

July 9-12, 1997 (Pre-conference workshops July 8)  
University of Washington, Seattle, WA, USA

# TWELFTH INTERNATIONAL CONGRESS ON PERSONAL CONSTRUCT PSYCHOLOGY

*"Constructing Meanings, Adapting, Evolving"*

## Guest Speakers:

Fay Fransella

Hubert Hermans

Larry Leitner

Michael Mahoney



<http://www.lehigh.edu/~aem3/conf/congress.html>

## Organizing Committee:

Jerald Forster (University of Washington)

April Metzler (Lehigh University)

Robert Neimeyer (Memphis State University)

Program for the  
**TWELFTH INTERNATIONAL CONGRESS  
ON PERSONAL CONSTRUCT PSYCHOLOGY**

**"Constructing Meanings, Adapting, Evolving"**

Seattle, Washington USA  
July 9th - 12th, 1997

**Organizing Committee:**

Jerald Forster  
April Metzler  
Robert Neimeyer

**Pre-Congress Workshop Leaders:**

Fay Fransella  
Hubert Hermans  
Larry Leitner  
Michael Mahoney

**Plenary Speakers:**

Jack Adams-Webber  
Walter Truett Anderson  
Jerald Forster  
Fay Fransella  
Hubert J. M. Hermans  
George Howard  
Larry Leitner  
James Mancuso

Michael Mahoney  
Greg Neimeyer  
Robert Neimeyer  
James Oyler  
Kenneth Sewell  
Mildred Shaw  
Hank Stam

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## Introduction

Welcome to the XII International Congress on Personal Construct Psychology in Seattle, Washington, USA. The heart of the Congress will feature a program of approximately 90 varied and stimulating sessions.

To enrich the program,

1. Copies of papers brought by presenters can be purchased at the University's copy center in the Communications Building.
2. Copies of related publications are available for perusal and purchase.
3. Theme sessions are scheduled for early evening times to encourage focused discussions.
4. Lunch- and dinner-time social hours will facilitate additional interaction.
5. A private room in the Congress Pub at University Village is available for relaxation and socializing.
6. A banquet in the University Faculty Club caps the social activities on Saturday evening.
7. A mild-to-moderate day hike in the Cascades Mountains will be offered on Sunday following the Congress.

Sponsors: Primary organizational support was provided by the University of Washington and Lehigh University. The University of Washington's College of Education provided administrative and financial support. Dean Allen Glenn was especially supportive. The Ernest Becker Foundation, headed by Neil Elgee, provided support for two plenary sessions, offered by Walter T. Anderson and Hank Stam.

Organizational and Support Services: April Metzler organized the website and the program. Jerald Forster managed registration, facilities, financial arrangements and other activities. Robert Neimeyer organized the pre-congress workshops and provided consultation on organizational matters. Sara Kellman of the University of Washington Conference Housing & Special Services managed the housing, catering, and facilities arrangements. Dawn Nance, a recent U.W. graduate in counseling, managed many of the arrangements and administrative details.

Together, the many sponsors, organizers and managers hope you have a stimulating and satisfying Congress.

## **Social Events**

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### **Tuesday, July 8th**

7:30 pm to 9:30 pm

Welcome to the Congress (Reception)

### **Wednesday, July 9th**

12:30 pm to 1:30 pm

Social Hour at Rick's Cafe

5:45 pm to 6:45 pm

Social Hour at Rick's Cafe

7:10 pm to 8:10 pm

EPCA Business Meeting

7:10 pm to 8:10 pm

NAPCN Business Meeting

7:10 pm to 8:10 pm

APCN Business Meeting

### **Thursday, July 10th**

12:30 pm to 1:30 pm

Social Hour at Rick's Cafe

5:45 pm to 6:45 pm

Social Hour at Rick's Cafe

### **Friday, July 11th**

12:30 pm to 1:30 pm

Social Hour at Rick's Cafe

5:45 pm to 6:45 pm

Social Hour on Haggett Hall Patio

### **Saturday, July 12th**

12:30 pm to 1:30 pm

Social Hour at Rick's Cafe

2:45 pm to 2:40 pm

International Business Meeting

7:30 pm

Gala Banquet at Faculty Club

### **Sunday, July 13th**

TBA

Day Hike

**The Copy Center**  
**B042 Communications Building**  
**Phone 543-9630**

Copies of papers submitted by presenters are available at the Copy Center in the basement of the Communications Building, a five minute walk from Haggett Hall. See the map for directions.

Papers can be ordered by referring to the session number listed on the Congress Program. The cost will be 4.5 cents per page. You need to pay by cash or check (No credit cards). In some cases, there will be more than one paper for a session, especially in the case of symposia.

The Administrative Desk will be located near the Book Exhibit during most of the Congress, and will have a list of papers available at the copy center. If no one is at that location, check at Rick's Cafe or Congress Apartment.

**The Gala Banquet**  
Saturday Evening, 7:30 pm to around 11 pm  
The Faculty Club, U. W. Campus

Celebrants who are attending the Gala Banquet will have an opportunity to end the XIIth Congress with an evening of delicious food and good company in a luxurious setting.

With soothing harp music and a view of lake and mountains, the atmosphere will be conducive to conversation, renewing old acquaintances and getting to know new participants better. It is hoped that celebrants will have ample opportunities to meet everyone attending this event and establish new relationships.

Revelers who have registered for the banquet need to make a choice of main course. The choices are:

- (1) Broiled Beef Tenderloin with Roasted Shallot and Madeira Demi-Glaze
- (2) Braised Salmon with Ancho Chilies, Cumin and Chipotle Hollandaise.

If you plan to attend the Gala Banquet, and if you were not asked about your choice of a main course when you picked up your nametag, you need to contact someone at the Congress Administrative Table about this matter before 1 pm, Wednesday. We have to turn in the count of the main course choice at 1:30 pm on July 9th.

## Theme Sessions

The theme sessions are experimental, in that we do not have a tradition, nor a set format for implementing them. The basic idea is to provide opportunities for continuing discussion of issues that seem important to people attending the XII<sup>th</sup> Congress.

It is hoped that groups of participants will assemble with the intention of discussing a particular issue or topic, possibly continuing the discussion each evening during the entire Congress.

While a few issues will be suggested by Congress organizers it is hoped that participants will initiate theme issues after they arrive and publicize these issues by means of suggested theme topics which will be posted along with sign-up lists.

Possible topics for theme sessions might include:

1. Similarities and differences between social constructionism and constructivism. Should the two perspectives be blended or integrated?
2. Can constructivism encourage greater spiritual awareness and spiritual development?
3. How does constructivism address the evolution of consciousness and the survival of the species?
4. How can the constructivist perspective help people adapt and evolve in the 21st century?
5. What interventions and actions will help others gain a constructivist perspective? How can the constructivist perspective be introduced at the elementary and secondary education level? Should it be?
- 6.
- 7.
- 8.

## Hospitality Rooms

### **Rick's Cafe** (Located one floor up from the main meeting rooms)

This is not a real cafe. It is a room we are using as one of the Congress' hospitality rooms. There will be soft drinks, juices, coffee and tea available at all times. There will also be wine and beer during the official Social Hours, scheduled during the Lunch and Dinner hours. University of Washington regulations require that alcoholic beverages must be consumed in Rick's Cafe and not carried outside.

Some snack food will also be available most of the time.

We will order pizza during the dinner hours if enough people sign up for pizza. The cost would probably be \$5 for two big slices of pizza. Other refreshments available at Rick's Cafe are available at no cost to Congress-goers with official name tags.

Brad Miller will be the primary host at Rick's Cafe. Let him know if he can help you with your food and beverage needs.

### **The Congress Apartment** (located one floor up from Conference Rooms)

This apartment will also have refreshments available. It is a place where you can sit and talk and drink pop, juices, wine, and beer. Some snacks will also be available. Alcoholic beverages can be consumed in this room during all hours of the day, because this is a "private apartment". However, alcoholic beverages can not be carried out of the apartment.

The apartment will also serve as an administrative center when the Congress Administrative Table in the main Congress meeting room is not staffed.

### **Congress Administrative Table**

This table will serve as the registration desk during the Congress. It is a place to go to when you have questions. This table will also have sign-up sheets for a Friday Evening Theatre Party, the Sunday Day Hike, and menu choices for the Gala Banquet. There will also be information about interesting places to visit in Seattle.

## Useful Information

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Seattle-ese:

You say: Chemist  
We write: University of Washington  
University Way  
Student Union Building  
Mount Rainier

We say: Drug Store or Pharmacy  
UDub  
The Ave  
The Hub  
The Mountain

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For any life-threatening emergency, call 911. Free at pay phones.

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### Currency Exchange

SeaFirst Bank  
4501 University Village Ct. NE  
M-F 9 am to 6 pm, Sat 9 am to 1 pm  
(cash machine)

Thomas Cook (downtown)  
906 Third Avenue  
9 am to 5 pm

Thomas Cook (airport)  
6 am to 10 pm

Seattle Airport Hilton Hotel  
Seattle-Tacoma International Airport  
24 hours

### Banks

hours are usually 9 am to 5 or 6 pm  
some are open Saturday am

University of Washington  
HUB Student Union US Bank Branch  
M-F 9 am to 3 pm (cash machine)

US Bank 1420 Fifth Avenue (downtown)

SeaFirst Bank  
4701 University Way NE

Wells-Fargo Bank  
4500 - 15th Avenue NE

### Laundry Services and Laundromats

Haggett Hall, UW Campus  
4536 Brooklyn Avenue NE  
4733 University Way NE  
5501 25th NE  
5020 Roosevelt Way NE

### Dry Cleaning

Carson's Cleaners, 47th & Brooklyn  
Village Cleaning Center, Univ. Village

### Postal Service

U.S. Post Office (full service)  
4244 University Way NE

University Hub Student Union  
(stamps, letters)

University Village Post Office

### Pharmacies

Bartell's Drug Stores  
University Village  
Corner 45th and University Way

Payless Drug Store, 4535 University Way

### Medical Emergency

University Hospital, 1959 NE Pacific  
548-4000

Meals on campus at the McMahon Hall Dining Room:

If you are not staying at Haggett Hall, but still want to eat a meal at McMahon, you can do so, without reserving a spot. You pay at the entrance. Lunch, served from 11:45 AM to 1:15 PM, costs \$7.91 for the entire menu (all you can eat). Dinner, served from 5:30 PM to 7:00 PM, costs \$9.55, for anything on the menu (all you can eat).

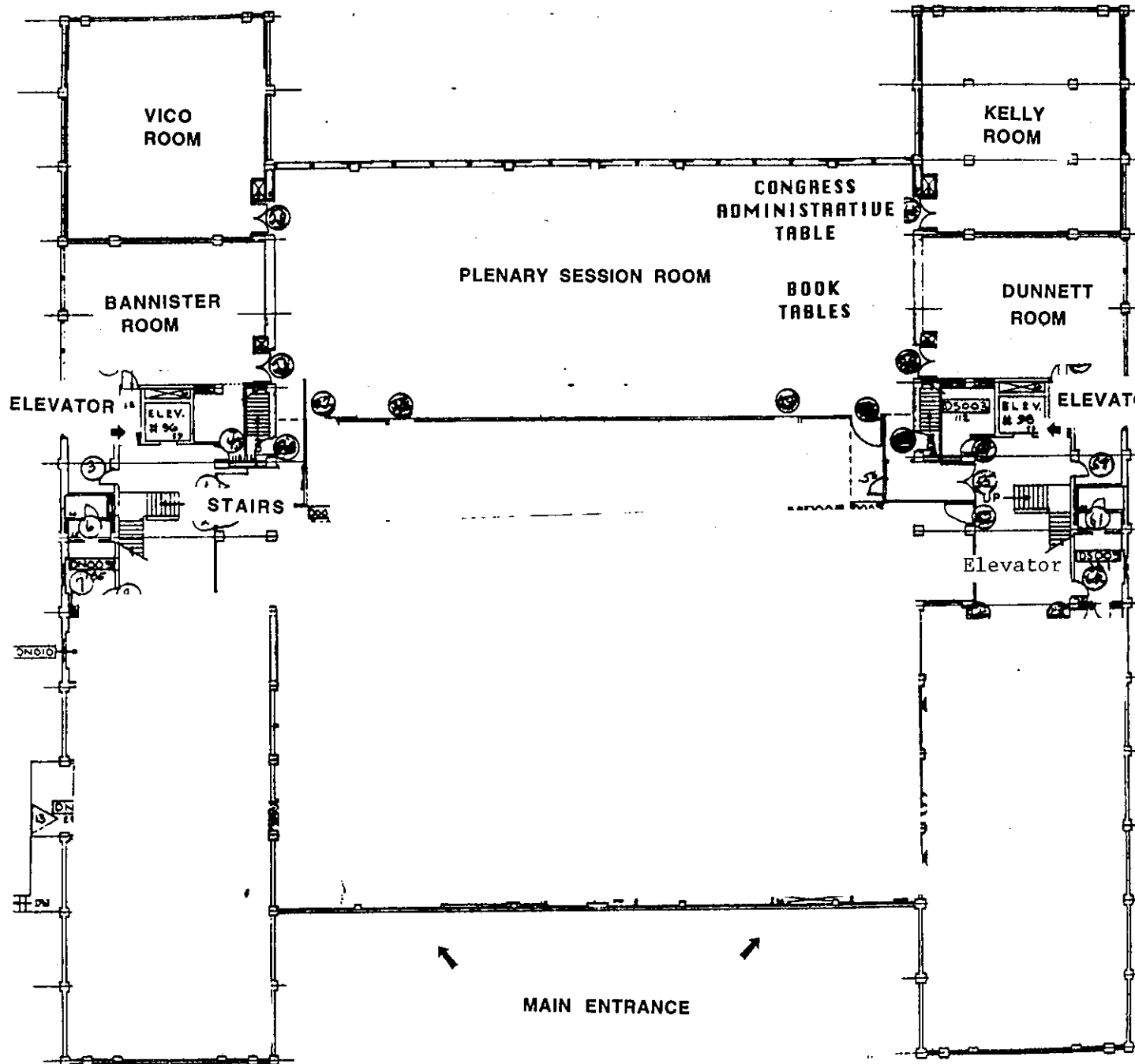
Breakfast can be purchased at McMahon Hall Dining for \$6.55.

You can also eat at the Husky Den in the University Hub Student Union. The Den closes at 3 PM, and it is not open on Saturday. A deli is open until 6 PM in the Hub.

