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An investigation into the relationship between an individual's level of hypnotic suggestibility and their ability to engage in ideomotor action

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University of Plymouth





















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Appendix A – HIP Eye-roll Instructions and Measurement Scale.

1. "Hold your head looking straight forward;
2. While holding your head in that position, look upward toward your eyebrows- now toward the top of your head (up gaze);
3. While continuing to look upward, at the same time close your eyelids slowly (Roll)

EYE-ROLL TEST FOR HYPNOTIZABILITY

UP - GAZE ROLL

| | | | | |
|---|---|---|--|---|
|  |  | 0 |  |  |
|  |  | 1 |  |  |
|  |  | 2 |  |  |
|  |  | 3 |  |  |
|  |  | 4 |  |  |

4. Now open your eyes and let your eyes come back into focus."

Squint Score adds to the significance of the eye roll

EYE-ROLL TEST (SQUINT)

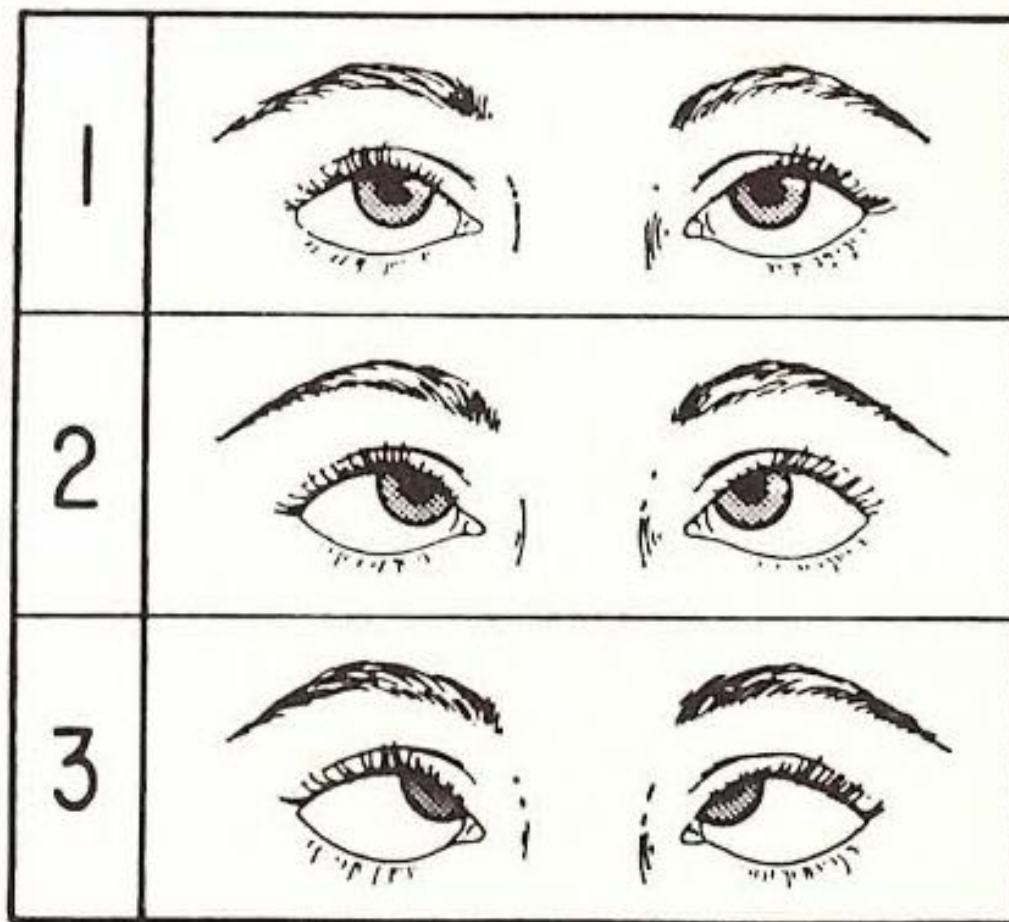


FIG. 2. Eye-roll test (squint).

