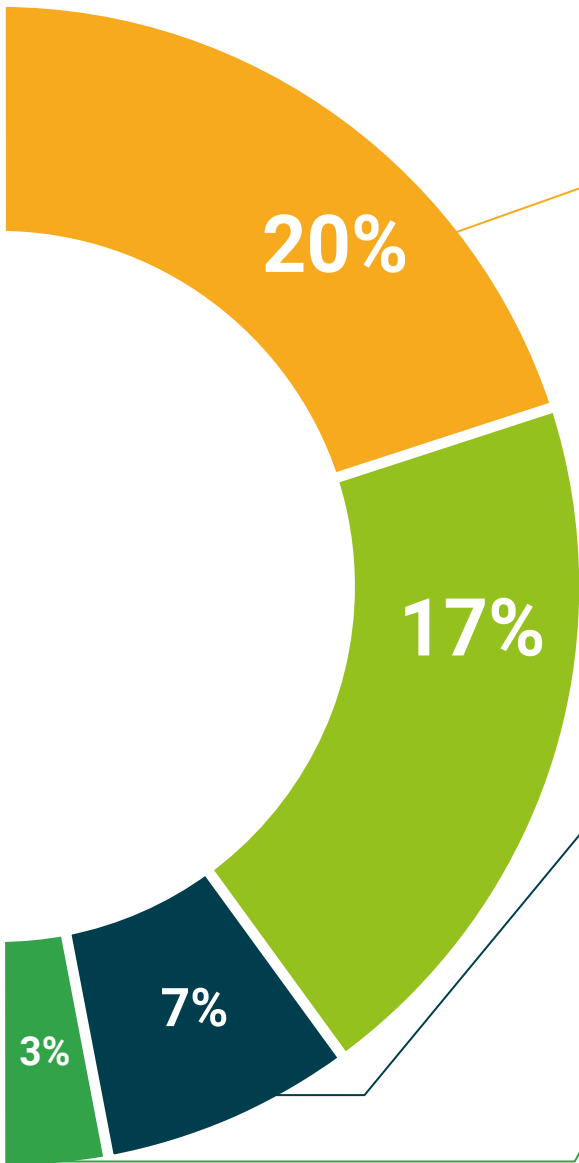
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique training system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... in our virtual library you will have access to everything you need to complete your training.





Expert-Led Case Studies and Case Analysis

Through the narratives of expert professionals, it is possible to acquire a high degree of understanding of the most frequent problematic situations. The professional's healthcare practice is not alien to the context in which it takes place. If we want to train ourselves to improve our professional practice, this training must be situated within the context in which it takes place.



Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout this program through activities and evaluative exercises.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an expert strengthens knowledge and recall, and generates confidence in our future difficult decisions.



Quick Action Guides

One of the most important functions of our team is to select those contents considered essential and present them in the form of worksheets or quick action guides to facilitate their understanding.



06

Certificate

The **Postgraduate Diploma in Current Procedures in Clinical Hypnosis** guarantees you, in addition to the most accurate and up-to-date training, access to a Postgraduate Diploma issued by **TECH - Technological University**.





“

*Successfully complete this Postgraduate Diploma
and receive your diploma without travel or laborious
paperwork”*

This **Postgraduate Diploma in Current Procedures in Clinical Hypnosis** contains the most complete and up-to-date scientific program on the market.

After the student has passed the evaluations, they will receive their corresponding Postgraduate Diploma issued by **TECH - Technological University**.

The diploma issued by **TECH - Technological University** will express the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: Postgraduate Diploma in Current Procedures in Clinical Hypnosis

ECTS: 24

Official Number of Hours: 600



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development languages
classroom



Postgraduate Diploma

Current Procedures in Clinical Hypnosis

Course Modality: Online

Duration: 6 months.

Certificate: TECH - Technological University

24 ECTS Credits

Teaching Hours: 600

Postgraduate Diploma

Current Procedures in Clinical Hypnosis

