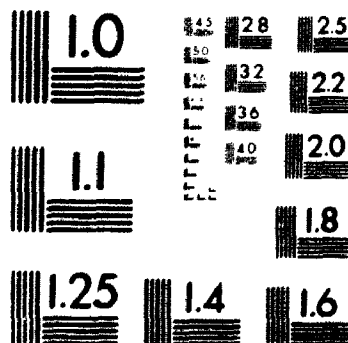


1

PM-1 3½" x 4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT





National Library
of Canada

Bibliothèque nationale
du Canada

Acquisitions and
Bibliographic Services Branch

Direction des acquisitions et
des services bibliographiques

395 Wellington Street
Ottawa, Ontario
K1A 0N4

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Not for circulation

Not for reference

NOTICE

AVIS

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

If pages are missing, contact the university which granted the degree.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

**Honesty Instructions and Compliance in the Carleton
Skills Training Package**

by

Vera M. D. Roncon

**A thesis submitted to the
faculty of Graduate studies and research
in partial fulfilment of the
requirements for the degree of
Master of Arts**

Department of Psychology

**Carleton University
Ottawa, Canada
April 1993**

**© copyright
1993, Vera Roncon**



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file / Votre référence :

Your file / Votre référence :

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315 84077 3

Canada

Name

Vera ~~Rosa~~ Maria Das Roncon

Dissertation Abstracts International is arranged by broad, general subject categories. Please select the one subject which most nearly describes the content of your dissertation. Enter the corresponding four-digit code in the spaces provided

0623

U·M·I

SUBJECT TERM

SUBJECT CODE

Subject Categories

THE HUMANITIES AND SOCIAL SCIENCES

COMMUNICATIONS AND THE ARTS

Architecture 0729
Art History 0377
Cinema 0900
Dance 0378
Fine Arts 0357
Information Science 0723
Journalism 0391
Library Science 0399
Mass Communications 0708
Music 0413
Speech Communication 0459
Theater 0465

EDUCATION

General 0515
Administration 0514
Adult and Continuing 0516
Agricultural 0517
Art 0273
Bilingual and Multicultural 0287
Business 0688
Community College 0275
Curriculum and Instruction 0727
Early Childhood 0518
Elementary 0524
Finance 0277
Guidance and Counseling 0519
Health 0680
Higher 0745
History of 0520
Home Economics 0278
Industrial 0521
Language and Literature 0279
Mathematics 0280
Music 0522
Philosophy of 0998
Physical 0523

Psychology 0525
Reading 0535
Religious 0527
Sciences 0714
Secondary 0533
Social Sciences 0534
Sociology of 0340
Special 0529
Teacher Training 0530
Technology 0710
Tests and Measurements 0288
Vocational 0747

LANGUAGE, LITERATURE AND

LINGUISTICS

Language
General 0679
Ancient 0289
Linguistics 0290
Modern 0291
Literature
General 0401
Classical 0294
Comparative 0295
Medieval 0297
Modern 0298
African 0316
American 0591
Asian 0305
Canadian (English) 0352
Canadian (French) 0355
English 0593
Germanic 0311
Latin American 0312
Middle Eastern 0315
Romance 0313
Slavic and East European 0314

PHILOSOPHY, RELIGION AND THEOLOGY

Philosophy 0422
Religion
General 0318
Biblical Studies 0321
Clergy 0319
History of 0320
Philosophy of 0322
Theology 0469

SOCIAL SCIENCES

American Studies 0323
Anthropology
Archaeology 0324
Cultural 0326
Physical 0327
Business Administration
General 0310
Accounting 0272
Banking 0770
Management 0454
Marketing 0338
Canadian Studies 0385
Economics
General 0501
Agricultural 0503
Commerce Business 0505
Finance 0508
History 0509
Labor 0510
Theory 0511
Folklore 0358
Geography 0366
Gerontology 0351
History
General 0578

Ancient 0579
Medieval 0581
Modern 0582
Black 0328
African 0331
Asia, Australia and Oceania 0332
Canadian 0334
European 0335
Latin American 0336
Middle Eastern 0333
United States 0337
History of Science 0585
Law 0398
Political Science
General 0615
International Law and Relations 0616
Public Administration 0617
Recreation 0814
Social Work 0452
Sociology
General 0626
Criminology and Penology 0627
Demography 0938
Ethnic and Racial Studies 0631
Individual and Family Studies 0628
Industrial and Labor Relations 0629
Public and Social Welfare 0630
Social Structure and Development 0700
Theory and Methods 0344
Transportation 0709
Urban and Regional Planning 0999
Women's Studies 0453

THE SCIENCES AND ENGINEERING

BIOLOGICAL SCIENCES

Agriculture
General 0473
Agronomy 0285
Animal Culture and Nutrition 0475
Animal Pathology 0476
Food Science and Technology 0359
Forestry and Wildlife 0478
Plant Culture 0479
Plant Pathology 0480
Plant Physiology 0817
Range Management 0777
Wood Technology 0746
Biology
General 0306
Anatomy 0287
Biostatistics 0308
Botany 0309
Cell 0379
Ecology 0329
Entomology 0353
Genetics 0369
Limnology 0793
Microbiology 0410
Molecular 0307
Neuroscience 0317
Oceanography 0416
Physiology 0433
Radiation 0821
Veterinary Science 0778
Zoology 0472
Biophysics
General 0786
Medical 0760

EARTH SCIENCES

Biogeochemistry 0425
Geochemistry 0996

Geodesy 0370
Geology 0272
Geophysics 0373
Hydrology 0388
Mineralogy 0411
Paleobotany 0345
Paleoecology 0426
Paleontology 0418
Paleozoology 0985
Palynology 0427
Physical Geography 0368
Physical Oceanography 0415

HEALTH AND ENVIRONMENTAL SCIENCES

Environmental Sciences 0768
Health Sciences
General 0566
Audiology 0300
Chemotherapy 0992
Dentistry 0567
Education 0350
Hospital Management 0769
Human Development 0758
Immunology 0982
Medicine and Surgery 0564
Mental Health 0347
Nursing 0569
Nutrition 0570
Obstetrics and Gynecology 0380
Occupational Health and Therapy 0354
Ophthalmology 0381
Pathology 0571
Pharmacology 0419
Pharmacy 0572
Physical Therapy 0382
Public Health 0573
Radiology 0574
Recreation 0575

Speech Pathology 0460
Toxicology 0383
Home Economics 0386

PHYSICAL SCIENCES

Pure Sciences
Chemistry
General 0485
Agricultural 0749
Analytical 0486
Biochemistry 0487
Inorganic 0488
Nuclear 0738
Organic 0490
Pharmaceutical 0491
Physical 0494
Polymer 0495
Radiation 0754
Mathematics 0405
Physics
General 0605
Acoustics 0986
Astronomy and Astrophysics 0606
Atmospheric Science 0608
Atomic 0748
Electronics and Electricity 0607
Elementary Particles and High Energy 0798
Fluid and Plasma 0759
Molecular 0609
Nuclear 0610
Optics 0752
Radiation 0756
Solid State 0611
Statistics 0463
Applied Sciences
Applied Mechanics 0346
Computer Science 0984

Engineering
General 0537
Aerospace 0538
Agricultural 0539
Automotive 0540
Biomedical 0541
Chemical 0542
Civil 0543
Electronics and Electrical Heat and Thermodynamics 0544
Hydraulic 0545
Industrial 0546
Marine 0547
Materials Science 0794
Mechanical 0548
Metallurgy 0743
Mining 0551
Nuclear 0552
Packaging 0549
Petroleum 0765
Sanitary and Municipal System Science 0790
Geotechnology 0428
Operations Research 0796
Plastics Technology 0795
Textile Technology 0994

PSYCHOLOGY

General 0621
Behavioral 0384
Clinical 0622
Developmental 0620
Experimental 0623
Industrial 0624
Personality 0625
Physiological 0989
Psychobiology 0349
Psychometrics 0632
Social 0451



The undersigned recommend to the Faculty of Graduate Studies
and Research acceptance of the thesis

"HONESTY INSTRUCTIONS AND COMPLIANCE IN THE CARLETON
SKILLS TRAINING PACKAGE"

submitted by Vera M. D. Roncon, BA
in partial fulfilment of the requirements for the
degree of Master of Arts



Thesis Supervisor



Chair, Department of Psychology

Carleton University
April, 1993

ABSTRACT

Thirty low hypnotizable subjects underwent cognitive skill training, and 30 others served as low hypnotizable controls. A third group of 30 subjects was selected so that their pretest hypnotizability scores matched the post-training hypnotizability scores of the first group. One third of the subjects in each group were randomly assigned to either receive honesty instructions prior to undergoing hypnotizability posttesting, after administration of posttest procedure, or no honesty instructions. Contrary to previous research, skill trained subjects showed significant increases on objective and subjective measures of hypnotizability. Furthermore, the administration of honesty instructions had no effect on subjects' posttest responding.

Table of Contents

	Page
Abstract	i
Table of Contents	ii
List of Tables	iii
List of Figures	iv
 Literature Review	
Introduction.....	1
Plateau Susceptibility.....	5
Generalizability & Temporal Stability of Susceptibility Gains.....	7
The Compliance Issue.....	8
The Present Study.....	18
 Method	
Subjects.....	19
Hypnotic Assessment.....	19
Procedure.....	20
The Carleton Skills Training Package.....	22
Matching Procedure.....	23
 Results	
Analysis of CURSS:O scores.....	24
Analysis of CURSS:S scores.....	25
Analysis of CURSS:OI scores.....	26
O/OI discrepancies among skill trained subjects...	27
Skill training increases of CURSS:C scores.....	28
 Discussion.....	 46
 References.....	 50
 Appendix A: The Carleton Skills Training Package: Modification instructions.....	
	54
 Appendix B: The Carleton Skills Training Package: Audio training information.....	
	68
 Appendix C: The Carleton Skills Training Package: Transcript of model's verbalizations during suggestions.....	
	84

Appendix D:	The Carleton Skills Training Package: Transcript of interview between model and hypnotist.....	88
Appendix E:	Honesty Instructions.....	95
Appendix F:	The Carleton University Responsiveness to Suggestion Scale (CURSS): Audiotape instructions for induction procedure.....	96
Appendix G:	The Carleton University Responsiveness to Suggestion Scale (CURSS): Response booklet.....	102

List of Tables

TABLE	DESCRIPTION	PAGE
1	ANOVA summary table of CURSS:O scores.	29
2	Cell means and standard deviations of pretest and posttest CURSS:O scores.	30
3	ANOVA summary table of CURSS:S scores.	31
4	Cell means and standard deviations of pretest and posttest CURSS:S scores.	32
5	ANOVA summary table of CURSS:OI scores.	33
6	Cell means and standard deviations of pretest and posttest CURSS:OI scores.	34
7	Summary table for simple effects analysis of pretest and posttest CURSS:O scores.	35
8	Cell means and standard deviations for pretest and posttest CURSS:O scores collapsing across levels of honesty instructions.	36
9	Summary table for simple effects analysis of pretest and posttest CURSS:S scores.	37
10	Cell means and standard deviations for pretest and posttest CURSS:S scores collapsing across levels of honesty instructions.	38
11	Summary table for simple effects analysis of pretest and posttest CURSS:OI scores.	39
12	Cell means and standard deviations for pretest and posttest CURSS:OI scores collapsing across levels of honesty instructions.	40
13	2X2 contingency table of number of subjects in skill trained and matched group who either obtained or failed to obtain at least one O/OI discrepancy on posttesting.	41
14	CURSS:O increases from pretest to posttest among skill trained subjects.	42

List of Figures

FIGURE	DESCRIPTION	PAGE
1	Mean CURSS:O scores of skill trained, low and matched subjects collapsing across levels of honesty instructions.	43
2	Mean CURSS:S scores of skill trained, low and matched subjects collapsing across levels of honesty instructions.	44
3	Mean CURSS:OI scores of skill trained, low and matched subjects collapsing across levels of honesty instructions.	45

Honesty Instructions and Compliance in the Carleton
Skills Training Package

Measures of hypnotic susceptibility (or hypnotizability) consist of an hypnotic induction procedure followed by a standardized series of suggestions that vary in level of difficulty. A number of investigators conceptualize hypnotizability as involving a stable and largely unmodifiable trait or capacity (Hilgard, 1977, 1979; Bowers, 1976; Perry, 1977). This view of hypnosis results from two observations: Firstly, in the early 60's when hypnotic susceptibility scales were initially developed, they were found to have high test-retest reliability. In other words, an individual's initial susceptibility test scores were found to be highly correlated with subsequent test scores. Furthermore, early attempts at modifying hypnotic susceptibility were relatively unsuccessful. Early modification techniques were based on the assumption that hypnotic responding involved entrance into an altered state. Consequently, they included such techniques as EEG biofeedback training (London, Cooper and Engstrom, 1974), relaxation training (Leva, 1974), and personal growth training (Tart, 1970); all of which attempted to facilitate the alteration in consciousness assumed to be a requisite for hypnotic responding.

In reviewing the literature on hypnotic modification,

Perry (1977) concluded that most of the modification experiments failed to provide evidence that hypnotizability can be altered. He acknowledged that some procedures did achieve significant differences between pre and post training scores, but he pointed out that these differences tended to be small and insignificant. Perry (1977) added that these gains were only found in initially medium susceptible individuals and that demands for heightened performance contained in hypnosis training techniques could have caused subjects to falsely report their experiences (ie: lie, fake).

The apparent stability of hypnotic susceptibility and the failure of most modification studies to find large hypnotizability gains was used as evidence for the notion that hypnotic responding involves a largely unmodifiable trait.

The sociocognitive perspective views hypnotic responding as purposeful, goal-directed behaviour which does not involve entrance into an altered or 'trance' state. This approach explains hypnotic responding as guided by subjects' attempts to play the role of (good) hypnotic subject and as dependent upon subjects' interpretation of the hypnotic role (Wagstaff, 1981; Spanos, 1986). This view is consistent with the belief that hypnotic responding is a trainable skill rather than a stable personality trait.

From the sociocognitive perspective, the temporal stability of susceptibility can be explained by the fact that between testing, subjects are rarely exposed to information

about hypnosis that changes their attitudes, interpretations and expectations concerning hypnosis. It is just such changes, however that may be necessary in order for an initially low hypnotizable individual to learn to respond to suggestions.

Furthermore, proponents of the sociocognitive viewpoint recognise that test-retest consistencies do not lend any more support to trait theories than they do to the socio-cognitive theory (Diamond, 1977; Spanos, 1986). In other words, why should these consistencies be seen as proof that hypnotic responding involves some stable trait as opposed to it being a reflection of situational consistencies that are present in hypnotic testing (Spanos, 1986). It has also been pointed out that since hypnotizability scales were developed with high test retest reliability in mind, it is not surprising they produce just such results (Diamond, 1977; Spanos, 1986).

According to the sociocognitive perspective, early attempts at modifying hypnotic susceptibility were for the most part unsuccessful because they failed to manipulate the social and cognitive variables inherent in hypnotic responding. However, those methods that did manipulate such variables reported significant gains in susceptibility as a result of skill training (Burns, 1976; Diamond, 1972; Diamond et al, 1975; Kinney & Sachs, 1974). Amongst the more successful attempts reviewed by Perry (1977) was a technique employed by Diamond (1972). Diamond used a multi-factor

approach that included motivation enhancement, behaviour modelling and verbal modelling cues. Diamond's procedure involved the administration of a multi-component treatment package aimed at teaching the hypnotic skill by including optimal learning factors, attitudinal and self-factors and cognitive strategy.