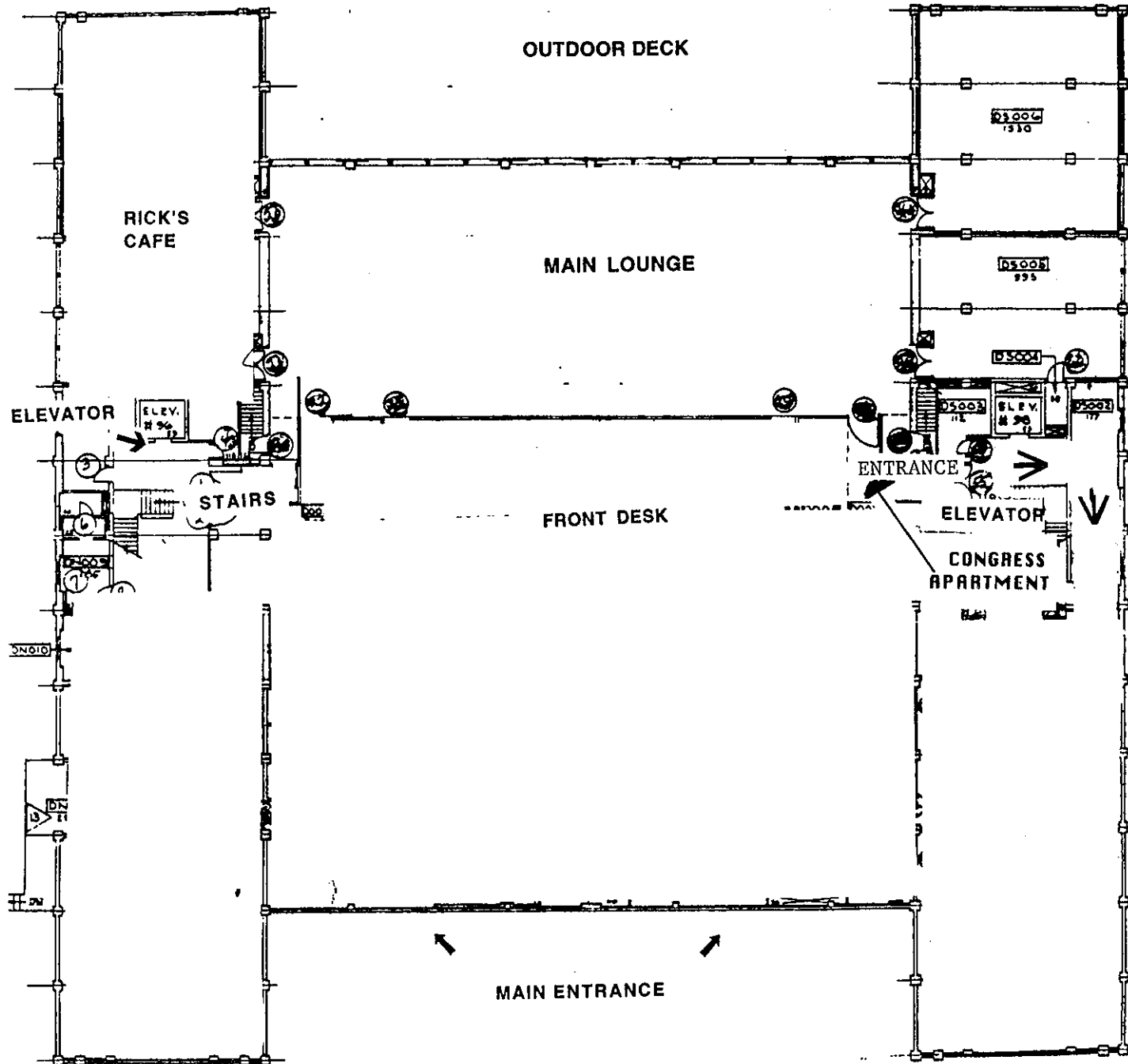


# HAGGETT HALL

## LOWER LEVEL

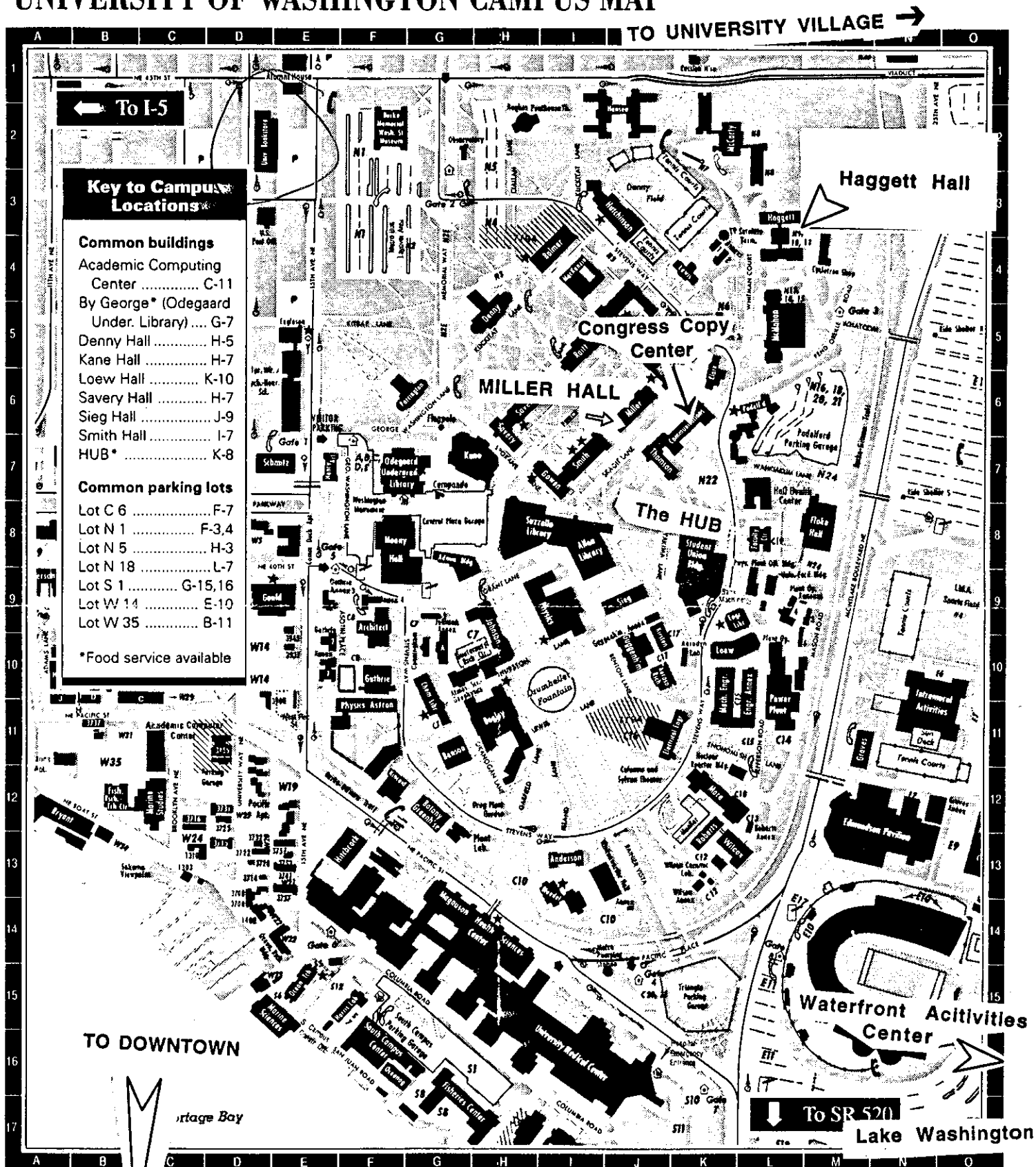


HAGGETT HALL  
UPPER LEVEL

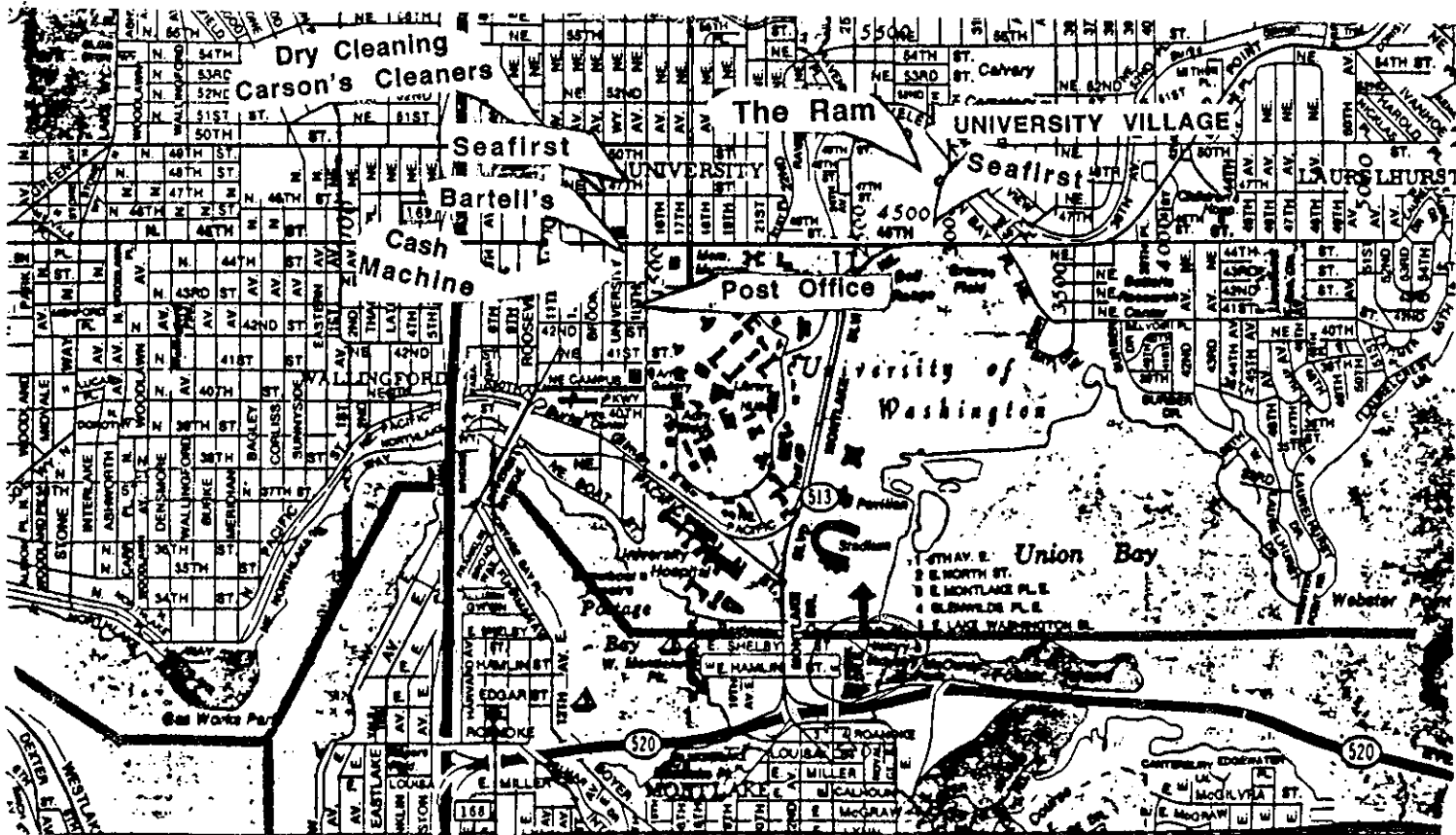
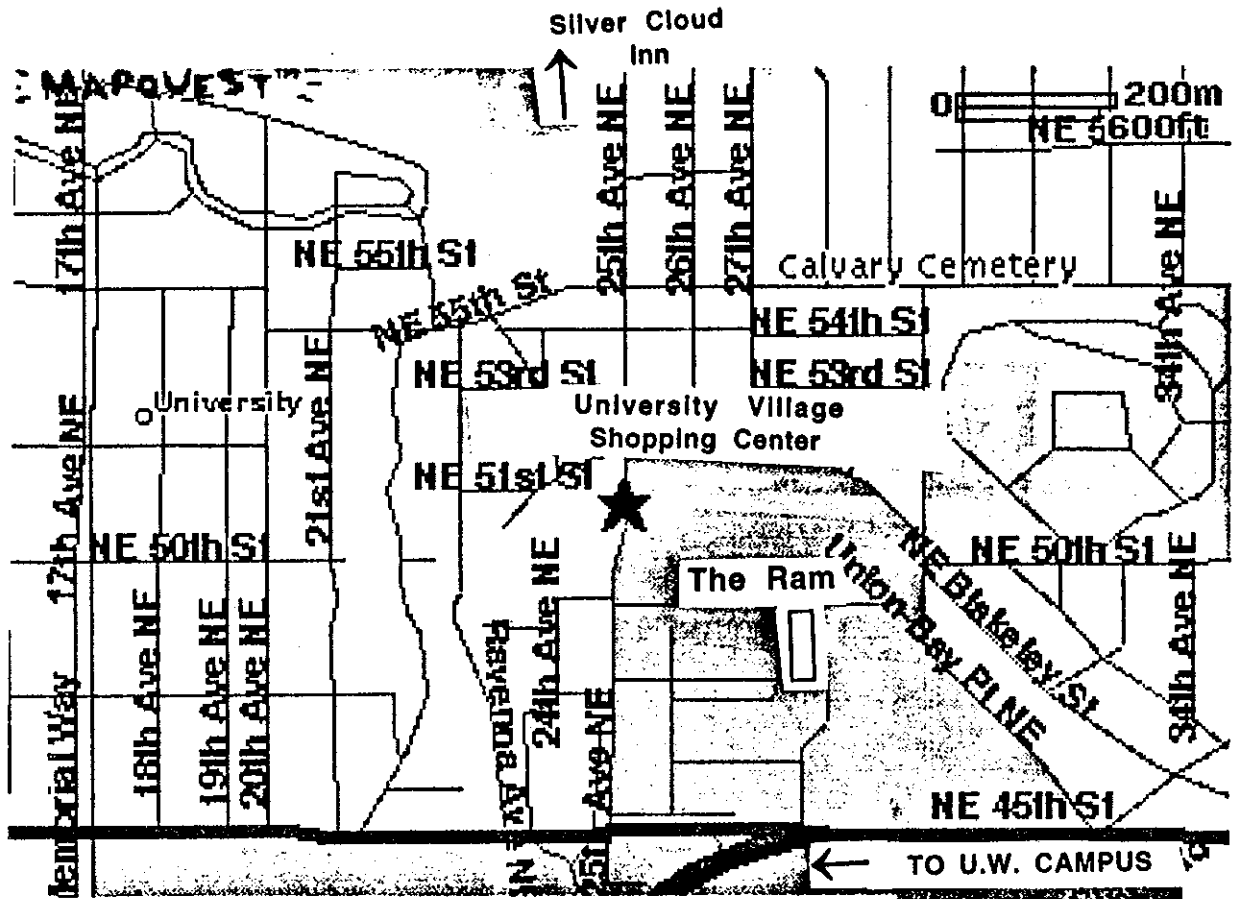


