

ASCH

2026

**ANNUAL SCIENTIFIC  
MEETINGS & WORKSHOPS**

New Frontiers in Hypnosis:  
Human Ingenuity, AI Innovation,  
and Ethical Boundaries

 **VIRTUAL**

**March 20–22, 2026**

# Becoming an ASCH Educator



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# Mary J. Wells, PhD, LCP

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Dr. Mary Wells is a licensed clinical psychologist who has been in practice for over 30 years in the areas of rehabilitation and pain management. She completed her graduate work at George Washington University and started her career at the Washington Pain and Rehabilitation Center in Washington, DC. She went from there to VCU Health System in the Department of Physical Medicine and Rehabilitation as a rehab psychologist, providing services to a full range of rehabilitation patients on both the inpatient and outpatient service. She left VCU to work in an interdisciplinary pain clinic in the community and later went into private practice. In 2000, she joined the medical psychology department at Sheltering Arms Hospital, first as a staff psychologist and later as director of the department, a post she held for 10 years. She has recently returned to the VCU Dept. of PMR and is currently working as part of an interdisciplinary team of medical professionals at Virginia Commonwealth University Health System to provide services to patients with chronic pain due to a variety of medical conditions. She provides evaluations and psychological treatment for the management of chronic pain.

# Disclosures

**ASCH and ASCH-ERF jointly provided this program.**

**No staff or committee members involved in the development, planning or execution of educational content have any financial relationships or conflicts of interest to disclose.**

**Dr. Mary Wells has no significant financial relationships or conflicts of interest to disclose.**

**AI was not used in development of this presentation**

# Continuing Education & Accreditation

## Statement

This program has been approved by the American Society of Clinical Hypnosis Standards of Training Committee to be used toward Membership and Certification requirements.

The American Society of Clinical Hypnosis-Education and Research Foundation (ASCH-ERF) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The American Society of Clinical Hypnosis-Education and Research Foundation (ASCH-ERF) designates this live activity for a *maximum of 57 AMA PRA Category 1 Credit(s)*<sup>™</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

This program is Approved by the National Association of Social Workers (886386995-7390) for 57 continuing education contact hours.

This course is approved by the American Society of Clinical Hypnosis and as such is an approved continuing education course per Florida's AC-Rule 64B-4-6002 American Society of Clinical Hypnosis-ERF is designated as an Approved PACE Program Provider.

The American Society of Clinical Hypnosis Education & Research Foundation Nationally Approved PACE Program Provider for FAGD/MAGD credit. Approval does not imply acceptance by any regulatory authority or AGD endorsement. 10/1/2024 to 9/30/2027. Provider ID#217022

American Group Psychotherapy Association (AGPA) is approved by the American Psychological Association to sponsor continuing education for psychologists and the American Society of Clinical Hypnosis (ASCH). American Group Psychotherapy Association (AGPA) is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists.





# Acknowledgement

- ▶ Dr. Lane Wagaman has been developing these models and ideas for how to best present an ASCH workshop with the help of Delle Jacobs, LCSW, Linda Thomson, NP and many others over the last 10 years. Much of the following content was developed by Dr. Wagaman and I have adapted it with his permission.



# Learning Objectives

- ▶ Understand and appreciate the importance of adult learning theory as it pertains to development of professional training opportunities
- ▶ Acquire basic understanding of how ASCH training was developed and continues to be reviewed
- ▶ Describe the ASCH workshop development process and roles of faculty and small group facilitators
- ▶ Understand best practices for adult learning as identified by the Accreditation Council for Continuing Medical Education (ACCME)



# Adult Learning

**“We can teach the way we were taught, or we can teach the way people learn.”**

**(Zoller and Harrison, 2007)**





# Introduction to and Importance of Understanding Adult Learning Styles and Principles

Malcolm Shepherd Knowles, PhD

**Reasons for Self-Directed Learning:**

**People who take initiative in learning (proactive learners) learn more and learn better than passive, reactive learners. They enter learning situations more purposefully and with greater motivation..... and retain and use what they learn better and longer than do reactive learners. (Knowles, 1975)**