The Carleton Skills Training Package (CSTP) originally employed by Gorassini and Spanos (1986) teaches low hypnotizable subjects how to become highly susceptible to hypnosis. The CSTP was developed on the basis of a conceptualisation of hypnosis similar to that of Diamond's. The CSTP is based on the belief that positive attitudes toward hypnosis, clear interpretations of the hypnotic role, practice responding to suggestions, the ability to imagine vividly, motivation to respond to suggestions and the absence of fear related to hypnosis are all factors that contribute to successful hypnotic responding. The CSTP is therefore aimed at: 1) promoting positive attitudes/beliefs and dispelling myths and misconceptions regarding hypnosis, 2) emphasising the importance of becoming involved in imaginings which are consistent with a suggestion and 3) providing an interpretation of the suggestions as requiring active involvement, and practising responding to them.

Since its development the CSTP has been employed in empirical research conducted in several labs (Spanos et al, 1986, 1988, 1989, 1990, etc.; Gfeller et. al, 1987). This

research, has demonstrated that hypnotic susceptibility can be enhanced, and as a result has provided support for a sociocognitive view of hypnosis. The logic is as follows: If it is possible to enhance hypnotic susceptibility among individuals who are moderately or minimally responsive to suggestions, then one can argue that hypnotic responding is not a rigid trait but rather a modifiable skill.

The susceptibility gains attained from use of the CSTP have been questioned by several investigators (Bates et al, 1989; Hilgard, 1989). The major concerns of these investigators include the issue of plateau levels of susceptibility, the generalizability and long term stability of training induced susceptibility gains, and the problem of compliance to experimental demands in hypnotic responding.

Plateau Susceptibility

Although trait theorists contend that hypnotic susceptibility is relatively unchangeable, they hold that small gains are possible when changes in attitude and motivation enable individuals to express their 'true' level of ability. This 'true' level of ability is referred to as the plateau level (Bowers, 1977; Perry, 1977; Shor, Orne & O'Connell, 1968). According to the notion of plateau susceptibility, a subject's initial susceptibility level may not be a good indication of their 'true' hypnotic ability and it may require several hypnosis sessions before such a level

is reached (Bowers, 1976; Perry, 1977; Shor, Orne & O'Connell, 1962). In order to achieve plateau susceptibility, these investigators recommend that subjects be tested on more than one baseline trial. From this line of reasoning it follows that in order to measure increments in susceptibility this plateau level must be attained before training is administered. This provision will supposedly reduce the error variance associated with fluctuations in hypnotic testing.

Spanos, Robertson, Menary, Brett and Smith (1987) addressed this issue by comparing four groups of initially low hypnotizable subjects. Half of these subjects received skill training (through CSTP) and the remainder did not. Half of the subjects in each of these conditions (skill training versus no skill training) received two baseline susceptibility tests while the remaining subjects received only the first baseline test. Subjects' final susceptibility scores were compared. The results showed that skill training significantly enhanced susceptibility scores in both groups of skill trained subjects. Importantly however, both control groups failed to exhibit significant enhancements in susceptibility, and the number of baseline trials administered had no significant effect on the magnitude of the posttest gains produced by skill training. These results contradict the hypothesis that subjects' susceptibility scores will increase (or change) as a result of practice only.

**Generalizability & Temporal Stability of
Susceptibility Gains**

Another issue that has evoked controversy has to do with the generalizability and temporal stability of training induced susceptibility gains. In order to view hypnotizability as a modifiable skill rather than as an unchangeable trait, training induced enhancements in susceptibility must generalise to novel suggestions, that is, suggestions which have not been used as part of the training program. In addition to this, the skill training induced gains must be fairly resistant to change over time.

In assessing the generalizability of skill training, Spanos, Lush and Gwynn (1989) compared four groups: low hypnotizable subjects who simulated hypnosis, skill trained subjects, low hypnotizable controls and naturally high hypnotizables. In order to assess the generalizability of CSTP induced gains, subjects in all four conditions were individually posttested on five difficult suggestions: analgesia, age regression, visual hallucination, selective amnesia and posthypnotic response. None of these specific suggestions had been administered prior to this assessment. The results indicated that skill trained high hypnotizables did not differ significantly from natural highs on behavioural and subjective scores, but scored lower than simulators and higher than the low controls. Therefore, the skill trained subjects exhibited substantial generalization in responding to

novel items. These results support the notion that CSTP induced gains are generalizable to novel, difficult suggestions and again that hypnotic susceptibility is a modifiable skill.

In Perry's (1977) review of modification research, he pointed out that the temporal stability of training induced gains has not been thoroughly investigated. At the time Perry wrote his review only one study had examined the issue. Kinney and Sachs (1974) obtained no significant change in post modification susceptibility scores one month after training.

In order to assess long term temporal stability of CSTP induced gains, Spanos, Cross, Menary and Smith (1988) posttested 12 initially low hypnotizable subjects whose susceptibility had been significantly increased as a result of skill training. These subjects were retested 9 to 30 months subsequent to initial susceptibility assessment. These subjects were matched with a group of untrained natural high hypnotizables. The results showed that skill trained and matched subjects failed to differ significantly on final susceptibility scores and that these two groups scored significantly higher than low susceptible untrained subjects. These findings support the idea that CSTP induced gains are temporally enduring.

The Compliance Issue

In contrast to the abundance of empirical evidence

supporting the notion that the CSTP produces genuine, stable and generalizable susceptibility gains, one study performed by Bates et al (1988) found that CSTP gains were relatively modest and not maintained in follow-up. However, in this study subject-experimenter rapport was not promoted. In fact the information provided in the CSTP was "read from a transcript by the trainer" (Bates et al, 1988, p121).

According to the sociocognitive hypothesis, subject-experimenter rapport helps to motivate the subject so that he or she may understand and be able to learn the attitudes and interpretations required to respond to suggestions (Spanos, 1986). Therefore subject-experimenter rapport is a crucial factor which contributes to observed susceptibility enhancements.

In one study which examined this issue, Spanos, Flynn and Niles (1989) found that high rapport in the absence of skill training was not sufficient for the attainment of significant hypnotizability gains. In a second experiment of this study, subjects were administered skill training under either high rapport or low rapport conditions. Only the high rapport skill trained subjects achieved significant gains in susceptibility as a result of training.

Bates used his failure to produce large gains in susceptibility to support the notion that training induced increments attained in other studies can be fully explained in terms of compliance with experimental demands (compliance to

experimental demands refers to the manifestation of behavioural responses to suggestions in the absence of the requisite subjective experience).

Bates (1989) hypothesised that subjects who receive the CSTP are exposed to such strong demand characteristics (ie., they are told that training should help increase their hypnotic susceptibility) that in order to please the experimenter with whom they have developed a friendly relationship, they comply with experimental demands by pretending to have the experiences called for by suggestions. In other words, CSTP induced gains, according to Bates can be fully attributed to faking on the part of the subject.

As mentioned above Spanos, Flynn and Niles (1989) specifically examined the problem associated with compliance as a result of high subject-trainer rapport. Here, one group of subjects was administered the full CSTP while another group received a passively oriented training procedure designed to facilitate rapport with the trainer without teaching subjects how to respond to suggestions. In this part of the study, subjects in both conditions reported having developed high rapport with the experimenter. However, only those subjects whom received the full CSTP obtained significant susceptibility gains on two posttests.

Taken together, results from both of the experiments in this study clearly suggest that rapport is an important factor in skill learning. But more importantly, these findings show

how rapport is important. Specifically, neither high rapport in the absence of skill training nor skill training in the absence of high rapport are sufficient for the attainment of skill learning.

In addition to these findings, several other studies have compared the behaviour of low hypnotizable subjects instructed to fake hypnosis by acting as they think a highly hypnotizable subject acts (simulators), to the behaviour of skill trained high hypnotizables and naturally high hypnotizables (Spanos, Robertson et al, 1989; Spanos, Lush & Gwynn, 1989; Spanos & Flynn, 1989). In each of these studies simulating subjects outperformed their counterparts on both behavioural and subjective report dimensions of susceptibility. Moreover, the simulating groups displayed a smaller behavioural-subjective discrepancy than any other group of subjects. In other words, simulators, more frequently than the subjects in other groups, enacted the suggestion and at the same time reported having experienced the suggestions. Since simulators do not experience suggested effects, their behaviour is fully explainable by compliance.

If what Bates (1989) believes is true and the behaviour of skill trained subjects can be fully explained in terms of compliance to experimental demands, then this group's behaviour should resemble that of simulators. Empirical evidence shows that this is clearly not the case. Simulating subjects commonly show small behavioural-subjective

discrepancies while non simulating subjects often show a much larger discrepancy between these two dimensions.

In response to such evidence, Bates (1989) argues that the behaviour of simulators under such a condition has no relevance to the demand characteristics associated with the CSTP since simulators do not receive skill training.

As a result of such criticism, Spanos & Flynn (1989) further expanded the simulator paradigm to include a fifth condition. In this study, a group of low hypnotizable subjects were instructed to fake their way through skill training and later were reminded to continue faking prior to posttest assessment by an independent experimenter. This group was compared to traditional simulators, skill trained subjects, natural high hypnotizables and low controls. Subjects in both simulating conditions performed similarly on all hypnotizability indexes and at the same time, outperformed natural and skill trained high hypnotizables who in turn outperformed low controls. These findings suggest that compliance alone cannot account for the behaviour of skill trained subjects. However, this is not to say that compliance plays no part in hypnotic responding. It is obvious by the pattern of behavioural-subjective discrepancies observed among skill trained and natural high hypnotizable subjects that hypnotic responding does involve some compliance. Nevertheless evidence supports the notion that skill training enhancements cannot be fully accounted for by compliance to

experimental demands.

Further studies have been designed to assess compliance associated with hypnotic responding. A study by Kirsch et al. (1989) used the surreptitious observation paradigm first developed by Evans and Orne (1971) to assess the extent to which subjects in different conditions complied to different levels of experimental demand. In this study, responses from a group of simulators and a group of natural high hypnotizables were compared on two separate administrations of a tape recorded adaption of the Hypnotic Aptitude Test (HAT: Botto et al, 1980). In the first administration, subjects were alone in the room whereas the second time, an experimenter was present. During both sessions subjects were surreptitiously recorded via hidden video recorder. The findings revealed that simulators, when unaware that they were being observed (ie: experimenter absent condition) were much less responsive to suggestions than when the experimenter was in the room. On the other hand, the hypnotic responding of nonsimulators was not affected by the absence or presence of the experimenter.

Spanos et al (in press) expanded the design of this study to include two additional groups. Simulators, skill trained and natural high hypnotizables, and a group of low control subjects were exposed to the same testing procedure as in the Kirsch et al study (1989). Skill trained subjects and untrained highs attained similar high hypnotizability scores

in both the experimenter absent and experimenter present conditions. Simulators on the other hand, attained high hypnotizability scores only in the experimenter present condition. The low controls attained low hypnotizability scores in both conditions.

These findings again contradict Bates' compliance hypothesis. If compliance was motivating skill trained subjects to respond to suggestions, their behaviour under the low demand condition (ie: experimenter absent) would be similar to that of the simulators.

More recently, Bates (1992) addressed the issue of compliance from a different angle. In order to isolate the potential contribution of demand characteristics in hypnotic responding, Bates conducted a study in which skill trained subjects were administered honesty instructions prior to posttesting. The use of honesty instructions in hypnotic research was first introduced by Bowers (1967). Honesty instructions were designed to encourage subjects to respond to suggestions in a way consistent with their subjective experiences, and to dissuade them from performing in such a manner as simply to please the experimenter. In the Bates study (1992), subjects who underwent skill training were posttested under two conditions; one group of subjects received honesty instructions prior to the hypnotic testing while the other group did not receive honesty instructions. Bates reported that subjects in the honesty condition attained

significantly lower CURSS:O and CURSS:OI scores than did subjects in the no honesty condition (no significant differences were reported for CURSS:S scores). Bates proposed that administering honesty instructions prior to posttesting alters the effects of demand characteristics and in doing so allows the experimenter to assess the efficacy of the CSTP. On the basis of his findings, Bates concluded that high levels of subject-trainer rapport in the CSTP leads subjects to comply with demands for enhanced performance.

Comins, Fullman and Barber (1975) found that strong demands for honest reports lowered the subjective scores of subjects who had been exposed to a hypnotic induction procedure to the same extent as those who had been exposed to experimenter modelling (a procedure that aims to teach subjects how to respond to test suggestions which uses the experimenter as a model). Furthermore demands for honesty did not interact with level of susceptibility. In other words, the Comins et al (1975) study indicates that honesty instructions reduced the level of suggested responding in 'natural' high hypnotizables. If what Bates believes is true, and honesty instructions work to counteract compliance, then in light of the Comins et al (1975) study, all hypnotic subjects, whether skill trained or not are complying to demands.

In the Bates' (in press) study, the skill trained subjects who received honesty instructions were not compared

to naturally high hypnotizables. As a result, we do not know if the administration of honesty instructions would have had a differential effect on the two groups of subjects in his study. Furthermore, the honesty instructions in this study included an additional component not found in traditional honesty instructions. Traditional honesty instructions tell the subject: 1) to be honest when reporting subjective experiences, 2) not to answer questions in a manner so as to please the experimenter, 3) and that the only correct answer is an honest one. In addition to this information, Bates (1992) explicitly told subjects that, contrary to what they were told during skill training, not all psychologists believe that hypnosis is a trainable skill and that the reason they were told so was to motivate them to respond to suggestions. Therefore Bates confounded honesty instructions with instructions that may have created an expectation for low performance.

It is important to consider all the possible effects that administering traditional honesty instructions can have on subjects' responding. First of all, subjects may interpret honesty instructions as encouragement to respond to suggestions in a way consistent with their subjective experiences. Secondly, honesty instructions may provide subjects with cues to be unresponsive during testing (ie: suppress responding). A third possibility is that honesty instructions raise the criterion that subjects use when rating

their experiences. This criterion shift may result in subjects adopting a more critical attitude and more stringent criteria by which to assess their own experiences. By administering honesty instructions at different times throughout the hypnotic procedure, one could better assess the effects of honesty instructions thereby enabling us to examine the real effects of honesty demands on the efficacy of the CSTP. Specifically, honesty instructions could be administered prior to hypnotic testing to one group of subjects, and following hypnotic testing but prior to having subjects report on experiences to another group. In the latter condition, subjects would have already responded behaviourally to the suggestions, and therefore demands for honesty would only pertain to the interpretation of their hypnotic responding.

In his study, Bates (1992) acknowledged the possibility that honesty instructions may produce their effects by suppressing responding. In a footnote, he reported on a screening session that compared two groups of untrained subjects; one that received honesty instructions and one that did not prior to undergoing a single administration of the CURSS. No significant differences on CURSS scores were observed for these two groups. From these findings, Bates concludes that honesty instructions could not be interpreted as demands to be unresponsive during hypnosis. However, it is impossible to interpret these findings because Bates did not

provide mean scores for either group. Thus it could very well be that these subjects were all low hypnotizables to start. Nevertheless, the issue of the effects of honesty demands was not fully examined in Bates' study. For this reason, further research was necessary in order to assess such possible effects.

The Present Study

The purpose of the present study was to examine the effects of honesty instructions administered on two different occasions during hypnotic post-testing. The present study employed honesty instructions in their traditional form. The expectancy information employed by Bates was not included.

METHOD

Subjects

Ninety Carleton University undergraduate students (18 years of age and older) participated in the study in return for credit towards their introductory psychology course. These subjects were selected based on their pretest (screening) CURSS objective (CURSS:O) scores. Subjects who expressed an interest in further experimentation were contacted by telephone and asked whether or not they would like to participate in the present study.