TO MCMAHON DINING AREA →

# UNIVERSITY OF WASHINGTON CAMPUS MAP



UW Educational Outreach  
 UW Extension  
 5001 25th Ave. NE  
 Seattle, WA 98105-4190  
 543-2320, 543-0898 TDD



## Special Thanks

The organizing committee would like to thank the following individuals for their assistance in making this congress go as smoothly as possible:

Joke DeWalle  
Kate Forster  
Ruth Hansing  
David Mills  
Gary Milczarek  
Dawn Nance  
Wallace Wilkins  
Billy Woodall

The organizing committee would also like to thank the following individuals for their tireless efforts in constructing and maintain the Congress website:

Jeannette Leon Go  
Cynthia Penyak  
Doug Reese

Wednesday, July 9th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<p>[1] Opening Session, p. 3  Convener: Forster, J.</p> <p>Participants: Adams-Webber, J.; Mancuso, J.; Neimeyer, G.; Neimeyer, R.; and Shaw, M.</p> <p>ANTICIPATIONS: CONSTRUCTIVISM AND THE TWENTY-FIRST CENTURY</p>			
10:05 AM to 10:35 AM	[2] Paper Session, p. 26 Warren, B. THE PHILOSOPHICAL LIMITS OF PERSONAL CONSTRUCT PSYCHOLOGY	[3] Paper Session, p. 17 Griffin, B. UTILIZING CONSTRUCTIVIST PSYCHOTHERAPY IN THE UNIVERSITY COUNSELING CENTER	[4] Paper Session, p. 11 Anderson, R. ENVISAGING A CONSTRUCTIVIST APPROACH TO CLINICAL SOCIAL WORK	[5] Workshop, p. 9 Ravenette, A. TO RIDE THE SURF OR DIVE BENEATH THE SURFACE: MASTERING THE SEDUCTIVE POWER OF LANGUAGE IN THE PROMOTION ON CONSTRUCTIVE INTERVENTION
10:40 AM to 11:10 AM	[6] Paper Session, p. 12 Butt, T. GEORGE KELLY: PRAGMATIC EXISTENTIALIST		[7] Paper Session, p. 25 Vogel, D. A SELF AS SUBJECT STUDY ON THE GENESIS OF NON-NORMATIVE AND "DELUSIONAL" BELIEFS	
11:15 AM to 11:45 AM	[8] Paper Session, p. 24 Stevens, C. KELLY AND INSIGHT: SORTING THE WHEAT FROM THE CHAFF	[9] Paper Session, p. 25 Viney, L. and Epting, F. TOWARDS A PERSONAL CONSTRUCT APPROACH TO THE SUPERVISION OF COUNSELING	[10] Paper Session, p. 25 Tooth, B. THE CONSTRUCTION OF RECOVERY FROM SCHIZOPHRENIA	
11:50 AM to 12:20 PM	[11] Paper Session, p. 22 Savage, D. MODELLING OF COMMITMENT	[12] Paper Session, p. 18 Hollmann, N. and Metzler, A. HOW DO COLLEGE STUDENTS PERCEIVE STRESSFUL SITUATIONS?	[13] Paper Session, p. 17 Hillenbrand, N. and Lieberz, K. SCHIZOID DISORDER AND ITS SUBJECT-OBJECT REPRESENTATION	
12:30 PM to 1:30 PM	Lunch			

1:40 PM to 2:40 PM	<p align="center">[14] <u>Plenary Session, p. 4</u> Fransella, F.</p> <p align="center">Interviewer: Neimeyer, R.</p> <p align="center">PERSONAL CONSTRUCT PSYCHOLOGY: PAST, PRESENT, AND FUTURE</p>			
2:45 PM to 3:15 PM	<p>[15] Symposium, p. 7 Convenor: Forster, J. FACILITATING THE ARTICULATION OF PERSONAL IDENTITIES THAT EMPHASIZE DEPENDABLE STRENGTHS Bernard Haldane Jean Haldane Allen Boivine-Brown</p>	<p>[16] Paper Session, p. 26 Watts, M. and Hampton, J. COGNITIVE COMPLEXITY AND INTERPERSONAL COMMUNICATION: THE STING IN THE TAIL</p>	<p>[17] Paper Session, p. 24 Stockton, L.; Neimeyer, R.; and Anderson, A. SNAKE VERSUS LADDERS: A VALIDATION OF LADDERING TECHNIQUE</p>	<p>[18] Paper Session, p. 25 Travina, L. and Patarakin, E. CONSTRUCTIVE WEB SITE FOR PSYCHOLOGICAL EDUCATION</p>
3:20 PM to 3:55 PM		<p>[19] Paper Session, p. 20 Oades, L. and Hemsley, A. WHAT WOULD A CONSTRUCTIVIST MODEL OF CONFLICT RESOLUTION LOOK LIKE?</p>	<p>[20] Paper Session, p. 13 Caputi, P. DETERMINING HIERARCHICAL RELATIONS AMONG CONSTRUCTS IN A REPERTORY GRID</p>	
4:00 PM to 4:30 PM	<p align="center">[21] <u>Afternoon Break and Poster Session, p. 27</u></p> <p>Bhandari, S. – LONG-TERM EFFECTS OF CHILDHOOD SEXUAL ABUSE (CSA) IN RELATION TO THE INDIVIDUAL'S PERCEPTION OF THEIR FAMILY</p> <p>Grice, J. and Wontor, S. – A CONFIRMATORY FACTOR ANALYSIS OF THE PERSONAL CONSTRUCT INVENTORY</p> <p>Rossotti, N. – TRUST AND ITS RELATIONSHIP TO DEPENDENCY WITH REGARDS TO MATURE ADULTS AND OLDER PEOPLE</p> <p>Russ-Eisenschen, L. and Neimeyer, G. – EATING DISORDERS AND PERSONAL CONSTRUCTS: THE EFFECTS OF ANTICIPATED WEIGHT GAIN ON PERSONAL, INTERPERSONAL AND VOCATIONAL CONSTRUCT DOMAINS</p>			

4:35 PM to 5:05 PM	[22] <u>Paper Session</u> , p. 13 Catina, A; Boyadjeva, S; and Bergner, M. CONSTRUCTING WOMANHOOD: TEACHER SOCIETY AND ITS BAD STUDENTS	[23] <u>Paper Session</u> , p. 21 Oxley, H. MAN THE HORSE TRADER, OR PERSONAL CONSTRUCTIVISM MEETS EXCHANGE THEORY	[24] <u>Paper Session</u> , p. 23 Sewell, K. and Moes-Williams, A. METHODOLOGICAL CONSIDERATIONS IN THE HIERARCHICAL ANALYSIS OF REPERTORY GRIDS: ELABORATION AND CONSTRUCT POLARITY	[25] <u>Paper Session</u> , p. 18 Kemp, A. and Neimeyer, G. DEVELOPMENTAL CONSTRUCTIVISM: THE EFFECTS OF ATTACHMENT STYLE ON STRESS
5:10 PM to 5:40 PM				[26] <u>Paper Session</u> , p. 14 Costigan, J. and Bell, R. MEASURING TRANSITIONAL STATES WITH THE EXPERIENTIAL LEARNING ATTITUDE QUESTIONNAIRE
5:45 PM to 7:00 PM	<u>Dinner</u>			
7:10 PM to 8:10 PM	<u>Business Meeting</u> European Personal Construct Association (EPCA)	<u>Business Meeting</u> North American Personal Construct Network (NAPCN)	<u>Business Meeting</u> Australasian Personal Construct Network (APCN)	
8:20 PM to 9:20 PM	<u>Theme Groups</u>	<u>Theme Groups</u>	<u>Theme Groups</u>	<u>Theme Groups</u>



Thursday, July 10th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<p>[27] Plenary Session, p. 4 Speaker: Hermans, H. *</p> <p>VALUATION THEORY AND THE SELF-CONFRONTATION METHOD: A NARRATIVE VIEW OF THE SELF *</p>			
10:05 AM to 10:35 AM	<p>[28] Symposium, p. 6 *</p> <p>Convener: Anderson, T.</p> <p>DISRUPTIONS IN THE THERAPEUTIC RELATIONSHIP: INFLUENCES OF MORALITY, ECOLOGY, DIAGNOSIS, AND OTHER CUTTING EDGE ISSUES</p> <p>April Faidley Jennifer L. Klimek MaryEllen J. Crowley Lara Honos-Webb Larry M. Leitner</p>	[29] Paper Session, p. 16 DeWalle, J. A SELF-INVESTIGATION PROCESS FROM A PERSPECTIVE OF MULTI VOICEDNESS	[30] Workshop, p. 9 Leader: Jones, H. PERSONAL CONSTRUCT PSYCHOLOGY AND LEADERSHIP (SOME REFLECTIONS ON CONNECTIONS WITH THE BRITISH NATIONAL HEALTH SERVICE 1987 TO 1997)	[31] Paper Session, p. 12 Botella, L. and Gailita, J. THE ASSESSMENT OF CONSTRUCT SYSTEM COMPLEXITY VIA THE REPERTORY GRID: A NEW MATHEMATICAL METHOD BASED ON THE STRUCTURAL QUADRANTS MODEL
10:40 AM to 11:10 AM		[32] Paper Session, p. 26 Walker, B. and Matters, B. EXPLORING IDENTITY AND STEREOTYPING: A REP TEST MEASURE		
11:15 AM to 11:45 AM		[33] Paper Session, p. 22 Rood, L. IDENTITY DISSONANCE IN TRAUMA AND LOSS	[34] Paper Session, p. 16 Frances, M. DECISION MAKING AND ORGANIZATIONAL CHANGE: A PCP APPROACH TO FACILITATION	[35] Paper Session, p. 11 Adams-Webber, J. BIPOLARITY AND MAXIMAL CONTRAST IN SOCIAL COGNITION
11:50 AM to 12:20 PM	[36] Paper Session, p. 16 Follesdal, H. and Tschudi, F. COMPARING IDIOGRAPHIC GRID METHODOLOGY WITH HOLLAND'S NOMOTHETIC THEORY		[37] Paper Session, p. 19 Klion, R. CORPORATE REORGANIZATION, PERSONAL LOSS, AND SELF RECONSTRUCTION	[38] Paper Session, p. 11 Aidman, E. CONSTRUCTS VERSUS PROTOTYPES: MAPPING THE IMPLICIT REPRESENTATIONS
12:30 PM to 1:30 PM	Lunch			

1:40 PM to 2:40 PM	<p align="center">[39] <u>Plenary Session</u>, p. 3          Anderson, W. *</p> <p align="center">WHO ARE YOU? CONSTRUCTING AND DECONSTRUCTING PERSONAL IDENTITY</p>				
2:45 PM to 3:15 PM	<p>[40] <u>Paper Session</u>, p. 15          Cross, M; Hampton, J; and Watts, M.          CONSTRUCTING COUNSELING PSYCHOLOGY IN CONTEXT: AN EXPLORATORY STUDY</p>	<p>[41] <u>Paper Session</u>, p. 14          Clewett, R.          NARRATIVE, RELATION, AND AGENCY: INTERFACE OF NARRATIVE THERAPY AND SELF THEORY</p>	<p>[42] <u>Paper Session</u>, p. 13          Chiani, G. and Nuzzo, M.          IS THERE MORE IN KELLY THAN IS NEEDED?: THE RESTRICTED USE OF PCT</p>	<p>[43] <u>Paper Session</u>, p. 12          Bell, R.          FACT AND ARIFACT IN THE REPRESENTATION OF REP GRID DATA BY PRINCIPAL COMPONENT ANALYSIS</p>	
3:20 PM to 3:55 PM	<p>[44] <u>Paper Session</u>, p. 15          Cross, M and Watts, M.          RESUSCITATING THE AUTHOR: A PROTOCOL FOR REFLEXIVE &amp; RECURSIVE ANALYSIS OF DISCOURSE</p>	<p>[45] <u>Paper Session</u>, p. 21          O'Connor, E.          EMERGING PORTRAITS OF CHRONIC DEPRESSION IN LIFE NARRATIVES OF WOMEN AND MEN</p>	<p>[46] <u>Paper Session</u>, p. 20          Mills, D.          CONDUCTIVE REASONING AND THE CONSTRUCTIVE LOGIC OF EMOIDMENT</p>	<p>[47] <u>Paper Session</u>, p. 17          Hagans, C.; Neimeyer, G.; and Goodholm, R.          TRIADIC VERSUS DYADIC PERSONAL CONSTRUCT ELICITATION</p>	
4:00 PM to 4:30 PM	<p align="center"><u>Afternoon Break</u></p>				
4:35 PM to 5:05 PM	<p>[48] <u>Paper Session</u>, p. 18          Howard, G.          THE PROMISE OF ECOLOGICAL PSYCHOLOGY: ADAPTING HUMAN LIFESTYLES FOR THE TWENTY-FIRST CENTURY</p>	<p>[49] <u>Workshop</u>, p. 10          Leader: Wilkins, W.          PERSONAL CONSTRUCTS THAT BLOCK CHANGE-- AND HOW TO OVERCOME THEM</p>		<p>[50] <u>Paper Session</u>, p. 15          Cummins, P.          KNOW WHAT REALLY MAKES ME MAD?: A RECONSTRUCTION OF ANGER</p>	
5:10 PM to 5:40 PM			<p>[52] <u>Paper Session</u>, p. 11          Balhaves, M.; Caputi, P.; and Oades, L.          SUPERPATTERNS: EXTENDING THE NOTION OF SHARED MEANINGS IN PCT</p>	<p>[51] <u>Paper Session</u>, p. 26          Zumaya, M.; Rubio, E.; and Klapper-Bridges, S.          SEXUAL AND COUPLE CONSTRUCTIVIST PSYCHOTHERAPY</p>	
5:45 PM to 7:00 PM	<p>[53] <u>Paper Session</u>, p. 20 *          Meshoulam, U.          THE CONSTRUCTION OF SELF-IN-ACTION, EXCITATION, AND PASSION</p>				<p align="center">Dinner</p>

7:00 PM to 8:30 PM	<p>[54] Symposium, p. 8            Convener: Vogel, D.            THE USES AND ABUSES OF            CONSTRUCTIVISM IN            PSYCHOLOGY AND            PSYCHOTHERAPY            Jay S. Efran, Kerry P. Heffner,            George S. Howard</p>			<p>[55] Paper Session, p. 23            Shaw, M. and Gaines, B.            USING GRIDS TO DEVELOP            EXPERT SYSTEMS            THROUGH THE            WORLD-WIDE WEB</p>
8:30 PM to 9:30 PM	Theme Groups	Theme Groups	Theme Groups	Theme Groups

