

ABSTRACTS OF CURRENT LITERATURE

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Articles

Schauble PG, Werner WEF, Rai SH, Martin A. *Childbirth preparation through hypnosis: The hypnoreflexogenous protocol*. pp. 273–83.

A verbatim protocol for the 'hypnoreflexogenous' method of preparation for childbirth is presented wherein the patient is taught to enter a hypnotic state and then prepared for labor and delivery. The method provides a 'conditioned reflex' effect conducive to a positive outcome for labor and delivery by enhancing the patient's sense of readiness and control. Previous applications of the method show that patients have fewer complications, higher frequency of normal and full-term deliveries and more positive postpartum adjustment.

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Zimmerman J. *Hypnotic technique for sedation of patients during upper gastrointestinal endoscopy*. pp. 284–7.

A method of sedation of patients undergoing upper gastrointestinal endoscopy is described. This technique uses a variety of elements, including 'pacing and leading', metaphors, use of physiological reactions to deepen the relaxation, imagery, and post-hypnotic suggestions. It is a simple and effective method that does not require any preparation. It spares the need for a pharmacological sedation and obviates the possible hazards of such a sedation. The duration of examinations performed this way compares with that using conventional pharmacological sedation. However, unlike the case of pharmacological sedation, no further monitoring is needed after the completion of the examination and the patients can leave the clinic immediately to resume their activities.

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Kohen DP, Mann-Rinehart P, Schmitz D, Wills LM. *Using hypnosis to help deaf children help themselves: Report of two cases*. pp. 288–96.

This is a report of deaf children who demonstrated the ability to quickly learn hypnotic skills and apply them effectively to the management of their problems. The children were taught hypnosis through American Sign Language. As with hypnosis with hearing children, we focused on induction with fantasy and imaginative involvement, creation in imagination of a metaphor for, or imagery of, the desired outcome, and associated sense of pride (ego-strengthening), positive expectation, and teaching self-hypnosis to emphasize the importance of repeated, daily practice. Case examples presented are an 11-year-old deaf girl who used hypnosis to eliminate multiple warts, and a 9-year-old deaf boy with mild developmental disability whose self-hypnosis skills were applied to the management of myoclonus.

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Fligstein D, Barabasz A, Barabasz M, Trevisan MS, Warner D. *Hypnosis enhances recall memory: A test of forced and non-forced conditions*. pp. 297–305.

Visual memory recall in hypnosis was investigated. To address criterion shift problems in previous studies, both forced and non-forced recall procedures were used. Previous methodological weaknesses with regard to hypnotizability and hypnotic depth were also addressed. More than 300 volunteers were screened for hypnotizability using the Harvard Group Scale of Hypnotic Susceptibility, Form A. Final high and low hypnotizability groups were selected using the Stanford Hypnotic Susceptibility Scale, Form C. Participants in each hypnotizability group were randomly assigned to either forced or non-forced recall conditions and to hypnosis or waking conditions. Participants were shown 60 slides of line drawings and then tested immediately in three recall periods. ANOVA showed that those exposed to hypnosis and to a forced recall procedure were significantly more confident of their responses to correct items than those exposed to a non-forced recall procedure or a waking condition. Participants exposed to hypnosis and forced recall procedures recalled more correct items than those exposed to a waking condition. The findings support the hypermnesic effects of hypnosis when participants are required to provide a fixed number of responses.

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Reich WP. *Metaphor dialog in psychotherapy*. pp. 306–19.

A psychotherapeutic approach that involves extended allegorical conversations between therapist and patient is described, along with two case examples. The approach, Metaphor Dialog (MD), can be described as a four-way conversation among the conscious and unconscious aspects of both persons' psyches. It is argued that such an approach represents a beneficial balance between existing metaphor-based techniques, which emphasize either patient-generated or therapist-generated content. MD may offer important increases in therapeutic potency, in contrast to techniques in which attention to the metaphors developed by one or the other party are assumed to be more effective or appropriate.

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Book Reviews

Wilkomirsky B (1996). *Fragments: Memories of a Wartime Childhood*. (Carol B. Janeway, trans.). *The History of Psychiatry*. New York: Schocken Books. Reviewed by Mary Jamerson.

Kestenberg JS, Brenner I (1996). *The Last Witness: The Child Survivor of the Holocaust*. Washington, DC: American Psychiatric Press. Reviewed by Mary Jamerson.

Erdelyi MH (1996). *The Recovery of Unconscious Memories: Hypermnesia and Reminiscence*. Chicago, IL: University of Chicago Press. Reviewed by Ralph Norman Haber.

Pope KS, Brown LS (1996). *Recovered Memories of Abuse: Assessment, Therapy, Forensics*. Washington, DC: American Psychological Association. Reviewed by Peter M. Barach.

Appelbaum PS, Uyehara LA, Elin MR (eds) (1997). *Trauma and Memory: Clinical and Legal Controversies*. New York: Oxford University Press. Reviewed by Philip M. Coons.