

Hypnosis for Academic performance

Study 1: Stress and Test Anxiety – Medical Residents

A Trial of Virtual Hypnosis to Reduce Stress and Test Anxiety in Family Medicine Residents
<https://fammedarchives.blob.core.windows.net/imagesandpdfs/fmhub/fm2010/February/Susan85.pdf>

Results: Six out of the eight residents who completed the hypnosis program reported that it reduced stress, was relaxing, and they enjoyed participating in the program. Five reported a reduction in test-taking anxiety, and three felt it improved test scores. Residents did report a high level of satisfaction with hypnosis.

Notes: This was a randomized controlled clinical trial involving 16 family medicine residents. Eight were randomly selected for virtual hypnosis (a software program designed to simulate hypnosis sessions – and emphasizing a positive self-regard and confidence in test taking) and eight for usual exam preparation.

Family Medicine, February 2010, Vol. 42, No. 2, p. 85

By: Susan Graham, MSW, Anthony N. Vettraino, Jr, MD, Family Medicine Residency, Saint Joseph Mercy Health System, Brighton, Michigan & Raouf Seifeldin, MD Family Medicine Residency, Doctors' Hospital of Michigan, Bonita Singal, MD, PhD Saint Joseph Mercy Health System.

Study 2: Exam Anxiety/Scholastic Performance – School Children (13 and 14-Year Olds)

Impact of Hypnotherapy on Examination Anxiety and Scholastic Performance among School Children

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1027.7497&rep=rep1&type=pdf>

or...

https://www.researchgate.net/publication/279854191_Impact_of_Hypnotherapy_on_Examination_Anxiety_and_Scholastic_Performance_among_School_Children

Results: Pre test anxiety scores ranged from 80-92% among all the children while posttest anxiety scores dropped to a range of 60-68 %. The pretest academic scores ranged 50-57% while post intervention scores increased by 10-15%. Further, anxiety symptoms of forgetting before the exam, excessive nervousness, sweating during and before the exam, going blank after seeing the paper were all controlled/eliminated after hypnotherapy and these were observed by the teachers, parents and the children themselves. These results indicated that hypnotherapy as treatment intervention

proved to be effective in reducing exam anxiety and improving scholastic performance among children.

Notes: A one group pre and posttest design was used. A 10-item anxiety test was administered on 10 school children of 13 and 14 years of age. Anxiety and scholastic achievement scores were obtained both before and after hypnotherapy intervention. The children were given 2 sessions each week in a month just before the exams and before each exam day. The hypnosis techniques used were relaxation exercises, anxiety management about taking exams and positive suggestions given to the subconscious mind. The experiences of each of the 10 children are detailed individually in the report.

Delhi Psychiatry Journal, October 2011, Vol. 14 No.2, p. 337

By: Shachi Mathur, Waheeda Khan, Department of Psychology, Jamia Millia Islamia New Delhi

Study 3: Exam Anxiety/Academic Achievement – College Students

Hypnotherapy and test anxiety: Two cognitive-behavioral constructs: The effects of hypnosis in reducing test anxiety and improving academic achievement in college students.

<https://psycnet.apa.org/record/1992-24581-001>

Results: There was a decrease in test anxiety and improvements in achievement for the hypnosis group. The treatment gains were maintained at 6-wk follow-up.

Notes: Investigated the effects of cognitive-behavioral hypnosis in reducing test anxiety and improving academic performance. 44 introductory psychology students received 4 sessions of hypnosis and 50 Hawthorne controls received no treatment over the same time period. Subjects' midterm test grades and scores on the Test Anxiety Inventory were examined.

Australian Journal of Clinical Hypnotherapy and Hypnosis, Vol 12(1), Mar 1991, 25-31

By: Marty Sapp, Professor, Department of Educational Psychology, University of Wisconsin-Milwaukee

Study 4: Academic Performance – University Students

The effect of hypnotic training programs on the academic performance of students.

<https://pubmed.ncbi.nlm.nih.gov/17059124/>

Results: The two hypnotic training programs had a significant effect on the academic achievement of the participants, which was not found in the control groups.