Friday, July 11th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<p>[56] <u>Plenary Session</u>, p. 4 Howard, G. CONSTRUCTIVE REALISM</p>			
10:05 AM to 10:35 AM	<p>[57] <u>Paper Session</u>, p. 23 Shapiro, B. and Melrose, S. USING PERSONAL CONSTRUCTS TO BRING LEARNER VOICES INTO DISCUSSIONS</p>	<p>[58] <u>Symposium</u>, p. 8 Convener: Winter, D. PROCESS AND OUTCOME RESEARCH ON PERSONAL CONSTRUCT PSYCHOLOGY</p> <p>Koula Asimakopoulou Kevin Gournay Christopher Metcalf Katherine Newman-Taylor Anne Richards Deborah Truneckova Linda L. Viney Sue Watson</p>	<p>[59] <u>Paper Session</u>, p. 15 Deubner, R. CONSTRUCTIVIST ANALYSIS OF THE HEALTH-RISK BEHAVIOR "SMOKING"</p>	<p>[60] <u>Workshop</u>, p. 9 Ravenette, A. TO RIDE THE SURF OR DIVE BENEATH THE SURFACE: MASTERING THE SEDUCTIVE POWER OF LANGUAGE IN THE PROMOTION ON CONSTRUCTIVE INTERVENTION (repeat)</p>
10:40 AM to 11:10 AM	<p>[61] <u>Paper Session</u>, p. 16 Figueras, S. WHO EDUCATES THE CYBERNETIC CITIZENS? CONSTRUCTING EDUCATION IN A POSTMODERN WORLD</p>		<p>[62] <u>Paper Session</u>, p. 16 Ellis-Scheer, J. IDENTIFYING THE CONTEXT OF THE CONSTRUCT "CARING" USING THE LADDERING TECHNIQUE</p>	
11:15 AM to 11:45 AM	<p>[63] <u>Symposium</u>, p. 7 Convener: Forster, J. HOW EDUCATORS WITH CONSTRUCTIVIST PERSPECTIVES MAKE SENSE OF EDUCATION AND IT'S PRACTICES (Part I)</p> <p>Mark Windschitl, U.W. Etta Hollins, W.S.U.</p> <p>*Luncheon with Symposium; Swapna Mukhopadhyay Speaking</p>		<p>[64] <u>Paper Session</u>, p. 22 Scheer, J.; Ellis-Scheer, J.; and Hundermark, K. CONSTRUCTING LIFE SATISFACTION IN OLD AGE: A BINATIONAL STUDY</p>	
11:50 AM to 12:20 PM			<p>[65] <u>Paper Session</u>, p. 21 Raskin, J. and Pabst, R. CLEAR VIOLATIONS OF REALITY? CONSTRUCTIVIST CRITIQUE OF EXNER'S RORSCHACH SYSTEM</p>	
12:30 PM to 1:30 PM	Lunch			

1:40 PM to 2:40 PM	<p align="center"><b>[66] Plenary Session, p. 5</b>  <b>Speaker: Stam, H.</b>  <b>VARIETIES OF CONSTRUCTION AND KINDS OF PRACTICE</b>  <b>Reactions by John Jones and Rue Cromwell</b></p>			
2:45 PM to 3:15 PM	<p><b>[67] Symposium, p. 7</b>  Convenor: Forster, J.  HOW EDUCATORS WITH CONSTRUCTIVIST PERSPECTIVES MAKE SENSE OF EDUCATION AND IT'S PRACTICES (Part II)  Leslie Herrenkohl, U.W.  Chris Sink, S.P.U.</p>	<p><b>[68] Symposium, p. 7</b>  Convenor: Catina, A.  ASSESSING CHANGE AND THERAPY OUTCOME BY MEANS OF THE GRID TECHNIQUE: A CRITICAL YET CONSTRUCTIVE REVIEW (Part I)  Sue Watson  David Winter</p>	<p><b>[69] Paper Session, p. 24</b>  Stevens, R.  PERSONAL CONSTRUCTIVISM AND SOCIAL CONSTRUCTIONISM: BRIDGING THE GAP</p>	<p><b>[70] Paper Session, p. 21</b>  Pacheco, M.; Botella, L.; Feixas, G.; and Cornejo, J.  CORRESPONDENCE ANALYSIS OF REPERTORY GRIDS: THE GRIDCOR 2.0 PROGRAM</p>
4:00 PM to 4:30 PM	<p align="center"><b>Afternoon Break</b></p>			
4:35 PM to 5:05 PM	<p><b>[71] Paper Session, p. 19</b>  Kreber, C. and Adams-Webber, J.  LEARNING FROM THE WORK EXPERIENCE OF SUCCESSFUL FACULTY</p>	<p><b>[72] Symposium, p. 7</b>  Convenor: Catina, A.  ASSESSING CHANGE AND THERAPY OUTCOME BY MEANS OF THE GRID TECHNIQUE: A CRITICAL YET CONSTRUCTIVE REVIEW (Part II)  Sue Watson  David Winter</p>	<p><b>[73] Paper Session, p. 18</b>  Jones, J.  THE UNSETTLING HORIZON: POSTMODERNISM AND KELLY</p>	<p><b>[74] Software Demos</b>  Open to All Presenters</p>
5:10 PM to 5:40 PM	<p><b>[75] Paper Session, p. 24</b>  Southall, N.  TEACHING, EVALUATION, AND THE EVALUATION OF TEACHING</p>		<p><b>[76] Paper Session, p. 12</b>  Brennan, J.  HARD CONSTRUCTS</p>	
5:45 PM to 7:15 PM	<p align="center"><b>Dinner</b>  (Preceded by "Social Hour")</p>			
7:20 PM to 8:20 PM	<p align="center"><u>Theme Groups</u></p>	<p align="center"><u>Theme Groups</u></p>	<p align="center"><u>Theme Groups</u></p>	<p align="center"><u>Theme Groups</u></p>

Saturday, July 12th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<p>[77] <u>Plenary Session</u>, p. 5  Convenor: Sewell, K.</p> <p>Participants: Mahoney, M.; Neimeyer, R.; Oyler, J.</p> <p>CONSTRUCTIVISM IN THE HUMAN SCIENCES</p>			
10:05 AM to 10:35 AM	[78] <u>Paper Session</u> , p. 26 Walker, D. CONSIDERATIONS IN CONSTRUCTIVIST THERAPY WITH CHILDREN	[79] <u>Paper Session</u> , p. 14 Clayson, J. PARADIGM CLASHES IN STATISTICAL EDUCATION	[80] <u>Symposium</u> , p. 8 Convenor: Peavy, V. OPENING UP NEW PATHWAYS IN CONSTRUCTIVIST RESEARCH  Maria Arvay Elizabeth M. Banister Marie Hoskins Anita Snell	[81] <u>Workshop</u> , p. 9 Leaders: Botella, L.; Figueras, S.; Herrero, O.; and Pachero, M. QUALITATIVE ANALYSIS OF SELF-NARRATIVES
10:40 AM to 11:10 AM		[82] <u>Paper Session</u> , p. 19 MacLean, D.; Adams-Webber, J.; Fraccacio, N.; Stewart, B.; and Keating, D. ADOLESCENTS' DECISIONS TO PURSUE MATHEMATICS		
11:15 AM to 11:45 AM	[83] <u>Paper Session</u> , p. 14 Costigan, J. DOWN SYNDROME FAMILIES: PERSONAL AND SOCIAL CONSTRUCTS	[84] <u>Paper Session</u> , p. 23 Sewell, K. and Ovaert, L. GROUP TREATMENT OF POSTTRAUMATIC STRESS IN INCARCERATED ADOLESCENTS		
11:50 AM to 12:20 PM	[85] <u>Paper Session</u> , p. 19 Mancuso, J. A PCP PERSPECTIVE ON ASSIMILATION: SOME ETHNIC IDENTITY NARRATIVES	[86] <u>Paper Session</u> , p. 20 Oades, L. and Viney, L. TRUTH AND DARE: TOWARD A PERSONAL CONSTRUCT MODEL OF ADOLESCENT RISK-TAKING	[87] <u>Paper Session</u> , p. 12 Banister, E. MIDLIFE WOMEN: QUESTIONING CULTURAL STEREOTYPES OF THEIR CHANGING BODIES	[88] <u>Paper Session</u> , p. 17 Grice, J.; Taylor, G.; and Hopper, M. THE RELIABILITY OF THE COORDINATE GRID: RESEARCH IMPLICATIONS
12:30 PM to 1:30 PM	Lunch			

1:40 PM to 2:40 PM	<p>[89] <u>Plenary Session</u>, p. 4 Leitner, L.</p> <p>CUTTING EDGE ISSUES IN EXPERIENTIAL PERSONAL CONSTRUCT PSYCHOTHERAPY</p>
2:45 PM to 4:30 PM	<p><u>International Business Meeting</u></p>
7:30 PM	<p><u>Gala Banquet</u></p>

# **Preconference Workshops**

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## **ESSENTIALS OF PERSONAL CONSTRUCT THEORY**

**Fay Fransella**

George Kelly wrote two theories of how people go about the business of living their lives, the one enmeshed within the other. One is the skeleton. This is made up of personal constructs formed into a system, and used to make the best sense of what is happening around and within us. The second theory is about our experiencing the world. Experiencing is related to our construing of it. Being a physicist, mathematician and on the way to being an engineer, Kelly set out his theory like a blueprint with a fundamental postulate elaborated by a set of corollaries. His background training also led him to design a way of measuring the relationship between personal constructs - the repertory grid. This workshop will outline the substance of these two theories and give participants experience of aspects of the theory and methods for eliciting the personal constructs from oneself and others; provide opportunities to design and complete a small personal repertory grid and to complete Kelly's other method of assessment - the self characterization; and, lastly, to explore the implications of such theoretical points as behavior being the question we put to nature rather than an answer.

## **VALUATION THEORY AND SELF-CONFRONTATION METHOD**

**Hubert J. M. Hermans**

In this workshop participants will try out an abbreviated self-confrontation method as a theory-based, idiographic method, allowing a gradual transition between assessment and change. Working in dyads, they play successively the roles of client and psychologist. Clients are invited to tell a few story parts referring to their past, present, and future, whereas the psychologists help the clients to derive from these stories some personal units of meaning (valuations). Next, they relate their valuations to a set of affective terms, some of which reflect self-enhancement (e.g., pride, strength) whereas other terms reflect the longing for contact and union with something or somebody else (e.g., caring, tenderness). Next, participants are taught how to analyze the content and organization of their valuation system in qualitative and quantitative ways. Finally, participants continue their conversations in the same dyads, incorporating the experiences and insights from the process of self-confrontation.

## **AN INTRODUCTION TO EXPERIENTIAL PERSONAL CONSTRUCT PSYCHOTHERAPY**

**Larry M. Leitner**

This workshop will illustrate the technical principles of psychotherapy from an experiential constructivist perspective. The workshop will begin with a conceptual overview of experiential constructivist therapy, focusing on issues of diagnosis, case conceptualization, and the process and goals of therapy. The use of these concepts for structuring and managing the initial interview will be the most critical aspect of experiential constructivist therapy. The focus of this segment will include issues of transference, countertransference, how clients validate and invalidate therapist interventions, and the experience of optimal client resistance will be covered in the third section of the workshop. Finally, the "cutting edge" issues (e.g., use of the body, levels of awareness, structural arrests) will be considered. Each section of the workshop will integrate conceptual material, technical principles, and case illustrations.



## **CONSTRUCTIVIST PSYCHOTHERAPY**

**Michael J. Mahoney**

This workshop will focus on the principles of constructive psychology as they bear on the practice of psychotherapy. After a brief history of its emergence in philosophy, psychology, and psychotherapy, the basic principles of Constructivism will be summarized. Spanning the major theoretical systems, constructivism emphasizes (1) the central importance of human activity in the (2) ongoing creation of "personal realities" -- organized patterns of perceived order and meaningful relationships. One of the most important of these dynamic ordering processes is that related to (3) the unique and complexly-organized individuality (identity or self) of the person, which is elaborated within (4) social and symbolic contexts. All of this self-organizing activity reflects the operation of (5) dialectical (contrast-driven) and dynamic developmental processes, which challenge the individual to engage in a lifelong protection, elaboration, and differentiation of themselves and the processes by which they organize their living. Across diagnostic categories and programs of therapy (brief, episodic, and intensive), these principles can guide psychological services. The clinical relevance of these points will be illustrated in discussion of difficult cases, resistance to therapeutic relationship as secure base in and from which clients can experience, explore, and experiment with old and new patterns of activity. Among the clinical methods to be discussed will be individualized homework assignments, mirror time, stream of consciousness, and embodiment exercises. The workshop will conclude with a discussion of clients' and therapists' experiences of change processes, and the unique burdens and blessings of life as a psychotherapy practitioner. Recommendations will be made for further explorations and therapist self-care practices.

# **Plenary Sessions**

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## **KEYNOTE SESSION**

### **ANTICIPATIONS: CONSTRUCTIVISM AND THE 21ST CENTURY [1]**

**Convener: Jerald Forster**

**Participants: Jack Adams-Webber, Greg J. Neimeyer, Robert A. Neimeyer,  
James C. Mancuso, and Mildred L. G. Shaw**

Five organizers of previous North American conferences on Personal Construct Psychology will share some of their anticipations regarding the course of constructivism and how constructivism might influence events during the 21st Century.

## **WHO ARE YOU?**

### **CONSTRUCTING AND DECONSTRUCTING PERSONAL IDENTITY [39]**

**Walter Truett Anderson**

Nothing in the world seems more obvious and commonsensical than the singular, bounded, integrated, and permanent self. Since that concept is so central to every aspect of our lives, it is an event of enormous importance when fundamental ideas about self change dramatically. This is happening now, as we begin to recognize that the modern idea of the self is a socially constructed reality, and so is the individual ego/identity that each of us takes to be the essential core of who and what we are.

Assumptions about the self that have been central to Western civilization are being challenged in many fields including postmodern psychology and psychotherapy, cognitive science, medicine, and biology. At the same time, moralists of various persuasions—doing battle against what they see as an excess of selfish individualism—want us to sacrifice some of our autonomy and go back to being more community-bonded. The information/communications revolution creates a vast and mysterious electronic landscape of new relationships, roles, identities, networks, and communities. The globalization of economics and politics sends people scurrying about the planet, pulling up roots, trampling boundaries, letting go of old certainties of place, nationality, social role and class. And meanwhile the ancient esoteric traditions, now thriving far from their original Oriental hangouts and disseminating their teachings through the mass media, mysteriously suggest as they have for millennia that we are something else, that this identity we cling to and strive for is not really what we are, at all.