# Introduction to and Importance of Understanding Adult Learning Styles and Principles

**Malcolm Shepherd Knowles, PhD**

Knowles' Four Principles of Andragogy

**1. Adults need to be involved in the planning and evaluation of their instruction.**

- Need to know why X is being taught
- Desire input into content and process of learning

**2. Experience is the basis for learning activities (including mistakes)**

-Therefore, learning should focus on adding to what learners have already learned, have wide range of experiences, understand sensory preferences

# Introduction to and Importance of Understanding Adult Learning Styles and Principles

## **Malcolm Shepherd Knowles, PhD**

Knowles' Four Principles of Andragogy

### **3. Adults are most interested in learning that which has immediate relevance to and impact on them**

- Since adults want practical learning, content should focus on issues related to vocational and personal life

### **4. Adult learning is problem centered rather than content based**

- Therefore, focus on problem solving, learning application rather than memorization

# Spiral Learning Theory

- ▶ An approach to adult learning attributed to Jerome Bruner, Harvard psychologist and professor from 1941 to 1972
- ▶ Theory of learning where fundamental ideas are repeatedly presented throughout the curriculum with deepening levels of difficulty and increasing complexity, reinforcing previous learning
- ▶ Allows for introduction of complicated ideas through key themes and builds on previous course material in a cyclical and spiraling manner.
- ▶ Deeper understanding of fundamental principles with regular exposure to materials of increasing complexity

# Spiral Learning Theory in Practice

1. Start with the participants' knowledge and experience
2. Identify patterns
3. Add new information and theory
4. Practice skills, strategize, and plan for action
5. Apply what's been learned



# Development and Presentation of an ASCH Clinical Hypnosis Workshop

From the American Society of Clinical Hypnosis Education Committee

Special thanks to Lane Wagaman, EdD, Linda Thomson, NP and Delle Jacobs,  
MSW



# Types of Workshops

**Level 1:** (Fundamentals of Clinical Hypnosis);  
21.5 contact credit hours

**Level 2:** (Skill Enhancement and Applications of Clinical Hypnosis);  
20.0 contact credit hours

**Advanced:** (Intensive/advanced learning concerning a single topic);  
historically 20.0 contact credit hours but can be shorter

# Characteristics of ASCH Workshops (Virtual or Regional)

- Utilizes spiral education model
- Special attention to progressive sequence of appropriate presentation topics and experiences
  - e.g. broad introduction to hypnosis, hypnosis process and appropriate applications
- Importance of repetition throughout workshop

# Characteristics of ASCH Workshops (Virtual or Regional)

- Strong and consistent encouragement of interaction with faculty/facilitators and other workshop participants
- Frequent, positive and appropriate feedback for participants
- Participants will experience various levels of trance throughout the workshop which requires facilitator attention to variable trance levels at all times



# Characteristics of ASCH Workshops (Virtual or Regional)

- **Frequent demonstrations to supplement didactics**
- **Emphasis on importance of small group practice, with close faculty facilitation and feedback, throughout workshop**
- **Constant facilitator awareness of participant experience is an essential characteristic of effective faculty**



# **Characteristics of ASCH Workshops (Virtual or Regional)**

**Workshop faculty is multidisciplinary, including a range of medicine, dental and behavioral health sub-specialties**

# Characteristics of ASCH Workshops (Virtual or Regional)

## The importance of appropriate learning objectives

First step in designing quality workshop in clinical hypnosis is to clearly define educational goals (broad, overarching expectations for participant learning and performance by end of workshop)

Next step is to determine learning objectives by writing explicit statements that describe what participants will be able to do at end of workshop (concepts to be learned and skills to be acquired and able to apply)



# ASCH Learning Objectives

- ▶ For L1 and L2 training, learning objectives have already been developed and are available in the training manuals.
- ▶ If considering an advanced workshop, please reach out for more detailed information on requirements for learning objectives, available through the CHET committee
- ▶ Learning objectives are constructed based on requirements of a variety of accrediting bodies which demand stringent guidelines which have been used to develop the ASCH manuals and are subject to regular review and updating