Hypnotic Assessment

The Carleton University Responsiveness to Suggestion Scale (CURSS: Spanos, Radtke et al, 1983) was used to assess hypnotic responsiveness on pretest (screening) and on posttesting. All 90 subjects were administered the CURSS in groups of 2 to 7 people. The CURSS consists of a taped hypnotic induction followed by 7 suggestions: arm heaviness, arm rigidity, arm lightness, arms moving apart, seeing a kitten, hearing music and forgetting the suggestions. The CURSS yields an overt score (CURSS:O, ranging from 0 to 7) which indicates the number of responses to which a subject makes the appropriate objective response; a subjective score (CURSS:S, ranging from 0 to 21) which reflects the extent to which subjects report having the subjective experienced called for by the suggestion, and an objective-involuntariness rating

(CURSS:OI, ranging from 0 to 7) which reflects the number of objectively passed responses that were experienced as having occurred involuntarily to at least a moderate degree.

Individuals whose CURSS:O scores fall in the 0 to 2 range are considered to be minimally responsive to suggestions (Lows), those with scores of 3 or 4 are moderately responsive (Mediums) and those with scores in the 5 to 7 range are highly susceptible to hypnosis (Highs). For this study the CURSS scoring was modified to include only 6 suggestions (see below).

All 90 subjects were posttested using the CURSS no more than 4 weeks following the initial screening test.

For the purposes of this study, the amnesia suggestion in the CURSS was eliminated, since responding to this suggestion requires that a subject leave a written record and therefore interferes with the administration of honesty instructions. In order to compare posttest CURSS scores to baseline CURSS scores, each subjects' baseline CURSS was rescored omitting response to the amnesia item. Thus, the maximum CURSS:O score a subject in this study could obtain was 6, the maximum CURSS:S score was 18 and CURSS:OI was 6.

Procedure

Thirty subjects who pretested as low hypnotizables on the CURSS underwent the Carleton Skills Training Package (CSTP), and were later posttested on the CURSS.

A second group of 30 subjects were selected whose pretest CURSS:0 scores were matched to the posttest CURSS:0 scores of a subgroup of 10 of the previously mentioned skill trained subjects (see below). Subjects in this matched group were posttested on the CURSS without any intervening skill training.

A control group of 30 subjects who pretested as low hypnotizables on the CURSS were selected and posttested on the CURSS without any intervening skill training.

Subjects in the skill trained, matched and control groups were randomly assigned to one of three testing conditions. In the first condition, 30 subjects (10 skill trained, 10 matched and 10 low controls) were posttested on the CURSS without any intervening instruction. In the second condition, 30 subjects (10 skill trained, 10 matched and 10 low controls) were administered honesty instructions (see Appendix E) prior to undergoing hypnotic posttesting. Briefly, the instructions ask that the subject be honest with him/herself in answering the questionnaires, and to avoid marking the questionnaires in a certain way simply to please the experimenter. In the third condition, another group of 30 subjects (10 skill trained, 10 matched and 10 low controls) were also administered honesty instruction at posttesting. This time however, the instructions were given after the posttest induction and suggestions had been administered but prior to subjects' reporting of their suggested experiences.

The Carleton Skills Training Package (CSTP)

The individually administered CSTP takes approximately one and a half hours to administer and consists of three basic components: 1) information aimed at dispelling myths about hypnosis is provided, 2) the importance of becoming involved in one's own imaginings is emphasized, and 3) subjects are provided with interpretational information which explains that responding to suggestions is an "active doing" as opposed to a "passive happening". This information is initially provided verbally by the experimenter following which the subject listens to a 15 minute audio introduction to the session.

Following the introduction, subjects practice responding to 4 hypnotic suggestions. In addition to receiving coaching and feedback from the experimenter throughout the first part of the session, subjects watch a videotaped model responding to each suggestion while verbalizing her subjective experiences aloud. Following her responses to each suggestion, the model is interviewed on the videotape about her experiences. During the interview, the model emphasizes the idea that enacted responses can be made to feel involuntary through absorption in suggested-related imaginings. In the final phase of the session, subjects are given a chance to respond to four novel suggestions without any interpretational information or any feedback from the experimenter.

Matching Procedure

The 10 skill trained subjects who did not receive any honesty instructions provided the scores from which to select our matched group of 30 subjects. In other words, for every subject in this subgroup, 3 subjects with an identical CURSS:0 score were selected. One of these three matched subjects was randomly assigned to an honesty before condition, one was assigned to an honesty after condition, and one was assigned to a no honesty condition, and so on.

RESULTS

Analysis of CURSS:O scores

Subjects' CURSS:O scores were analysed by way of a 3X3X2 (group X honesty condition X pre/posttest) mixed analysis of variance (ANOVA). For the CURSS:O dimension, significance was attained for the main effect of group, (skill trained vs lows vs matched), $F(2,81) = 30.25, p < .001$, for the main effect of interval, $F(1,81) = 28.92, p < .001$ and for the group by interval interaction, $F(2,81) = 37.97, p < .001$. No significant effects for honesty condition were obtained. Summary tables and means are displayed in tables 1 and 2 respectively. Simple effects analysis (table 7) of the group by interval interaction revealed that significant differences exist between groups at pretest, $F(2,132) = 44.91, p < .001$, as well between groups at posttest, $F(2,132) = 19.69, p < .001$. Newman-Keuls analysis revealed that at pretest, CURSS:O scores of the matched naturals were significantly higher than those of the skill trained and low controls ($p < .001$). Pretest CURSS:O scores of skill trained and lows did not differ significantly. As expected, post-hoc analysis of the effect of group at posttest revealed that mean scores of the skill trained group were significantly greater than those of the low controls, but did not differ significantly from those of the matched naturals. A significant difference was also observed between the CURSS:O scores of low controls and matched natural

highs, as the naturals obtained higher scores on this dimension. Within-subjects simple effects indicated that skill trained subjects attained significantly higher CURSS:O scores on posttesting than at the pretest session, $F(1,81) = 93.57, p < .001$. Furthermore, small but significant differences were observed for interval at group 2 (lows), $F(1,81) = 4.74, p < .05$, and for interval at group 3 (matched), $F(1,81) = 6.45, p < .05$. Mean CURSS:O scores for subjects in the low control group increased on posttest whereas subjects in the matched group showed a reduction on this measure (See Table 8).

Analysis of CURSS:S scores

CURSS:S scores were also subjected to a $3 \times 3 \times 2$ (group X honesty condition X pre/posttest) mixed analysis of variance (ANOVA) which revealed significant main effects for group, $F(2,81) = 21.21, p < .001$, for interval, $F(2,81) = 11.36, p < .001$ and for the group by interval interaction, $F(2,81) = 39.00, p < .001$. No main effects or interactions involving the honesty condition approached significance. Tables 3 and 4 display the summary tables and means for CURSS:S scores.

Simple effects analysis (table 9) on the 2-way interaction revealed significant effects for group at pretest, $F(2,121) = 20.53, p < .001$, and group at posttest, $F(2,121) = 29.36, p < .001$. Post-hoc analysis (Newman-Keuls) of these effects revealed that pretest CURSS:S scores of the matched subjects were significantly greater than those of the skill

trained subjects and the low controls ($p < .001$). As expected, on posttest, skill trained as well as matched subjects scored significantly higher than the low controls on the CURSS:S dimension, but failed to differ from each other in this regard (see Table 9).

Within-subjects simple effects analysis indicated that skill trained subjects displayed substantial and significant gains on the CURSS:S from pretest to posttest, $F(1,81) = 83.71$, $p < .001$. No other simple effects proved significance. Summary of these analyses is displayed in Table 10.

Analysis of CURSS:OI scores

Subjects' objective-involuntariness (CURSS:OI) scores were also analyzed with a $3 \times 3 \times 2$ (group \times honesty condition \times pre/posttest) mixed analysis of variance (ANOVA). This analysis yielded significant main effects for group, $F(2,80) = 14.31$, $p < .001$, interval, $F(1,80) = 27.66$, $p < .001$ and for the group by interval interaction, $F(2,80) = 29.19$, $p < .001$, but none for honesty condition (See table 5 for ANOVA summary).

Simple effects analysis indicated that groups differed significantly at pretest, $F(2,141) = 11.23$, $p < .001$, as well as at posttest, $F(2,141) = 27.89$, $p < .001$ (Table 11). Newman-Keuls revealed that at pretest, the CURSS:OI scores of the matched naturals were significantly greater than those of either the skill trained or the low controls. The two latter

groups failed to differ from each other on this measure (see Table 12). On the posttest, skill trained subjects scored significantly higher on the CURSS:OI than both the low controls and the matched group. In addition, the matched group attained significantly higher scores on this dimension than low controls (see Table 12).

Within-subjects simple effects analyses indicated that skill trained subjects displayed significant and substantial CURSS:OI gains on posttesting, $F(1,80) = 86.68, p < .001$. ANOVA summaries and means are displayed in tables 11 and 12 respectively.

Figures 1,2 and 3 display means of skill trained, matched and low control subjects CURSS:O, CURSS:S and CURSS:OI scores respectively, collapsing across levels of honesty instructions.

OI Discrepancies Among Skill Trained Subjects

Subjects who underwent skill training displayed a pattern of objective-involuntariness discrepancies normally observed in this group. Fifty five percent of these subjects (16/29) attained an OI discrepancy on at least one suggestion. In other words, more than half of all skill trained subjects made the behavioural responses to at least one suggestion which was experienced as having occurred voluntarily. Similarly, seventy five percent of the natural highs (21/28) showed an OI discrepancy on at least one suggestion. A Chi-Square test

performed on the frequency of subjects in the skill trained and matched group displaying at least one OI discrepancy (versus no OI discrepancy) failed to attain significance, $X^2(df=1) = 2.42, p < .001$ (Table 13).

Skill Training Increases of CURSS:O scores

Fifty three percent of subjects who underwent skill training displayed an increase of at least 3 points on the CURSS:O dimension, and half of these subjects had at least a 4 point increase. Cumulative percentages and frequencies of CURSS:O increases are displayed in Table 14.

Table 1: ANOVA Summary Table of CURSS:O Scores.

SOURCE	SS	DF	MS	F
Group	190.34	2	95.17	30.25***
Instructions	1.19	2	.96	.30ns
Interval	32.94	1	32.94	28.92***
Grp X Instructions	2.12	4	.53	.17ns
Grp X Interval	86.48	2	43.24	37.97***
Instructions X Interval	2.98	2	1.49	1.31ns
Grp X Instr X Interval	.86	4	.21	.19ns
Between Ss Error	254.85	81	3.15	
Within Cells Error	92.25	81	1.14	

*** $p < .001$

Table 2: Cell Means and Standard Deviations of pre and posttest CURSS:O scores.

PRETEST CURSS:O SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	1.000	.667
	Honesty Before	1.000	.816
	Honesty After	1.200	.789
LOWS	No Honesty	.900	.738
	Honesty Before	1.100	.876
	Honesty After	.800	.789
MATCHED	No Honesty	4.100	1.792
	Honesty Before	4.100	1.792
	Honesty After	4.100	1.792
POSTTEST CURSS:O SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	4.100	1.792
	Honesty Before	3.300	1.418
	Honesty After	3.800	1.874
LOWS	No Honesty	1.600	1.075
	Honesty Before	1.500	1.434
	Honesty After	1.500	1.581
MATCHED	No Honesty	3.600	2.503
	Honesty Before	2.900	1.524
	Honesty After	3.700	1.494

* Trained refers to Skill trained

Table 3: ANOVA Summary Table of CURSS:S Scores.

SOURCE	SS	DF	MS	F
Group	843.34	2	421.67	21.21***
Instructions	25.41	2	12.71	.64ns
Interval	60.06	1	60.09	11.36***
Grp X Instructions	64.22	4	16.06	.81ns
Grp X Interval	412.74	2	206.37	39.00***
Instructions X Interval	14.21	2	7.11	1.34ns
Grp X Instr X Interval	16.36	4	4.09	.77ns
Between Ss Error	1610.60	81	19.88	
Within Cells Error	428.60	81	5.29	

*** p<.001

Table 4: Cell Means and Standard Deviations of pre and posttest CURSS:S scores.

PRETEST CURSS:S SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	4.200	2.044
	Honesty Before	3.800	3.327
	Honesty After	3.700	3.466
LOWS	No Honesty	3.200	2.530
	Honesty Before	3.900	3.814
	Honesty After	4.700	4.244
MATCHED	No Honesty	9.900	3.143
	Honesty Before	8.800	3.155
	Honesty After	8.300	3.433
POSTTEST CURSS:S SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	10.400	3.471
	Honesty Before	8.100	3.755
	Honesty After	9.500	3.979
LOWS	No Honesty	2.000	1.054
	Honesty Before	3.100	3.665
	Honesty After	3.200	3.553
MATCHED	No Honesty	9.800	5.692
	Honesty Before	6.400	3.169
	Honesty After	8.400	4.142

Table 5: ANOVA Summary Table of CURSS:OI Scores.

SOURCE	SS	DF	MS	F
Group	69.35	2	34.68	14.31***
Instructions	1.03	2	.52	.21ns
Interval	31.60	1	31.60	27.66***
Grp X Instructions	8.41	4	2.10	.87ns
Grp X Interval	66.70	2	33.35	29.19***
Instructions X Interval	5.08	2	2.54	2.22ns
Grp X Instr X Interval	5.18	4	1.30	1.13ns
Between Ss Error	193.79	80	2.42	
Within Cells Error	91.39	80	1.14	

*** $p < .001$

Table 6: Cell Means and Standard Deviations of pre and posttest CURSS:OI scores..

PRETEST CURSS:OI SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	.300	.675
	Honesty Before	.300	.483
	Honesty After	.300	.675
LOWS	No Honesty	.100	.316
	Honesty Before	.800	.919
	Honesty After	.400	.699
MATCHED	No Honesty	2.000	1.155
	Honesty Before	2.200	1.751
	Honesty After	1.111	.928
POSTTEST CURSS:OI SCORES		Mean	SD
INSTRUCTIONS			
GROUP: TRAINED	No Honesty	3.400	2.319
	Honesty Before	2.500	1.716
	Honesty After	2.700	2.058
LOWS	No Honesty	.000	.000
	Honesty Before	.600	1.075
	Honesty After	.400	.966
MATCHED	No Honesty	2.200	2.150
	Honesty Before	1.300	1.160
	Honesty After	2.000	1.936

Table 7: Summary Table for Simple Effects Analysis of Pretest and Posttest CURSS:O Scores.

SOURCE	SS	DF	MS	F
Group at Interval 1 (pretest)	192.47	2	96.24	4.91**
Group at Interval 2 (posttest)	84.37	2	42.19	19.69**
Interval at Group 1 (Trained)	106.67	1	106.67	93.57**
Interval at Group 2 (Lows)	5.40	1	5.40	4.74*
Interval at Group 3 (Matched)	7.35	1	7.35	6.45*
Pooled Error	347.10	132	2.14	
Within Error	92.25	81	1.14	

** $p < .001$

* $p < .05$

Table 8: Cell Means and Standard Deviations For Pretest and Posttest CURSS:O scores collapsing across levels of honesty instructions.

		MEAN	SD
PRETEST CURSS:O SCORES			
GROUP:	TRAINED	1.0667	.7397
	LOWS	.9333	.7849
	MATCHED	4.1000	1.7291
POSTTEST CURSS:O SCORES			
GROUP:	TRAINED	3.7333	1.6802
	LOWS	1.5333	1.3322
	MATCHED	3.4000	1.8681

Table 9: Summary Table for Simple Effects Analysis of Pretest and Posttest CURSS:S scores.

SOURCE	SS	DF	MS	F
Group at Interval 1 (pretest)	516.82	2	258.41	20.53**
Group at Interval 2 (posttest)	739.27	2	369.63	29.36**
Interval at Group 1 (Trained)	442.81	1	442.81	83.71**
Interval at Group 2 (Lows)	20.42	1	20.42	3.86ns
Interval at Group 3 (Matched)	9.60	1	9.60	1.81ns
Pooled Error	2038.60	121	12.59	
Within Error	428.60	81	5.29	

** $p < .001$

Table 10: Cell Means and Standard Deviations For Pretest and Posttest CURSS:S scores collapsing across levels of honesty instructions.

