CHAPTER-2
THE REVIEW OF LITERATURE

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CHAPTER-2
THE REVIEW OF LITERATURE

1 Introduction

According to Good, Barr and Scates (1941), “Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication” Scot and Wertheimer (1992) pointed out, “review of related literature may serve to avoid unnecessary duplication any may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature”. So review of studies of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. There are a number of different views available on this issue. In the present chapter the researcher has attempted to study relevant literature on impact of various strategies of clinical hypnosis on self-concept and self-esteem of school going children. In the recent past, some numbers of researches were reported on therapeutic effects of clinical Hypnosis on self-concept and self-esteem separately in foreign studies as well as in India.

Here, the investigator tries to review the relevant literature to the area of the present study that is presented below.

2 Studies regarding self-concept

1)

Title: The self-concept revisited: or a theory of a theory.

Authors: Epstein and Seymour.


In the presented study, researchers attempted to integrate phenomenological theories of the self-concept into a broader framework compatible with an objective approach. The phenomenological theories that identify the self-concept as the nucleus of the personality with directive and integrative properties become intelligible when the self-concept is redefined as a "self-
theory” that the individual has unwittingly constructed about himself as an experiencing, functioning individual. The self-theory supplements a "world theory," which encompasses the remaining significant aspects of experience. An individual's self-theory consists of a hierarchical arrangement of major and minor postulates. The postulates can be operationally identified by the cognitions implicit in the individual's emotional responses to events. The individual develops his self-theory to assist in the maintenance of a favorable pleasure-pain balance, assimilate the data of experience, and maintain self-esteem. A failure in any of these functions produces mounting stress, and ultimately collapse of the self-theory, which can be adaptive in providing an opportunity for drastic reorganization.

2) Title: Self-esteem and clarity of the self-concept.
Authors: Campbell and Jennifer D.
This article examined the association between evaluative and knowledge components of the self. Four studies tested the hypothesis that the self-concepts of low self-esteem (LSE) people are characterized by less clarity or certainty than those of high-self-esteem (HSE) people. LSE Ss exhibited less extremity and self-reported confidence when rating themselves on bipolar trait adjectives (Study 1), less temporal stability in their trait ratings over a 2-month interval (Study 2), less congruence between their self-concepts and their subsequent perceptions of situation-specific behaviour and memory for prior behaviour (Study 3), and less internal consistency, lower self-rated confidence, and longer reaction times when making me/not me responses to pairs of opposite traits (Study 4). Alternative accounts of the results and the implications of self-concept clarity for understanding the pervasive impact of self-esteem on behaviour are discussed.

3) Title: The motivational effects of charismatic leadership: A self-concept based theory
The empirical literature on charismatic or transformational leadership demonstrates that such leadership has profound effects on followers. However, while several versions of charismatic leadership theory predict such effects, none of them explains the process by which these effects are achieved. In this paper it is discussed that advance leadership theory by addressing this fundamental problem. A self-concept based motivational theory presented to explain the process by which charismatic leader behaviours cause profound transformational effects on followers. The theory presents the argument that charismatic leadership has its effects by strongly engaging followers' self-concepts in the interest of the mission articulated by the leader.

4)
Title: Sexual self-concept among adolescents.

Authors: Mary Polce-Lynch, Barbara J. Myers, Christopher T. Kilmartin, Renate Forssmann-Falck and Wendy Kliewer


Objectives if the study was to determine the association of four measures of sexual self-concept with race, gender and age among adolescents. A cross sectional survey of 104 adolescents aged 10-20 was conducted in Louisiana December 1995-January 1996. Four indices were used: self-perceived attractiveness, control in a sexual situation, genital perceptions, and self-esteem. The indices were scored on a 0-100% scale and compared by race, gender, and age using ANOVA. Results: Respondents were 62% White, 33% African American, 4% Hispanic, 43% boys and 57% girls, and average of 16 years of age. Boys were statistically higher than girls (p is less than .01) on the self-esteem (82 vs. 76), attractiveness (75 vs. 65), and genital perception (69 vs. 57) indexes. African American girls scored higher on the esteem (80 vs. 73), attractiveness (70 vs. 62), and genitals (66 vs. 52, p is less than .001) indexes; but scored lower on feelings of control index. There was no racial
difference among the men. Age was not associated with these indices. Statistical correlation was found between attractiveness and esteem and sexual control indices (p is less than .001). In short, Gender differences for sexual self-concept indicate a need for increased awareness of gender-based attitudinal factors when developing programs to reduce risk taking behaviour. Sexual education must be gender and culture specific while addressing adolescent-appropriate developmental issues of identity and role confusion, reasoning and problem-solving, value clarification, and self-esteem.

5) Title: Academic self-concept and self-efficacy: How different are they really? Authors: Mimi Bong and Einar M. Skaalvik

Published in: Educational Psychology Review, Volume 15, Number 1 / March, 2003.

Academic motivation researchers sometimes struggle to decipher the distinctive characteristics of what appear to be highly analogous constructs. In this article, we discuss important similarities between self-concept and self-efficacy as well as some notable differences. Both constructs share many similarities such as centrality of perceived competence in construct definition; use of mastery experience, social comparison, and reflected appraisals as major information sources; and a domain-specific and multidimensional nature. Both predict motivation, emotion, and performance to varying degrees. However, there are also important differences. These differences include integration vs. separation of cognition and affect, heavily normative vs. goal-referenced evaluation of competence, aggregated vs. context-specific judgment, hierarchical vs. loosely hierarchical structure, past vs. future orientation, and relative temporal stability vs. malleability. We argue that self-efficacy acts as an active precursor of self-concept development and suggest that self-concept research separate out its multiple components and sub processes and invest more effort toward making students less preoccupied with normative ability comparisons in school.
6) 

Title: Differences in physical self-concept among pre-adolescents who participate in gender-typed and cross-gendered sports.

Authors: Kirsten Krahnstoever Davison, Dorothy L. Schmalz

Published in: Journal of Sport Behaviour, December 2006.

Investigations of physical self-concept among children have repeatedly shown that boys have higher physical self-concept than girls. Given the masculine nature of physical activity and sport, this result seems reasonable. However, previous studies have not assessed the social phenomenon of gender-typed sports. It stands to reason that because of social stereotyping, boys and girls may experience different physical self-concept in traditionally masculine (boys’) sports or traditionally feminine (girls’) sports. Furthermore, boys and girls who participate in cross-gender typed sports (e.g., boys in traditionally girls’ sports and girls in traditionally boys’ sports) may yield different results regarding physical self-concept. Toward that end, this study examined the physical self-concept of middle-school-aged boys and girls who participated in different gender stereotyped sports. Results indicated that boys and girls experienced different degrees of physical self-concept depending on the type of sport in which they participated. Boys and girls who participated in gender-typed and cross-gendered sports experienced higher physical self-concept than those who participated only in gender-typed sports. Stereotype theory is used as a framework for explaining the findings and making suggestions for future research.