Put these all together, and you have what amounts to a global identity crisis. This development is dangerous and disturbing in many ways—capable of causing severe psychological stresses for many individuals, provoking explosive social and political reactions—yet is enormously promising if engaged creatively. It offers an opportunity to develop new personal skills, organizational arrangements, and public policies. We begin to glimpse a liberating vision of the human being as an "open system" with multiple communities, flowing identities, and movable boundaries.

## **PERSONAL CONSTRUCT PSYCHOLOGY: PAST, PRESENT, AND FUTURE [14]**

**Fay Fransella**

**Interviewer: Robert A. Neimeyer**

A conversation with Fay Fransella about her personal experiences with Personal Construct Psychology and her views about where the theory is headed. Topics will include the social and disciplinary context in which she was working that made PCP strike a chord, people of importance to her in the early days, how she has seen her views evolve, things she sees as promising directions in the theory, and her accumulated perspective about where we have been and where we are going.

## **VALUATION THEORY AND THE SELF-CONFRONTATION METHOD: A NARRATIVE VIEW OF THE SELF [27]**

**Hubert J. M. Hermans**

When people tell their life stories, they do so by referring to narrative units of meaning referring to significant events in their past, present, and future. Such units are central in valuation theory as a narrative theory of the self and in the self-confrontation method as a concrete tool to study its organization and reorganization. Special attention is devoted to a recent development, the multivoiced, dialogical self, and its incorporation into valuation theory.

## **CONSTRUCTIVE REALISM [56]**

**George S. Howard**

A paradigm shift is occurring in the social sciences. The previous paradigm that has dominated the modernist era during the twentieth century could be characterized as objectivism or realism. The new paradigm, which could be described as a constructivist perspective, is based on the assumption that personal realities are socially constructed. Such a perspective assumes that there are no observations that are independent of the observer. This paper argues for a less extreme view which blends both paradigms, with each seen as the necessary opposite to provide perspective for the other.

## **CUTTING EDGE ISSUES IN EXPERIENTIAL PERSONAL CONSTRUCT PSYCHOTHERAPY [89]**

**Larry Leitner**

Three "cutting edge" issues in experiential personal construct psychotherapy (use of the body, levels of awareness, and structural arrests) are examined in this paper. After being conceptualized in experiential constructivist terms, clinical literature is reviewed, examples are given, and principles for use and abuse of the phenomena are presented.

## **CONSTRUCTIVISM IN THE HUMAN SCIENCES [77]**

**Convener: Kenneth W. Sewell**

**Participants: Michael J. Mahoney, Robert A. Neimeyer, and J. Oyler**

The Society for Constructivism in the Human Sciences was organized in 1996 to encourage and communicate developments in theory, research, and practices that reflect an appreciation for human beings as actively complex, socially-embedded, and developmentally dynamic self-organizing systems. In an open forum discussion, representatives of the Society will describe and encourage networking possibilities, and their perspectives on the prospects and potentials of the Society. Time also will be devoted to answering questions and inviting discussion from the audience regarding the organizational needs and possibilities of "constructivism in the human sciences."

## **VARIETIES OF CONSTRUCTION AND KINDS OF PRACTICE [66]**

**Hank J. Stam**

**Reactors: John Jones, Jr. & Rue Cromwell**

Personal Construct Psychology has pragmatic roots that continue to allow it to be flexibly incorporated into a variety of practices and contexts. This has been a profound strength of PCP but it is one that has allowed it to bypass a number of crucial epistemological and theoretical questions. In its confrontation and dialogue with Social Constructionism, some of these issues have come to the fore. I will digress briefly and elucidate these issues but my main purpose is to ask if theoretical questions make any difference to the kinds of practices in which constructivists and constructionists are engaged. This turns out to hinge on our conception of 'practice,' no less than it does on our understanding of constructivism(s).

## Symposia

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### **DISRUPTIONS IN THE THERAPEUTIC RELATIONSHIP: INFLUENCES OF MORALITY, ECOLOGY, DIAGNOSIS, AND OTHER CUTTING EDGE ISSUES [28]**

**Convener: Timothy Anderson**

**Participants: April Faidley, Jennifer L. Klimek, MaryEllen J. Crowley,  
Lara Honos-Webb, and Larry M. Leitner**

This symposium will explore a variety of disruptions that may impinge on the development of experiential psychotherapy. In particular, we wish to highlight how such disruptions may encourage clients to participate in roles that minimize the opportunity for the development of experiencing core issues within the therapeutic relationships (i.e., ROLE relationships; Leitner, 1984). The first three papers of the symposium will focus on specific examples of such disruptions and the final paper will examine some of the "modalities" (e.g., use of the body) by which core construing may be elaborated and deepened. Faidley's paper examines how ethical and moral issues may become manifest in the therapeutic relationship through various construals of "right" and "wrong." These construals have the potential to disrupt the therapeutic relationship in various forms, but particular attention will be given to how notions of disease, diagnosis, treatment options, research designs, and managed care may impact the development of the relationship between therapists and their clients. The client's construing of this mental health morality and the ultimate impact upon the relationship has received little attention in the literature. Clearly, such moral constructions often intersect between social and personal construing, which has been a focal point of Faidley's previous work. Anderson, Klimek, & Crowley will examine the potential for disruptions of ecological phenomena on the therapeutic alliance and relationship in a variety of settings. Special attention will be given to how therapy within a research setting and/or involving managed care may influence, and often confuse, the patient's role relationships. Among the ecological issues examined will be patient's feelings and concerns about: (1) their roles as "subjects" and "patients" in a research study; (2) time limitations, when imposed by a managed care company or the pressures to remain in treatment for the duration of a treatment study; (3) the uses of "confidential" information given to a corporate sponsor of the treatment or the uses of research instrumentation; (4) their therapist discussing their case with others, including supervision; and (5) patients' feelings regarding being tape recorded. Examples of how patient's allusions to these third parties in the treatment room will be provided and how neglect of these ecological influences are often deleterious to the exploration of the transference. Attention will be given to when these ecological issues might be worked-through as an allusion to the relationship versus when they might be seen as isolated from such allusions. While we don't view such ecological disruptions as inherently harmful, they are a departure from usual practice and it is therefore necessary to understand how the patient may be construing these artificially imposed roles -- or of how such roles may be embraced. Honos-Webb & Leitner will examine the negative consequences of how diagnostic labeling with DSM may interfere with the therapeutic process. A case will be described in which stigma, countertherapeutic metacommunications, and detrimental effects of the therapeutic relationship resulted from a client who internalized many of the DSM diagnoses he had received. Transcripts from the sessions with Steve (a pseudonym) will be excerpted to illustrate the client's own experience of the damaging effects of the DSM diagnoses. The effects of using the nine dimensions of optimal functioning (i.e., discrimination, flexibility, creativity, responsibility, openness, courage, commitment, forgiveness, and reverence; Leitner & Pfenninger, 1994) in place of traditional diagnoses will be determined by presenting Steve with a case formulation based on Leitner's diagnostic system. The effects of this alternate form of diagnosis will be assessed through a qualitative analysis of Steve's written reaction to his case formulation. Honos-Webb & Leitner will illustrate an innovation over traditional case studies in that the case study itself will be presented to the client as a form of therapeutic intervention. The presentation will thus include the case study and the client's reactions to the case formulation. The case presentation will attempt to demonstrate both the potential destructiveness of traditional DSM diagnoses and the benefits of using the nine dimensions of optimal functioning. Leitner will complete the symposium with a look at the phenomena of transference and countertransference from the perspective of

experiential personal construct psychotherapy (Leitner, 1988). Transference will be conceptualized in terms of a compromise between a client's desire for ROLE relationship and terror of ROLE relationships. Technical principles for recognizing and dealing with transference issues will be presented.

**ASSESSING CHANGE AND THERAPY OUTCOME BY MEANS OF THE GRID TECHNIQUE: A  
CRITICAL YET CONSTRUCTIVE REVIEW [68, 72]**

**Convener: Ana Catina**  
**Participants: Sue Watson and David Winter**

The purpose of the symposium is to summarize the experience with the grid technique in the field of psychotherapy research, indicating what can be assessed by the grid and how. The grid will be considered from the perspective of the requirements of the modern psychotherapy research studies, and there will be discussions of the extent to which the technique meets these requirements. Not least, the purpose of the discussion will be to consider the possibility of an international common effort to strengthen the position of repertory grid technique among other clinical assessment instruments.

**FACILITATING THE ARTICULATION OF PERSONAL IDENTITIES  
THAT EMPHASIZE DEPENDABLE STRENGTHS [15]**

**Convener: Jerald Forster**  
**Participants: Bernard Haldane, Jean Haldane, and Allen Boivine-Brown**

Dependable Strengths Articulation (DSA) is an intervention process wherein participants identify strengths that eventually earn the title: Dependable Strengths. In this session, four presenters experienced in the DSA process will describe how it works and how it actualizes potential. The presenters will also discuss DSA's connection to spiritual development and how it can be interpreted through a constructivist perspective.

**HOW EDUCATORS WITH CONSTRUCTIVIST PERSPECTIVES MAKE SENSE OF EDUCATION AND  
IT'S PRACTICES [63, 67]**

**Convener: Jerald Forster**  
**Participants: Etta Hollins, Leslie Herrenkohl, Swapna Mukhopadyay, Chris Sink, & Mark Windschitl**

The primary purpose of this symposium is to encourage the sharing of interpretations and meanings among educators who are interested in constructivist ideas. These educators will present some of the ways they interpret learning and teaching within a constructivist paradigm. They will also provide examples of educational practices affected by constructivist perspectives.

## **OPENING UP NEW PATHWAYS IN CONSTRUCTIVIST RESEARCH [80]**

**Convener: Vance Peavy**

**Participants: Maria Arvay, Elizabeth M. Banister, Marie Hoskins, and Anita Snell**

Often difficulties encountered in the field are omitted or considered unnecessary in reporting research. Such omissions give the illusion of flawless scientific inquiry. In this symposium, four constructivist researchers will discuss some of their experiences in the field. Approaching research from different methodologies, the presenters will discuss the complexities encountered bridging theory and research practice.

## **THE USES AND ABUSES OF CONSTRUCTIVISM IN PSYCHOLOGY AND PSYCHOTHERAPY [54]**

**Convener: David G. Vogel**

**Participants: Jay S. Efran, Kerry P. Heffner, and George S. Howard**

New varieties and applications of constructivism continue to emerge. At the same time, critics are increasingly vocal about potentially disturbing inconsistencies in constructivist theory and practice. In this symposium, we reply to some of constructivism's most visible detractors and address some troubling abuses that have arisen within constructivist ranks.

## **PROCESS AND OUTCOME RESEARCH ON PERSONAL CONSTRUCT PSYCHOLOGY [58]**

**Convener: David Winter**

**Participants: Koula Asimakopoulou, Kevin Gournay, Christopher Metcalfe, Katherine Newman-Taylor, Anne Richards, Deborah Truneckova, Linda L. Viney, and Sue Watson**

The current climate of evidence-based practice threatens the survival of any therapeutic approach that is not supported by research evidence. The symposium will consider the status of published research on personal construct psychotherapy, and will present findings of current research on this form of treatment with various client groups.

# **Workshops**

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## **QUALITATIVE ANALYSIS OF SELF-NARRATIVES [81]**

**Luis Botella, Sara Figueras, O. Herrero, and Meritxell Pachero**

Working in small groups participants will be encouraged to apply a qualitative method for the analysis of self-narratives. The case example will be a narrative dealing with a father's process of psychological reconstruction following his son's suicide. Finally the usefulness of the method in terms of entering the other's phenomenological world will be highlighted.

## **PERSONAL CONSTRUCT PSYCHOLOGY AND LEADERSHIP (SOME REFLECTIONS ON CONNECTIONS WITH THE BRITISH NATIONAL HEALTH SERVICE 1987 TO 1997) [30]**

**Helen Jones**

My experience of working with people, many at the top of their organization, others in leading roles within them, suggests that Personal Construct Psychology and Constructivism have much to offer leaders. A popular model of leadership "Situational Leadership" (Hersey, 1982) implies that different styles of leadership are required at different times with different groups of people. I suggest that George Kelly, enacting different roles in relationship to his students and clients, was an early practitioner of this approach and that his wide ranging and overarching theory is an invaluable asset to those wishing to lead. In the attached proposal, I shall give some background to the work with which I have been engaged in the British National Health Service to develop managers, doctors, and other professionals into new ways of leading and working. Government Reforms in 1991 radically changed the nature of the Service and have obliged people to challenge their own assumptions and styles of leadership. I shall reflect on some of the connections to be made between Personal Construct Psychology and current leadership theory and practice within the NHS. The proposal is an introduction to an interactive workshop at the 12th International Congress on Personal Construct Psychology in Seattle. I should like people to bring to the workshop examples of leadership style and behavior to share and contrast with those of others. The aim of the workshop is to explore how constructivist approaches can help people to develop themselves as leaders. I shall draw on a number of examples of changed and changing behavior to illustrate the connections. The workshop will contribute to a portfolio of examples of a burgeoning model of Personal Construct Leadership. It will also be interesting and challenging to take part.

## **TO RIDE THE SURF OR DIVE BENEATH THE SURFACE: MASTERING THE SEDUCTIVE POWER OF LANGUAGE IN THE PROMOTION ON CONSTRUCTIVE INTERVENTION [5, 60]**

**A. T. Ravenette**

The workshop will be concerned with the use of language in the intervention process having special regard to it's Janus nature and the following three interrelated aphorisms: 1). The world of words and the world of experiencing are two separate domains only bridgeable by acts of imagination, 2). Each person's language has it's own natural history, 3). Each of us fills out the other's words from our own imaginings and these arise from personal experiences, either real or vicarious.



**PERSONAL CONSTRUCTS THAT BLOCK CHANGE--  
AND HOW TO OVERCOME THEM [49]**

**Wallace Wilkins**

Personal constructs and narratives can facilitate transitions. They can also impede progress--even when you want to change. This skillshop provides powerful strategies for identifying narratives that inhibit change; for looking at, not through, your personal constructs; and for handling confusion when transitioning from old, restrictive constructs to new, adaptive constructs.

## **Paper Sessions**

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### **BIPOLARITY AND MAXIMAL CONTRAST IN SOCIAL COGNITION [35]**

**Jack Adams-Webber**

When subjects applied one construct at a time to several acquaintances, the proportion of positive judgments (0.62) supported the "golden section hypothesis"; however, it was significantly higher (0.66) when all constructs were applied to each acquaintance in turn. These findings were reinterpreted in terms of Frank's "strikingness hypothesis."