		MEAN	SD
PRETEST CURSS:S SCORES			
GROUP:	TRAINED	3.9000	2.9167
	LOWS	3.9333	3.5324
	MATCHED	9.0000	3.2056
POSTTEST CURSS:S SCORES			
GROUP:	TRAINED	9.3333	3.7355
	LOWS	2.7667	2.9558
	MATCHED	8.2000	4.5288

Table 11: Summary Table for Simple Effects Analysis of Pretest and Posttest CURSS:OI scores.

SOURCE	SS	DF	MS	F
Group at Interval 1 (pretest)	40.04	2	20.00	11.23**
Group at Interval 2 (posttest)	99.40	2	49.70	27.89**
Interval at Group 1 (Trained)	98.81	1	98.81	86.68**
Interval at Group 2 (Lows)	.15	1	.15	.13ns
Interval at Group 3 (Matched)	.29	1	.29	.92ns
Pooled Error	285.18	141	1.78	
Within Error	91.39	80	1.14	

** p<.00

Table 12: Cell Means and Standard Deviations for Pretest and Posttest CURSS:OI scores collapsing across levels of honesty instructions.

		MEAN	SD
PRETEST CURSS:OI SCORES			
GROUP:	TRAINED	.3000	.5960
	LOWS	.4333	.7279
	MATCHED	1.7931	1.3727
POSTTEST CURSS:OI SCORES			
GROUP:	TRAINED	2.8667	2.0126
	LOWS	.3333	.8442
	MATCHED	1.9333	1.8370

Table 13: 2X2 Contingency table of number of subjects in skill trained and matched group who either obtained or failed to obtain at least one OI discrepancy on posttesting.

	Obtained at least one O/OI discrepancy	Failed to obtain an O/OI discrepancy	Total
Skill Trained	16 (18.82)	13 (10.18)	29
Matched	21 (18.18)	7 (9.82)	28
Total	37	20	

* Expected frequencies are within parantheses.

Table 14: CURSS:O increases from pretest to posttest among skill trained subjects.

	Cum Frequency	Cum Percentage
Increase of at least 1 point.	26	87%
Increase of at least 2 points.	24	80%
Increase of at least 3 points.	16	53%
Increase of at least 4 points.	8	27%

* Total number of subjects in skill trained group = 30.

Figure 2: Mean CURSS:S scores of Skill Trained, Lows and Matched subjects collapsing across levels of Honesty Instructions.

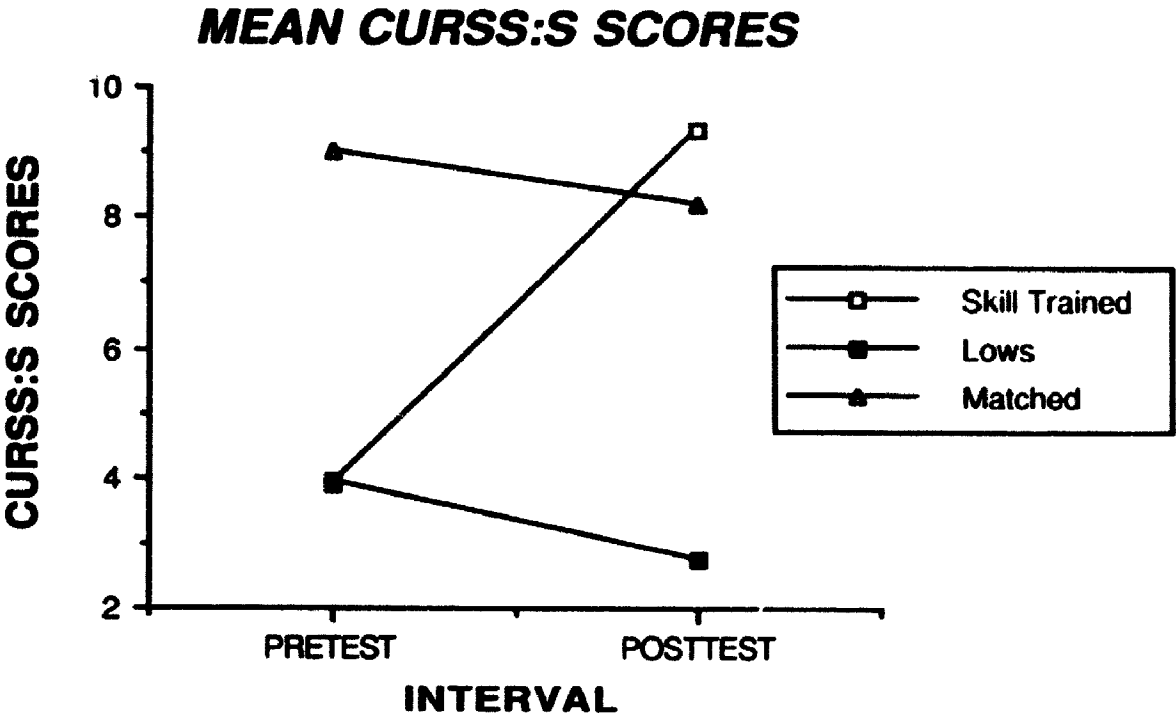


Figure 1: Mean CURSS:O scores of Skill Trained, Lows and Matched subjects collapsing across levels of Honesty Instructions.

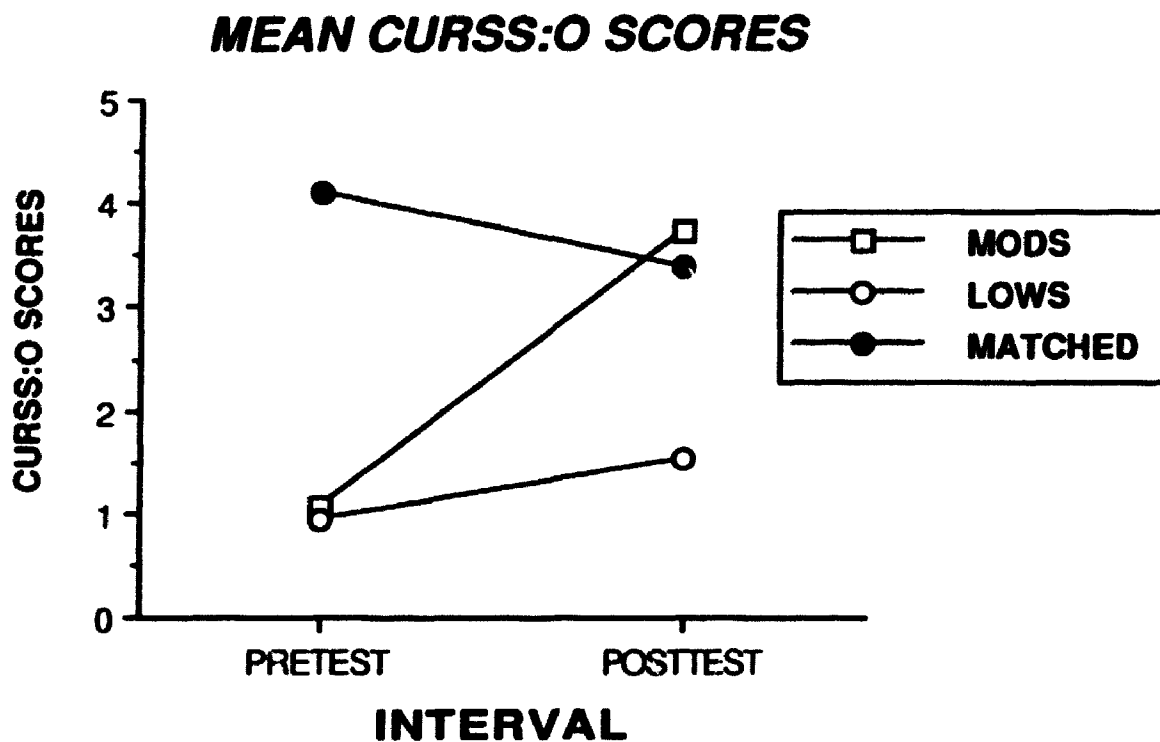
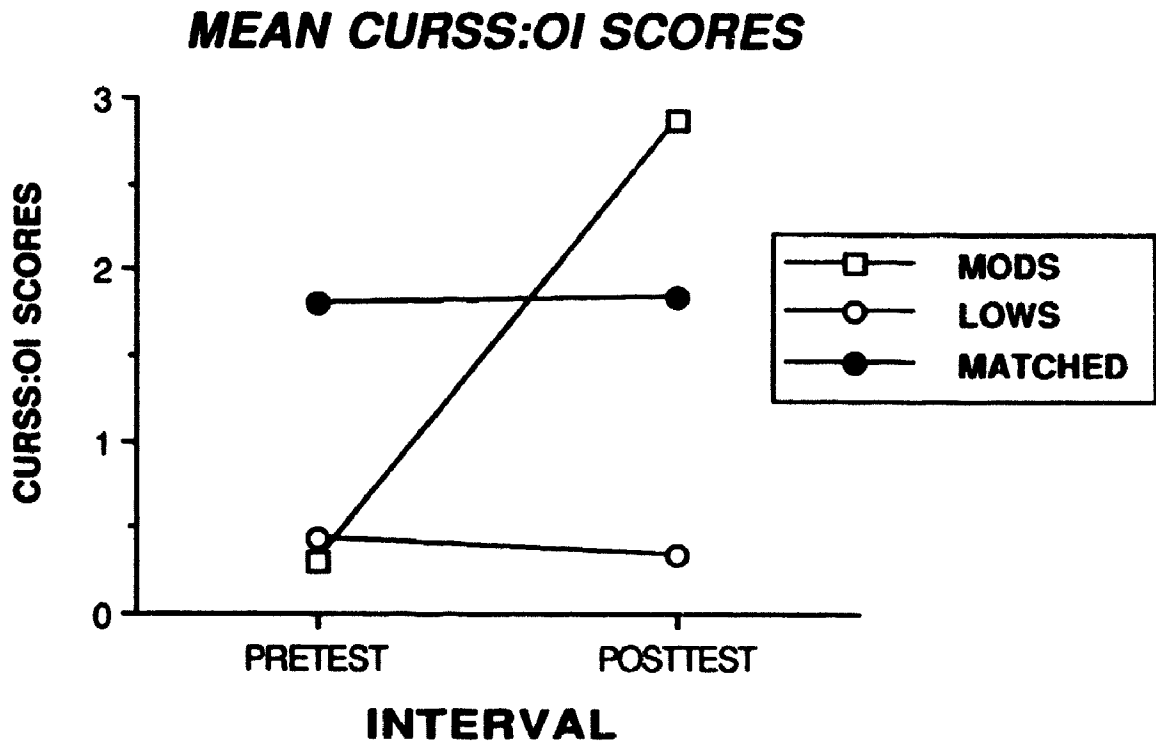


Figure 3: Mean CURSS:OI scores of Skill Trained, Lows and Matched subjects collapsing across levels of Honesty Instructions.



DISCUSSION

In previous research, Bates (1992) claimed that administering honesty instructions to skill trained subjects, prior to a hypnotic posttest session significantly reduced hypnotic responding. Based on these findings, Bates theorized that the use of honesty instructions lowered skill trained subjects' posttest susceptibility scores by counteracting the tendency of these subjects to comply with experimental demands. However, Bates included a component in the honesty instructions which could have created expectations for lowered responding among subjects. Recall, that in addition to the traditional instructions which ask that subjects be completely honest when reporting their experiences, Bates explicitly told subjects that not all psychologists believe that hypnosis is a learnable skill. He also informed them that the reason they were told this during skill training was to motivate them to respond well. By providing subjects with this explanation, Bates implied that they had been lied to in their previous session. In light of this, it is not surprising that subjects given these instructions showed little susceptibility gain.

As mentioned earlier, it is important to consider the possible effects that administering honesty instructions can have on subjects' responding. These instructions could work either by encouraging subjects to respond to suggestions in a way consistent with their subjective experiences, or by providing subjects with subtle cues to be unresponsive.

Alternatively, honesty instructions could influence subjects to raise the criterion by which they rate their experiences. We hypothesized that in the Bates (1991) study, the instructions led subjects to be unresponsive during posttesting by causing them to reinterpret their skill learning. In other words, subjects who believed that they had acquired a genuine skill, were then told that this was not altogether true. Consequently, these subjects may have reverted back to their initial beliefs and interpretations concerning hypnosis. Previous research confirms the idea that subjects' hypnotic responsiveness is significantly influenced by their expectations and beliefs of how they will respond to hypnosis. For instance, Spanos, Gabora et al (1989), found that expectations influenced how subjects responded to a Creative Imagination Scale (CIS), a test that correlates highly with hypnotic suggestibility, when it is defined as a test of hypnosis. Specifically, high hypnotizables who were led to believe that they would perform well on the CIS (positive expectations) attained significantly and substantially higher CIS scores than corresponding subjects given negative expectation instructions.

As expected, skill trained subjects in the present study exhibited substantial gains on all dimensions of the CURSS. These increases are in accordance with previous studies (see Spanos, 1986 for review of these studies). Furthermore, with the exception of the OI score, skill trained subjects'

responding did not differ significantly from that of the matched naturals. Although skill trained subjects attained smaller objective-involuntariness discrepancies than the matched group, they in no way behaved as simulators are known to. Simulating subjects, whose hypnotic behaviour can be fully explained in terms of compliance to experimental demands, typically display very small or no objective-involuntariness discrepancies. In this study, more than half of the skill trained subjects reported having made the behavioural response to at least one suggestion which was not experienced as having occurred automatically. If these subjects had been faking, then they would have passed all the suggestions and would have reported that all of them were experienced as having occurred involuntarily. On the other hand, the fact that we did observe such a discrepancy between the two measures (O and OI) does suggest that compliance plays an important role in learning the hypnotic skill.

Results from the present study suggest that skill trained subjects' responding is as genuine as that of untrained high susceptibles. Regardless of when the honesty instructions were administered, subjects in all three groups (skill trained, matched, lows) responded similarly on posttest hypnotizability. In other words, honesty instructions did not have a differential effect on subjects' hypnotic responding.

In brief, results from this study could lead us to make two separate conclusions. One being that the demands to

comply following skill training are so strong, asking subjects to be completely honest when reporting their experiences does not counteract these demands. An alternative explanation is that although subjects do comply to a certain extent following skill training, their behaviour is ultimately guided by their interpretations and beliefs of what is required of them during the experiment. As a result, subjects who have undergone skill training, use the information they have acquired to respond in a manner that is congruent with their subjective experiences on posttest assessment. Results from this study and from previous research support the latter conclusion.

REFERENCES

- Barber, T.X. (1969). Hypnosis: A scientific approach. New York: Van Nostrand.
- Bates, B.L. (1991). Compliance and the Carleton Skills Training Program. British Journal of Experimental and Clinical Hypnosis.
- Bates, B.L., Miller, R.J., Cross, H.J. & Brigham, H.J. (1988). Modifying hypnotic susceptibility with the Carleton Skills Training Program. Journal of Personality and Social Psychology, 55, 120-127.
- Bates, B.L. (1992). The effects of demands for honesty on the efficacy of the carleton skills-training program. International Journal of Clinical and Experimental Hypnosis, vol XL, 88-102
- Botto, R.W., Osborne, L.W. & Brett, J.D. (1980, September). A brief, multi-item, group assessment of hypnotizability: Preliminary findings. Paper presented at the meeting of the American psychological Association, Montreal.
- Bowers, K.S. (1976). Hypnosis for the Seriously Curious. Monterey, CA., Brooks/Cole.
- Comins, J.F., Fullam, F., Barber, T.X. (1975). Effects of experimenter modeling, demands for honesty, and initial level of suggestibility on response to "hypnotic" suggestions. Journal of Consulting and Clinical Psychology, 43, 668-675.
- Cross, W., Spanos, N.P., (1988). The effects of imagery vividness and receptivity on skill training induced enhancements in hypnotic susceptibility. Imagination, Cognition and Personality, 8, 88-103.
- Diamond, M.J. (1972). The use of observationally presented information to modify hypnotic susceptibility. Journal of Abnormal Psychology, 79, 174-180.
- Diamond, M.J. (1977). Hypnotizability is modifiable: An alternative approach. The International Journal of Clinical and Experimental Hypnosis, 25, 147-166.
- Evans, F.J. & Orne, M.T. (1971). The disappearing hypnotist: The use of simulating subjects to evaluate how subjects perceive experimental procedures. International Journal of Clinical and Experimental Hypnosis 19, 277-296.

