The 58th ASCH Annual Scientific Meeting and Workshops will focus on recent developments in scientific and phenomenological understandings of hypnosis and their applications to clinical practice. As the title "New Frontiers in Hypnosis and their Therapeutic Applications" suggests, the theme of the scientific papers and workshops will be on cutting edge concepts, new findings and innovative applications.

The Plenary Addresses will set the tone by presenting latest research and developments in the areas of energy psychology (Pulos), prevention of depression (Yapko), advances in psychotraumatology (Vermetten), and pain management (Jensen). Moreover, each of the Plenary Speakers will present workshop in the area of their addresses to illustrate how new ideas and research can be integrated in clinical practice.

The 2016 Annual Scientific Meeting and Workshops Program Committee welcome proposals for research presentations and advanced workshops that emphasize new frontiers in hypnosis research and their application to clinical problems. The Committee encourages participation from various disciplines, including students, academics and practitioners.

**SUBMISSIONS FOR ADVANCED WORKSHOPS**
The 2016 Annual Scientific Meeting and Workshops Program Committee invites proposals for presentations and workshops of 90 minute, two-hour, and one-day formats.

Content categories related to the theme are given first priority during the review process.

- Alert hypnosis
- Alternative treatment approaches
- Behavior modification
- Biofeedback
- Cancer
- Cardiac care
- Child/adolescent health and development
- Dental applications
- Developmental disabilities
- Eating disorders and weight control
- Ego-state therapy
- EMDR
- Energy psychology
- Gender issues
- Geriatric care
- Habit change
- Hypnoanalysis
- Hypnosis and CBT
- Hypnosis and family therapy
- Integrative treatments
- Medical applications
- Mindfulness
- Mood disorders/anxiety
- Multicultural issues
- Pain management
- Performance enhancement
- Pediatric Trauma
- PTSD
- Sexual dysfunction
- Sleep disorders
- Spirituality
- Traumatic Brain Injury
- Use of technology with clinical hypnosis
- Wellness approaches

Advance Workshop proposals must contain language that clearly informs participants if an experiential learning component will be a part of the presentation, and describe the form that it will take (e.g., group hypnosis, individual demonstration, etc.)

The Program Committee will evaluate each submission based on relevance to the field of hypnosis and or clinical practice as well as previous evaluations of the presenter's work. In addition, a clear statement of educational objectives and a concise abstract will add to the presentation’s acceptability. Important items include:

1. Relevance to program theme.
2. Relevance to clinical practice.
3. Clarity of educational objectives.
5. Research verifying approach through at least 3 different studies.
SUBMISSIONS FOR RESEARCH PRESENTATIONS

Our research program will be organized around relevant topical tracks for those in the medical, behavioral and dental health arenas. We especially welcome submissions that advance our understanding of hypnotic phenomena, mechanisms of action, and clinical efficacy, as well as other research or clinical issues including enhancement of other treatment modalities, and suggested projects for future research.

Scientific papers will be judged according to the following rank-ordered criteria (highest=first).
1. Controlled studies with clear outcomes (pure research of a specific phenomenon).
2. Replication studies.
3. Evidenced based approaches (i.e. direct testing of a specific clinical approach).
4. Qualitative research with relatively low N (at least 10).
5. Emphasis on recent innovations.
6. Outcome research w/o controls.
7. Exploratory research with low N.
8. Techniques backed with anecdotal evidence.

In addition to describing the participants’ background in hypnosis, abstracts for research presentations should state the following:
- Background and aims of the project;
- Methods used;
- Summarize the results obtained;
- List at least two educational objectives; include at least three relevant references from published literature in peer-reviewed journals;
- Describe the clinical or research practice gap addressed; and
- Offer conclusions reached including research and clinical implications.

IMPORTANT INFORMATION FOR ALL SUBMISSIONS:

(A) Learning Objectives

In order to adhere to ASCH Standards of Training, all submissions must be accompanied by at least 4 quantifiable learning objectives.

How to write quality learning objectives:

Objectives describe the behavior of the learner, and:
- are stated clearly;
- define or describe an action; and
- are measurable, in terms of time, space, amount, and/or frequency.