Notes: The main objective of the study was to empirically verify the effect of hypnotic training programs on the academic performance of students. A pre and posttest design was used. Two experimental and two control groups (total sample N=119) of volunteer second year psychology

students at the University of Stellenbosch in South Africa comprised the sample. One of the experimental groups was exposed to active alert hypnosis and the other to relaxation hypnosis. One control group was exposed to progressive relaxation, while the other did not receive any intervention. The participants' April grades were used as a pretest, while their June grades served as a posttest. The two hypnotic training programs had a significant effect on the academic achievement of the participants, which was not found in the control groups.

Am J Clin Hypn. 2006 Oct;49(2):101-12

By: H. M. De Vos, D. A. Louw, Department of Psychology, University of the Free State, P.O. Box 339, Bloemfontein, 9300, South Africa

Study 5: Academic Self-Efficacy – 1st Generation College Students

Effects of Hypnosis on the Academic Self-Efficacy of First Generation College Students

https://research.wsulibs.wsu.edu/xmlui/bitstream/handle/2376/234/a_caban_072304.pdf

Results: The comments provided from participants show evidence of a positive effect obtained from the use of self- hypnosis and the utilization of hypnosis as a tool. At the end of the study when the investigator contacted participants, some feedback suggested evidence of decreased stress, increased feelings of relaxation, and a greater sense of efficacy for completing tasks. One of the participants stated: "It helps me relax and I don't feel so overwhelmed." Another participant explained: "It's so easy to do and I feel more energized to get things done." Some participants indicated positive effects at the one-week follow- up. The following comments concerning tests and study skills were reported: "I took a test right after [the initial meeting with the investigator] and felt that I did the best that I have ever done", "It helps me study. I noticed that I was able to really concentrate.", "I usually feel anxiety during a test, but this time I wasn't nervous at all." These comments suggest that individually, participants experienced a wide variety of positive effects from the hypnotic suggestions used.

Notes: 31 participants in the immediate-treatment group were exposed to hypnosis with suggestions intended to build academic self-efficacy and taught to use the provided suggestions on their own during self- hypnosis. The participants were then taught self-hypnosis and provided with three primary confidence building self- hypnosis suggestions: "I am confident in my ability to be a successful student;" "I can successfully complete the tasks set out before me," and "I am capable of succeeding in college." At the end of the meeting participants were provided a handout consisting of step-by-step instructions detailing the process of undergoing self-hypnosis.

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education, Washington State University Department of Educational Leadership and Counseling Psychology August 2004

By: Alisia Rose Caban

Study 6: Exam Stress – Medical Students

Coping with examination stress through hypnosis: an experimental study.
<https://pubmed.ncbi.nlm.nih.gov/2919571/>

Results: The hypnosis group improved significantly in coping with examination stress.

Notes: Fifty-six volunteer medical students participated. The hypnosis and waking groups attended eight group sessions once a week with general ego-strengthening and specific suggestions for study habits, with a ninth session of age progression and mental rehearsal. Subjects in these two groups practiced self-suggestions (in self-hypnosis or waking respectively) daily for the study period of 9 weeks. The control group experienced sessions of passive relaxation induced by light reading for the same period of time.

Am J Clin Hypn. 1989 Jan;31(3):173-80
By: B. M. Palan, S. Chandwani

Study 7: Self-Hypnosis, Exam Stress, and Staying Healthy for Exam Periods – Medical Students

Self-hypnosis and exam stress: comparing immune and relaxation-related imagery for influences on immunity, health and mood.
<https://onlinelibrary.wiley.com/doi/abs/10.1002/ch.221>

Results: Medical students receiving self-hypnosis training and immune-related imagery reported fewer viral illnesses, such as colds and influenza, during the exam period. Immune-related imagery was also more successful than relaxation imagery in buffering decline in total lymphocytes and subsets. Independent of instructions, hypnosis buffered the decline in CD8 cytotoxic T-cells observed in control subjects.

Notes: The effects of self-hypnosis training on immune function, mood and health at exam time in medical schools were examined, comparing instructions of enhanced immune function with relaxation, whereas instructions of increased energy, alertness, concentration and happiness were common to both procedures. Training consisted of three weekly group sessions, with unrestricted home practice with an audiocassette. Immune assays involved CD3, CD4, CD8, CD19 lymphocytes, CD56 natural killer (NK) cells and blood cortisol.