7) 

Title: Mindfulness as a moderator of the effect of implicit motivational self-concept on day-to-day behavioural motivation

Authors: Chantal Levesque and Kirk Warren Brown


Drawing from theories regarding the role of awareness in behavioural self-regulation, this research was designed to examine the role of mindfulness as
a moderator between implicit motivation and the motivation for day-to-day behaviour. In this study it is hypothesized that dispositional mindfulness (Brown and Ryan, J Pers Soc Psychol, 84, 822–848, 2003) would act to modify the expression of implicit autonomy orientation in daily behavioural motivation. Using the Implicit Association Test (Greenwald et al. J Pers Soc Psychol, 74, 1464–1480, 1998), Study 1 provided evidence for the reliability and validity of a new measure of implicit autonomy orientation. Using an experience-sampling strategy, Study 2 showed the hypothesized moderating effect, such that implicit autonomy orientation predicted day-to-day motivation only for those lower in dispositional mindfulness. Those higher in mindfulness showed more autonomously motivated behaviour regardless of implicit orientation toward autonomy or heteronomy. It also showed that this moderating effect of awareness was specific to mindfulness and was primarily manifest in spontaneous behaviour. This discussion focuses on the implications of these findings for dual process theory and research.

3 Studies regarding self-esteem

Many theorists suggest ways in which ego strengthening may be connected to increased self-esteem. According to Carich (1990), ego strengthening reinforces positive attributes of behaviour and emotions through repetition and this reinforcement may help a person change his-her self-perception. This change in self-perception may also include a change in self-esteem. Mann and colleagues (2004) theorize self-esteem to be a component of the much broader construct of self-concept, and also consider concepts such as self-perception to be equivalent to self-concept.

1)

Title: Differential effects of ego threat upon persuasibility for high and low self-esteem subjects.

Authors: Silverman and Irwin


In the present study, a conceptual model of persuasibility is presented, based upon its relationship to self-esteem and defense mechanism preference. An
experiment designed to test some deductions from the model is reported, in which it is hypothesized that an experience of failure in the performance of a need-related behaviour will decrease persuasibility for high self-esteem Ss and increase persuasibility for lows. Male VA domiciliary residents were divided into 4 groups, consisting of high or low self-esteem persons receiving failure treatment or no treatment immediately prior to a test of persuasibility. The predicted interaction effect between levels of self-esteem and experimental conditions upon persuasibility scores was considered supported.

2)  
Title: Collective self-esteem and in group bias.  
Authors: Crocker, Jennifer; Luhtanen, Riia  

In addition to personal self-esteem, we propose that there is a second type of self-esteem, collective self-esteem. People who are high in trait collective self-esteem should be more likely to react to threats to collective self-esteem by derogating out groups and enhancing the in group. In a study using the minimal inter group paradigm, trait personal and collective self-esteem were measured, and subjects received information about the average performance of their group. Subjects high in collective self-esteem varied their ratings of above-average and below-average scorers on the test in an in group-enhancing fashion, whereas those low in collective self-esteem did not. Analyses based on personal self-esteem did not show this interaction. We conclude that collective self-esteem is an individual difference variable that may moderate the attempt to maintain a positive social identity. The relation between collective and personal self-esteem is discussed.

3)  
Title: The self-perception of a learning disability and its relationship to academic self-concept and self-esteem  
Authors: Wendy B. Heyman
Eighty-seven children with learning disabilities, aged 9 through 11 years 11 months, completed measures of self-esteem, academic self-concept, and self-perception of their learning disability. The Self-Perception of Learning Disability (SPLD) instrument measures the extent to which children with learning disabilities perceive their disability as (a) delimited rather than global, (b) modifiable rather than permanently limiting, and (c) not stigmatizing. It was hypothesized that self-perception of one’s learning disability would be related positively to both academic self-concept and self-esteem, and that each of these relationships would remain significant when controlling for sex, ethnicity, age, reading and math achievement, self-contained versus mainstreamed classroom setting, and age at diagnosis. Correlations and multiple regression analyses confirmed these hypotheses. Results were discussed in terms of helping children to develop less negative self-perceptions of their disabilities. 4)
esteem displayed the most stable self-esteem. Findings are discussed in terms of secure and fragile high self-esteem.

5) Title: Task involvement and ego involvement: relations with academic achievement, academic self-concept and self-esteem
Authors: Einar M. Skaalvik; Harald Valns; Olav Sletta

Relations between academic achievement, self-perceptions, task involvement and defensive ego involvement (self-presentation concerns) were explored among 349 sixth grade and 350 ninth grade Norwegian students. Task involvement was defined as general interest in working with school subjects, whereas defensive ego involvement was defined as students’ preoccupation with the impression they make on their classmates emphasizing the concern of not looking stupid. The results showed that task involvement and defensive ego involvement are independent but correlated motivational states. The concepts are negatively, but weakly correlated and are affected by different processes. Task involvement was affected directly by academic self-concept, whereas defensive ego involvement was strongly associated with self-esteem and was affected indirectly by academic self-concept through self-esteem.

6) Title: Female wheelchair athletes and changes to body image
Authors: Robert Thomas Sands; Robyn Sandra Wettenhall
Published in: International Journal of Disability, Development and Education, Volume 47, Issue 4 December 2000 , pages 413 - 426

This paper examined the effect of a psychological intervention program on attitudes to body image of female wheelchair athletes. A single case, multiple-baseline study was employed to examine the presentation of a brief, six sessions, and cognitive behavioural intervention program on six National female wheelchair basketball players over a period of six weeks. Initially the six wheelchair athletes’ satisfaction levels were compared to 20 able-bodied
basketball players on four measures: the Physical Self-Perception Profile, Multi-Dimensional Body Image Scale, Social Physique Anxiety Questionnaire, and the Body Parts Questionnaire. Results indicated that as a result of the cognitive behavioural intervention program, physical self-perception increased for the wheelchair athletes and for 50% of the wheelchair athletes on the multi-dimensional components of body image, using the non-parametric split-middle technique. Further analysis revealed a significant effect of self-perceived competence across time indicating post-hoc significant differences between baseline data and Week 6 of the intervention program. With reference to caution due to the nature of case study research, it is asserted that this study shows promise for improving various aspects of body image satisfaction by means of a cognitive-behavioural approach and has potential for wheelchair athletes and other special populations.

7) Title: Evidence for a self-esteem approach in the prevention of body image and eating problems among children and adolescents

Authors: Jennifer A. O’Dea

Published by: Eating Disorders, Volume 12, Issue 3 September 2004, pages 225–239.

Early suggestions from the 1980s for a self-esteem approach in the prevention of eating problems have been adopted by researchers, and the results of several interventions show support for the efficacy, safety, and suitability of a predominantly self-esteem and self-acceptance approach. Several recent studies utilizing strong self-esteem components as part of their controlled prevention interventions have produced improvements in body dissatisfaction, dietary restraint, internalization of the thin ideal, and attitudes associated with the eating disorders. This article discusses self-esteem as one of the important risk and protective factors in the development of body image concerns and eating disorders and describes the subsequent use of a self-esteem approach for prevention of eating disorders. Interventions containing strong self-esteem components from around the world are discussed in relation to their impact on the body image and eating behaviours.
of adolescents. Applications of the self-esteem approach for the prevention of child obesity also are discussed.