Quality learning objectives should:
- Describe the information, skills, behaviors, or perspectives participants in the session will acquire through attendance and participation;
- Clearly identify the outcomes or actions participants can expect to demonstrate as a result of the educational experiences; and
- Identify how they relate to changes in a clinicians practice and how they hope to accomplish that.

Learning objectives should address not only what the learner will learn but also how what they learned will affect change in their performance in practice thus changing patient care. Write learning objectives that relate to these outcomes and that reflect the content of the session.
Please make certain the learning objectives are quantifiable and measurable.

DO NOT USE Understand or To Learn in your objectives. They are not measurable.

Examples of Acceptable Measurable Action Words: Explain, Demonstrate, Analyze, Formulate, Discuss, Compare, Differentiate, Describe, Name, Assess, Evaluate, Identify, Design, Define, List, Recognize, Prioritize, Create, Construct, Articulate, Apply, Assess, and Develop.

Examples of quality learning objectives
At the conclusion of this workshop participants will be able to:
- Construct 3 metaphors appropriate for pain management
  Quantifiable outcomes
- Deliver hypnotic interventions to patients in an original manner
  Addresses how is this presentation is changing the participants practice
- Articulate and practice ego-state therapy as a new method of treatment
  New skills attainment

(B) References
All scientific research referred to, reported or used in continuing education in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.

All the recommendations involving clinical medicine in a continuing education activity must be based on evidence that is accepted within the profession of health care as adequate justification for their indications and contraindications in the care of patients.

All proposals must include at least four relevant references from published literature in peer-reviewed journals. Each reference should be designated by its primary level of evidence according to the following criteria:

Examples:
Level 1 - Based on randomized control trials


Level 2 - Based on non-randomized case series and studies

Level 3 - Based on expert opinion

Presenters are expected to cite level 1 evidence directly relating to the proposal if it is available. They should also indicate that every effort has been made to provide workshop participants with the highest quality evidence-based practices.

(C) Commercial Content
The content or format of a continuing education activity or its related materials must promote improvements or quality in healthcare and not a specific proprietary business interest of a commercial interest. From time to time, presentations may be built around a specific strategy, modality, or application. In order to comply with accreditation requirements, education content must give fair weight and time to similar strategies, modalities or applications.

Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. If the educational material or content includes trade names, where available trade names from several companies should be used, not just trade names from a single company.

For example, if a presentation is developed to discuss one modality for ego strengthening then the content must also reference similar modalities and research.
(D) Promotional Activities

There can be NO promotional references/activities on the educational floor or within educational content.

Faculty members are not to refer by name to books, CD, DVD or any other commercial products that may be available for purchase during a presentation or on the educational floor as this is considered promotional activity.

Faculty members may also not encourage attendees to make purchases of any specific products or services.

They may only refer to the content within those items as it applies to the topic of the discussion.

(E) Financial Disclosure & Conflict of Interest

Faculty must disclose all financial relationships with any commercial interest during a 12 month period to the continuing education provider. It is the responsibility of the provider to evaluate relevance of the relationships for any conflicts of interest.

FINANCIAL RELATIONSHIPS

Financial relationships are those relationships in which the individual or his/her significant other benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit.

Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration of any amount is received, or expected within the past 12 months, which includes but is not limited to...

- Employment or management positions
- Independent contractor (contracted research and clinical trials)
- Consultant
- Speaker’s Bureaus and teaching engagements
- Membership on advisory committees or review panels
- Publishing Royalties
- Intellectual property rights
- Consulting fee
- Honoraria
- Ownership interest
  (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds)
- Other financial benefit

This includes financial relationships of a spouse or partner to any individual involved in the development, planning, approval or execution of an ASCH educational program.

CONFLICT OF INTEREST

A conflict of interest exists in any situation where a person having official responsibilities for the society has been empowered to make decisions on behalf of the organization and who, as a result of that power, can potentially benefit personally, directly or indirectly, from an entity or person conducting business with the society.

Financial relationships create conflicts of interest in CE when individuals have both

- A financial relationship with a commercial interest and
- The opportunity to affect the content of CE about the products or services of that commercial interest.

The presence of this conflict of interest does not preclude the person from participating. It does not make the content that they create false or misleading.

If you have any questions regarding financial relationships or conflicts of interest, contact Emma Leighton, ASCH Director of Education and meetings at +1-630-980-4740 or education@asch.net.