# Learning Objectives Fundamentals



++ **Specific** to a specific outcome

++ **Measurable**

++ **Appropriate** to the intended workshop purpose(s)

++ **Realistic** to achieve

++ **Time-bound**

# Writing Measurable Learning Objectives

- \*\* Focus on participant behavior**
- \*\* Use simple, specific action verbs**
- \*\* Select appropriate assessment methods**
- \*\* State desired performance criteria**



# ASCH Standards of Training Manuals

- ▶ Level 1 updated in 2019
- ▶ Level 2 updated in 2024
- ▶ Copies of both manuals are available through ASCH



# Available Materials

- ▶ Much of the content is pre-determined and available from ASCH-CHET and current ASCH faculty to provide a starting point for slide deck development. This is especially true for Level 1 training.
- ▶ Goal is for consistent content presentation across workshops so that we can be confident in what our learners have been taught across faculty and facilitators.
- ▶ We are responsible to accrediting bodies and licensing boards for our content! (ACCME, APA, ADA, NASW, etc.).



# Creating an ASCH Workshop

## Steps to a successful workshop



# Creating an ASCH workshop

- ▶ ASCH sponsored versus ASCH approved
- ▶ Length and structure
- ▶ Minimum requirements of space, time, faculty resources
- ▶ In person vs. virtual
- ▶ ASCH as gold standard for hypnosis training and what it takes to keep us in that standing
- ▶ Preparing for last minute glitches
- ▶ Maintaining participant safety



# Creating a Workshop Faculty

**Identifying, progressively including, and selecting workshop faculty/facilitators (building a team)**

**Characteristics of effective faculty / leaders**

**Providing feedback to learners and faculty**



# Creating an ASCH Workshop Faculty Team

## Effective Team Building and Function

**Clear expectations**

**Commitment**

**Competence**

**Agree and Focus on Common Goals**

**Encourage Creativity and Openness to Change**



# Creating an ASCH Workshop Faculty Team

## Effective Team Building

- Encourage differences of opinion in a respectful and collegial way
- Collaboration
- Open, Honest Communication
- Be Supportive and Complimentary of other Faculty



# What Do Effective Educators/Facilitators Do

- ▶ Know the training participants: names, disciplines, assets/strengths, interests, experience, reasons for workshop participation, areas of professional expertise
- ▶ Emphasize participant experience(s) and areas of expertise
- ▶ Establish workshop expectations early