Appendix B – HIP Apollonian-Odyssean-Dionysian Personality Inventory
HIP PERSONALITY TEST:

TABLE 5–1

Questions and Scoring for the Apollonian-Odyssean-Dionysian Personality Inventory

A. Space awareness. Ask the subject, “As you concentrate on watching a movie or a play, do you become so absorbed in what is going on that you lose awareness of where you are?” If “no,” circle A on the score sheet (see Figure 5–4). If “yes,” clarify further by asking, “Do you ever become so absorbed in a performance that when the curtain comes down you are surprised to realize you are sitting in a theater?”

If “yes,” circle D.

If “no,” circle O.

If “not that much,” circle O.

B. Time perception. Ask the subject, “In general, as you perceive time, do you focus more of your attention on the past, present, or future or all three equally?”

If the spontaneous answer is “past-present” or “present-future,” circle OD.

If “past and/or future,” circle A.

If “all three,” circle O.

If “present,” circle D.

C. Myth–belief constellation (head–heart). Say to the subject, “The French philosopher Pascal once said, ‘The heart has a mind which the brain does not understand.’ He said that there are two kinds of mind, the heart–mind and the brain–mind. As you know yourself, to which of these two minds do you give priority?”

If “brain–mind,” circle A.

If “both” or “variable,” circle O.

If “heart–mind,” circle D.

C-1. Interpersonal control. Ask the subject, “As you relate to another person, do you prefer to control the interaction or do you prefer to let the other person take over if he or she wishes?”

If the spontaneous answer is “control interaction,” circle A.

If “both” or “it depends,” circle O.

If control is given to other person, circle D.

C-2. Trust proneness. Ask the subject, “In your proneness or tendency to trust other people, where would you place yourself on a scale of average—above or below?”

If “low” or “below average,” circle A.

If “average” or “moderate,” circle O.

If “high” or “above average,” circle D.

C-3,4. Critical appraisal and learning style. Ask the subject, “As you are

learning something new, do you tend to critically judge it at the time you are learning it, or do you accept it and perhaps critically judge it at a later time?"

If judgment is immediate, circle A.

If "both" or "varied," circle O.

If judgment is suspended or accepted, circle D.

C-5. Responsibility. Ask the subject, "As you sense your responsibility for what you do, where do you place yourself on a scale of average, above or below?"

If "highly responsible" or "above average," circle A.

If "average" or "moderate," circle O.

If "low" or "below average," circle D.

C-6. Preferred mode of contact. Ask the subject, "If you are learning something new and you know in advance that it is of such a nature that you can learn it clearly, safely, and equally well by either seeing it or touching it, which would you prefer—to see it or to touch it?"

If the response is to see or visualize, circle A.

If both modes are used or valued equally, circle O.

If the response is "touch," circle D.

D. Processing. Ask the subject, "When you come up with a new idea, there are two parts to it; one is to dream it up, and the other is to figure out how to do it. Of these two parts, which gives you a greater sense of fulfillment?"

If the response is to dream or think up an idea, circle D.

If both are satisfying or if it varies, circle O.

If the response is implementing or carrying out an idea, circle A.

D-1. Writing value. Ask the subject, "As you come up with or work out a new idea, is it necessary to write notes or do you feel your way through without writing?"

If response is "must rely on writing notes," circle A.

If response indicates minimal or small amount of writing, circle O.

If response is "without taking notes," circle D.

