

Between Memory & Marigolds

Culturally Responsive Hypnosis for Grief Through the Lens of Día de Muertos

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Timed Agenda and Measurable Learning Objectives for Continuing Education Review

Program Information

Program Title	Between Memory & Marigolds: Culturally Responsive Hypnosis for Grief Through the Lens of Día de Muertos
Presenter	Nubia Ballesteros, M.S., LPC
Format	Zoom Meeting
Target Audience	Licensed health and mental health professionals with training or clinical interest in hypnosis
Program Length	60 minutes (12:00 PM–1:00 PM)
Educational Level	Intermediate / clinically focused
Date / Time	Wednesday, October 7, 2026 • 12:00 PM–1:00 PM

Program Description

This 60-minute presentation examines the culturally responsive integration of Mexican Día de Muertos symbolism with clinical hypnosis for grief. Participants will experience a brief hypnosis demonstration using marigold and ofrenda imagery, then examine the clinical mechanisms underlying the intervention, including continuing bonds, meaning-making, sensory memory, values-based suggestions, future orientation, and reorientation. The program emphasizes cultural humility, client-led symbolism, informed consent, scope of practice, and safeguards against literalizing spiritual imagery or creating false certainty about memory or communication with the deceased.

Identified Professional Practice Gap / Educational Need

Clinicians trained in hypnosis may have skills in induction and suggestion but may have less structured guidance for integrating culturally meaningful grief rituals and symbols without stereotyping, imposing spiritual interpretations, or losing sight of clinical safeguards. This activity addresses the need for a practical, ethically framed method for assessing cultural meaning and translating client-selected remembrance symbols into hypnosis interventions that support grief processing and present-life functioning.

Measurable Learning Objectives

At the conclusion of this activity, participants will be able to:

1. Identify at least three Día de Muertos symbols that may be incorporated into grief-focused hypnosis when congruent with the client's cultural and personal meaning system.

2. Describe two clinical mechanisms—continuing bonds and meaning-making—through which culturally meaningful hypnotic imagery may support grief treatment.
3. Demonstrate the sequence of a brief grief-focused hypnotic intervention that includes grounding, client-selected symbolic imagery, values-based suggestion, future orientation, and reorientation.
4. Differentiate at least two examples of culturally responsive hypnotic language from language that could impose cultural, spiritual, or supernatural assumptions, and identify appropriate clinical safeguards.

Timed Agenda

Minutes	Content	Instructional Method	Objective(s)
12:00–12:05 PM (5 min)	Presenter introduction; program purpose; cultural/clinical frame; experiential consent	Didactic	1, 4
12:05–12:20 PM (15 min)	Experiential hypnosis: induction, cempasúchil pathway, symbolic ofrenda, continuing bonds, values, future orientation, reorientation	Demonstration / experiential	2, 3, 4
12:20–12:25 PM (5 min)	Structured debrief: sensory imagery, agency, symbolic meaning, and reorientation	Facilitated discussion	2, 3
12:25–12:35 PM (10 min)	Día de Muertos cultural grounding: diversity of practice and client-led therapeutic symbolism	Didactic	1, 4
12:35–12:45 PM (10 min)	Grief treatment concepts: continuing bonds, meaning-making, loss/restoration movement; ASK → ANCHOR → IMAGINE → INTEGRATE → RETURN	Didactic / discussion	2, 3
12:45–12:55 PM (10 min)	Clinical application, case example, cultural humility, informed consent, scope, titration, grounding, and ethical safeguards	Case-based learning / discussion	3, 4
12:55–1:00 PM (5 min)	Integration, take-home framework, questions, and summary	Interactive discussion / Q&A	1–4

Teaching Methods

Didactic instruction, zoom clinical hypnosis demonstration/experiential exercise, facilitated debrief, case-based discussion, individual or paired script-adaptation exercise, question-and-answer discussion.

Assessment of Learning

- Participants identify three culturally relevant symbols and describe when their use would be appropriate.
- Participants complete a brief script-adaptation exercise demonstrating client-led and culturally responsive hypnotic language.
- Facilitated questions assess participants' ability to identify safeguards, cultural assumptions, and appropriate reorientation strategies.
- If required by the CE sponsor, the four learning objectives can be converted directly into post-test items.

Content Integrity / Clinical Safeguards

The presentation treats Día de Muertos imagery as optional cultural symbolism rather than a universal Mexican practice. The hypnosis demonstration does not claim literal communication with the deceased or verification of supernatural phenomena. Participants are instructed to obtain informed consent, use client-selected meaning, remain within scope of practice, titrate emotionally evocative material, and provide full reorientation and post-experience assessment.

Alignment With ASCH Learning-Objective Guidance

ASCH guidance describes learning objectives as concise, measurable statements of what participants should be able to demonstrate after the program and recommends SMART objectives. The objectives above therefore use observable verbs such as identify, describe, list, demonstrate, and differentiate, with specified quantities where appropriate.

References for Application

American Society of Clinical Hypnosis. Guidance Document: Writing Meaningful Learning Objectives.

American Society of Clinical Hypnosis. Accreditation, standards of training, and continuing education resources.

Instituto Nacional de Antropología e Historia (INAH). Cultural resources concerning Día de Muertos.

Stroebe, M., & Schut, H. Dual Process Model of Coping with Bereavement.

Neimeyer, R. A. Meaning reconstruction and continuing-bonds approaches in bereavement.