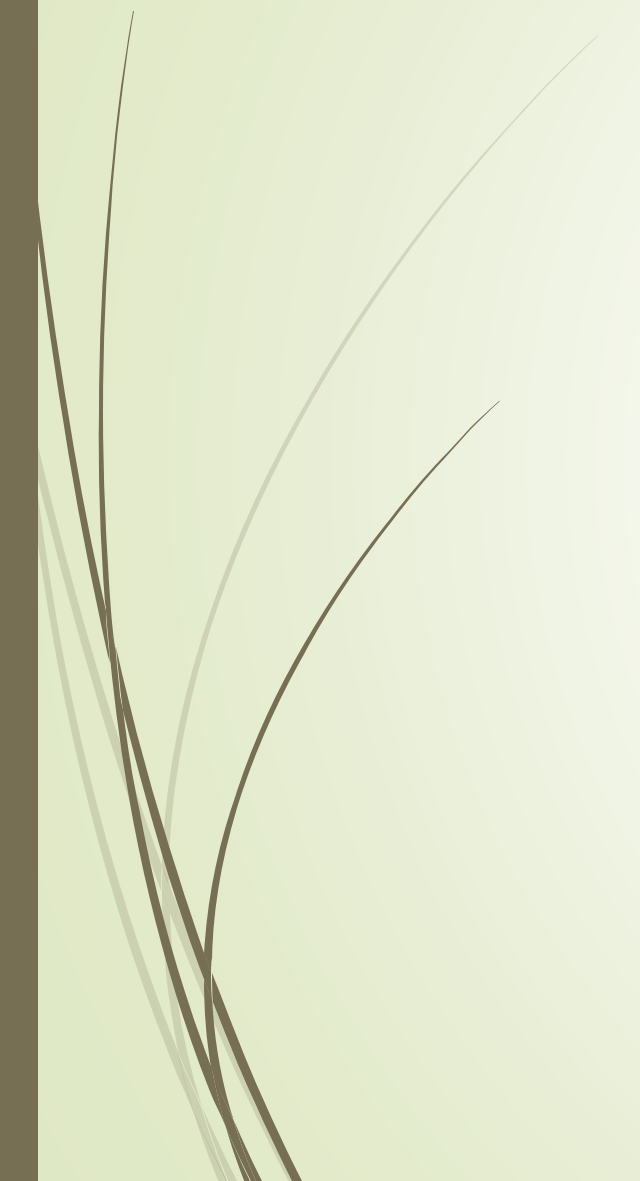


# What Do Effective Educators/Facilitators Do

- Be continuously aware of participants attention, participation, engagement and adjust prn
- Demonstrate interest / passion for what you are teaching
- Demonstrate your expertise – and that of participants

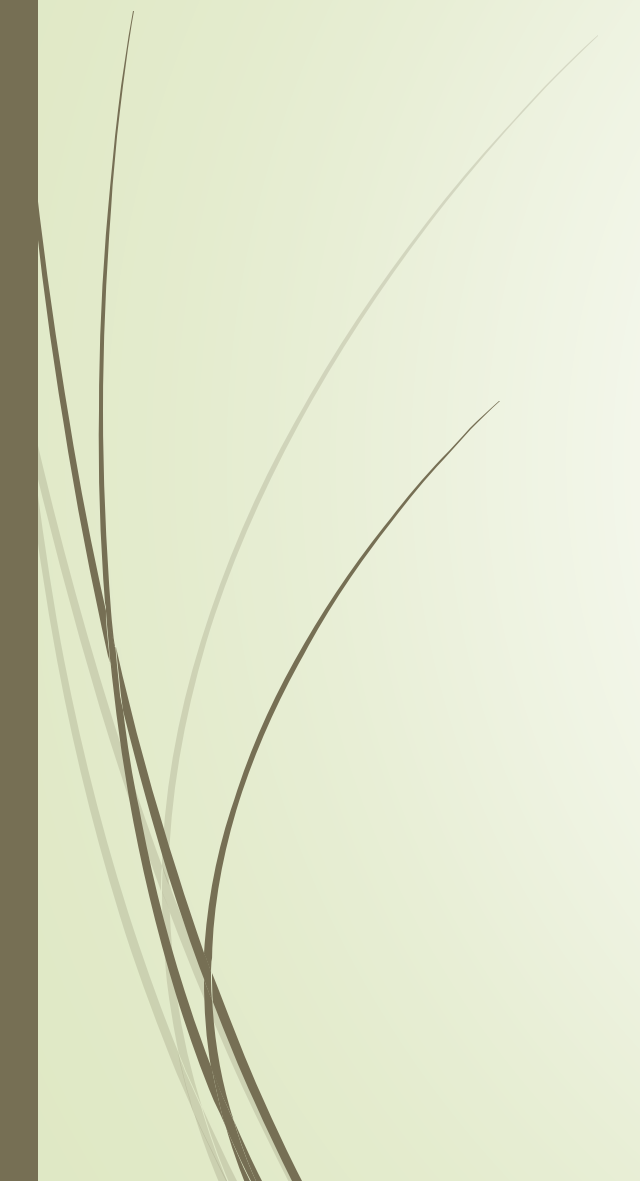


# What Do Effective Educators/Facilitators Do

- ▶ Model what you desire participants to learn/improve
  - ▶ Encourage participant active engagement, interaction, and integration
  - ▶ Be cognizant, observant, and respectful of workshop beginning and ending times for each segment of the workshop
- 




# What Do Effective Educators/Facilitators Do

- Be patient with participants and the learning process
  - Be respectful, supportive, and complimentary of co-faculty facilitators
  - Be respectful of time boundaries as there is much material to cover and very little room for variance from the schedule
  - Pay attention to time with demonstrations
- 



# Characteristics of Effective Educators/Facilitators

- Be prepared
  - Be positive
  - Hold and express high expectations
  - Be creative
  - Be fair
- 




# Faculty and Small Group Facilitation

- ▶ Expectations are different for the two roles.
- ▶ Faculty are expected to do both didactic presentations and facilitate all small group sessions.
- ▶ Small group facilitators ONLY facilitate small groups and are not expected to present materials or participate in didactic sessions in any meaningful way
- ▶ All faculty are expected to be available for the entire workshop as needed but only the chair is expected to be present throughout. This can be negotiated with the workshop chair as needed.