8)

Title: The role of self-esteem and anxiety in decision making for self versus others in relationships

Authors: Laura D. Wray and Eric R. Stone

Published in: Journal of Behavioural Decision Making, Volume 18 Issue 2, Pages 125 – 144, Published Online: 5 April 2005.

Previous research has documented a tendency for people to make more risk-seeking decisions for others than for themselves in relationship scenarios. Two experiments investigated whether this self-other difference is moderated by participants’ self-esteem and anxiety levels. In Experiment 1, lower self-esteem and higher anxiety levels were associated with more risk-averse choices for personal decisions but not for decisions for others. Therefore, participants with lower self-esteem/higher anxiety showed greater self-other differences in comparison to participants with higher self-esteem/lower anxiety levels. Experiment 2 demonstrated that this effect was largely mediated by participants’ expectations of success and feelings about potential negative outcomes. These results are discussed in the context of threats to the self, with a central role played by anxiety and self-esteem threats in personal decision making but not in decision making for others.

9)

Title: Self-esteem memories and school success in early adolescence

Authors: Zorana Ivcevic; David B. Pillemer; Marc A. Brackett

Published by: John Wiley & Sons, Ltd, 2009.
Early adolescents recounted experiences when they felt especially good or especially bad about themselves in the past year. Consistent with prior research using adult participants, negative memories focused primarily on social themes, whereas positive memories also prominently included achievement themes. Girls described more social themes than did boys for both positive and negative memories. The content of self-esteem memories was related to teachers’ formal assessments of adolescents’ social and academic functioning: The presence of achievement themes in positive and negative memories was associated with more positive teacher ratings.

10)  

Title: Self-esteem and appraisals of parental behaviour

Authors: John R. Buri

Published by: sage, July 2010, 25 (4).

Adolescents’ levels of self-esteem as a function of their own versus their parents’ appraisals of parental nurturance and parental authority were investigated. Results revealed that (a) both mothers’ and fathers’ nurturance (as perceived by the adolescents) were positively related to self-esteem, (b) based upon the adolescents’ appraisals, parental authoritativeness was directly related to self-esteem whereas parental authoritarianism was inversely related to self-esteem, (c) adolescents’ assessments of parental nurturance and authority were more strongly related to self-esteem than were the parents’ assessments of these variables, and (d) regression analyses suggested that parental authority may be an important source of parental nurturance information for adolescents.

a) Miscellaneous studies

Hansford and Hattie (1982) found that the relationship of measures such as self-concept and self-esteem were only weakly correlated ($r = 0.20$). However, using linear discriminate analysis, Byrne (1990) showed that academic self-concept was more effective than was academic achievement in differentiating between low-track and high-track students. Hamachek (1995) also asserts that self-concept and school achievement and school achievement are related.
Gage and Berliner (1992) state

"The evidence is accumulating; however, to indicate that level of school success, particularly over many years, predicts level of regard of self and one’s own ability (Bridgeman & Shipman, 1978; Kifer, 1975); whereas level of self-esteem does not predict level of school achievement. The implication is that teachers need to concentrate on the academic successes and failures of their students. It is the student’s history of success and failure that gives them the information with which to assess themselves"

4 Studies on impact of hypnosis

Field of Clinical Hypnosis is comparatively emerging field from research point of view. Gradually scientific studies are going in such field.

Hypnosis is a natural psychological process in which critical thinking faculties of the mind are bypassed and a type of selective thinking and perception is established. Although some individuals experience an increase in suggestibility and subjective feelings of an "altered state of consciousness", this is not true for everyone. In fact, some supposed hypnotic indicators and subjective changes can be achieved without relaxation or a lengthy induction by means of simple suggestion or waking hypnosis, a fact that increases the controversy and misunderstandings around hypnosis and the hypnotic state.

a) Clinical studies

In 1996 National Institutes of Health technology assessment panel judged hypnosis to be an effective intervention for alleviating pain from cancer and other chronic conditions. A large amount of clinical studies also indicate that hypnosis can reduce the acute pain experienced by patients undergoing burn-wound debridement, enduring bone marrow aspirations and childbirth.

1) Title: Enhancement of creativity via free-imagery and hypnosis.
Authors: Gur, R. C.; Reyher, J.
Thirty-six male, highly susceptible subjects divided into hypnosis, simulation and waking groups, were given the Torrance Test of Creativity with modified instructions requiring them to wait passively for visual images in response to the test stimuli. Twelve waking subjects received the same test under standard instructions. The hypnotized group scored higher than all control groups on over-all creativity and on Figural creativity, but not on Verbal creativity. The results seem to support the application of the ego-analytic concept of ‘adaptive regression’ to both hypnosis and creativity. They also seem to confirm the association found between hypnosis and the activation of the non-verbal cerebral hemisphere

2)  
Title: Treatment of penetration phobia through the combined use of systematic desensitization and hypnosis- A case study.  
Authors: Frutiger, A. Dewane  
Systematic desensitization and hypnosis were used in a client with long-standing penetration phobia. Glass test tubes were used in dilation exercises and masturbation instead of more expensive metal catheters. The client was able to have intercourse and adequate sexual adjustment.

3)  
Title: Using relaxation imagery with children with malignancies: A developmental perspective.  
Authors: Hall, Marian D.  
Developmental theory has been the foundation for this programme of relaxation-imagery therapy with its goal of increasing the efficacy of immune mechanisms, thus increasing the survival rate of children with malignancies and/or improving the comfort and quality of their lives. Three basic constructs—-the impact of social stress, the positive development of attachment and the negative effects of separation and loss, and the stages of concept formation
relating to the functioning of the human body, the processes of disease and
death—are basic approaches to the use of imagery-relaxation as an integral
part of a comprehensive care plan.

4)

Title: Visualization as a technique for personal change

Authors: Bowhay, Cherry Lynn, 1985

Published in: http://hdl.handle.net/2429/25351

This study examined the effectiveness of information about, and/or practice
with, visualization in increasing: self-understanding, belief in one’s ability to
effect self change, positive themes in ongoing imagery, and internality of locus
of control. A sample of 19 women and 11 men, ranging in age from 18 to 50
years, were divided into four groups which each received different amounts of
information about, or practice with, visualization. All groups were tested before
and after treatment on four measures, and the three experimental groups also
completed a posttest-only measure. The measures used were the Personal
Response Questionnaire (developed by the author), subscales from the
Imaginal Processes Inventory, the Spheres of Control test, the Questionnaire
on Imagery Control, and the Questionnaire upon Mental Imagery. Results
indicated that members of the experimental groups believed that visualization
could contribute significantly to self-understanding, felt differently about
themselves as a result of learning about visualization, felt it would be useful
for personal development, and felt they would use it in their own future self-
development. Vividness of imagery increased from pretest to posttest for
those groups with most information about, and practice with, visualization.
Increased internality on the sociopolitical control subscale of the Spheres of
Control test was also found for all groups on the posttest. None of the other
predicted effects were found to have occurred at a significant level. The failure
to achieve the anticipated results was attributed partially to the short period of
training and practice allocated, to the small number of subjects, and also to
the lack of appropriate and sufficiently sensitive assessment measures.
5)

Title: Applications of hypnosis in the treatment of anorexia nervosa.