Appendix C

Scoring Sheet

Name _____

Date _____

Structural Cluster Survey Apollonian - Odyssean - Dionysian

| | | | | | |
|----|--|-------------------------|---|---|---|
| A) | Space Awareness (SPACE) | Low | A | O | D |
| | | Medium | | | |
| | | High | | | |
| B) | Time Perception (TIME) | Past - Future | A | O | D |
| | | Past - Present - Future | | | |
| | | Present | | | |
| C) | MBC: Head - Heart (CONTENT) | Head | A | O | D |
| | | Both | | | |
| | | Heart | | | |
| 1) | Interpersonal Control | Self | A | O | D |
| | | Varied | | | |
| | | Other | | | |
| 2) | Trust Proneness | Below Average | A | O | D |
| | | Average | | | |
| | | Above Average | | | |
| 3) | Critical Appraisal and Learning Style | Immediate | A | O | D |
| | | Varied | | | |
| | | Suspend | | | |
| 5) | Responsibility | Above Average | A | O | D |
| | | Average | | | |
| | | Below Average | | | |
| 6) | Preferred Mode of Contact | Visual | A | O | D |
| | | Both | | | |
| | | Tactile | | | |
| D) | Processing (PROCESS) | Implement | A | O | D |
| | | Varied | | | |
| | | Imagine | | | |
| 1) | Writing | High | A | O | D |
| | | Varied | | | |
| | | Low | | | |



0



1



2



3



4

Appendix D – Scale for Balloon vs Bucket of Stones Susceptibility Measurement.



0



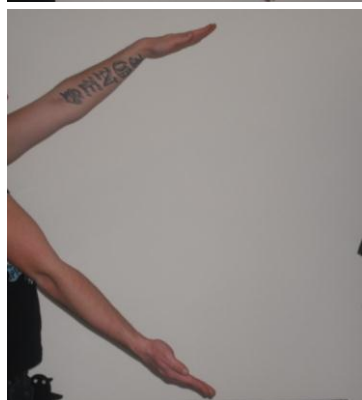
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2



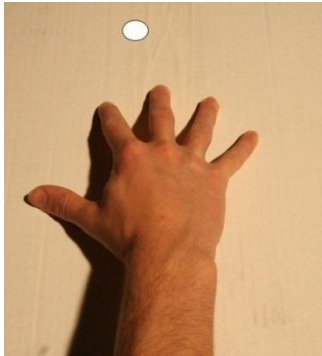
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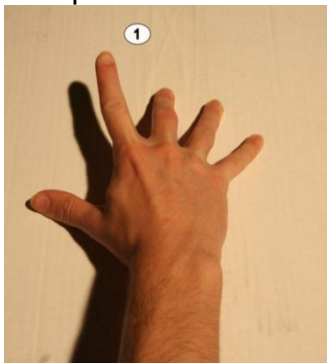
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Appendix E – Exemplar Brass Task Stimuli

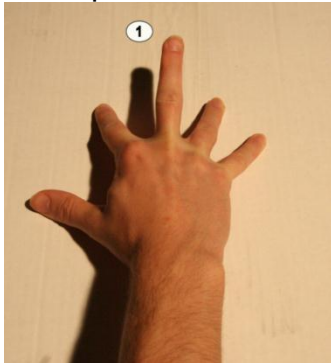
Neutral



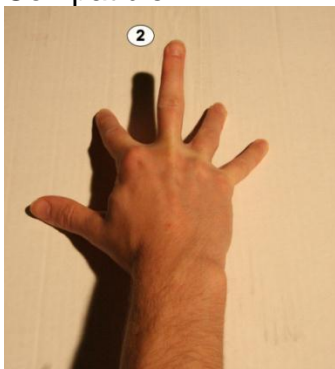
Compatible 1



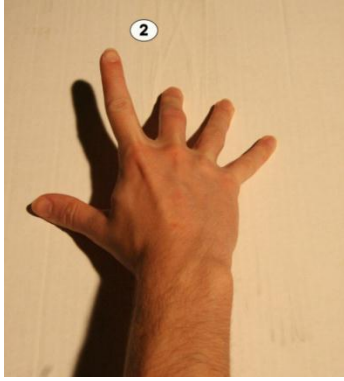
Incompatible 1



Compatible 2



Incompatible 2



Appendix F – Exemplar Action Planning Stimuli

Key: Scenario, Action, Goal/Outcome.

Forward action planning stimuli:

You feel sleepy, You drink coffee, you will fall asleep.
You feel sleepy, You drink coffee, you will stay awake.

You are listening to music, You turn the dial left, it will be louder.
You are listening to music, You turn the dial left, it will be quieter.