# Small Group Facilitation

How to effectively run a small group training session




# Facilitating Small Group Practice (SGP) Sessions

- Before beginning SGP facilitation, review SGP processes in faculty folder which takes longer than you think
- Be certain you understand the objectives and process of the SGP
- Be clear re: intended SGP outcomes




# Facilitating Small Group Practice (SGP) Sessions

- ▶ For Level 1, observe the faculty demonstration intended to be utilized in the SGP as the trance facilitation/elicitation strategy
- ▶ Follow the SGP Guidelines provided in the faculty folder; this promotes consistency across small groups and aids in clarity of participants' understanding and performance
- ▶ Pick up faculty SGP folder (at the registration desk during in-person workshops and in the Google drive faculty folder for virtual workshops) for the small group to which you are assigned




# Facilitating Small Group Practice (SGP) Sessions

- ➔ Be certain of the time (beginning and end) of each SGP and location of assigned SGP if in-person workshop, or assigned room for each color group in virtual sessions
- ➔ Be certain you understand the purposes and uses of all forms and processes in the faculty folder; if not sure, ask the workshop chair about any aspect of uncertainty




# Facilitating Small Group Practice (SGP) Sessions

- ▶ Be certain each SGP participant has opportunity to be facilitator and recipient/subject with all members as observers in every small group practice session
- ▶ Avoid temptation to add demonstrations or extended explanations; this minimizes time for all participants to have opportunities in all roles (facilitator, subject/recipient, designated observer). Keep things moving and on time.



# Facilitating Small Group Practice (SGP) Sessions

- Keep discussions brief-observations from participants 30-60 seconds each
- As facilitator, provide only the top 3-4 teaching points and/or strengths; remember time is always an issue in SGP



# Facilitating Small Group Practice (SGP) Sessions

- Ensure confidentiality and safety for all participants in every SGP
- Ensure complete re-alerting and re-orientation of each participant subject/recipient in every SGP session
- See copies of Howard Alertness Scale and Thomson Reorientation Scale



# Scripts



- ▶ ASCH training **does not recommend** use of scripts even with beginners
- ▶ Some scripts are provided in the materials packet but participants are encouraged to read them beforehand, not during practice session
- ▶ The goal is to allow for development of attunement and close observation of the subject which is impossible when reading a script
- ▶ Notes on the expected flow of session and brief ideas for suggestions are encouraged so participants don't get lost in the process but not a word for word recitation of someone else's script



# Potential Feedback Areas for SG

- Assessing alertness both before and after the experience
- Rapport building as the foundation of goal of experience
- Observing signs and signals of hypnotic trance
- Remembering to add additional steps of intensification, suggestions, post hypnotic suggestions
- Flow and pace of voice, pacing in general
- Remembering to bring voice back to normal conversational tone at end of experience to enhance re-alerting process



# Important Takeaway Points

- ▶ Facilitators are first and foremost here to create and maintain safety.
- ▶ The goal of SG is to allow participants to practice, not observe the facilitator.
- ▶ It is possible for something untoward to happen and the facilitator HAS to be able to handle it-abreactions, distressed subjects, angry responses to feedback etc, or be able to ask for assistance ASAP.
- ▶ This is not a clinical setting but a learning setting which requires repeated reminders to keep suggestions to basic ego strengthening associated with new learning. Participants can get carried away. This is especially true in Level 2 training.
- ▶ What you expect to happen is not always what happens and you must be prepared for almost anything to happen.
- ▶ Remember that everyone in the group is going in and out of trance from the beginning of the workshop on and fractionation is a real thing. Attend to ALL group members regarding re-alerting, especially at end of a session or day.