Contemporary Hypnosis, Volume 18, Issue 2, pages 73-86, June 2001
By: Professor John Gruzelier*, Department of Cognitive Neuroscience and Behaviour, Imperial College School of Medicine, London, UK

Jonathon Levy, John Williams, Don Henderson

Study 8: Hypnosis, Exam Stress, Staying Healthy for Exams – More Medical Students

<https://www.sciencedirect.com/science/article/abs/pii/S0167876001001362>

Cellular and humoral immunity, mood and exam stress: the influences of self-hypnosis and personality predictors Results: Immunity was influenced positively by a brief hypnosis intervention in the face of routine exam stress. Energy ratings were higher after hypnosis ($P<0.01$), and increased calmness with hypnosis correlated with an increase in CD4 counts ($P<0.01$). Self-hypnosis buffered the decline found in controls in NK ($P<0.002$) and CD8 cells ($P<0.07$) and CD8/CD4% ($P<0.06$) (45-35% order of magnitude differences) while there was an increase in cortisol ($P<0.05$). The change in NK cell counts correlated positively with changes in both CD8 cells and cortisol. Results were independent of changes in lifestyle. The activated temperament, notably the cognitive subscale (speaking and thinking quickly), was predictive of exam levels of T and B lymphocytes ($P<0.08$ - $P<0.02$), and reaching $r=0.72$ ($P<0.001$) in the non-intervention control group. The sizeable influences on cell-mediated immunity achieved by a relatively brief, low cost hypnosis intervention in the face of a compelling, but routine, stress in young, healthy adults have implications for illness prevention and for patients with compromised immunity.

Notes: The effects of self-hypnosis training on immune function and mood were examined in medical students at exam time. Hypnosis involved relaxation and imagery directed at improved immune function and increased energy, alertness, and concentration. Eight high and eight low hypnotically susceptible participants were given 10 sessions of hypnosis, one live and nine tape-recorded, and were compared with control subjects ($N=12$). CD3, CD4, CD8, CD19 and CD56 NK cells and blood cortisol were assayed. Lifestyle, activated vs. withdrawn temperament, arousal and anxiety questionnaires were administered.

International Journal of Psychophysiology, Volume 42, Issue 1, August 2001, Pages 55-71
By: John Gruzelier, Department of Cognitive Neuroscience and Behaviour, Imperial College Medical School, St. Dunstan's Road, London W6 8RF, UK

Study 9: Hypnosis and Learning Other Languages

Using Hypnosis to Enhance Learning Second Language Vocabulary.
<https://www.tandfonline.com/doi/abs/10.1080/00029157.2015.1121373>

Results: This study measured the effects of hypnosis and suggestions for learning second language vocabulary. The results indicate that hypnosis is beneficial for second language vocabulary learning and retrieval.

Notes: Seventy participants were randomly assigned to a hypnosis group or a control group. They were pre-tested, and then presented 21 Spanish words, post-tested immediately and 1 week later. The hypnosis group performed significantly better in both tests.

American Journal of Clinical Hypnosis, Volume 58, 2016, Issue 4, Pages 399-419
By: Yakup Çetin, O. Arda Çimen & Zeynep Ebrar Yetkiner, Fatih University, Istanbul, Turkey

Study 10: Hypnosis to Increase Confidence and School Performance of Adolescent – Case Study

Hypnosis to Enhance Academic Performance In Year 12.
<https://www.proquest.com/openview/968a05370c4258a167184ea3f8fce4f/1.pdf>

Results: The effectiveness of hypnosis to increase confidence and school performance of an adolescent is demonstrated in this case study.

Notes: This case study presents the use of hypnosis with an adolescent who was completing her year 12 exams and matriculation. Ill health throughout her high school years caused reduced confidence in her ability to study and sit for exams. The adolescent attended five hypnotherapy sessions. A collaborative, solution focused Ericksonian style of hypnosis was employed, and special effort was made to individualize treatment involving a discussed and agreed upon purpose for each hypnosis session.

Australian Journal of Clinical & Experimental Hypnosis. Dec. 2016, Vol. 41 Issue 2, p151-158
By: Catherine Mahoney

Study 11: Self-Hypnosis for Exam Stress of University Students

The Effect of Self-Hypnosis on Exam Anxiety and Stress Among University Students
<https://www.arcjournals.org/journal-of-nursing-and-healthcare/volume-4-issue-1/4>

Results: The study showed that self-hypnosis decreased anxiety and stress levels. VAS stress scores of the students decreased after the self-hypnosis ($p < 0.0001$). Their mean score of Beck Anxiety Inventory was 35.18 ± 9.31 before the self-hypnosis, and their mean score was 28.12 ± 5.66 in final assessment.