Authors: Baker, Elgan L.; Nash, Michael R.


According to the study, historic and current reports in the literature involving applications of hypnosis with anorectic patients are reviewed and integrated to explicate core aspects of hypnotic interventions in treating anorexia nervosa. A comprehensive hypnotherapeutic approach is delineated which emphasizes the use of hypnotic strategies to reduce tension, enhance self-control, support, increased and realistic body awareness, alter distorted body image, and foster appropriate autonomy and individuation. Preliminary data are also reviewed which support the clinical efficacy of this approach.

6)

Title: Favorite stories: A hypnotic pain-reduction technique for children in acute pain.

Authors: Kuttner, Leora


For young children (aged 3 to 6-11) with leukemia, a hypnotic trance consisting of a child’s favorite story was found to be statistically more effective than behavioural distraction and standard medical practice in alleviating distress, pain, and anxiety during painful bone marrow aspirations. Measured by a behavioural checklist and judgment ratings by physician, parent, nurse, and observers, the favorite-story hypnotic technique had immediate therapeutic impact on these young patients, and the reduction in distress, pain, and anxiety was sustained on subsequent medical procedures. Self-report measures, however, were no significant.
Title: Clinical hypnosis with school-age children.

Author: Valente SM.


According to the study, despite the fact that nurses are in key positions to learn and use hypnosis to bolster a child’s symptom management, ability to solve problems, or self-esteem, they lack knowledge about the clinical effectiveness of hypnosis. Substantial clinical literature demonstrates that hypnosis effectively reduces anxiety, enhances coping, and has been used successfully to treat behaviour disorders, school phobias, and sleep disorders. Hypnosis can effectively reduce a child’s anxiety and symptoms and has few side effects when used competently. With education and supervision, nurses can effectively use hypnosis to improve a child’s mastery and self-esteem and to reduce severe levels of anxiety.

Title: Effect of relaxation with guided imagery on anxiety, depression, and self-esteem in primps

Authors: BL Rees


A pretest-posttest experimental design with a convenience sample of 60 subjects was used to examine the effects of a relaxation with guided imagery protocol on anxiety, depression, and self-esteem in primiparas during the first 4 weeks of the postpartum period. The results showed that the experimental group had less anxiety and depression and greater self-esteem than did the control group at the end of the period. Positive correlations were obtained between anxiety and depression; negative correlations between self-esteem and anxiety and depression. All findings were significant at the .05 level.

Title: Guided imagery: a practical solution for the classroom teacher

Authors: Traber, Mark W.
Working with students to better help them understand and appropriately respond to their emotions, ADHD status and Learning disabilities are primary goals of the Learning Assistance Program in Medicine Hat. Literature suggests that students who are emotionally well have a far greater chance of succeeding academically than those students who are not emotionally well. Through further investigation of guided imagery, I discovered that many of the chronic problems experienced by SLD students are often the areas of which guided imagery contributes many positive implications. For example, SLD students suffer from disorganized thinking and written work. Congruent implications of guided imagery are often an increase in one’s focus, organization, written precision, as well as an increased motivation and/or desire to write. In addition, inattention, distractibility and short attention spans also characterize and plague the SLD student. Guided imagery is noted for its ability to dramatically relax individuals, positively resulting in an increase of one’s focus and attention. Finally, SLD students are characterized by having difficulty in social relations, lowered self-esteem, depression, truancy, inappropriate behaviours and a lack of confidence. Likewise, guided imagery promotes the acceptance of others, overall wellness, creative and/or serious emotional expression and a positive self-concept; all of which help students achieve more positive work outcomes. Therefore, my question was: will my grade seven and eight SLD students consider guided imagery a positive, safe, and confidential method or medium for the promotion of the following Learning Assistance Program goals: positive behaviour, positive work outcome, positive self-concept, positive means for creative and/or serious emotional expression, overall wellness in students, the acceptance of others, increased focus and attention and increased motivation and/or desire to write? In order to answer my research question, I carefully prepared pre and post interview questions that focused on the various implications that guided imagery could promote. Following the pre-interview sessions, I subjected the students to one guided imagery activity a week over a five week period. Throughout the five weeks, I made detailed notes with regard to what I observed of the students’
behaviour and their written responses. In addition, I developed a class period into what became known as Wellness Time. Every Monday morning during Wellness Time I would read the students’ guided imagery responses from the previous week to the class. This experience not only revealed to the students the various differences in personalities that existed in our classroom, but also the emotional commonalities that were shared amongst them. Following the five weeks of guided imagery sessions, I interviewed the students asking the same questions that I had asked in the pre-interviews. A culminating discussion was written using the information gathered from the interviews, the guided imagery sessions, and the responses heard during Wellness Time. From the various forms of information gathered, four major themes became apparent. The themes were motivation to write, wellness, creative expression and positive behaviour. I believed the students received from this whole guided imagery experience, a feeling of positive power. Since these students had so few means of attaining power in a productive manner, much of their life was spent attaining negative power through drug use, crime and sex. Guided imagery provided my students the opportunity to attain positive power; consequently, I was thankful that I had the tool of guided imagery in my teaching bag of tricks. There is nothing more heart warming than giving a child the gift of positive power.

10)

Title: Self-hypnosis relapse prevention training with chronic drug/alcohol users: effects on self-esteem, affect, and relapse

Authors: Ronald J. Pekala, Ronald Maurer, V. K. Kumar, Nancy C. Elliott Ellsworth Masten Edward Moon Margaret Salinger


This study evaluated the effectiveness of a self-hypnosis protocol with chronic drug and alcohol patients in increasing self-esteem, improving affect, and preventing relapse against a control, a trans-theoretical cognitive-behavioural (TCB), and a stress management (attention-placebo) group. Participants were 261 veterans admitted to Substance Abuse Residential Rehabilitation Treatment Programs (SARRTPs).
Participants were assessed pre- and post intervention, and at 7-week follow-up. Relapse rates did not significantly differ across the 4 groups at follow-up; 87% of those contacted reported abstinence. At follow-up, the participants in the 3 treatment conditions were asked how often they practiced the intervention materials provided them. Practicing and minimal-practicing participants were compared against the control group for each of the 3 interventions via MANOVAs/ANOVAs. Results revealed a significant time by groups interaction for the hypnosis intervention, with individuals who played the self-hypnosis audiotapes.

Self-esteem and serenity, and the least anger/impulsivity, in comparison to the minimal-practice and control groups. No significant effects were found for the transtheoretical or stress management interventions. Regression analyses predicted almost two-thirds of the variance of who relapsed and who did not in the hypnosis intervention group. Hypnotic susceptibility predicted who practiced the self-hypnosis audiotapes. The results suggest that hypnosis can be a useful adjunct in helping chronic substance abuse individuals with their reported self-esteem, serenity, and anger/impulsivity.