There is a bathtub, You run the tap, it will become full.
There is a bathtub, You run the tap, it will be empty.

There is a cup of tea, You add sugar, it will be sweeter.
There is a cup of tea, You add sugar, it will be white.

There is a campfire, You add wood, it will be stronger.
There is a campfire, You add wood, it will go out.

Inverse action planning stimuli:

You feel sleepy, You want to stay awake, you drink coffee.
You feel sleepy, You want to stay awake, you close your eyes.

You are listening to music, You want it to be louder, you turn the dial left.
You are listening to music, You want it to be louder, you turn the dial right.

There is a bathtub, You want it to become full, you run the tap.
There is a bathtub, You want it to become full, you pull the plug.

There is a cup of tea, You want it to be sweeter, you add sugar.
There is a cup of tea, You want it to be sweeter, you add milk.

There is a campfire, You want it to become stronger, you add wood.
There is a campfire, You want it to become stronger, you pour water.

Appendix G – Brief form given to participants.

UNIVERSITY OF PLYMOUTH
FACULTY OF SCIENCE AND TECHNOLOGY
Consent Form

CONSENT TO PARTICIPATE IN RESEARCH PROJECT

Name of Principal Investigator

Dr. Patric Bach

Name of Researchers

Laura-Jayne Bellerby

Natasha Chatfield

Title of Research

An Investigation into the link between an Individual's Level of Hypnotic Suggestibility and their Preference for Reverse- or Forward-action Planning.

Brief statement of purpose of work

This experiment will investigate the link between hypnotic suggestibility and action-planning. You will be asked to complete a series of hypnotic tests followed by two short computer-based tasks. You will not be placed under hypnosis at any point.

The objectives of this research have been explained to me and I confirm that I do not have a history of (or current) mental health illness and I am not currently on anti-depressants or under the influence of any intoxicating substances.

I understand that I am free to withdraw from the research at any stage, and ask for my data to be destroyed if I wish.

I understand that my anonymity is guaranteed, unless I expressly state otherwise.

I understand that the Principal Investigator of this work will have attempted, as far as possible, to avoid any risks, and that safety and health risks will have been separately assessed by appropriate authorities (e.g. under COSHH regulations)

Under these circumstances, I agree to participate in the research.

Name:

Signature:

Date:

Appendix H – Debrief given to participants.

**UNIVERSITY OF PLYMOUTH
FACULTY OF SCIENCE AND TECHNOLOGY**

Debrief

Thank you for taking part in this experiment!

Name of Principal Investigator

Dr. Patric Bach

Name of Researchers

Laura-Jayne Bellerby

Natasha Chatfield

Title of Research

An Investigation into the link between an Individual's Level of Hypnotic Suggestibility and their Preference for Reverse- or Forward-action Planning.

Aim of research

This study aims to investigate the link between hypnotic suggestibility and action-planning following the hypothesis that those individuals that are highly susceptible to hypnosis are more likely to engage in reverse-action planning than forward-action planning. Reverse-action planning occurs when one pictures an end 'goal' or outcome and subsequently develops an idea of the steps one needs to achieve said goal whereas forward-action planning occurs during the process of working towards a specific goal. For example, if engaging in reverse-action planning, an individual would know they wished to make themselves a cup of tea and would subsequently set out clear instructions for themselves to enable them to achieve their goal. Conversely, in forward action planning, the goal to make oneself a cup of tea occurs as one reaches for the kettle.

If you have any questions please ask the experimenter. You can also contact the researchers or the principle investigator, Dr. Patric Bach, via email at any later date, with any questions or if you would like your data withdrawn from the study.

Laura-jayne.bellerby@students.plymouth.ac.uk

Natasha.chatfield@students.plymouth.ac.uk

Patric.bach@plymouth.ac.uk

Benefits of proposed research

There are no direct benefits to you from participating in this study. However, we hope that this research will provide new insights into the reasons why some individuals are more, or less, able to be hypnotised, and whether those who are more hypnotisable are better at forwards action-planning or reverse action-planning.

Appendix I – CD Rom