Notes: The aim of this study was to determine the effect of self-hypnosis on stress and exam anxiety among university students. The sample consisted of 33 students who agreed to participate in the study. The initial assessment was made five days before the exam. the students listened to hypnotic suggestions via MP3 once a day for five days. And then, they were re-evaluated in terms of stress and anxiety levels before taking the exam. The actual language used for the hypnotic suggestions is included at the above link.

ARC Journal of Nursing and Healthcare Volume 4, Issue 1, 2018, Page No: 28-32

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Study 12: Self-Hypnosis for Student Public Speaking Confidence

Self-Hypnosis Training to Improve Self Confidence in Students for Speaking in Public

<https://www.atlantis-press.com/proceedings/icet-17/25883513>

Results: The result shows an increase in self-confidence of public speaking between pretest and post intervention.

Notes: The purpose of this study was to determine the effects of giving Self Hypnosis training to improve confidence in public speaking to students at Psychology Faculty in the University of Muhammadiyah Malang. This research uses a quantitative approach with pure experimental type and with One Group Pretest Posttest design. Collection of data uses a public speaking confidence scale measurement tool.

Advances in Social Science, Education and Humanities Research, Sept. 2017

By: Jainal Ilmi, Yudi Suharsono, Tri Muji Ingarianti (Psychology Faculty, University of Muhammadiyah Malang, Indonesia)

Study 13: Post-Hypnotic Suggestions Improve University Students' Reading Comprehension

Effects of Light Trance and Post-Hypnotic Suggestions Towards The University Students' Reading Comprehension Improvement

<https://www.researchgate.net/publication/311525780>

Results: The students' scores showed that their reading comprehension improved after the post-hypnotic suggestions.

Notes: In this research, the effects of post-hypnotic suggestions given to the students induced to light trance is discussed. Davis Husband Scale is employed here. Data gathered from test, observation, and interview are described. Five students participated in the study. During hypnosis, the students were given suggestions that they would be relaxed during reading and while taking the subsequent reading comprehension test, would be focused during reading, would be emotional during reading and would be motivated to read for understanding the text content. A hypnotic suggestion was also given that "reading is a process of gathering information from the text and your mind is excited during the reading process." Before and after the hypnosis, the students were given 20 minutes to read texts of similar length and then tested on their reading comprehension.

Sleep and Hypnosis: A Journal of Clinical Neuroscience and Psychopathology, December 2017
By: Zainurrahman Sehan, Masdi Harun, Idrus Ahmad (English Dept. and Indonesian Dept. of STKIP Kie Raha Ternate College in Indonesia)

Study 14: Hypnosis for Test Anxiety – 12 to 13 Year Olds

Test Anxiety and Hypnosis: A Different Approach to an Important Problem
<https://journals.sagepub.com/doi/abs/10.1177/000494417702100206>

Results: Results indicated that the group hypnotherapeutic sessions had been successful in reducing students' test anxiety.

Notes: Some of the approaches employed to reduce students' test anxiety are briefly reviewed and attention is focused upon the use of hypnosis. A one-to-one therapeutic approach using hypnosis as a technique is outlined and the feasibility of its extension to group treatment is explored in a experimental context. One hundred Grade 7 primary school students were administered the Test Anxiety Scale for Children (TASC). Pairs were matched on the basis of these scores and assigned either to an experimental group experiencing three treatment sessions or a control group. The TASC was re-administered after treatment had concluded, and again after a six month period had elapsed.

Here is a description of the hypnotic procedure used: "After the patient is induced to enter the hypnotic state, it is suggested that he will feel generally more relaxed and self-confident, more self-reliant and independent, physically stronger and healthier, calmer, more serene and unworried by things which used to worry him in the past. These could be classified as suggestions designed to strengthen the ego of the patient (Stanton, 1975b) and are useful as a precursor to the introduction of the specific suggestions pertinent to the patient's problem. As a patient accepts one suggestion, he is more likely to accept the next, and so on. Therefore, by the time he has been exposed to these highly positive suggestions, he is in an extremely receptive frame of mind for the ones which are to follow. The specific suggestions relating to test anxiety begin with patients being told that they will be able to study very effectively for the