11)

Title: A character in search of character: Narcissistic personality disorder and ego state therapy.

Authors: McNeal, Shirley


The individual diagnosed with narcissistic personality disorder presents with grandiosity, extreme self-involvement, and lack of interest in and empathy for others. This paper reviews current theories concerning the development and treatment of this disorder, and presents a case study in which ego state therapy was successfully utilized and integrated into hypnotically facilitated psychotherapy with a 48-year-old man diagnosed with narcissistic personality disorder. The ego state model of treatment is described and demonstrated with case material. Initially ego states that reveal the grandiosity are accessed. As therapy progresses, ego states that hold the underlying feelings of emptiness, rage, and depression are able to emerge. With further
treatment, transformation and maturation of the ego states occur, reflecting the changes in internal structure and dynamics as well as improvement in external interpersonal relationships. Issues concerning ego state therapy as utilized with personality disorders are discussed and contrasted with more traditional methods of treatment.

12)

Title: Playful metaphors.

Author: Linden, Julie H.


According to present study, the inner world of the child is a community of archetypes potentially available for the child’s healthy ego development. Many forces limit and prohibit their utility. Play therapy in the context of a hypnotic relationship can potentates these archetypes into becoming "playful metaphors" for healing and strengthening ego development. In this article, the author describes her use of playful metaphors in her therapeutic work with two children and explores how metaphor in play therapy is able to connect the child with healing archetypal imagery.

13)

Title: A review of the impact of hypnosis, relaxation, guided imagery and individual differences on aspects of immunity and health

Authors: J. H. Gruzelier

Published by: Stress, Volume 5, Issue 2 2002, pages 147 – 163.

This review considers psychological interventions involving relaxation and guided imagery targeting immune functions. The review provides evidence of immune control accompanied by reports of enhanced mood and well-being. Three recent investigations of the author and his colleagues with self-hypnosis training incorporating imagery of the immune system are outlined. In two studies, hypnosis buffered the effects of stress on immune functions in medical students at exam time, and the comparison of self-hypnosis with and without immune imagery confirmed advantages to targeted imagery for both immune function and mood, and importantly, fewer winter viral infections. The
implications for health were investigated in a third study in patients with virulent and chronic herpes simplex virus-2 (HSV-2). Six weeks of training almost halved recurrence, improved mood and reduced levels of clinical depression and anxiety. Immune functions were up-regulated, notably functional natural killer cell activity to HSV-1. Individual differences in hypnotic susceptibility and absorption have typically been found to predict efficacy. New replicable evidence is reviewed of the importance of cognitive activation, a personality difference whose neurophysiological underpinning is consistent with left hemispheric preferential influences over the immune system. Now that the validation of psychological interventions includes advantages for health, this field of enquiry, which has been characterized by modest, small scale, largely preliminary studies, warrants a greater investment in research.

14)

Title: Correlates of imaginative and hypnotic suggestibility in children
Authors: Bruce C. Poulsen, William J. Matthews
Published by: British Society of Experimental and Clinical Hypnosis, 2003.

As an extension of previous research by Braffman and Kirsch (1999) with adults, this study investigated the relationship between suggestibility and hypnotizability in a sample of 44 child psychiatric patients. Participants were assessed for various correlates of imaginative suggestibility while controlling for non hypnotic suggestibility. Overall, non hypnotic suggestibility accounted for most of the variance in hypnotizability ($r = 0.73; p < 0.001$), and vividness and absorption were found to predict unique variance in hypnotizability ($r = 0.28; p < 0.001$) when non hypnotic suggestibility was controlled. These results support the view of hypnotic responsiveness as reflecting a continuum of suggestibility and serve to further weaken the contention that hypnosis produces an altered state of consciousness.

15)

Title: The uses of hypnotherapy with learning disabled children
Authors: Lynn S. Johnson, D. Lamont Johnson, Myrna R. Olson, Joel P. Newman
Explored the impact of group hypnotic and self-hypnotic training on the academic performance and self-esteem of learning disabled (LD) children. Three hypnotic training sessions and instructions for 6 weeks of daily self hypnotic practice that contained suggestions for imagery related to improvement in these areas were given to 15 children (12 males and 3 females, ages from 7 to 13), their reading teacher, and both their parents, and their responses were compared to a similar but untreated control group of 18. No overall differences were observed between groups. A multiple regression analysis revealed important predictors of self-esteem improvement for the experimental group. The child’s hypnotic susceptibility score and self-hypnotic practice by children and parents were the most relevant. These LD children were at least as hypnotically susceptible as a normative sample. Hypnotherapy is seen as feasible in group administration by persons only moderately trained in hypnosis and of potential benefit to self-esteem improvement in LD children, depending on individual difference factors.

Title: Treating anxiety with self-hypnosis and relaxation

Authors: Lucy M. O’Neill, Amanda J. Barnier, Professor Kevin McConkey

The outcome and process of treating sub clinical anxiety with self-hypnosis and relaxation were compared. Twenty individuals who presented for treatment for stress, anxiety, and worry were assessed (for anxiety and self-hypnotizability), exposed to a 28-day treatment programme (which involved daily measures of outcome and process variables), and re-assessed (for anxiety). It was found that both self-hypnosis and relaxation alleviated anxiety pre- to post-treatment. Although there was no difference in the outcome data, throughout treatment self-hypnosis rather than relaxation was associated with a greater sense of treatment efficacy and expectation and with a greater
sense of cognitive and physical change. The findings are discussed in terms of the expectational and experiential aspects of self-hypnosis, and their potential role in the perception, progress and impact of using self-hypnosis in therapy.

17)

Title: The use of direct suggestion in the successful treatment of a case of snoring

Authors: Tom Kraft

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This is a case study of a 53-year-old man who sought treatment for snoring. His motivation for treatment was that his wife could no longer tolerate the snoring so that he was forced to sleep in another room. The patient himself requested that I should use the direct suggestion that he turn over onto his side when snoring at night. It was shown that the snoring symptom lessened and his wife commented on this at a time when she was unaware that he was coming for treatment. The patient was also given direct suggestions to lose weight and, though at first he was reluctant to do this, later he was prepared to lose a stone in weight. After ten treatment sessions, the patient reported that the snoring symptom had been completely eliminated. At a follow-up telephone interview three months later the patient reported that his improvement had been maintained. Copyright © 2003 British Society of Experimental and Clinical Hypnosis

18)

Title: Hypnotherapy improves self-concept

Authors: Steve G. Jones

Published by: Steve G. Jones, July 27, 2009.

The term ‘self-concept’ is someone’s awareness of themselves in relation to self-esteem, personality, and skills. Along with the present, it includes how people perceive themselves in their past and how they believe they will be in the future. Hypnotherapy has been shown to have a positive impact on one’s
self-concept. Improving one’s self-concept with hypnotherapy has many potential benefits for students, women, and cancer patients.