### **CONSTRUCTS VERSUS PROTOTYPES: MAPPING THE IMPLICIT REPRESENTATIONS OF SELF AND SIGNIFICANT OTHERS [38]**

**Eugene Aidman**

Relaxing the assumption of construct bipolarity in Repertory Grid enables us to differentiate Constructs and (proto)Types as distinct vehicles of meaning integration. This paper examines individual differences associated with implicit preferences for paradigmatic (construct-based) and taxonomic (type-based) representations in a set of conventional grid elements. Methodological implications will be offered for discussion.

### **ENVISIONING A CONSTRUCTIVIST APPROACH TO CLINICAL SOCIAL WORK [4]**

**Ruth H. Anderson**

Clinical social work struggles to retain a legitimate place in postmodernist practice. Applications of traditional psychological theories commonly underpinning clinical practice limit acknowledgement of difference, minimization of power differentials, and client participation. Constructivist theory offers a way forward from this dilemma while simultaneously allowing clinical practice to retain its integrity.

### **SUPERPATTERNS: EXTENDING THE NOTION OF SHARED MEANINGS IN PERSONAL CONSTRUCT THEORY [52]**

**Mark Balnaves, Peter Caputi, and Lindsay G. Oades**

Kelly's commonality and sociality corollaries deal with shared meanings. In this paper, the authors revisit Kelly's early work on superpatterns to demonstrate the relationship between superpatterns and the concept of corporate constructs (Balnaves & Caputi, 1993), as a way of extending the commonality and sociality corollaries.

**MID-LIFE WOMEN:  
QUESTIONING CULTURAL STEREOTYPES OF THEIR CHANGING BODIES [87]**

**Elizabeth M. Banister**

The experiences of 11 mid-life women (ages 40-55) were obtained and the data analyzed using Spardley's (1979) Developmental Research Sequence Method. Mid-life events prompted the participants to question and challenge traditional cultural expectations about female roles and behavior; and in this way they reinterpreted their experiences and created new meaning from them.

**FACT AND ARTIFACT IN THE REPRESENTATION OF REPERTORY  
GRID DATA BY PRINCIPAL COMPONENT ANALYSIS [43]**

**Richard C. Bell**

Principal component analysis (PCA) is a common way of representing the data of a grid. However it is rarely recognized that there are a number of ways of carrying out PCA on a grid, and each may give a different representation. A new program, GRIDSTAT, is used to illustrate this.

**THE ASSESSMENT OF CONSTRUCT SYSTEM COMPLEXITY  
VIA THE REPERTORY GRID: A NEW MATHEMATICAL METHOD  
BASED ON THE STRUCTURAL QUADRANTS MODEL [31]**

**Luis Botella and Josep Galifa**

This paper presents a new mathematical method (the Structural Quadrants Method, SQM) for the assessment of cognitive complexity via the repertory grid. After presenting the theoretical basis of the SQM, traditional measures for the assessment of cognitive complexity based on grid data are discussed. The SQM is presented step by step, and its sensitivity to grid structure is illustrated by applying it to five case studies.

**HARD CONSTRUCTS [76]**

**Joady Brennan**

A description of an ongoing inquiry into the ways men who have killed describe themselves along cultural, moral, and gender dimensions. This project is reviewed, criticized and annotated by lifer participants: discussion, debate and suggestions are particularly welcome, and will be fed back into the continuing conversation.

**GEORGE KELLY: PRAGMATIC EXISTENTIALIST [6]**

**Trevor Butt**

Holland (1970, 1977) claimed that Kelly was a "constructive innocent and reluctant existentialist." PCP has its roots in American pragmatism, which shares common important assumptions with existential phenomenology. In this paper, I examine these assumptions, arguing that they enable a useful dialogue between the two approaches.

## **DETERMINING HIERARCHICAL RELATIONS AMONG CONSTRUCTS IN A REPERTORY GRID [20]**

**Peter Caputi**

Kelly's (1955) Organization Corollary is central to Personal Construct Theory. It posits that construct systems are hierarchically organized. Construct hierarchy can be assessed directly using implication grids, or indirectly using repertory grid-based data. In this paper, indirect approaches to assessing hierarchy are reviewed, and their limitations highlighted. An alternative, algebraic approach to determining hierarchy among constructs in repertory grids is introduced, and compared with some existing methods.

## **CONSTRUING WOMANHOOD: TEACHER-SOCIETY AND ITS BAD STUDENTS [22]**

**Ana Catina, Svetlana Boyadjieva, and Michaela Bergner**

The paper approaches the broader topic of the relationship between commonality and individuality in construing. The influence of socially elaborated stereotypes on the individual's construct about the self will be theoretically considered and empirically illustrated by means of a study on young women living in different European countries. Two samples of 50 young females living in Germany and Bulgaria have completed a questionnaire to investigate gender and ideal stereotypes existing in the respective societies as well as women's construct about self and ideal-self. Qualitative analysis of the data has indicated that constructs used to describe social models and stereotypes are apparently similar in the two samples, yet indicate differences in interpretation and granted importance. Looking at the relationships between these constructs and those used for describing the self, it can be noticed that in comparison with the situation of Bulgarian sample, social models existing in Germany are more likely to induce a low self-esteem in young women living in this country. These data have been used for creating a standard grid to examine deeper the relationships between social and personal issues implied in the construct about the self-identity in young women. Results obtained from a small German sample are reported.

## **IS THERE MORE IN KELLY THAN IS NEEDED? THE RESTRICTED USE OF PERSONAL CONSTRUCT THEORY [42]**

**Gabriele Chiari and Maria Laura Nuzzo**

Personal construct psychologists seem to take only partially advantage of the great complexity of personal construct theory. On the basis of a review of representative literature (published selections of papers presented at the international congresses on PCP, and articles published in the International Journal of Personal Construct Psychology, for a total of about 350 titles), it is shown that only a few of the professional constructs (general diagnostic constructs and constructs relating to transition) described by Kelly are actually used. Differences relative to nationality and types of work will be outlined, and a discussion of the results will be presented.

**PARADIGM CLASHES IN STATISTICAL EDUCATION:  
CASE STUDIES FROM THE AMERICAN UNIVERSITY OF PARIS [79]**

**James Clayson**

A constructionist approach to teaching basic undergraduate courses in statistics has shown clearly how teachers and students can operate from completely different paradigms. I illustrate with a variety of repertory grid studies done by students conflicts between professorial postmodernism and student grade school-induced modernism; I suggest possible solutions.

**NARRATIVE, RELATION, AND AGENCY:  
THE INTERFACE OF NARRATIVE THERAPY AND SELF THEORY [41]**

**Richard M. Clewett, Jr.**

Recent developments in narrative therapy provide the basis for reflecting upon the more abstract formulations by social construction theorists of concepts such as joint action and the relational. Such a reflection may also provide grounds for additional thinking concerning the concepts of agency and psychology as a moral science.

**DOWN SYNDROME FAMILIES: PERSONAL AND SOCIAL CONSTRUCTS [83]**

**Jacqui Costigan**

Qualitative analysis of narratives from parents of Down Syndrome children yielded a common theme of lovable, fun-loving children with courageously adaptive parents. Follow up interviews, however, reflected internalized social stereotypes and marginalization. The findings demonstrate the need to account for the impact of the social context on personal constructions.

**MEASURING TRANSITIONAL STATES WITH THE EXPERIENTIAL  
LEARNING ATTITUDE QUESTIONNAIRE (ELAQ):  
A REFINEMENT OF THE INSTRUMENT [26]**

**Jacqui Costigan and Richard C. Bell**

Beck's (1979) ELAQ comprised 70 items representing Kelly's (1955) transitional states. Following reliability testing, the items were reduced to 35 and 10 items were added to represent positive emotions as Beck (1980) and McCoy (1977) proposed. Further reliability testing and confirmatory factor analysis indicated that Kelly's state of Aggression does account for the positive emotions.

**CONSTRUING COUNSELING PSYCHOLOGY IN CONTEXT:  
AN EXPLORATORY STUDY OF THE HIERARCHICAL CLUSTERING  
OF COUNSELING COMPETENCIES ACROSS CLIENT GROUPS [40]**

**Malcolm C. Cross, James Hampton and Mary H. Watts**

As part of a larger study the present paper utilizes a hierarchical-classes analysis procedure (De Boeck, 1986) to explore the application of counseling resources across various client groups. The development of a model of best fit for the entire participant pool (20 counseling psychology trainees) was developed which accounted for those counseling competencies that were required when working with particular clients of different ages and genders.

**RESUSCITATING THE AUTHOR: A PROTOCOL FOR THE  
REFLEXIVE AND RECURSIVE ANALYSIS OF DISCOURSE [44]**

**Malcolm C. Cross and Mary H. Watts**

Unhappy with letting the "dead author" of postmodernism rest, this paper identifies and experiments with a methodology designed to capitalize on the human capacity to generate and reflect upon meaning. Within the context of postgraduate counseling trainees talk of counseling, a combination of focus group methodologies, discourse and content analytic procedures were used to arrive at a "text."

**KNOW WHAT REALLY MAKES ME MAD:  
A RECONSTRUCTION OF ANGER [50]**

**Peter Cummins**

Anger is an increasingly common reason for referral to our Psychological Therapies Team. The "Orthodox" approach is to refer to Anger "Management" groups. Taking McCoy's (1977) definition of Anger as a starting point, a ten session PCP "Construing Anger" group is described and a modified definition of anger is proposed.

**CONSTRUCTIVIST ANALYSIS OF THE HEALTH-RISK BEHAVIOR "SMOKING" [59]**

**Rolf Deubner**

Smoking as one of the major health-risk-behavior is analyzed within a personal-construct-framework. Nonsmokers, smokers with a positive or negative attitude toward their smoking behavior, and former smokers are compared using repertory-grid- and laddering-technique concerning structure and content of their construct systems. Nomothetic and idiographic results are discussed.

**A SELF-INVESTIGATION PROCESS FROM A PERSPECTIVE OF MULTI-VOICEDNESS UTILIZING  
THE SELF CONFRONTATION METHOD [29]**

**Joke DeWalle**

Case study of an extended self-investigation process, utilizing Hermans' Self Confrontation Method. The client explores his own situation from different internal vantage points or "I-positions," by giving a name and a voice to each position. Valuations are then formulated and scored from each position, with their own contribution to the dialogue between these voices and the change process.

**IDENTIFYING THE CONTEXT OF THE CONSTRUCT "CARING"  
USING THE LADDERING TECHNIQUE WITH NURSES [62]**

**Julie M. Ellis-Scheer**

Caring is considered an important aspect of the identity of helping professionals. Caring as a construct elicited from nurses in a Repertory Grid, was used as a starting point for laddering to arrive at supposedly superordinate constructs. Some unexpected results highlight the idiosyncratic meaning of caring.

**WHO EDUCATES THE CYBERNETIC CITIZENS?:  
CONSTRUCTING EDUCATION IN A POSTMODERN WORLD [61]**

**Sara Figueras**

This paper questions basic educational assumptions inspired by the Enlightenment project and fosters an attitude of facing in a new way the challenge in a postmodern world.

**COMPARING IDIOGRAPHIC GRID METHODOLOGY WITH HOLLAND'S  
NOMOTHETIC THEORY OF VOCATIONAL PERSONALITIES [36]**

**Hallvard Follesdal and Finn Tschudi**

In a vocational guidance setting 20 grids were collected with FLEXIGRID, using both triadically elicited constructs and six provided constructs taken from John Holland's theory of vocational personalities. Elements included personally relevant vocations and vocations prototypical of Holland's categories. Results show how idiographic and nomothetical approaches may be profitably combined.

**DECISION MAKING AND ORGANIZATIONAL CHANGE:  
A PCP APPROACH TO FACILITATION [34]**

**Mary Frances**

This paper uses Kelly's ideas about the C-P-C cycle (circumspection, preemption, and control) to explore the processes of decision making in work teams. It describes points at which groups may find themselves "stuck", or operating in ways that are affecting both relationships and outcomes, and suggests facilitator strategies for helping groups to manage change.

## **THE RELIABILITY OF THE COORDINATE GRID: IMPLICATIONS FOR REPERTORY GRID RESEARCH [88]**

**James W. Grice, Greg Taylor, and Mark Hopper**

This study examines the reliability of the coordinate grid procedure (Chambers, 1985). Currently, the results from 47 individuals indicate that the logical consistency index from the coordinate grid is not reliable across eight-figure grids with different elements ( $r = -.01$ ), but is somewhat consistent over a two-week interval ( $r = .47$ ). The integrative complexity index is slightly consistent across two different grids ( $r = .31$ ) and moderately consistent over time ( $r = .47$ ). The implications of these findings for the coordinate grid and other repertory grid procedures will be discussed.

## **UTILIZING CONSTRUCTIVIST PSYCHOTHERAPY IN THE UNIVERSITY COUNSELING CENTER [3]**

**Barbara Griffin**

This workshop will discuss applications of constructivist psychotherapy with university students. Problem conceptualization and treatment from a constructivist perspective will be outlined. Examples from the presenters' caseloads will illustrate key concepts. Participants will use case studies to develop treatments utilizing client resources to create more useful constructs and new solutions.

## **TRIADIC VERSUS DYADIC PERSONAL CONSTRUCT ELICITATION: EVIDENCE FOR ARTIFACTUAL METHODOLOGY [47]**

**Chad L. Hagans, Greg J. Neimeyer, and Carl Robert Goodholm**

Dyadic (difference or opposite;  $N = 58$ ) and triadic (difference only;  $N = 57$ ) repertory grid methods were compared. FIC scores obtained through the dyadic method were significantly lower ( $p < .015$ ) than those obtained through the triadic method. Post hoc procedures were performed to further investigate this phenomenon.

## **SCHIZOID DISORDER AND ITS SUBJECT-OBJECT-REPRESENTATION [13]**

**Norman Hillenbrand and Klaus Lieberz**

Almost one hundred inpatients with psychosomatic disorders were separated into two diagnostic groups of clinical schizoid disorder and no schizoid disorder. In evaluating the subject-object-relations, the repertory-grid-technique was used to differentiate between interpersonal activity of schizoid and non-schizoid subjects. In addition, the self-identity-diagram was applied to investigate mother-father-relations.



## **HOW DO COLLEGE STUDENTS PERCEIVE STRESSFUL SITUATIONS AND THEIR PARENTS' RESPONSES TO THEM? [12]**

**Nancy Hollmann and April Metzler**

Two paired-comparison instruments were developed to study the dimensions students use to organize stressful situations and parent responses. The paired-comparison instruments were presented to freshmen and sophomore students. Two multidimensional scaling analyses (MDS) were conducted to explore the dimensions used by students to organize stressful situations and parent responses. Each analysis resulted in a three-dimensional best-fitting solution. Judges labeled the stressful situation dimensions as interpersonal-academic, school-home, and personal tension-interpersonal tension. The parent response dimensions were labeled supportive-not supportive, emotional-rational involvement, and independence-dependence.