- Gfeller, J., Lynn, S. & Pribble, W. (1987). Enhancing susceptibility: Interpersonal and rapport factors. Journal of Personality and Social Psychology, 52, 586-595.
- Gorassini, D.R., Spanos, N.P. (1986). A social-cognitive skills approach to the successful modification of hypnotic susceptibility. Journal of Personality and Social Psychology, 50, 1004-1012.
- Heide, F.J., Wadlington, W.L. & Lundy, R.M. (1980). Hypnotic responsivity as a predictor of outcome in meditation. International Journal of Clinical and Experimental Hypnosis, 28, 358-366.
- Hilgard, E.R. (1989). Simulation, compliance an skill training in the enhancement of hypnotizability. British Journal of Experimental and Clinical Hypnosis, 6, 9-11.
- Hilgard, E.R. (1965). Hypnotic Susceptibility. New York: Harcourt Brace Jovanovich.
- Kinney, J.M. & Sachs, L.B. (1974). Increasing hypnotic susceptibility. Journal of Abnormal Psychology, 83, 145-150.
- Kirsch, I., Silva, C.E., Carone, J.E., Johnston, J.D., Simon, B. (1989). The surreptitious observation design: An experimental paradigm for distinguishing artifact from essence in hypnosis. Journal of Abnormal Psychology, 98, 132-136.
- Leva, R.A. (1974). Modification of hypnotic susceptibility through audio-taped relaxation training: Preliminary report. Perceptual and Motor Skills, 39, 872-874.
- London, P., Cooper, L.M. & Engstrom, D.R. (1974). Increasing hypnotic susceptibility by brain wave feedback. Journal of Abnormal Psychology, 83, 554-560.
- Orne, M.T. (1959). On the nature of hypnosis: Artifact and essence. Journal of Abnormal and Social Psychology, 58, 277-299.
- Perry, C. (1977). Is hypnotizability modifiable? The International Journal of Clinical and Experimental Hypnosis, 25, 125-146.

- Spanos, N.P. (1986). Hypnosis and the modification of hypnotic susceptibility: A social psychological perspective. In P.L.N. Naish (ed.), What is Hypnosis: Current Issues and Research, Open University Press, Philadelphia, PA, 85-113.
- Spanos, N.P. (1989). More on compliance and the Carleton Skills Training Program. British Journal of Experimental and Clinical Hypnosis, 7, 165-170.
- Spanos, N.P., Burgess, C.A., Roncon, V., Wallace-Capretta, S., Cross, P. (in press). Journal of Personality and Social Psychology.
- Spanos, N.P. Cross, W.F., Menary, E. & Smith, J. (1988). Long term effects of cognitive-skill training for the enhancement of hypnotic susceptibility. British Journal of Experimental and Clinical Hypnosis, 5, 73-78.
- Spanos, N.P. de Groh, M., de Groot, H. (1987). Skill training for enhancing hypnotic susceptibility and word list amnesia. British Journal of Experimental and Clinical Hypnosis, 4, 15-23.
- Spanos, N.P., Flynn, D.M. (1989). Simulation, compliance and skill training in the enhancement of hypnotizability. British Journal of Experimental and Clinical Hypnosis 6, 1-8.
- Spanos, N.P., Flynn, D.M. & Niles, J. (1989). Rapport and cognitive skill training in the enhancement of hypnotizability. Imagination, Cognition and Personality, 9(3), 245-262.
- Spanos, N.P., Gabora, N.J., Jarrett, L.E., Gwynn, M.I. (1989). Contextual determinants of hypnotizability and of relationships between hypnotizability scales. Journal of Personality and Social Psychology, 57, 271-278.
- Spanos, N.P., Lush, N.I. & Gwynn, M.I. (1989). Cognitive skill-training enhancement of hypnotizability: Generalization effects on trance logic responding. Journal of Personality and Social Psychology, 56, 795-804.
- Spanos, N.P., Radtke, H.L., Hodgins, D.C., Stam, H.L. & Bertrand, L.D. (1983). The Carleton University Responsiveness to Susceptibility Scale: Normative data and psychometric properties. Psychological Reports, 53, 523-535.

- Spanos, N.P., Robertson, L.A., Menary, E.P., Brett, P.J. (1986). Component analysis of cognitive skill training for the enhancement of hypnotic susceptibility. Journal of Abnormal Psychology, 95, 350-357.
- Spanos, N.P., Robertson, L.A., Menary, E.P. Brett, P.J. & Smith, J. (1987). Effects of repeated baseline testing on cognitive-skill-training-induced increments in hypnotic susceptibility. Journal of Personality and Social Psychology, 52, 1230-1235.
- Wagstaff, G.F. (1986). Hypnosis as compliance and belief: A socio-cognitive view. In P.L.N. Naish (ed.), What is Hypnosis? Open University Press, Philadelphia, PA., 59-84.

APPENDIX A**Modification Instructions**

You have been chosen for this study because you have shown low susceptibility in a previous hypnosis session. We believe that people show low responsiveness to suggestions because they are not quite sure how they should be thinking or acting in response to suggestions. Research has shown that instruction and practice can significantly increase an individual's responsiveness. So today's session is a practice/training session.

The procedure is this: First you will hear a lengthy introduction to hypnosis. It will outline some of the myths and misconceptions of hypnosis. For example, hypnosis is not a trance state, there is no loss of control, no loss of consciousness. The person responding to suggestions is in complete control, very aware of his/her mind and body. In fact, the person who is responding hypnotically is probably more aware and more in control of directing his or her mind than at any other time during the day. The sleep suggestion in the "induction" is there to help people become calm and relaxed in order that they may concentrate, (May be some discussion on any of these myths, according to the subject).

Following the taped introduction to hypnosis, you will hear an introduction to the first suggestion. There will be four suggestions presented in all. After each one is introduced, you will view a videotape of a subject responding

to the suggestion. She has practised the skill which you are going to learn today. You will notice that this tape is not of a spontaneous session such as this one. Rather, it is a condensed presentation of many points which we wanted to communicate to you.

The subject on the videotape will be verbalizing her responses throughout the session so that you will know what kinds of things she is thinking about. You will not be expected to do this. Following this, you will see a short interview during which the major points will be clarified. Pay close attention to these points.

Then you will have an opportunity to practice responding to the suggestion yourself. In this way, we will work with four suggestions together, using the videotape as a model. At the very end of the session, after you have practised the four suggestions, you will be given four different suggestions which will be presented one after the other. You will respond to this series without any instructions or coaching. This is your opportunity to demonstrate whatever skills you have acquired during the session in a spontaneous manner. Do you have any questions about the procedure?

Arm Rising Suggestion

EXPERIMENTER ROLLS THE AUDIOTAPE UNTIL THE LAST LINE OF THE ARM RISING SUGGESTION: "Here is the subject responding to the arm rising suggestion." THEN STOP THE AUDIOTAPE AND TURN ON

THE VIDEO TO PLAY THE RESPONSE AND THE INTERVIEW FOR THIS SUGGESTION.

Discussion with Subject

You will notice that there are two parts involved in responding to any suggestion: the physical and the mental. For example, for the arm rising suggestion, the subject must physically raise her arm. Some "thing" does not come along and raise it for her. However, it feels like it's going up by itself because of the mental imaginings.

You must concentrate on a mental image which is consistent with the suggestion, such as imagining that your arm is being pumped up with helium or whatever. Some people find that imagining balloons attached to their arm is a good image to work with. Others find that they can involve themselves in the suggestion with an image of a pulley slowly pulling their arm up. Others relate to that sensation you get when you are in the water and your arm floats upwards. Pick a mental image that you can relate to. One that you can work with. If you start with one type of mental imagining and find you cannot focus on it for the full length of the suggestion, feel free to incorporate another imagining.

The subject, you will notice, did not limit herself to the details provided by the suggestion. She elaborated upon the suggestion by thinking about the hose leading to the pump and the details of the pump itself. She mentions that she did

not let criticisms or comments about what she was doing, arise. The mind can only attend to one thing at a time, and she kept it concentrated on the experience of the suggestion. Any inner verbalization must be in keeping with the suggestion. "It's light", etc., not "this is dumb" or "it's heavy."

Feedback between these mental and physical aspects reinforce each other. The physical movement of the arm rising reinforces the mental image which, in turn, reinforces the physical movement. The result is that there is a feeling of lightness and the feeling that it is going up by itself. You must make it feel as if it is going up by itself.

HELPFUL HINTS IF THE SUBJECT HAS TROUBLE

You will notice that as you take a deep inhalation your upper body moves. Try, if you are having trouble with beginning the physical movement, raising your arm with each breath, letting it rest on the exhalation and raising it more on the next inhalation. Deep breathing and relaxation are appropriate to a suggestion which involves lightness. Use a mental image that is familiar to you. Keep the arm loose, not tight or clenched. Otherwise, the feedback is of heaviness, etc. . So pick an image to work with. I'll play the suggestion and you try it, using the things you just seen and we have talked about. Sit back and close your eyes.

THE EXPERIMENTER PLAYS THE TAPE OF THE ARM RISING SUGGESTION. UNOBTUSIVELY, THE EXPERIMENTER SCORES THE SUBJECT ON THE OBJECTIVE MEASURE. IF THE SUBJECT RAISES HIS/HER ARM MORE THAN SIX INCHES, THE SUBJECT PASSES THE OBJECTIVE ASPECT OF THE ITEM AND RECEIVES A "1". IF THE SUBJECT DOES NOT RAISE HIS/HER ARM MORE THAN SIX INCHES, THE SUBJECT FAILS THE OBJECTIVE ASPECT OF THE SUGGESTION, WILL GET A "0" AND WILL HAVE TO TRY IT AGAIN. AS SOON AS THE SUGGESTION IS OVER, THE EXPERIMENTER GIVES THE SUBJECT THE TWO-PAGE, TWO-QUESTION SUBJECTIVE EXPERIENCE ITEMS. NO TALKING WITH THE SUBJECT UNTIL THESE QUESTION HAVE BEEN ANSWERED. SCORING ON THE SUBJECTIVE QUESTIONS IS AS FOLLOWS:

THE SUBJECT MUST RESPOND TO BOTH QUESTIONS WITH A (c) OR (d) IN ORDER TO PASS THE SUBJECTIVE ITEMS. IN ORDER FOR THE SUBJECT TO MOVE ON TO THE NEXT SUGGESTION, HE/SHE MUST HAVE PASSED THE OBJECTIVE ITEMS AS WELL AS BOTH SUBJECTIVE QUESTIONS. A "0" ON THE OBJECTIVE WITH PASSES ON THE SUBJECTIVE DOES NOT ALLOW THE SUBJECT TO MOVE ON. CONVERSELY, A PASS ON EITHER OR BOTH SUBJECTIVE QUESTIONS DOES NOT CONSTITUTE AN OVERALL PASS ON THE SUGGESTION UNLESS THE OBJECTIVE SCORES IS A "1". THIS SCORING PROCEDURE IS USED FOR EACH SUGGESTION DURING THE SESSION. THE SUBJECT MAY REPEAT EACH SUGGESTION ONLY ONCE.

IF THE SUBJECT MUST REPEAT THE SUGGESTION, THE EXPERIMENTER

REINFORCES ANYTHING POSITIVE ABOUT THE SUBJECT'S RESPONSE. ASK WHAT MENTAL IMAGE THE SUBJECT USED AND PERHAPS SUGGEST AN ELABORATION OR A DIFFERENT ONE. REITERATE THE MAJOR POINTS OF THE RESPONSE AND MAKE SURE THEY ARE CLEAR TO THE SUBJECT. EMPHASIZE STRONG CONCENTRATION AND INVOLVEMENT. CHECK VERBALIZATION FOR JUDGEMENTS OR CRITICISMS DURING THE REPSONSE. PERHAPS THE SUBJECT IS TRYING TOO HARD OR IS TOO RIGID. SOMETIMES, TOO MUCH EFFORT SERVES ONLY TO REMIND THE SUBJECT THAT THEY ARE UTILIZING SOME STRATEGIES AND THEREFORE DOES NOT ALLOW THAT SENSE OF "INVOLUNTARINESS" TO DEVELOP.

IF THE SUBJECT MUST REPEAT THE SUGGESTION, ROLL THE SECOND TAPE (WHICH ONLY HAS THE PRACTICE SUGGESTION ON IT). SCORING PROCEDURE IS THE SAME AS ABOVE. THE SUBJECT GOES ON TO THE SECOND SUGGESTION REGARDLESS OF THE SCORE. IF THE SUBJECT DID NOT IMPROVE, TELL THEM IT IS A DIFFICULT ONE AS IT GOES AGAINST GRAVITY, AND THAT MOST PEOPLE FIND THE NEXT SUGGESTION MUCH EASIER.

Hand Lock Suggestion

ROLL THE AUDIOTAPE UNTIL THE VOICE SAYS: "She will verbalize aloud the appropriate kind of thoughts and imaginings one should have during the suggestion". THEN PLAY THE VIDEO OF THE SUBJECT RESPONDING AND THE INTERVIEW.

Discussion with the subject

This suggestion is easier for a lot of subjects because it is easier to enter into the physical part of the suggestion. As you were told on the tape, the challenge to try to pull your hands apart is part of the suggestion. By the time you are asked to try to pull your hands apart, you should be so involved in your imagining, it will feel as if you really cannot pull them apart.

Also, as you were told for the first suggestion, you are not limited to using the image given in the suggestion. If you find it easy to imagine your hands welded like two cold blocks of steel, that is fine. But if you find this a difficult situation to imagine, feel free to imagine anything you like as long as it is consistent with the idea that you cannot get your hands apart. Some people have found it useful to imagine that their hands are glued together or bound together by heavy string or chains.

When asked to try to pull your hands apart, you can reinforce your mental image by pressing down on your fingers and pushing on your palms as your hands are clasped together (demonstrate for subject). This way, you can actually make a moderate physical effort to pull your hands apart, while ensuring that they will not actually come apart. The pressure of the pulling/pushing of the fingers and palms creates a tension that easily reinforces a "can't pull apart" feeling. Do not try too hard though, because you want it to seem that

this is not happening through any effort on your part. In other words, you want it to seem as if you are trying, but somehow just cannot get them apart. If you have ever tried to move something impossibly heavy or stuck, you will know the feeling of "can't do it" and be able to bring that feeling to the hand lock suggestion. The inner dialogue should be along these lines: "It's stuck", "I can't pull them apart", etc. . Okay, I will play the suggestion now. By the way, you may put your hands on your lap if you want.

THE EXPERIMENTER PLAYS THE TAPE WITH THE SUGGESTION AND SCORES ACCORDING TO OBJECTIVE "PASS" (1) (IF HANDS DID NOT COME APART) OR "FAIL" (0) (IF HANDS DID COME APART). AFTER THE SUGGESTION IS OVER, GIVE THE SUBJECT THE TWO QUESTIONS PERTAINING TO THE SUBJECTIVE EXPERIENCE DURING THIS SUGGESTION; SCORE THESE AS IN THE ARM RISING SUGGESTION.