A recent study asked the question of whether hypnosis has an effect on students’ self-concept. Researchers also tested whether an improvement in self-concept would lead to improved academic achievement. The participants included two experimental groups who received hypnosis-induced mental training. The study also had two control groups who received no hypnosis. Participants were undergraduate students majoring in psychology.

Results showed that the hypnosis-induced mental training had a significant positive effect on the self-concept of the students. This improvement in self-concept showed improved academic achievement as well. This shows that simple hypnosis techniques can be used to not only improve students’ self-concept, but can also have a positive impact on their academic achievement (De Vos & Louw, 2009).

Forester-Miller (1999) researched a psychotherapy group consisting of women and the effect of self-hypnosis on their self-concept. The women’s group was taught to use self-hypnosis to promote emotional, physiological, and psychological improvement. The women reported improved self-concept with the use of self-hypnosis. Self-hypnosis is an easy and natural method to promote improvement in self-concept. A more positive self-concept can greatly improve someone’s emotional, physiological, and psychological state.

Harman (1991) analyzed the use of psychotherapy, including hypnosis, on cancer patients’ self-concept.

The researcher reported that hypnosis and group support contributed to an improved self-concept in cancer patients. It helped women adjust to mastectomies, reduced stress in relation to having cancer and undergoing cancer treatment, and helped with the coping of pain and anxiety. Cancer is a very difficult illness to go through both mentally and physically. Having an improved self-concept helps cancer patients through a very difficult time.

These studies show the various ways that hypnosis can improve self-concept and thus have a major impact on one’s life. Self-concept is similar to self-image and confidence. Confidence can make a big difference in how people
succeed and how they overcome obstacles. These studies show that one can easily use self-hypnosis to improve self-concept and can promote many positive changes in a person’s life. It is important to improve one’s self-concept because to believe in one self is very powerful and helps promote confidence.

Thus various studies have conducted in such field have reported significant impact of hypnosis in promoting physical, emotional and psychological health and to enhance the self-concept and self esteem.

b) Therapeutic uses of hypnosis- medical applications

HYPERTENSION & STRESS:

1. A 30-month follow-up by LaBaw (1975) with hemophiliac patients demonstrated the effectiveness of group procedures for self-hypnosis in reducing distress and the amount of blood products required when compared to control groups in patients ranging from five to forty-eight years of age.

2. Friedman and Taub (1977, 1978) reported the results of a trial comparing hypnosis with biofeedback or a combination of both in essential hypertension. At the end of four weeks of treatment, all groups showed a significant reduction in blood pressure. But at six-month follow-up only the patients receiving hypnosis had maintained the reduction.

3. Hypertensive subjects were found to have characteristic patterns of increased cerebral blood flow that were most marked in the left hemisphere. During Hypnosis, they could reduce cerebral blood flow more dramatically than could normotensive controls. The changes noted in this research by Galeazzi (1982) were associated with decreases in vascular resistance and diastolic blood pressure in the rest of the body.

PAIN, MISCELLANEOUS:

1. Ernest Hilgard (1977) and coworkers: in extensive investigations, using experimental paradigms to induce pain (typically either a tourniquet cutting off the circulation to a limb or plunging the limb into cold water), they have demonstrated that various types of pain can be reduced by hypnotically induced analgesia.
In these studies, 66% of the high susceptibility group, but only 13% of the lower and 17% of the medium susceptibility groups, were able to reduce their pain by 1/3 or more. Twenty-six percent of the high, 57% of the medium, and 31% of the low susceptibility groups were able to reduce their pain by 10-32% when compared to controls.

2. Hilgard (1982) studied children with cancer. He found hypnosis to be effective in reducing the pain and discomfort associated with repeated unpleasant medical inventions.

HEADACHE PAIN:

1. Evidence accumulated to date suggests that a number of hypnotherapeutic approaches are highly effective in the treatment of patients with chronic migraine headaches. Although no one hypnotherapeutic technique has been demonstrated to be most effective, all the methods appear to be superior to a standard treatment relying on pharmacological approaches alone.

CANCER:

1. Speigel and Bloom (1983b) reported that a study of women with metastatic breast cancer showed that patients who received group therapy with training in Hypnosis over a one-year period were able to reduce their pain experience by 50% when compared to a control group.

2. Both adolescent and adult cancer patients undergoing chemotherapy were reported by Cotanch (1985) and by Zeltzer (1984), in separate research, to have fewer symptoms of anticipatory nausea and vomiting following hypnotic interventions.

RESPIRATORY CONDITIONS:

1. In studies by Maher-Loughnan (1962, 1970), hypnosis was shown to alleviate the subjective distress of patients with asthma. This change was measured either by the number of attacks or the amount of medication that was needed when compared to supportive therapy.

2. In further study by Maher-Loughnan (1970) asthmatic subjects were randomly assigned to either hypnosis or relaxation therapy. The results showed both treatment modalities of benefit to the patients, but the
Improvement in the hypnotherapy group was significantly greater. There was a peak of improvement between the seventh and twelfth weeks of treatment. In addition, only the hypnotic subjects showed improvement in physiologic

STRENGTHENING THE IMMUNE SYSTEM:

1. Hypnosis strengthens the disease-fighting capacity of two types of immune cells, reports Patricia Ruzyla-Smith and her co-workers at Washington State University in Pullman. Thirty-three college students who achieved a Hypnotic trance easily and 32 students who had great difficulty doing so were recruited for the study. Students who underwent hypnosis displayed larger jumps in two important classes of white blood cells than participants who received relaxation or no method. The greatest immune enhancement occurred among highly hypnotizable students in the hypnosis group.

SURGERY:

1. Swedish researchers studied 50 women prior to surgery. Twenty-five of the women were assigned to the experimental group who were briefly hypnotized each day for several days before their scheduled operations. Twenty-five were assigned to a control groups who were not hypnotized. While in a hypnotic state, the women in the experimental group heard suggestions to relax and feel hungry. After surgery only 10 had nausea (15 experienced no nausea), compared to 17 in the no-Hypnosis control group (8 experienced no nausea).

CHILDBIRTH:

1. Omer (1986a, 1986b, 1987a) found that frequency of physical complaints and the general level of anxiety were correlated with premature labor and premature contractions. A brief technique emphasizing the use of self-hypnosis was employed as an adjunct to pharmacological treatment. The prolongation of pregnancy was significantly higher for this group than for the medication-along control group, and infant weight was also significantly greater.
MISCELLANEOUS CONDITIONS:

1. In a 1979 research study by Jackson, subjects with hypnotic ability were shown to improve their aerobic performance significantly in response to posthypnotic suggestion. In addition, subjects with high hypnotic susceptibility significantly improved their performance in physical exercise using posthypnotic suggestion.

3. In research reported by Spanos (1988), a pair of randomized, carefully designed studies were conducted with a group of people who had warts. Subjects who were given hypnotic or non-hypnotic suggestions were significantly more likely to achieve wart regression than placebo or no-treatment groups.

c) Therapeutic uses of hypnosis- psychological applications

ANXIETY:

1. In a report by David Spiegel in the Harvard Mental Health Letter, the research was cited that hypnosis methods have been used successfully for anxiety associated with medical procedures.