## **THE PROMISE OF ECOLOGICAL PSYCHOLOGY: ADAPTING HUMAN LIFESTYLES FOR THE TWENTY-FIRST CENTURY [48]**

**George S. Howard**

Our world now faces several ecological threats (e.g., global warming, ozone depletion, acid rain, deforestation, soil poisoning, water pollution, decertification) that could make life in the twenty-first century nightmarish. All of these threats are human-produced. Thus, alterations in humans, thoughts, actions, and lifestyles must be important parts of the problems' solutions. Psychologists should become involved in dealing with impending ecological threats, since ecological degradation will be one of the leading causes of human pain and suffering in the next century. The twin engines of ecological destruction are human overpopulation and overconsumption (i.e., unsustainable lifestyles). Both of these aspects of human nature are malleable to social/political and psychological interventions. The world of the twenty-first century will be characterized by dwindling supplies of nonrenewable natural resources and overstressed waste sinks. Perhaps the greatest gift that psychology might offer to our beleaguered world would be effective techniques for producing a more earth-friendly human nature.

## **THE UNSETTLING HORIZON: POSTMODERNISM AND KELLY [73]**

**John V. Jones, Jr.**

The purpose of this paper is to look at some of the distinctions theorists have constructed regarding Modernist versus Postmodernist psychology and reflect upon how Kelly might view not only the distinctions but the unsettling horizon they have produced in further elaborating a constructivist psychotherapy.

## **DEVELOPMENTAL CONSTRUCTIVISM: THE EFFECTS OF ATTACHMENT STYLE ON STRESS EXPERIENCE AND COPING [25]**

**Allison Kemp and Greg J. Neimeyer**

One hundred ninety-three individuals were classified according to one of four attachment styles: secure, avoidant, preoccupied, or fearful. They reported a stressful life event in narrative form, and completed the Ways of Coping, Brief Symptom Inventory, and Impact of Events Scale. Securely attached individuals generally reported lower levels of stress and symptomatology, and showed distinctive styles of responding and coping to that stress vis a vis avoidant, preoccupied, or fearful individuals.

## **CORPORATE REORGANIZATION, PERSONAL LOSS, AND SELF RECONSTRUCTION [37]**

**Reid E. Klion**

Businesses in the U.S. and elsewhere are engaging in extensive reorganizations, restructuring, and downsizing. The breadth of this phenomenon is huge as well as its impact upon the employees and organizations who are involved. Kelly's concept of role will be explored to illuminate how the notions of threat and loss of role relate to the operative dynamics often seen in these situations as well as to provide guidance as to how to assist individuals and organizations who face such challenges.

## **LEARNING FROM THE WORK EXPERIENCE OF SUCCESSFUL FACULTY [71]**

**Carolyn Kreber and Jack Adams-Webber**

Effective faculty development in higher education depends on our knowledge of how successful faculty conceptualize their work. Personal Construct Theory was used to investigate how successful university faculty think about academic work. Fifty-eight faculty completed a standardized repertory grid. A consensus grid was formed which was then analyzed with respect to meaningfulness of elements and constructs, and relationships among elements and constructs. Important implications for faculty development arise from these findings.

## **ADOLESCENTS' DECISIONS TO PURSUE MATHEMATICS AND SCIENCE, A RESULT OF DEVELOPMENTAL AND GENDER DIFFERENCES IN SELF-CONSTRUAL? [82]**

**Darla J. MacLean, Jack Adams-Webber, Nick Fraraccio, D. Keating, and B. Stewart**

Male adolescents outperform females on standardized mathematics ability tests, more participate in math classes, yet females earn equal or better grades. This longitudinal investigation of 1700 adolescents, examined the impact on math enrollment and math self-concept, of gender differentiated self-construction through increased self-other differentiation and gender intensification across adolescence.

## **A PCP PERSPECTIVE ON ASSIMILATION: SOME ETHNIC IDENTITY NARRATIVES ENACTED ON THE UNIVERSITY OF WASHINGTON CAMPUS [85]**

**James C. Mancuso**

PCP analysis of intergroup coadjustment requires consideration of how members of coeval groups accommodate to and assimilate inputs that designate appropriate instantiation of each group's self-defining values. Sociality and commonality acquire explanatory significance. PCP propositions serve to explain the ethnic identities of two University of Washington educators, Henry Suzzallo and Angelo Pellegino.

## **THE CONSTRUCTION OF SELF-IN-ACTION, EXCITATION, AND PASSION [53]**

**Uriel Meshoulam**

Self constructs differ in their degree of incongruity with each other. People prefer those "selves-in-action" constructs that are moderately incongruent with other constructs of self. They are more likely to invite elaboration of one's system, and thus are deemed "exciting." When the nature of the self-in-action is romantic or sexual, the experience is that of passion and infatuation. This theory implies that people prefer those sexual practices that hold promise of extension, affirmation, and elaboration of their system of selves.

## **CONDUCTIVE REASONING AND THE CONSTRUCTIVE LOGIC OF EMBODIMENT: AN ESSAY IN THE INVITATIONAL MODE [46]**

**David M. Mills**

John Dewey insisted that "...the question of integration of mind-body in action is the most practical of all questions we can ask of our civilization." Conductive Reasoning is a constructive means for asking and answering this question "in actual practice," in relation to the dimensionality and continuity of personal experience.

## **WHAT WOULD A CONSTRUCTIVIST MODEL OF CONFLICT RESOLUTION LOOK LIKE? [19]**

**Lindsay G. Oades and Alison M. Hemsley**

What would a constructivist model of conflict resolution look like? This paper seeks to answer this question using concepts from Kelly's (1955/1991) personal construct psychology and White and Epston's (1990) approach to narrative therapy. Key concepts are illustrated with real life examples to assist the human relations trainer towards constructivist re-solutions.

## **TRUTH AND DARE: TOWARD A PERSONAL CONSTRUCT MODEL OF ADOLESCENT RISK-TAKING [86]**

**Lindsay G. Oades and Linda L. Viney**

This paper outlines the development of a personal construct model of adolescent risk-taking based on quantitative and qualitative data from 115 adolescents between 15-20yrs within Australian school, juvenile offender and university settings. The model employs the analogy of risk-taking as identity experimentation and Kelly's (1955/1991; 1970) CPC (decision making) cycle and experience cycle.

**EMERGING PORTRAITS OF CHRONIC DEPRESSION  
IN LIFE NARRATIVES OF WOMEN AND MEN [45]**

**Elsa O'Connor**

This study will use an interpretive biographical method to address the phenomenology of chronic depression. The experiences of eight chronically depressed women and men will be expressed through life narratives. An abbreviated version of the Thematic Apperception Test will be administered to determine relationships between the TAT and life narratives.

**MAN THE HORSE TRADER,  
OR PERSONAL CONSTRUCTIVISM MEETS EXCHANGE THEORY [23]**

**Harry Oxley**

Kelly referred in passing to social interaction in terms of 'exchange' but did not develop this idea. Sociology's 'exchange theory' (now part of 'rational choice theory'), did so while Kelly was writing. This paper seeks to link the two approaches in context of an idea of the negotiation exchange-values.

**CORRESPONDENCE ANALYSIS OF REPERTORY GRIDS:  
THE GRIDCOR 2.0 PROGRAM [70]**

**Meritxell Pacheco, Luis Botella, Guilem Feixas, and Jose Manuel Cornejo**

GRIDCOR 2.0, a program for the analysis of repertory grids, will be presented. The advantages of its mathematical form of analysis (Correspondence Analysis) over Principal Component Analysis will be highlighted and illustrated with a case example. Furthermore, the cognitive indexes calculated by GRIDCOR 2.0 will be presented and discussed.

**CLEAR VIOLATIONS OF REALITY?  
A CONSTRUCTIVIST CRITIQUE  
OF EXNER'S COMPREHENSIVE RORSCHACH SYSTEM**

**Jonathan D. Raskin and Renee A. Pabst [65]**

A constructivist critique of Exner's Comprehensive Rorschach System is outlined. Criticisms involve the Comprehensive System's emphasis on identifying client responses that "violate reality," its construction of difference as dysfunction, its minimization of subjective aspects of interpretation, and its failure to incorporate or value client input. Constructivist alternatives are suggested.

## **IDENTITY DISSONANCE IN TRAUMA AND LOSS [33]**

**Lionel Rood**

This paper addresses a common posttraumatic condition of identity disturbance where an individual experiences a dissonant condition of the simultaneous presence of the former sense of self along with a new component of the traumatized self. Constructivism offers a robust theoretical and empirical framework to understand and support the adaptive potential of identity dissonance.

## **MODELING OF COMMITMENT [11]**

**David Savage**

In this paper, Personal Construct Theory based research into motive constructs and personal goals is taken as a point of departure for an evaluation and extension of a five-factor model of commitment. The commitment construct is defined as the desire or resolve to continue with participation in an activity. The five factors are those developed by Scanlan and her associates, namely enjoyment, involvement alternatives, personal investments, social constraints and involvement opportunities. Four factors are considered to have positive relationships with commitment, the exception is attractiveness of involvement alternatives, which is considered to have a negative relationship. Research results have supported the reliability of scales developed to measure each factor and they also indicated for the samples investigated that enjoyment and personal investments are dominant predictors of commitment. Subjects investigated were participants in U.S.A. Little League sports programs. The present project sought to evaluate the generalizability of the model to a British Undergraduate population, to critically appreciate the way in which each factor was conceptualized, and to consider two additional factors. The evaluation led first to a re-conceptualization of the factor involvement opportunities in terms of the motive constructs most frequently sought after by the target population, secondly to a criticism of the prior investments factor noting it as being practically useful but conceptually limited. Extension of the model came from introducing self-efficacy and social provisions as possible additional factors of value in explaining commitment levels. Results taken from a sample of 89 Physical Education and Sports Science students gave support to the new and old factor measures and also their relationship to commitment. Stepwise regression findings revealed that self-efficacy, involvement opportunities, and employment were the dominant predictors of commitment for this sample. Together they accounted for 52% of the commitment variance. Practical implications of the findings are indicated. Further developments of the model in terms of factor measures based on motive constructs of individuals rather than groups are suggested.

## **CONSTRUING LIFE SATISFACTION IN OLD AGE: A BINATIONAL STUDY [64]**

**Jorn W. Scheer, Julie M. Ellis-Scheer, and Kaja Hundertmark**

Older persons in Germany and Australia were interviewed using repertory grids with, among others, life stage-related self elements and elements representing happy and unhappy persons. Constructs associated to satisfaction in life were identified, categorized using the "Big Five" descriptive personality dimensions, and related to nomothetic measures of life satisfaction.

**METHODOLOGICAL CONSIDERATIONS  
IN THE HIERARCHICAL ANALYSIS OF REPERTORY GRIDS:  
ELABORATION AND CONSTRUCT POLARITY [24]**

**Kenneth W. Sewell and Amy Moes-Williams**

Several studies have been conducted to test a model of posttraumatic stress. Some consistencies have emerged. Several inconsistent findings have been explored via a series of methodological studies. These studies will be briefly described. The theoretical implications of the findings will be discussed and a revised model will be offered.

**GROUP TREATMENT OF POSTTRAUMATIC STRESS IN INCARCERATED ADOLESCENTS:  
STRUCTURAL AND NARRATIVE IMPACTS ON THE PERMEABILITY OF SELF-CONSTRUCTION  
[84]**

**Kenneth W. Sewell and Lynda Ovaert**

Often, posttraumatic stress disorder can be masked by behavioral disturbance. The present study treated 43 adolescents with conduct disorder who also met criteria for posttraumatic stress disorder. The constructivist/narrative treatment was shown to be associated with symptom improvement as well as a shift in self construction making change more feasible.

**USING PERSONAL CONSTRUCTS TO BRING LEARNER VOICES  
INTO DISCUSSIONS OF THE TEACHING LEARNING DIALOGUE  
IN THE PROFESSIONAL DEVELOPMENT OF STUDENTS IN  
TEACHING AND NURSING PREPARATION PROGRAMS [57]**

**Bonnie Shapiro and Sherri Melrose**

This paper presents two studies in which personal constructs are used to document the nature of learning in professional preparation programs, a study of student teachers and a study of student nurses. Use of the research approach used in both studies (developed by Shapiro (1989, 1991, 1996), is described and compared and educational implications for professional development programs are discussed.

**USING GRIDS TO DEVELOP EXPERT SYSTEMS  
THROUGH THE WORLD WIDE WEB [55]**

**Mildred L. G. Shaw and Brian R. Gaines**

WebGrid is a knowledge acquisition and inference server on the World Wide Web that uses an extended repertory grid system for knowledge acquisition, inductive inference for knowledge modeling, and an integrated knowledge-based system shell for inference. This paper shows WebGrid modeling a problem that illustrates the system's capability for open-class reasoning with incompletely specified cases.

## **TEACHING, EVALUATION, AND THE EVALUATION OF TEACHING [75]**

**Nina Southall**

At the PCP conference in Townsville I presented a paper describing how I had used Concept Maps as a way of evaluating my teaching and my students' learning. Since then I have continued to experiment with other constructivist techniques to monitor my student's progress and my own effectiveness as a teacher. Two of these techniques have proved to be particularly effective and rewarding to both me and my students. In this presentation I will describe these techniques and demonstrate the ways in which they were successful.

## **KELLY AND INSIGHT: SORTING THE WHEAT FROM THE CHAFF [8]**

**Chris Stevens**

George Kelly's writings reveal a deep ambivalence concerning the value of insight in therapy, sometimes expressing skepticism, at other times outright disdain. In contrast, he discusses favorably the nature of "genuine new insights." This ambivalent attitude to insight makes sense in terms of his pragmatic, constructivist attempt to reconcile realism and relativism, and objectivity and subjectivity. For Kelly "insights" must be winnowed. Unless an insight is tested in behavior, integrated into the person's construct system, and found to be applicable to new events; unless it leaves the person better equipped for dealing with the world, and perhaps more of a constructive alternative, it is not a genuine insight.

## **PERSONAL CONSTRUCTIVISM AND SOCIAL CONSTRUCTIONISM: BRIDGING THE GAP [69]**

**Richard Stevens**

What are the fundamental similarities and differences between PCP and social constructionism? Are the two approaches irreconcilable or might a creative synthesis between them be possible?