Book Suggestion

PLAY THE INTRODUCTION ON THE AUDIOTAPE AND THEN AT "pay careful attention" STOP IT AND TURN ON THE VIDEOTAPE FOR THE RESPONSE AND THE INTERVIEW. STOP VIDEO

Discussion with the Subject

For this suggestion, it is important to embellish the

imagining with as many details as you can. First, pick a place on the table where you are going to imagine the book to be. Once your eyes are open, just keep looking at that place on the table. Of course, you will not see a real, concrete book, but in your mind's eye you can trace the outline of where the book would be if it was really there. Imagine what angle it's on. Is it even with the edge of the table? Off to the side? And so forth. Imagine where you will be moving it with your hand. Think about the size of the book, how much space it would take up on the table, what colour it is, what the title looks like and where it is on the book, is the book paperback or hardcover? etc.

Have you got a desk at home or in the library where you habitually study? If so maybe you would like to imagine that you are sitting there studying and that you are going to change to another topic, so you want to move this book to the side.

Pick a book you know, something you are familiar with. If you want, you can imagine that you brought it with you and you have just placed it on the table, You may use a magazine, if you wish. Also, some subjects have said that a simple cover is best and they can "see" it more clearly than one with a complex desing or colour scheme.

Make sure that you have the image firmly in your mind's eye before you open your eyes. You may experience a slight "jolt" or disconcerted feeling when you first open your eyes,

but just calmly continue to hold the image and "build" it on the table in front of you. It is important that you involve yourself with the suggestion, without distraction, for the whole time. If the image fades or the concentration wanes, just bring it back by working with one of the details of the book. Like the other suggestions, this one involves a physical movement, that of pushing the book aside. Even if you are having difficulty imagining the book there, follow through on the physical motion of pushing the book aside. While you are doing this, imagine what the book would feel like against your hand and how much pressure it would take to push it aside.

HELPFUL HINTS: IF THE SUBJECT HAS TROUBLE WITH THIS SUGGESTION, FOR EXAMPLE, THEY SAY THEY CANNOT SEE THE BOOK, TELL THEM THAT THIS SITUATION IS SOMEWHAT LIKE THAT OF CHILDREN PLAYING HOUSE IN THE BACKYARD. THEY IMAGINE THAT THE LAWN IS DIVIDED INTO DIFFERENT ROOMS OF THE HOUSE AND THEY ALL TAKE CARE TO WALK THROUGH THE DOORWAYS INSTEAD OF THE WALLS, EVEN THOUGH EVERYONE WOULD READILY ADMIT THAT THEY DON'T SEE WALLS OR DOORWAYS OR ROOMS. SIMILARLY, HERE YOU WANT TO BEHAVE AS IF THE BOOK YOU HAVE IN MIND IS REALLY THERE.

Now that you have a book in mind, sit back and relax. I am going to play the suggestion now.

THE EXPERIMENTER PLAYS THE SUGGESTION. THE SUBJECT PASSES THE OBJECTIVE ITEM IF HE OR SHE PUSHES THEIR HAND ACROSS THE TABLE. WITH PASSING THE SUBJECTIVE ITEMS, THE SUBJECT IS ALLOWED TO GO ON TO THE NEXT SUGGESTION. IF THE SUBJECT NEEDS A SECOND TRIAL, ASK: What book were you using? (maybe it's too vague or complex). What difficulty did you experience? Were you commenting on what you were doing? Were you able to "see" the book first, clearly, in your mind's eye?

Amnesia Suggestion

THE EXPERIMENTER PLAYS THE AUDIOTAPE FOR THE INTRODUCTION TO THE SUGGESTION UNTIL IT SAYS: "Attend carefully to what she does". THEN ROLL THE VIDEOTAPE FOR THE DEMONSTRATION AND INTERVIEW WITH THE SUBJECT.

Discussion with the subjects

If you want, you can do what the subject on the tape did and spend the whole time thinking of other things so that the memories of the suggestions will not come to mind. If any of them do pop into your thoughts, write it or them down right away and continue to distract yourself so that the other suggestions will not come back along with it.

If you find it difficult to disctract yourself, you might want to try a different technique. You could try imagining

that you are in the type of situation where you know someone's name but when it comes time to introduce that person, you simply cannot remember it. Or you might imagine what it feels like to be writing an exam and are unable to recall the answer to a question you studied the night before. A good thing to do in this case is to look at the blank piece of paper in front of you and imagine your mind to be blank too. In fact, some people only need to be confronted with a blank peice of paper to feel that certain vague and unfocused feeling. Some subjects find it useful to imagine that the suggestions are written on a blackboard. When the suggestion to forget is played, they then imagine that it is being erased. Any time they feel an urge to recall the suggestions, they just imagine that the balckboard is wiped clean and do not pursue the matter any further. When the amnesia suggestion is cancelled, they imagine the suggestions are being written on the board again. Some people find that music is a powerful distraction. Once they click into a song or a jingle, they are oblivious to any other thoughts.

Some people are able to just let their minds wander and need make little or no effort to distract themselves from focusing on the suggestions. They have things to think about, memories to contemplate, homework questions to consider, etc. . Whatever techniques you decide to use, it is important that you make believe that you are doing nothing to make the suggestion go away, that it requires little effort. You want

it to feel like you are trying to remember them, but just cannot. If your attention is on other things, it will feel as if the suggestions have "gone away". Okay, I am going to play the suggestion now. Sit back and relax.

THE EXPERIEMENTER PLAYS THE SUGGESTION AND PROVIDES BLANK PAPERS TO THE SUBJECT AT THE APPROPRIATE TIMES, SCORES OBJECTIVE RESPONDING. AFTER THE SUGGESTION IS OVER, THE EXPERIMENTER GIVES THE SUBJECT THE SUBJECTIVE QUESTION. REINFORCE THE SUBJECT'S RESPONDING. IF THE SUBJECT FAILS THE SUGGESTION, FIND OUT WHAT THE DIFFICULTY IS AND MAKE SUGGESTION FOR SUCCESSFUL RESPONDING.

The Test Suggestions

Okay, now I'm going to play the tape with four different suggestions on it. They will be presented without any discussion or dialogue between us. This is your chance to utilize the skills you have developed today. The suggestions will be introduced and there will only be enough time for you to respond. Just follow along and attend carefully to the suggestions. Afterwards, we will talk a bit more.

THE EXPERIMENTER PLAYS THE AUDIOTAPE. IT HAS A SHORT INTRODUCTION TO THE PROCEDURE FOR THESE NEW TEST SUGGESTIONS AND THEN GOES RIGHT INTO THE FIRST ONE. THE EXPERIMENTER PROVIDES PAPER FOR THE AMNESIA SUGGESTION. THE EXPERIMENTER

SCORES EACH ON THE OBJECTIVE MEASURE, AS IT IS HAPPENING. AT THE END OF THE FOUR ITEM-TEST, THE EXPERIMENTER HANDS THE SUBJECT THE SUBJECTIVE QUESTIONS. ONCE AGAIN, NO TALKING WITH THE SUBJECT UNTIL HE OR SHE HAS COMPLETED ALL THE QUESTIONS. WHEN THE SUBJECT HAS ANSWERED ALL THE QUESTIONS, REINFORCE HIS OR HER PARTICIPATION, IMPROVEMENT, ETC., THEN SAY: That is the end of the session today. The skill you have practised today may be utilized in other situations. As well, any time you are called upon to respond to suggestions, you should use the techniques that you have learned and worked with here. THE EXPERIMENTER SCHEDULES FOR THE NEXT SESSION THE POSTTEST OF SUSCEPTIBILITY.

APPENDIX B

Audio Training Information

Remember how in old movies the hypnotist would have the subject fixate on a dangling pocketwatch? As the subject followed the watch with his or her eyes, the hypnotist would suggest repeatedly in a low voice something like: "You are becoming sleepy; your eyelids are getting heavier and heavier and are closing, closing completely; you want to go sleep; you are falling into a deep, deep sleep". In one form or another, these instructions are still presented by hypnotists to their subjects today. You may recall that in your last session in this lab, you were presented with these kinds of instructions, albeit without the watch. You were repeatedly told by the voice on the tape recorder that you were falling into a deep sleep.

It was once commonly believed that giving subjects repeated instructions to go to sleep would cause them to go into a hypnotic trance. When in this trance, the subject was believed to come under the direct control of the hypnotist. The hypnotist was believed to take over the hypnotized subject's mind and body to do practically anything. The subject was thus viewed as an automaton or robot, who was fully subject to the commands of the hypnotist. This view of hypnosis is one of the great misconceptions in the history of psychology. Subjects in a hypnotic session are, in fact, fully awake and are in full control of all their actions. The

repeated instructions for sleep do not cause you to go into a "trance" in which you "lose control of your actions" and become a "robot". No such hocus pocus is involved in hypnosis. Hypnosis has nothing whatsoever to do with any loss of consciousness, trances, or a loss of control. Far from involving a loss of control, hypnosis actually involves a skill that is within the full control of the individual. It is a skill that anyone can learn and master, if given proper instructions and enough practice. In this sense, it is no different than learning the skills required to ride a bicycle, to swim, or to solve mathematical problems. The repeated instructions for sleep simply serve the purpose of enabling you to relax and put your mind on learning the hypnotic skill.

Few people are ever taught the hypnotic skill, and as a consequence, few people are able to produce hypnotic responses. Asking the subject who has never learned the hypnotic skill to respond hypnotically is similar to asking a person who has never learned to swim, to swim the length of a pool. Clearly, the non-swimmer has first to learn how to swim before being able to swim the length of the pool. Similarly, the subject who has never learned the hypnotic skill has first to learn this skill before being able to produce hypnotic responses.

In order to enable you to learn the hypnotic skill, I am going to show you exactly what this skill involves and then give you plenty of opportunity to practice it. Learning the

hypnotic skill is fully within the capabilities of normal individuals provided they know just what is that they must do. In fact, research shows that any well-adjusted person of your age is fully able to learn the hypnotic skill provided he or she puts forth sufficient effort. As in learning any new skill, learning this skill is completely within your control and is quite rewarding to master. In addition, individuals who learn the hypnotic skill find it a very interesting experience.

What the hypnotic skill involves is that you make believe something. Before I describe this skill in more detail, let me give you an example. You are probably familiar with the Charlie Brown comic strip. In it, Charlie Brown's dog, Snoopy, is often pictured sitting on his doghouse wearing a helmet and a scarf, paws outstretched, and gritting his teeth. Snoopy gets deeply involved in a make-believe situation. He imagines himself to be in a situation in which he is a World War I flying ace in the air somewhere over Germany, in hot pursuit of the Red Baron. He gets so involved in his make-believe actions that, for the moment, he actually believes he's flying an airplane somewhere over Germany. He simply forgets that he's really a dog on a doghouse. It's plain to see that Snoopy is in total control of his actions.

Let us more carefully analyze what Snoopy is doing. First off, he himself creates an entire make-believe situation. He does this through the direct control of his

imagination. He actively imagines such things as the clouds around him, his own airplane and that of the Red Baron's, the roar of the engines, and everything else that is part of such a situation. In short, through his imagination, in which he is in direct control, he creates an entire make-believe situation.

However, it is important to understand that the hypnotic skill involves more than simply imagining a particular situation. A further analysis of the Snoopy example will illustrate what I mean. Snoopy did something more than simply create a new situation. He went one step further and actually became a part of that situation. He completely replaced the situation he was in formerly with a new one. He let the "World War I" situation completely replace the one in which he was merely "a dog on a doghouse". This had the interesting effect of making the "World War I" situation seem real, because it was the only one to which Snoopy was directing his attention. According to modern psychology's definition of hypnosis, Snoopy was hypnotized because he was so preoccupied with his imaginings of the make-believe that he forgot they were make-believe.

This skill is therefore not unusual nor mysterious. It's a rather common occurrence and what is meant when someone is said to be "absorbed", or "deeply involved", or "really into" their thoughts and imaginings. This skill is, of course, totally within your control, for you can initiate or terminate

it whenever you like. To further illustrate the degree of control you have in hypnosis, think of what young children are like when they play. Needless to say, they quite readily get involved in the make-believe. Nonetheless, even children possess the ability to shift from the real to the imaginary world and back again whenever they like. For instance, when mother beckons that supper is ready, a child easily shifts his or her attention from the make-believe world to the real world goal of satisfying his or her hunger.

It's worth noting that we never lose our skill at becoming deeply involved in our imaginings of make-believe. For one reason or another, however, we simply do not do it as much as children do. At any rate, you will no doubt be surprised at how good you are at this skill. Our research suggests that you will get better and better at it the more you get a chance to practice.

Now, what are you going to make-believe? You will not be asked to do things as extreme or as potentially embarrassing as being a World War I flying ace or a famous movie star. Instead, you will be asked to involve yourself in some simple make-believe actions of a non-embarrassing kind. Soon you will be presented with some suggestions, four in all, not much different from the ones you were presented with the last time you were in the lab. It is these suggestions that will provide you with the make-believe situation what you will involve yourself in.

The first suggestion you will be presented is an arm rising suggestion. It will inform you of exactly what it is you are to make believe. It will specifically tell you that your arm is like a hollow balloon being pumped up with helium, and that the helium being pumped in makes your arm so light that it rises into the air by itself. In response to this suggestion, you must do everything that is required of someone making believe such a thing, you must lift your arm up, and you must imagine that the helium, and anything else you wish to imagine that is consistent with such a make-believe situation.

Of course your arm will not really go up by itself. You must raise it. However, you can make it feel like it is going up by itself by focusing on the make-believe situation that your arm is hollow and being filled with helium. As long as you focus in and elaborate on this make-believe situation and do not let yourself think about other things, the arm will feel like it is going up by itself. You must become very deeply involved in the make-believe and actually make it seem real. Becoming involved requires that you keep your attention only on the things the suggestion tells you to imagine. You must rivet your attention on the hollow arm, its lightness, the fact that it's going up by itself, and so on. Don't imagine or pay attention to anything that is unrelated to the make-believe situation. Attending strongly to imaginings of the make-believe situation only, will help prevent the

possibility of irrelevant thoughts entering your mind and shaking you out of the make-believe world.

Before you are given an opportunity to respond to this suggestion, you will be shown a videotape of another subject responding to it. When this subject's responses were taped, she had already gone through a good deal of practice at responding to this suggestion and several others. I am presenting you her responses to give you a clearer idea on how properly to respond to this suggestion. When I roll the tape, you will observe that the subject verbalizes many of her thoughts aloud. She was asked to do this as a means of illustrating to viewers, such as yourself, that all of her thoughts and imaginings during the suggestion are on the make-believe situation, and on nothing else. (PLAY VIDEOTAPE OF MODEL).

Arm Rising Suggestion

Close your eyes. Place your right arm straight out in front of you at shoulder height. (PAUSE) Imagine that your right arm is light and hollow, like a balloon, and that it is gradually being pumped up with helium. The helium is lighter than air and it is causing your hollow arm to become lighter and lighter and to rise in the air. It's slowly rising into the air. More and more helium is being pumped into your arm, and the arm is getting lighter and lighter and just continues to rise. (WAIT 25 SECONDS) Relax your arm now and place it on

the table and continue to relax.

The next suggestion to be presented is the hand-lock suggestion. It will tell you just what you are to make believe. It will initially tell you to fold your hands. Then it will tell you to imagine that your hands are really two hunks of steel that are welded together. Following this, the suggestion will challenge you to pull the hands apart. Despite this challenge, don't pull the hands apart. Instead, make believe that the hands are so tightly welded together that despite your best efforts, you simply cannot get them apart.

Remember what the hypnotic skill involves. You must let yourself become so deeply involved in the make-believe that it actually seems real. Do this by only imagining and thinking things that are connected with the make-believe situation.