2. Two hundred forty-one patients who were undergoing percutaneous vascular and renal procedures were randomly tested on three testing regimens, one of which was hypnosis. Patients rated their pain and anxiety on 1-10 scales before, every 15 minutes during, and after the procedures. Pain remained flat over the duration of procedure time in the hypnosis group; pain increased linearly with procedure time in both other groups. Anxiety decreased over time in all three groups; the sharpest decrease was in the group that was hypnotized. Procedure times were significantly shorter in the hypnosis group. In addition, hypnosis showed itself to be superior in improving hemodynamic stability.

PHOBIC REACTIONS:

1. In a report by David Spiegel in the Harvard Mental Health Letter, the following research was cited: One seven-year study showed that 50% of patients afraid of flying were improved of cured after hypnosis treatment for a fear of flying.
DEPRESSION:

1. In a neurochemical study of hypnotic control of pain conducted by Domangue (1985), patients suffering arthritic pain showed a correlation among levels of pain, anxiety and depression. Anxiety and depression were inversely related to plasma norepinephrine levels. Depression was correlated with dopamine levels and negatively correlated with levels of serotonin and beta endorphin. Following hypnotherapy, there were clinically and statistically significantly decreases in depression, anxiety and pain, and increases in beta endorphin-like substances.

d) Miscellaneous-studies:

Agras WS. Horne M. Taylor CB. Expectation and the blood-pressure lowering effects of relaxation. Psychosomatic Med. 1982; 44(4):389-95 -In a study of the blood-pressure lowering effects of relaxation training in patients with essential hypertension, instructions concerning the relaxation procedure were varied so that one group was told to expect delayed blood-pressure-lowering and the other group immediate lowering. The systolic blood pressure decrease during the training period in the immediate lowering group was 17.0 mm Hg, compared with 2.4 mm Hg for the delayed group (p = 0.001). Diastolic blood pressure changes were not significantly different. Measures of therapy credibility and perceived relaxation failed to differentiate the groups. The implications of these findings for future research and for clinical practice are considered.

Benson H. Frankel FH. Apfel R. Daniels MD. Schniewind HE. Nemiah JC. Sifneos PE. Crassweller KD. Greenwood MM. Kotch JB. Arns PA. Rosner B. Treatment of anxiety: a comparison of the usefulness of self-hypnosis and a meditational relaxation technique. An overview. Psychotherapy & Psychosomatics. 1978; 30(3-4):229-42. - We have investigated prospectively the efficacy of two non pharmacologic relaxation techniques in the therapy of anxiety. A simple, meditational relaxation technique (MT) that elicits the changes of decreased sympathetic nervous system activity was compared to a self- hypnosis technique (HT) in which relaxation, with or without altered perceptions, was suggested. 32 patients with anxiety neurosis were divided
into 2 groups on the basis of their responsivity to hypnosis: moderate-high and low responsivity. The MT or HT was then randomly assigned separately to each member of the two responsivity groups. Thus, 4 treatment groups were studied: moderate-high responsivity MT; low responsivity MT; moderate-high responsivity HT; and low responsivity HT. The low responsivity HT group, by definition largely incapable of achieving the altered perceptions essential to hypnosis, was designed as the control group. Patients were instructed to practice the assigned technique daily for 8 weeks. Change in anxiety was determined by three types of evaluation: psychiatric assessment; physiologic testing; and self-assessment. There was essentially no difference between the two techniques in therapeutic efficacy according to these evaluations. Psychiatric assessment revealed overall improvement in 34% of the patients and the self-rating assessment indicated improvement in 63% of the population. Patients who had moderate-high hypnotic responsivity, independent of the technique used, significantly improved on psychiatric assessment (p = 0.05) and decreased average systolic blood pressure from 126.1 to 122.5 mm Hg over the 8-week period (p = 0.048). The responsivity scores at the higher end of the hypnotic responsivity spectrum were proportionately correlated to greater decreases in systolic blood pressure (p = 0.075) and to improvement by psychiatric assessment (p = 0.003). There was, however, no consistent relation between hypnotic responsivity and the other assessments made, such as diastolic blood pressure, oxygen consumption, heart rate and the self-rating questionnaires. The meditational and self-hypnosis techniques employed in this investigation are simple to use and effective in the therapy of anxiety.

Boutin GE. Tosi DJ. Modification of irrational ideas and test anxiety through rational stage directed hypnotherapy RSDH. Journal of Clinical Psychology 1983; 39(3):382-91 - examined the effects of four treatment conditions on the modification of Irrational Ideas and test anxiety in female nursing students. The treatments were Rational Stage Directed Hypnotherapy, a cognitive behavioural approach that utilized hypnosis and vivid-emotive-imagery, a hypnosis-only treatment, a placebo condition, and a no-treatment control. The 48 Ss were assigned randomly to one of these treatment groups, which met
for 1 hour per week for 6 consecutive weeks with in-vivo homework assignments also utilized. Statistically significant treatment effects on cognitive, affective, behavioural, and physiological measures were noted for both the RSDH and hypnosis group at the posttest and at a 2-month follow-up. Post-hoc analyses revealed the RSDH treatment group to be significantly more effective than the hypnosis only group on both the post- and follow-up tests. The placebo and control groups showed no significant effects either at post-treatment or at follow-up.

Crowther JH. Stress management training and relaxation imagery in the treatment of essential hypertension. Journal of Behavioural Medicine 1983; 6(2):169-87. The present study compared the effectiveness of three procedures in the treatment of 34 individuals with essential hypertension: (1) stress management training plus relaxation imagery, which consisted of an adaptation of existing stress management techniques in conjunction with extensive relaxation training using relaxation imagery; (2) relaxation imagery alone; and (3) weekly blood pressure checks. The relaxation imagery technique involved visualization of a relaxing image along with concentration on suggestions of relaxation, heaviness, and warmth. Treatment was individualized and lasted 8 weeks. Results indicated stress management plus relaxation imagery and relaxation imagery alone were significantly more effective than blood pressure checks in reducing systolic and diastolic blood pressures during treatment and in maintaining diastolic blood pressure reductions during follow-up. However, no significant differences were found between the two treatment procedures. Clinical implications of these findings are discussed.

Hurley JD. Differential effects of hypnosis, biofeedback training, and trophotropic responses on anxiety, ego strength, and locus of control. Journal of Clinical Psychology 1980; 36(2):503-7. Pretested 60 college students on three scales: The IPAT Anxiety Scale, the Barron Ego-strength scale, and the Rotter I-E scale. The Ss then were assigned randomly to one of four treatment groups designated: hypnotic treatment, biofeedback treatment, trophotropic treatment, and control. Three of these groups met separately for 60 minutes once a week for 8 weeks. The control group did not meet during
this time. During the sessions, each group was trained in a different technique for self-regulation. At the end of the 8-week period the scales were readministered to all groups. A series of covariance analyses indicated that hypnosis was a more effective self-regulatory technique for lowering anxiety levels when compared to biofeedback or trophotropic response procedures. With regard to increasing ego strength, both the hypnotic training group and the biofeedback training group proved to be significant. No significant difference was found between the experimental and control groups on the I-E scores.