examination, more effectively than they have ever done before but with a sense of effortlessness, of ease and enjoyment through the absence of strain and anxiety. They are told that their concentration will be better than it has ever been before, that they will be thinking more clearly, understanding things better, that they will be absorbing material effortlessly and easily, and will be able to remember it whenever the necessity arises. Attention will then shift to the examination situation itself when they are told that they will feel relaxed, confident, expecting to be successful and will be able to produce the material needed in answer to any particular question. These suggestions will be coupled with mental imagery produced by the patient. This is probably the most important part of the process, for the student is encouraged to imagine himself the way he wants to be. Therefore, he recreates in his mind the actual examination situation, seeing the room, the tables or desks, his classmates and the supervisors. He sees himself entering the room, sitting down at his seat, reading the examination paper, feeling relaxed and confident and at ease, realizing that he has the answers in his mind to all the questions that are being asked and that he will be able to produce these effortlessly and easily, without any sense of strain. He sees himself writing continuously, feeling relaxed and confident as the examination progresses. He is told that, if at any time he should feel tense or anxious, he needs only to relax, to let go, and the material will just come out effortlessly and easily. So, in general terms, the patient creates a picture in his own mind of performing the way he wants to perform, relaxed, confident and successful."

Australian Journal of Education, 21, 2, 179-86, Jun 77

By: Stanton, H. E.

Study 15: Hypnosis and Learning: Pilot Study on a Group of Students Regarding Visual-Spatial Memory

Hypnosis and learning: Pilot study on a group of students

<https://pubmed.ncbi.nlm.nih.gov/31809262/>

Results: The results of the Corsi Test for the Experimental Group showed statistically significant results ($p<0.0004$ and $p<0.0001$), while the results obtained in the Control Group did not show any significance. These results led the researchers to believe that hypnosis has the capacity to induce a nervous plasticity that supports learning of visual-spatial memory.

Notes: The aim of the present study was to determine if hypnosis can influence visual-spatial memory by increasing its performance and learning. Visual-spatial working memory uses a kind of visual representation. It allows students to visualize something and keep it in their "mind's eye." Students use this skill to do math and to remember patterns, images, and sequences of events. Three hundred second-year students enrolled in the psychology faculty at the University of Catania were informed of the research and its modalities, and an e-mail was sent to inquire if they wanted to participate in the experiment. Seventy female students took part in the research; 10 were excluded because they presented a high risk of being influenced under hypnosis. The

60 subjects in the research sample were randomly divided into two groups: the Experimental Group and Control Group. The protocol prescribed administration of the Corsi Test at Time 0 (start) followed by a resting phase of 30 min. The hypnotic state was subsequently introduced, and the Corsi Test was administered again.

J Complement Integr Med 2019 Dec

5;17(2):/j/jcim.2020.17.issue-2/jcim-2017-0082/jcim-2017-0082.xml. doi: 10.1515/jcim-2017-0082.

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Study 16: Positive Effects of Medical Hypnosis on Test Anxiety in First Year Medical Students

Positive effects of medical hypnosis on test anxiety in first year medical students

<https://www.tandfonline.com/doi/pdf/10.1080/14703297.2021.1886971>

Results: The mean global PAF scores and the emotionality and lack of confidence scores showed a statistically significant reduction from assessment to assessment within the hypnosis group, but not in the control group. Interference increased significantly in the control group but not in the hypnosis group. In conclusion, medical hypnosis seems to be beneficial and effective in helping students reduce test anxiety.

Notes: Test anxiety of 625 medical students was assessed at semester start and two days prior to two oral exams with the PAF questionnaire [Prüfungsangstfragebogen]. Global and subscale scores for the categories emotionality, worry, interference, and lack of confidence were obtained at three time points. The first assessment was used to identify those participants ($n = 104$) who showed the highest PAF scores. Medical hypnosis against test anxiety was performed with one half ten days before the first exam. The other half served as a matched, untreated control group. The hypnosis part began with an individually chosen induction (e.g., eye fixation). Then, a positive internal resource (e.g., a situation from the past that the student had mastered successfully and that had caused an emotionally and physiologically positive reaction) was evoked in the student's perception. After that, an emotional exposition to the future anatomy test (in sensu) was imagined. As soon as the participant reported symptoms of test anxiety and/or show vegetative signs of it (increased heart and breathing rate, signs of unease in the facial

expression, etc.), the internal resource was evoked again to experience a reduction in the symptomatic. Ultimately, the continuous reduction of anxiety symptoms culminated in a positive completion of the fictive test situation.

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