Now, observe the subject responding to the hand-lock suggestion. As she is being presented with the suggestion, she will carry out all the suggested actions and, in addition, she will verbalize aloud the appropriate kinds of thoughts and imaginings one should have during this suggestion. (PLAY VIDEOTAPE OF MODEL)

Hand-lock Suggestion

Close your eyes. Place your hands on the table, and clasp them together, interlacing the fingers. (PAUSE) Imagine that your hands are two pieces of steel that are

welded together so that it is impossible to get them apart. They are two pieces of steel welded together. When I ask you to pull your hands apart, they will be stuck and will not come apart no matter how hard you try. Okay, try to pull them apart. (WAIT 25 SECONDS) Okay, now relax, the suggestion is over, your hands can come apart again.

The next suggestion will tell you that you see a book on the desk in front of you even though there is really no book there. The suggestion will start out by telling you to close your eyes and will tell you that the book is on the desk in front of you. It will suggest that you see the book once you open your eyes. The suggestion will then instruct you to open your eyes and actually see the book. In response to this suggestion, you are to make yourself see the book and, in addition, you are to make believe that the book you are seeing is physically there and part of the natural setting of the room, and not simply something you are artificially making appear. The main idea then, is to make the book you see seem like a natural part of the room. Just let yourself become totally involved in making believe that the book is really there.

There is another thing. Towards the end of the suggestion you will be asked to push the book off to the side. This action is also part of the make-believe. Even as you do it, continue to make believe there is really a book there.

Now, observe the actions of the subject on the videotape

when she is presented with the suggestion to see the book. As before, she will verbalize aloud the appropriate kinds of imaginings and thoughts one should have when acting in response to this suggestion. Pay careful attention. (PLAY VIDEOTAPE OF MODEL)

Book Hallucination Suggestion

Place your hands on your lap and close your eyes. (PAUSE) I'm not sure if you've noticed, but there is a book of mine on the desk in front of you. It is an average-sized book, one like hundreds you've seen. It is right there in front of you on the desk. Open your eyes and look at the book sitting there on the desk. (WAIT 20 SECONDS) To avoid the book being in your way, why don't you just slide it off to the side. (WAIT 20 SECONDS) The image of the book is now fading. It has faded completely and you can no longer see the book.

The next suggestion is one that will tell you that you are forgetting something you know. Specifically, the suggestion will state that the memories of the suggestions you were presented earlier in this session are fading completely from your mind. The suggestions I am referring to are, of course, are the arm-rising suggestion, the hand-lock suggestion, and the suggestion to see the book. In response to the suggestion to forget, you are to make yourself forget the other suggestions. Do this by concentrating deeply on something other than the memories, thereby distracting

yourself from them. By distracting yourself in this manner, you will be unable to remember the suggestions.

The suggestion to forget also requires that you make believe that the suggestions are actually fading from your memory all by themselves and that you are doing nothing to make them go away. Therefore, you are to make believe that your forgetting is something that just happens to you, not something that you are causing.

As usual, you are to become deeply involved in this make-believe. Only attend to the make-believe situation; namely, that your memories of the suggestion are just fading away by themselves.

There is another matter. At one point in the suggestion, you will be challenged to remember the suggestions and write them down on a piece of paper. Despite this challenge, you are to continue to distract yourself from the suggestions while making believe you really cannot remember them. The challenge is all part of the make-believe situation. It is meant to further establish the fact that, despite your best efforts to remember the suggestions, you simply cannot; they're gone.

To summarize, your task is to become so deeply involved in the make-believe that you don't notice that it's really you who is preventing the recall of the memories.

Following the challenge to remember the suggestions, there will be a one-minute pause in which you will be able to

write down any of the suggestions that you remember. This, in turn, will be followed by the cancellation of the forgetting, that is, the voice will say that you can remember the suggestions again. Once this is done, you will be asked again to write the suggestions down on another piece of paper that will be provided. It will be all right, at this point to stop distracting yourself, stop making believe, and actually write down the names of the suggestions on the paper.

Now, observe the subject on the videotape respond to this one. As she is presented with the suggestion, she will again verbalize her thoughts. Notice that her thoughts and imaginings are on things other than the memories of the suggestions. Notice also that she continues to distract herself even when she is provided with the challenge to try to remember the suggestions. The important thing to grasp here is that she directs her attention to other things, yet never admits or even thinks that what she is doing is in any way connected with forgetting the suggestions. By doing this, she can do all the suggestion requires; she can forget the suggestions presented earlier, and she can simultaneously make believe that she has done nothing to make the suggestions go away. Attend carefully to what she does. (PLAY VIDEOTAPE OF MODEL)

Amnesia Suggestion

Close your eyes. As you recall, you were given three

suggestions. However, a funny thing is beginning to happen. The memory of these suggestions is fading, fading completely. In fact, you are totally unable to remember what these suggestions were. Nevertheless, I want you to try to remember them - even though this will be impossible. Open your eyes and write down the suggestions that you can remember on the sheet of paper on the desk. You will be given one minute to do so. Begin (WAIT ONE MINUTE) Time is up.

Now the memories are returning. They are becoming more and more clear. In fact, you can remember all the suggestions that were presented. Write down all of the suggestions on the paper provided. Again, you will have one minute. (WAIT ONE MINUTE) Time is up.

Instruction for Test Suggestions

In a moment, you will be presented with four more suggestions that are different from the ones you've just been presented. In addition, the upcoming suggestions will be presented one after the other with only sufficient time in between for you to make a full response. That is, you will be presented with a suggestion, given ample opportunity to respond to it, and then be presented with the next suggestion right afterwards, and so on.

You will not be given the extensive instructions you were given before. You will not, for instance, be told what an upcoming suggestion is, nor will you be given any instructions

on how exactly to respond to such a suggestion. The reason why I am taking these measures is because you already know how to go about responding hypnotically, so going over the instructions again will probably be dull and boring for you. There is another even more important reason. Suggestions presented in this manner will require that you apply the skills you've learned to new tasks. As a good hypnotic subject, you must be able to respond hypnotically to any suggestion you are presented, even if you have not received it before or have not been given instructions on how to respond to it. With the basic skills you have now learned and with a little effort and creativity on your part, you will no doubt be able to respond hypnotically to any new suggestions that you are presented.

Now, close your eyes and take half a minute to mentally rehearse the hypnotic skill and really get yourself psyched-up to respond hypnotically to each of the four new suggestions to be presented. I'll present the suggestions beginning in 30 seconds. (AFTER 30 SECONDS, THE TEST SUGGESTIONS ARE PRESENTED)

Arms Apart

Close your eyes. Place both of your hands straight out in front of you at shoulder height, with the palms facing one another and with the fingertips of one hand touching the fingertips of the other. Imagine that a force is beginning to

make the hands repel one another. The force is getting stronger and stronger. It's getting so strong that it is beginning to push your hands apart. It's getting stronger and stronger and your hands are moving further and further apart.
(WAIT 20 SECONDS)

The force is no longer active. Place your hands back on the table. Continue to relax.

Hearing a Voice

You are taking a course in the history of psychology and you are now in the classroom. In a moment, the professor will ask in what country Sigmund Freud was born. Of course, you know from your studies that it was Moravia. As you can hear, the professor is already asking several other questions about Freud, and he is just getting to the country of birth question, so get ready. In a few seconds, I want you to hear the professor ask Freud's birthplace and raise your hand to answer the question. (WAIT 20 SECONDS) Okay, he's calling on someone else. You can lower your hand. Perhaps he'll call on you in tomorrow's class. Keep your eyes closed and continue to relax.

Head Lowering Suggestion

Now, imagine that a force is pushing down on the top of your head, causing it to feel heavy. It feels like someone has placed the palm of their hand on the top of your head and

is pushing downward. Your head is being pushed down with such force that your chin is moving toward your chest. The force continues to push, making your head feel heavier and heavier, making it fall forward more and more. (WAIT 20 SECONDS) The hand is no longer pushing on your head and you can sit up again and relax. Continue to relax.

Amnesia Suggestion

As you recall, you were just given three suggestions. However, a funny thing is beginning to happen: The memory of these suggestions is fading, fading completely. In fact, you are totally unable to remember what these suggestions were. Nevertheless, I want you to try to remember them, even though this will be impossible. Open your eyes and write down the suggestions on the sheet of paper on the desk. You will be given one minute. Begin. (WAIT ONE MINUTE) Time is up.

Now the memories are returning. They are becoming more and more clear. In fact, you can remember all the suggestions that were presented. Write down all of the suggestions on the paper provided. Again, you will have one minute. (WAIT ONE MINUTE) Time is up.

APPENDIX C

Transcript of Model's Verbalizations during Suggestions

H = Hypnotist M = Model

Arm rising Suggestion

H: Place your right arm straight out in front of you at shoulder height. (PAUSE) Imagine that your right arm is light and hollow like a balloon, and that it is gradually being pumped up with helium. The helium is lighter than air and it is causing your hollow arm to become lighter and lighter and to rise in the air. More and more helium is being pumped into your arm, and the arm is getting lighter and just continues to rise.

(WAIT 25 SECONDS)

M: It's going up by itself. It feels hollow. I can see the pump. I can feel the arm being pumped up. It's really light. It's moving up by itself. It just keeps getting lighter and is going up by itself. It's just getting lighter and lighter.

H: Relax your arm now and place it on the table.

Hand Lock Suggestion

H: Place your hands on the table and clasp them together,

interlacing the fingers. (PAUSE) Imagine that your hands are two pieces of steel that are welded together as that it is impossible to get them apart. They are two pieces of steel welded together. When I ask you to pull your hands apart, they'll be stuck and won't come apart no matter how hard you try (WAIT 20 SECONDS) Okay, try to pull them apart. (WAIT 20 SECONDS)

M: They're really stuck together. This is impossible. They're welded together. They're just two hunks of steel welded together. I can't get them apart.

H: Okay, relax. Your hands are no longer stuck together. You can pull them apart. Continue to relax.

Book Hallucination Suggestion

H: Place your hands on your lap and close your eyes. (PAUSE) I'm not sure if you have noticed, but there is a book of mine on the desk in front of you. It's an average size book, one like hundreds you've seen. It's right there in front of you on the desk. Open your eyes and look at the book sitting there on the desk. (WAIT 20 SECONDS)

M: There it is. I can see it on the desk. I see the book sitting there. It's kind of vague and fuzzy ... a

vague, coloured outline of the book; but it's there.

H: To avoid the book being in the way, why don't you just slide it off to the side. (WAIT 20 SECONDS)

M: I'll just push it over there and get it out of the way.

H: The image of the book is now fading. It's faded completely and you no longer see the book.

Amnesia Suggestion

H: As you recall, you were just give three suggestions. However, a funny thing is beginning to happen; the memory of these suggestions is fading, fading completely. In fact, you are totally unable to remember what these suggestions were. Nevertheless, I want you to try to remember them - even though this will be impossible. Open your eyes and write down the suggestions that you can remember on the sheet of paper on the desk. You will be given one minute. Begin.
(WAIT ONE MINUTE)

M: It's funny. I can't seem to remember any of the suggestions. All I can feel is a real heaviness all over my body, but especially in my feet. My feet are

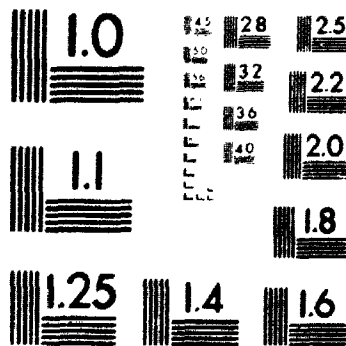
tingling, they're just heavy and tingling. It's a funny sensation. It feels kind of nice. It reminds me of lying on the beach, letting the sun tan my body. Watching the people go by and the children

H: Time's up. Now the memories are returning. They are becoming more and more clear. In fact, you can remember all the suggestions that were presented. Write down all of the suggestions on the piece of paper provided. Again, you will be given one minute to do so.
(WAIT ONE MINUTE)

M: Now that I think of the suggestions, I can remember them quite clearly.

2 OF/DE 2

PM-1 3 1/2" x 4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT



APPENDIX D

Transcript of Interview between Model and Hypnotist

Arm-rising Suggestion

H: So, how did you find responding to this one?

M: It was really good. With practice, I got better and better at it.

H: I see.

M: It's just like you said, it's like learning any skill like swimming or math. It just takes coaching and practice. And this skill, it's really important that you use your imagination. You have to picture all the make-believe events in your mind.

H: Like what?

M: Well, for instance, I just let myself imagine that my arm was hollow. I could see it that way in my mind; y o u know, I could see my hollow arm with the air hose attached to it. I even imagined the pump. It was just like the air pumps that they have at gas stations. I could see the pump and the hose coming from it and pumping up my hollow arm.

H: I see.

M: And there's another really important thing. You really have to let yourself get into it. That really made the difference like you said it would. Like, I didn't just sit back and say, "Hey, I'm imagining all this". Commenting on it would have just ruined the feeling. I just let myself get totally engrossed imagining my arm as hollow and being pumped up, and when I did, it all felt like it was really happening.

H: So, it felt real.

M: That's right. That's the point of all this, isn't it? You've got to make it feel real.

H: Yes, exactly.

M: There's a real knack to it. I found myself getting better at it as I practiced.

H: Very good.

Hand-lock Suggestion

H: How was this one?

M: Good. I think I'm really getting good at the skill now.

H: Yes, you sure are.

M: I just let myself feel everything that was suggested. It really felt like my hands couldn't come apart.

H: Anything else?

M: I just pictured that my hands were two heavy, cold blocks of steel that were welded together. I got so into these thoughts that they actually felt that way.

H: That's right.

M: If I'd stopped imagining and admitted to myself that they could come apart, then sure, of course I could have made them come apart, but that wasn't the point of the suggestion. The point was to get involved in the make-believe no matter what. So I just kept really involved in imagining my hands were welded chunks of steel. And I did this until the suggestion was completely over.

H: Very good. That's just what I wanted you to do.
Anything else?

M: Uh. No, can't think of anything.

Book Hallucination Suggestion

H: How did you find this one?

M: Well, before I was even asked to open my eyes, I had everything pictured in my mind. Like, I pictured the desk and I pictured the book on it. I pictured all the details of how the book would be positioned on the desk and how the book itself would look. I could see the book near the edge of the desk and on the book I could see the little call number sticker and the stamps and everything.

H: And when you opened your eyes?

M: You know, it's funny. Opening my eyes didn't make much of a difference.

H: How do you mean?

M: Well, everything I pictured when I had my eyes closed, I let carry over to when I had my eyes open. I

didn't

let a thing change. I let myself see the book on the exact spot when they were open as I had pictured it when they were closed.

H: I see what you mean. That's quite clever. Anything else?

M: There's another thing. It's really important to concentrate as deeply as possible. Like I know it's important to concentrate on all the suggestions, but it's especially important with this one. You can't let your thoughts wander for a second. You really have to let yourself see the book there all the time.

H: Uh hum.

M: There's a real knack to this. It's a skill just like you said it was, but it's a strange one. It's a skill at NOT noticing that you're really acting.

Amnesia Suggestion

H: How was this one?

M: Pretty good. I just let my attention drift away from the memories of the suggestion.

H: So it was YOU who caused the forgetting.

M: Sure, in a way. You can only remember things by sort of stopping what you're doing and letting yourself think back to what you're supposed to remember.

H: Ah yes, I see.

M: I just didn't stop and let myself think back. Instead, I just let my mind become preoccupied with other things.

H: Like what?

M: For instance, I noticed that my feet felt heavy and tingling, and so I just concentrated on these sensations in my feet. As long as I did that, and didn't shift my attention back to what I was supposed to remember, then I really couldn't remember.

H: Yes, I see. What about when you were told to try and remember the suggestions?

M: Well, it's like with the other suggestions ... you know, when I was asked to try to separate my hands. I didn't stop thinking of my hands as stuck and welded

together. For the suggestion to forget, I just kept on distracting myself. The point of the suggestion was to keep up the forgetting no matter what, so that's what I did.