Kohen DP Relaxation-mental imagery (self-hypnosis) for childhood asthma: behavioural outcomes in a prospective, controlled study Hypnos 1995 Sep; 22(3):132-44 Twenty-eight (28) 7-12 yr old children entered a controlled study of the effects of self-hypnosis on asthma.-Asthma belief and behavioural inventories were collected before, and at one and two yrs after intervention. Asthma diaries were kept daily and mailed monthly. Subjects were randomly assigned to (1) Experimental (self-hypnosis), (2) Waking suggestion (no Hypnosis), (3) attention placebo (no hypnosis or asthma discussion), or (4) traditional control groups. Twenty four (24) completed 1 month follow-up, 16 completed 6 months, and 13 completed 2 yrs. Results included fewer Emergency Room visits in the experimental group (p greater than 0.05); (2) less school missed in the experimental group compared to the traditional controlled group (p greater than 0.001) and to the waking suggestion group (p greater than 0.005); (3) no differences in psychological evaluations between groups, and (4) surprising findings regarding hypnotic and hypnotic-like experiences among subjects.

Rapkin DA. Straubing M. Holroyd JC. Guided imagery, hypnosis and recovery from head and neck cancer surgery: an exploratory study. International Journal of Clinical & Experimental Hypnosis 1991; 39(4):215-26 -The value of a brief, preoperative hypnosis experience was explored with a sample of 36 head and neck cancer surgery patients. 15 patients volunteered for the experimental hypnosis intervention. 21 patients who received usual care (no hypnosis) were followed through their hospital charts and were used as a comparison group. Hypnotic intervention and usual care groups were
comparable in terms of relevant demographic variables. Postoperative hospitalizations for the hypnotic intervention group were significantly shorter than for the usual care group. Within the hypnotic intervention group, hypnotizability was negatively correlated with surgical complications and there was a trend toward a negative correlation between hypnotizability and blood loss during surgery. Findings suggest that imagery-hypnosis may be prophylactic, benefiting patients by reducing the probability of postoperative complications and thereby keeping hospital stay within the expected range. Recommendations are presented for a controlled, randomized, clinical trial with a sufficiently large sample to provide the opportunity for statistical analysis with appropriate power.

Sakata K.I. Anderson J.P. The effects of posthypnotic suggestion on test performance. International Journal of Clinical & Experimental Hypnosis 1970; (1):61-71. -Tested 45 undergraduates pre selected for hypnotizability on 2 learning tasks by E and retested on the tasks by other Es a mo. later. Before being retested Subjects were randomly assigned to 1 of 3 treatment conditions: (a) a posthypnotic suggestion condition, (b) a waking suggestion condition, and (c) a hypnosis-no-suggestion condition in which Subjects were merely dehypnotized without exhortative instructions. Es were blind to the experimental design. Analyses of covariance indicate that the posthypnotic suggestion group performed more rapidly and accurately on a Rational Learning Test (RLT), but not on a Digit Symbol Test (DST), than the waking suggestion group. The posthypnotic suggestion group did not differ from the hypnosis-no-suggestion group, which also performed more accurately but not more rapidly than the waking suggestion group on the RLT. There were indications that posthypnotic suggestions had interfered with performance on the DST, which involved motor manipulations. Findings supported previous studies indicating differences between a posthypnotic and waking suggestion group in task performance. No definite conclusions to account for the differences could be offered. (Spanish & German summaries)

positive suggestion, and mental imagery was compared with music as a means of reducing anxiety level defined in terms of scores on the Willoughby Questionnaire. Sixty adults seeking help in handling their anxiety were divided, at random, into three groups, one experiencing three weekly half hour sessions of the hypnotic procedure, another listening to music for the same amount of time, and the third serving as a non treatment control. Results indicated that both experimental treatments reduced anxiety level with the hypnotic procedure being significantly more effective. A 6 months follow up confirmed this superiority.

Taylor DN. Effects of a behavioural stress-management program on anxiety, mood, self-esteem, and T-cell count in HIV positive men. Psychological Reports. 1995;76(2):451-7 This study evaluated the effects of a behavioural stress-management program on anxiety, mood, self-esteem, and T-cell count in a group of HIV-positive men who were asymptomatic except for T-cell counts below 400. The program consisted of 20 biweekly sessions of progressive muscle relaxation and electromyograph biofeedback-assisted relaxation training, meditation, and hypnosis. Ten subjects were randomly assigned to either a treatment group of a no-treatment control group, and the 2 groups were compared on pre- to post treatment changes in the dependent measures. Analysis showed that, compared with the no-treatment group, the treatment group showed significant improvement on all the dependent measures, which was maintained at a 1-mo. follow-up. Since stress is known to compromise the immune system, these results suggest that stress management to reduce arousal of the nervous system and anxiety would be an appropriate component of a treatment regimen for HIV infection.

Wojcikiewicz A, Orlick T., The effects of post-hypnotic suggestion and relaxation with suggestion on competitive fencing anxiety and performance Int J Sport Psychol 1987; 18(4):303-13- Investigated the relative effectiveness of (1) post-hypnotic suggestion and (2) relaxation with suggestion, induced on site preceding a national competition. 33 fencers were randomly assigned to 1 of 3 groups: experimental hypnotic, experimental relaxation, and control. Subjects were tested and retested during 2 consecutive competitions on perceived anxiety, perception of task difficulty, and competition performance.
Significant differences were found between the hypnotic group and the control group for perceived level of competition anxiety. On the estimated level of task difficulty, significant differences were found for both the hypnotic and the relaxation groups when compared with the control group. No significant differences were found on fencing performance measures. (French, Spanish, German & Italian abstracts)

4) Review of literature and present study

After reviewing above-mentioned relevant literature on hypnosis, it becomes very obvious that hypnosis can be utilized to enhance certain psychological functions. As its indications suggest hypnosis is useful for anxiety, depression, memory enhancement, mental alertness, enhancement of self-esteem and self-concept.

Present researcher has reviewed literature from the field of clinical psychology, psychiatry, anesthesiology, surgery and general medicine. There are number of researches available on hypnosis regard to enhancement of self-esteem and self-concept. These researches broadly suggest that hypnotic induction can be an effective tool for different aspects of enhancement of self-concept and self-esteem. These aspects are discussed in detail in chapter no-3.

In the present study, the researcher aims to compare the impact of various strategies of clinical hypnosis on self-concept self-esteem and their aspects. The investigator has tried to review the literature pertaining to the title of the study, but to his knowledge no specific study has been found in this specific reference.

The present researcher has tried to be more careful and cautious to improve his study by taking all possible precautions at the stage of collecting and analyzing data by using adequate and relevant study design and reputed statistical techniques. The next chapters discuss such procedure and results.