

# Psychiatrist, Geriatric Psychiatry and Counseling Psychology

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## How is a HypnoBirth experienced, and what is its effect on the months following birth? A grounded theory approach to understand maternal wellbeing

**Hannah Rowlinson**

University of Wolverhampton, England

**Primary Objective:** This research aims to explain the impact of HypnoBirthing on mother's self-efficacy in a labour, and beyond, to understand whether the program may be of use in improving maternal well-being.

**Design:** The research uses a qualitative perspective with the use of semi-structured interviews.

**Method:** Initially six participants will be recruited through HypnoBirthing groups. The research will then employ theoretical sampling to recruit further participants, as consistent with the grounded theory approach employed for data analysis.

**Implications:** To the author's knowledge the subjective experience of women who engage with hypnosis for labour, specially using the HypnoBirthing method has not been reviewed at depth and requires further formal investigation to elucidate the anecdotal information available. It is vital that more is understood about the protective factors women can draw upon to prevent or mediate a traumatic birth experience. An understanding of this should lead to a better understanding on, how women at risk of post-partum post-traumatic stress might be facilitated in protecting themselves against psychological trauma. This should also serve to protect and promote the emotional availability of postnatal mother's to their children.

Hannah.J.Rowlinson@gmail.com

## Re-contextualizing counselling psychology: The importance of philosophy in counselling classrooms

**Jennifer Bojm**

City University of Seattle, USA

Counselling psychology, as a discipline of study, is by and large understood to be a social science. Where this definition has been beneficial in solidifying the validity of the subject within academia, it has also estranged the study of counselling from significant components of its academic ancestry; particularly that of philosophy. The diminished presence of philosophy, and related critical discourse, in counselling curriculums has created a barrier to the education and development of counsellors. This has a direct effect on the work of counselling itself. Counselling education tends toward the study of developed and contemporary theoretical approaches. These theories are necessary and important. However their reception is all too often popularized and disengaged from philosophical roots. Such roots represent dynamic ways of understanding fundamental themes of human experience as well as creative ways of conceptualizing and connecting. Humanistic, narrative, cognitive behavioral, existential, and psychoanalytic theories, for example, all have rich histories seated in deep, often challenging philosophical thought. Without the mental exercise, related development and resulting holistic integration inherent in the study of counselling-philosophy, the field of counselling psychology risks growing barriers to the education and work of counsellors. As counsellors, we are seldom to approach a client without thorough attention to context. Philosophy represents a diminished chapter in the context of the academic discipline of counselling psychology; a chapter intent on educating counsellors to develop not only ways of knowing, but ways of being. The important role of philosophy within counselling education, work and collegial communities will be discussed as a part of this presentation, along with an exploration of counselling psychology's academic lineage. Further, this presentation will be supported by literature illustrating the important counselling-philosophy connection.

info@jennbojmcounseling.com