H: Yes, that's right. Anything else?

M: No ... well except that, like I said before, there's a real knack to this. You can really get good at it once you practice. You can really feel yourself getting better at controlling your mind to do all these things.

H: Almost everyone finds that.

M: Like, you can actually turn the make-believe into reality ... and get good at it! It's actually kind of fun!

H: You know, almost everyone finds that too.

APPENDIX E
HONESTY INSTRUCTIONS

Hi there, I'm _____. I am going to play a full length hypnosis tape and you will have a chance to respond to the suggestions. I will also give you a response booklet and another questionnaire; both will ask you about the experiences you have during the tape. What we want you to do is be honest with yourself in answering these questionnaires. The reason I am stressing this is that you might be tempted to think that saying that you experienced suggestions during the tape is the correct answer for this experiment, and quite naturally you want to do well. But please do not mark the questionnaires or respond to the tape in a certain way simply because you think it will please us. If you in fact do see or feel things during the suggestions that's fine, and of course we want you to say so. If you do not see or feel things, however, we want you to say that, too. The only correct answer, as far as you are concerned, is an honest one.

Note: For honesty after condition, instructions were read in the past tense since subjects had already responded to the suggestions.

APPENDIX F:**The Carleton University Responsiveness To Suggestion Scale
Audiotape Instructions for Induction Procedure**

Close your eyes. Your ability to be hypnotized depends entirely on your willingness to cooperate. It has nothing to do with your intelligence. As for your will power, if you want to, you can pay no attention to me and remain awake all the time. On the other hand, if you pay close attention to what I say, and follow what I tell you, you can easily fall into a hypnotic sleep. Hypnosis is nothing fearful or mysterious. It is merely a state of strong interest in some particular thing. In a sense you are hypnotized whenever you see a good show and forget you are part of the audience, but instead feel part of the story. Your cooperation, your interest, is what I ask for. Your ability to be hypnotized is a measure of your willingness to cooperate. Nothing will be done that will in any way cause you the least embarrassment.

Now relax and make yourself entirely comfortable. Relax completely. Relax every muscle of your body. Relax the muscles of your legs. Relax the muscles in your arms. Make yourself perfectly comfortable. Let yourself be limp. Relax more and more, more and more. Relax completely. Relax completely. Relax completely.

Your legs feel heavy and limp, heavy and limp. Your arms are heavy, heavy as lead. Your whole body feels heavy, heavier. You feel tired and sleepy, tired and sleepy. You

feel drowsy and sleepy, drowsy and sleepy. Your breathing is slow and regular, slow and regular.

You feel pleasantly drowsy and sleepy as you continue to listen to my voice. Just keep your thoughts on what I am saying. You are going to get much more drowsy and sleepy. Soon you will be deeply asleep but you will have no trouble hearing me. You will not wake up until I tell you to. Remember that the dangers of hypnosis are a myth. Nothing will be done that is in any way harmful to you. I shall now begin to count. At each count you will feel yourself going down, down, down, into a deep, comfortable, a deep restful sleep. A sleep in which you will be able to do all sorts of things I ask you to do. One... you are going to go deeply asleep...two...down, down, into a deep, sound sleep...three...four...more and more, more and more asleep...five...six...seven...you are sinking, sinking, into a deep, deep sleep. Nothing will disturb you. Pay attention only to my voice and the things I tell you...eight...nine...ten...deep asleep! You will not awaken until I tell you to do so. You will wish to sleep and have the experiences I shall presently describe.

You are feeling comfortable and relaxed, comfortable and relaxed, and you are in a deep sound sleep...a deep sound sleep...fully prepared to respond to and experience what I will ask you to do. Fully prepared to respond to each of the suggestions which I will now give you.

SUGGESTIONS

(1) Arm Levitation. Now, please extend your right arm straight out in front of you at shoulder height. (5 sec. pause) Pay close attention to this arm, notice that it feels tingly and slightly numb. Notice too that it is beginning to feel lighter. Your arm is beginning to feel lighter and lighter, and as it feels lighter, it begins to rise into the air. Imagine that your arm is like a balloon. Imagine that air is being pumped into it making it feel lighter and lighter. Your arm feels lighter and lighter, lighter and lighter, and, like a balloon it rises higher and higher, higher and higher into the air. It is rising, rising, getting lighter and lighter, rising higher and higher. (10 sec. pause)

OK, that's fine, let your arm go back to its original position in your lap. It no longer feels light and like a balloon. It feels comfortable and relaxed just like your other arm.

(2) Arms Moving Apart. Now please extend both of your arms straight out in front of you at shoulder height with palms facing one another and with the finger tips of one hand touching the finger tips of the other. (5 sec. pause) Pay close attention to your hands. Notice the sensations that you feel in your hands: warmth, tingly feelings, and a little heaviness. Notice also that your hands are beginning to separate and move apart. Your hands are moving further and further apart, further and further apart. Your hands feel

like two magnets repelling each other, they feel as though they are being forced apart, further and further apart, wider apart, moving further and further apart. (10 sec. pause)

OK, that's fine, just put your arms back in your lap and let them relax.

(3) Arm Rigidity. Please hold your left arm straight out in front of you at shoulder height. (5 sec. pause) Notice that your arm feels slightly numb and that it is beginning to feel tight. Your arm feels tighter and tighter. It is becoming stiff and tight, stiff and rigid. Imagine that your arm is in a splint so that the elbow will not bend. A tightly splinted arm cannot bend. Your arm feels stiff and rigid, solid and rigid, it feels stiff, rigid and unable to bend. In fact, your arm feels so stiff and so rigid that it won't bend. Test how stiff and rigid it is. Try to bend your arm. (10 sec. pause).

OK, that's fine, your arm no longer feels stiff or rigid. You can once again bend it easily. Just let it relax and replace it in your lap.

(4) Arm Heaviness. Please place your right forearm on the table in front of you with the palm of your hand facing down. (5 sec. pause). Concentrate on your hand and arm. Notice that they are beginning to feel heavy, very, very heavy. Imagine that very heavy weights have been placed on your hand and arm. The weights are very heavy and they pin your hand and arm to the table in front of you. The weights are very

heavy a'd they make your hand and arm feel very heavy, very, very heavy. In fact, your hand and arm feel so heavy and so weighted down that you won't be able to lift them from the table. Your hand and arm feel heavy, very, very heavy, much too heavy to lift from the table, too heavy even to move. Test how heavy your hand and arm are. Try to lift your hand and arm from the table. (10 sec. pause).

OK, that's fine, your hand and arm no longer feel very heavy and you can now lift them without difficulty. Let your hand and arm relax and replace them in your lap.

(5) Music Hallucination. Please listen very carefully to everything that I tell you. (5 sec. pause). I have brought a record player into the room and I am now placing the record "jingle bells" on it. The volume is turned down so that you cannot yet hear the music. However, I will slowly begin to turn the volume up, and as I do you will hear the song "jingle bells" becoming louder and clearer. You will enjoy listening to the song and it will bring back pleasant memories. In fact, you will enjoy listening to the song so much that you will move your head to keep time to the tune. OK, I'm beginning to turn up the volume and, by listening carefully, you can probably begin to hear the tune. The volume is higher now, keep listening to jingle bells and let your head keep time with the tune until I ask you to stop. (15 sec. pause)

OK, that's fine, I've turned the record player off now and the tune has stopped. Just sit quietly for a moment and

let yourself relax still more.

(6) Kitten Hallucination. Please keep your eyes closed until I ask you to open them. (5 sec. pause) Perhaps you didn't know that we keep a pet kitten here in our lab. It's really a very cute, fluffy, little kitten. You were so relaxed a moment ago that you may not have noticed that the kitten quietly crawled into your lap and is now sitting there. In fact, if you concentrate, you can feel it sitting quietly in your lap. In a moment I will ask you to open your eyes, look at the kitten sitting in your lap, and pet it with your hand. It's a very friendly kitten and it likes to be petted. Please open your eyes, look at the kitten, and pet it. Keep looking at the kitten until I ask you to stop (15 sec. pause)

OK. please close your eyes and relax once again. The kitten is no longer in your lap.

You are going to wake up in a few minutes. You will feel refreshed, wide awake, and in a good mood. I will count from 5 to 1 and with each count you will be more fully awake...5...starting to wake...4...more and more awake...3...still more and more awake...2...becoming more and more awake...1...more awake. Open your eyes. Wide awake.

Now please open your booklet and answer the questions.

NOTE: The last line was omitted for the honesty after condition. Instead, the experimenter entered the room and administered the honesty instructions.

APPENDIX G

The Carleton University Responsiveness to Suggestion Scale
Response Booklet

Name: _____ Date: _____

Age: _____ Sex: _____ Occupation: _____

Telephone: _____

Student Number: _____

PLEASE DO NOT OPEN this booklet until specifically instructed to do so.

SECTION ON OBJECTIVE, OUTWARD RESPONSES

Listed below in chronological order are the specific suggestions you were administered following the standard hypnotic induction procedure. We wish you to estimate whether or not you objectively responded to these suggestions, that is, whether or not an onlooker would have observed that you did or did not make certain definite responses by certain specific, predefined criteria. Thus, in this section we are interested in your estimates of your outward behaviour and not in what your inner, subjective experience of it was like. Later on you will be given an opportunity to describe your inner, subjective experience, but in this section refer only to the outward behavioural responses irrespective of what the experience may have been like subjectively.

It is understood that in some cases your estimates may not be as accurate as you might wish them to be and that you might even have to guess. But we want you to make what ever you feel to be your best estimates.

Beneath a description of each of the six suggestions are sets of two responses, labelled A and B. Please circle either A or B for each question, whichever you judge to be the more accurate. Please answer every question. Make sure that you do not skip any questions. Please answer every one.

1. Arm Rising (right arm)

You were asked to extend your right arm straight out in front of you, and were told that your arm was rising into the air. Would you estimate that an onlooker would have observed that your arm had risen at least six inches (before the time you were asked to replace the arm in your lap) ?

Circle one: A. My arm rose at least six inches
B. My arm rose less than six inches

2. Arms Moving Apart

You were asked to extend your arms straight out in front of you with the fingers of one hand touching the fingers of the other. You were then told that your arms were moving apart. Would you estimate that an onlooker would have observed that your hands had moved apart by at least six inches (before the time you were asked to replace them in your lap) ?

Circle one: A. My hands had moved apart at least six inches
B. My hands moved apart less than six inches

3. Arm Rigidity (left arm)

You were asked to hold your left arm straight out in front of you, and were told that the arm was becoming stiff and rigid and that it would not bend. You were then asked to try to bend it. Would you estimate that an onlooker would have observed that there was less than two inches of arm bending (before you were told that your arm was no longer stiff and to replace it in your lap) ?

Circle one: A. My arm was bent less than 2 inches by then
B. My arm was bent 2 or more inches by then

4. Arm Heaviness (right arm)

You were asked to place your right forearm on the table with your hand facing down. You were then told how heavy your arm and hand felt and asked to try to lift them from the table. Would you estimate that an onlooker would have observed that you did not lift your hand and arm at least one inch up from the table (before being told that your arm was no longer heavy) ?

- Circle one: A. I did not lift my arm and hand at least one inch by then
B. I did lift my arm and hand an inch or more by then

5. Experiencing Music

You were told that a record player had been brought into the room, and that you would move your head to keep time to the tune. Would you estimate that an onlooker would have observed you to make recognizable movements of the head (before you were told that the record player had been turned off) ?

- Circle one: A. I did recognizably move my head to the tune
B. I did not recognizably move my head to the tune

6. Experiencing a Kitten

You were told that a kitten was sitting in your lap. Then you were asked to look at the kitten and to pet it with your hand. Would you estimate that an onlooker would have observed you to make a petting movement with your hand?

- Circle one: A. I did make a petting movement with my hand
B. I did not make a petting movement with my hand

PLEASE DO NOT RETURN TO EARLIER PAGES

SECTION ON SUBJECTIVE, INNER EXPERIENCES I

In this section we are interested in your inner subjective experiences instead of your outward behaviour. We want to find out about what you experienced during each of the suggestions you were given. Please read each question carefully and answer it honestly. The outward response people make to a suggestion may or may not correspond to their inner experience. For example, take a person who's outward behaviour is arm rising when given the suggestion that their arm is light and moving upward. In some cases a person may have experienced his or her arm as feeling light. In other cases, however, the person's arm may have moved upward even though it did not feel the least bit light. The important thing to keep in mind is that one type of experience is no better or no worse than the other. This is a scientific study, and all we are interested in is getting at the truth of what people experience. So please be honest in answering each of the following questions. Please answer every question. make sure that you do not skip any questions.

For each question, choose the one alternative that best describes your experience.

1. Arm Rising (right arm)

You were told that your arm was feeling lighter and lighter and was rising in the air. You were asked to imagine that it was like a balloon and was being filled with air.

During this suggestion my arm felt light:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

2. Arms Moving Apart

You were told that your outstretched arms were moving apart, and that they felt like a force was repelling them and pushing them apart.

During this suggestion, my arms felt like a force was pushing them apart:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

3. Arm Rigidity (left arm)

You were told that your outstretched left arm was becoming stiff, rigid, and unable to bend. You were asked to imagine the arm in a splint.

During this suggestion, my arm felt stiff and rigid:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

4. Arm Heaviness (right arm)

You were told that your arm and hand were very heavy, so heavy that you couldn't lift them from the table. You were asked to imagine heavy weights placed on your hand and arm.

During this suggestion my arm and hand felt heavy:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

5. Experiencing Music

You were told that you would hear the song jingle bells and that you would move your head in time with the music.

During this suggestion, I felt like I was hearing the tune jingle bells:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

6. Experiencing a Kitten

You were told that you would see a kitten in your lap and that you would pet the kitten.

During this suggestion, I felt like I was seeing a kitten:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

PLEASE DO NOT RETURN TO EARLIER PAGES

SECTION ON SUBJECTIVE, INNER EXPERIENCES II

In this section we are interested in a particular class of subjective, inner experiences. We want to find out about the extent to which you experienced your outward behaviour to each suggestion as happening automatically and without a feeling of effort. For example, take a person whose outward behaviour is to not bend their arm when they are told that the arm is stiff and unable to bend. Such a person may have felt that his or her arm was unable to bend all by itself. In other cases, however, a person may not bend their arm even though they know that they could have bent it if they chose to. This person would have had the feeling of voluntarily choosing not to bend the arm. Remember, one type of experience is no better and no worse than the other. We are equally interested in finding out about experiences that feel automatic and also about those that feel voluntary. All we are interested in is getting at the truth about what people experience. So, please be honest in answering each of the following questions. Please answer every question. Make sure you do not skip any question.

For each question choose the one answer that best describes your experience.

1. Arm Rising (right arm)

You were told that your arm was light and rising in the air. During this suggestion, my arm felt like it rose in the air by itself. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

Remember: if you chose to lift your arm voluntarily, or if your arm did not feel like it rose by itself, you should choose alternative (a).

2. Arms Moving Apart

You were told that your outstretched arms were moving apart. During this suggestion, my arms felt like they were moving apart by themselves. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

3. Arm Rigidity (left arm)

You were told that your outstretched arm was becoming stiff and unable to bend. During this suggestion my arm felt like it was unable to bend. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

4. Arm Heaviness (right arm)

You were told that your arm and hand were too heavy to lift from the table. During this suggestion, my arm felt unable to be lifted. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

5. Experiencing Music

You were told that you would hear the song jingle bells. During this suggestion the tune jingle bells seemed to occur automatically, without any effort on my part. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

6. Experiencing a Kitten

You were told that you would see a kitten in your lap. During this suggestion the image of a kitten seemed to occur automatically, without any effort on my part. I experienced this:

- (a) Not at all
- (b) To a slight degree
- (c) To a moderate degree
- (d) To a great degree

END

14-1 2-93

FIN