## **SNAKE VERSUS LADDERS: A VALIDATION OF LADDERING TECHNIQUE AS A MEASURE OF HIERARCHICAL STRUCTURE [17]**

**Lesley A. Stockton, Robert A. Neimeyer, and Adam Anderson**

Laddering is a technique designed to tap into the individual's system of beliefs. It is assumed to elicit a hierarchy of superordinate constructs as one "ascends" the ladder. Despite recent criticisms of this hypothesis, we found empirical corroboration that the constructs were indeed patterned in systems of increasing superordinacy.

**THE CONSTRUCTION OF RECOVERY FROM SCHIZOPHRENIA:  
THE MEANING OF THE EXPERIENCE FOR THOSE PEOPLE  
WHO HAVE (OR HAD) THE DISORDER [10]**

**Barbara Tooth**

This paper details the findings of recent research with 56 people who identified themselves as being "in recovery" from schizophrenia, and follows on from the paper presented at the Barcelona Congress. For this group of participants it is clear that what they consider helpful in the recovery process differs to mental health professionals approaches to care.

**CONSTRUCTIVE WEB SITE FOR PSYCHOLOGICAL EDUCATION [18]**

**Larisa L. Travina and Evgeny D. Patarakin**

We believe that an educational Web site ought to be as conceptual as a book or a film. The main concept of our Constructive Web site is based on Kelly's psychology of a person as "personal scientist" in anticipating the world. This approach offers the opportunity to integrate many different knowledge representational approaches within one framework where students played role of researchers.

**TOWARDS A PERSONAL CONSTRUCT APPROACH TO  
THE SUPERVISION OF COUNSELING [9]**

**Linda L. Viney and Franz Epting**

The supervision of counseling from a personal construct perspective must have two main aims. The first is to help counselors to reconstrue, that is, to reinterpret clients, their problems and the counseling relationship, using the concepts of the conceptual model that is being applied. The second, and even more important aim, is for counselors to learn to deal with their own personal contributions to the counseling, that that can be verbalized and that which has not yet been verbalized. The deepest threats and fears of the counselors may need to be brought into focus. The psychological functioning of counselors and clients are highly similar. It is on this assumption of reflexivity that this approach to supervision is based. During supervision, counselors learn to attend to their personal contributions to psychotherapy, especially by acknowledging, identifying and exploring their emotional reactions to their experiences of counseling. Supervisory relationships provide counselors with safe places to experiment with their own meanings and so extend and refine them. This place of safety is exactly analogous to the place of safety provided by personal construct counselors for clients to experiment with their own meanings. In this paper, some of the implications of this personal construct approach to the supervision of counselor will be explored.

**A SELF AS SUBJECT STUDY ON THE GENESIS OF  
NON-NORMATIVE AND "DELUSIONAL" BELIEFS [7]**

**David G. Vogel**

Humor and serious intent are intertwined in presenting this self as subject study on the genesis of unusual beliefs. The study is used to illustrate a conceptual model consistent with Brendan Maher's work on delusions, with emphasis placed on the individual's evaluation of the reliability of various sources of information.



## **EXPLORING IDENTITY AND STEREOTYPING: A REPTTEST MEASURE [32]**

**Beverly M. Walker and Beth R. Matters**

A method will be presented that addresses problems with traditional approaches to exploring the relationship between personal identity and stereotypes. Using a retest one can explore both perceived identity and self-generated stereotypes, avoiding particularly the problem of the imposition of predefined stereotypes. The utility of this technique will be illustrated with both sex role stereotypes and those of older people towards the aged.

## **CONSIDERATIONS IN CONSTRUCTIVIST THERAPY WITH CHILDREN [78]**

**Dory Walker**

Examinations of the construing process in children document developmental differences in content and structure. This paper describes aspects children's language and identity development and how an awareness of these factors can contribute to an appreciation of the child's construing process in therapy.

## **THE PHILOSOPHICAL LIMITS OF PERSONAL CONSTRUCT PSYCHOLOGY [2]**

**Bill Warren**

This paper reexamines the relationship between philosophy and psychology generally, and between Personal Construct Psychology (PCP) and philosophy, in particular. It introduces the caution that whatever integrity PCP might have in respect of philosophy, it remains nonetheless a psychology. That is, it is concerned with our understanding of human psychic life, not with the traditional problems philosophy. Nonetheless, PCP can be shown to be a unique psychology that may well escape significant philosophical critiques.

## **COGNITIVE COMPLEXITY AND INTERPERSONAL COMMUNICATION: THE STING IN THE TAIL [16]**

**Mary H. Watts and James Hampton**

There is an implicit assumption in the literature that cognitive complexity is a 'good thing'; it has, for example, been positively correlated with the ability to demonstrate good interpersonal skills. The data presented in this paper indicates that student nurses, although complex in their patterns of construing, show a strong negative bias in relation to certain categories of patients. The data suggests that complex patterns of discrimination may translate into skillful but negative and unhelpful communications with patients. Implications for research methodologies and professional education are discussed.

## **SEXUAL AND COUPLE CONSTRUCTIVIST PSYCHOTHERAPY [51]**

**Mario Zumaya, Eusebio Rubio, and Sara Klapper-Bridges**

Our aim in the present paper is to provide a systemic-constructivist (bases on PCP) frame for an integrative sexual and couple psychotherapy. This proposal is intended to provide a more coherent and comprehensive conceptualization of the cases, treatment planning, and identification of the outcomes.

## **Poster Sessions**

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### **LONG-TERM EFFECTS OF CHILDHOOD SEXUAL ABUSE (CSA) IN RELATION TO THE INDIVIDUAL'S PERCEPTION OF THEIR FAMILY [21]**

**Suchitra Bhandari**

The study aims to investigate the long-term effects of CSA in abused and non-abused clinical and non-clinical (college) populations. The relevance of family dynamics perceived by CSA survivors is also studied. The contribution of these family variables toward later vulnerability, or coping, is evaluated. Repertory and Dependency grids have been used to measure these variables. Group comparisons are made between the abused and non-abused individuals within each population. The grid measures are also correlated with other inventories. Finally, implications of this study for clinical practice are discussed.

### **A CONFIRMATORY FACTOR ANALYSIS OF THE PERSONAL CONSTRUCT INVENTORY [21]**

**James W. Grice and Sara Wontor**

Results of a confirmatory factor analysis conducted on a modified version of the Personal Construct Inventory (PCI) are reported. The PCI purportedly assesses levels of anxiety, guilt, threat, looseness, hostility, and preemption as defined by Kelly. Results from 218 respondents indicate that many items are not explained by the six factors, and a large number of items are factorially complex. Overall, the fit of the model is poor and substantial alteration to the original item pool is thus warranted.

### **TRUST AND ITS RELATIONSHIP TO DEPENDENCY WITH REGARDS TO MATURE ADULTS AND OLDER PEOPLE [21]**

**Nicole G. Rossotti**

Theoretical comparisons and contrasts will be drawn between trust and dependency. Hypotheses within the study include the relationships between levels of trust and dependency in two distinct age groups and their effects on mental health and interpersonal satisfaction. Methods used will be elaborated, including Repertory, Dependency, and Trust Grids.

### **EATING DISORDERS AND PERSONAL CONSTRUCTS: THE EFFECTS OF ANTICIPATED WEIGHT GAIN ON PERSONAL, INTERPERSONAL AND VOCATIONAL CONSTRUCT DOMAINS [21]**

**Lori Russ-Eisenschenk and Greg J. Neimeyer**

Results of a modified Implications Grid (Hinkle, 1965) showed that, when asked to imagine a 20% increase in body weight, a group of 20 high eating disordered women anticipated significantly greater implications for change in their appearance, interpersonal, and career-related constructs, compared with an otherwise comparable group of low eating disordered women.

# Attendees

Name	City	State/Province	Country
Eugene Aidman	Mt. Helen	Victoria,	Australia
Donna Ambrozy	Seattle	WA	USA
Adam Anderson	Memphis	TN	USA
Ruth Anderson	Palmerton	North	New Zealand
Walter Anderson	Albany	CA	USA
Marla Arvay	Victoria	BC	Canada
Elizabeth Banister	Victoria	BC	Canada
Richard Bell	Parkville	Victoria	Australia
Sue Bell	Parkville	Victoria	Australia
Suchitra Bhandari	Herts		UK
Sheila R. Bob	Portland	OR	USA
Roman Borboa	Bellevue	WA	USA
Luis Botella	Barcelona		Spain
Joady Brennan	Taunton	Somerset	England
Sara Bridges	Memphis	TN	USA
Sean Brophy	Dublin 9		Ireland
Wayne Butler	Chehalis	WA	USA
Trevor Butt	York		UK
P. Caputi	Wollongong	NSW	Australia
Ana Catina	Stuttgart		Germany
Hsiao-Wen Chang	Seattle	WA	USA
James Clayson	Paris		France
Richard M. Clewett, Jr.	Lexington	KY	USA
Anne Connor	Portland	OR	USA
Timothy A. Connor	Portland	OR	USA
Rue L. Cromwell	Lawrence	Kansas	USA
Malcolm C. Cross	London		UK
Mary Ellen Crowley	Athens	OH	USA
Peter Cummins	Barby, Rugby	Warwickshire	UK
George Dannells	Bremerton	WA	USA
Rolf Deubner	Geissen		Germany
Joke DeWalle	Delft		The Netherlands
John Edmonson	Louth	Lincolnshire	England
Jay Efran	Philadelphia	PA	USA
Julie Ellis-Scheer	Bendio	Victoria	Australia
Olga Herrero Esquerdo	Barcelona		Spain
April Faidley	Indianapolis	IN	USA
Sara Figueras	Barcelona		Spain
Hallvard Follesdal	Oslo		Norway
Jerald Forster	Seattle	WA	USA
Kate Forster	Seattle	WA	USA
Mary Frances	Bromsgrove	Worestevshire	UK
Andrea Freed	Seattle	WA	USA
Terry Gardy	Mission	BC	Canada
Lucille Giles		BC	Canada
James Grice	Edwardsville	IL	USA
Barbara Griffin	Seneca	SC	USA
William Haefeale	Olathe	KS	USA

# Attendees

Name	City	State/Province	Country
Chad L. Hagans	Gainesville	FL	USA
Ruth Hansing	Seattle	WA	USA
Jim Hayden	Bothell	WA	USA
J. Edward Hazelton	Nashville	TN	USA
Kerry P. Heffner	Indianapolis	IN	USA
Alison Hemsley	Wollongong	NSW	Australia
Leslie Herrenkohl	Seattle	WA	USA
Norman Hillenbrand	Mannheim		Germany
Nancy Hollmann	Flemington	NJ	USA
Lara Honos-Webb	Cincinnati	OH	USA
Marie Hoskins	Victoria	BC	Canada
George Howard	Notre Dame	IN	USA
Isobel Huggins	Taunton	Somerset	England
Feng-Yi Hung	Seattle	WA	USA
Helen Jones	York		UK
John V. Jones	Brookings	SD	USA
Patti Kehoe	Seattle	WA	USA
Graham King	Camberley	Surrey	UK
Jennifer Klimek	Ann Arbor	MI	USA
Reid Klion	Indianapolis	IN	USA
Carole Kubota	Bothell	WA	USA
Larry Leitner	Oxford	OH	USA
Victoria Lorentzen	Oslo		Norway
Michael MacLean	Seattle	WA	USA
Michael Mahoney	Denton	TX	USA
Ann Malain	Seattle	WA	USA
Virginia Malmquist	Mercer Island	WA	USA
James Mancuso	Delmar	NY	USA
Mary Jean Mariano	Seattle	WA	USA
BariLynn Marshall	Hartford	CT	USA
Terry McGovern	Grand Rapids	MI	USA
Sherri Melrose	Calgary	Alberta	Canada
Uriel Meshoulam	Cambridge	MA	USA
April Metzler	Allentown	PA	USA
Gary Milczarek	Whidbey Island	WA	USA
David Mills	Seattle	WA	USA
Amy Moes Williams	Menlo Park	CA	USA
Swapna Mukhopadhyay	Seattle	WA	USA
Dawn Nance	Seattle	WA	USA
Greg Neimeyer	Gainesville	FL	USA
Robert Neimeyer	Memphis	TN	USA
Lee Nelson	Seattle	WA	USA
Susan Nolen	Seattle	WA	USA
Elsa O'Connor	Bellevue	WA	USA
Diana O'Neill	Seattle	WA	USA
Lindsay Oades	Wollongong		Australia
H. G. Oxley	Belconnen	A.C.T.	Australia
Meritxell Pacheco	Barcelona		Spain
Karen Raforth	Boulder	CO	USA
Jonathan Raskin	Gardiner	NY	USA

# Attendees

Name	City	State/Province	Country
Arthur Thomas Ravenette	Epsom	Surrey	UK
Lionel Rood	Gainsville	FL	USA
Nicole Rossotti	Herts		UK
Sharon Royal	Seattle	WA	USA
Glenda Russell	Boulder	CO	USA
Susan Sanders	Marysville	WA	USA
David J Savage	Chester		England
Mark Savickas	Kent	OH	USA
Jorn Scheer	Giessen		Germany
Kenneth Sewell	Denton	TX	USA
Bonnie Shapiro	Calgary	Alberta	Canada
Mildred Shaw	Calgary	Alberta	Canada
Donna M. Smith	Federal Way	WA	USA
John Smith	Seattle	WA	USA
Anita Snell	Victoria	BC	Canada
Arden Snyder	Shoreline	WA	USA
Nina Southall	Wollongong	NSW	Australia
Chris Stevens	Figtree	NSW	Australia
Richard Stevens	London		UK
Lesley A. Stockton	Memphis	TN	USA
A & E Thomson	Glenthams Marketrasen		UK
Barbara Tooth	Paddington		Australia
Finn Tschudi	Oslo		Norway
Linda Ullman-Petrash	Calgary	Alberta	Canada
Linda L. Viney	Wollongong	NSW	Australia
Michael Vinson	Charleston	SC	USA
David Vogel	Concord	NH	USA
Beverly Walker	Wollongong	NSW	Australia
Dory Walker	Salt Lake City	UT	USA
W. G. Warren	Callaghan	NSW	Australia
Joyce Watson	Cupertino	CA	USA
Sue Watson	Harrow	Middlesex	UK
Mary Watts	London		England
Marc Wenzel	Loveland	OH	USA
Wallace Wilkins	Seattle	WA	USA
Mark Windschitl	Seattle	WA	USA
David Winter	Albany	Herts	UK
Billy Woodall	Seattle	WA	USA
Mario Zumaya	Mexico City		Mexico

# 4 - DAY SUMMARY OF CONGRESS PROGRAM

Wednesday, July 9th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<b>[1] Opening Session, p. 3</b> Convener: Forster, J. Participants: Adams-Webber, J.; Mancuso, J.; Nelmeyer, G.; Nelmeyer, R.; and Shaw, M. ANTICIPATIONS: CONSTRUCTIVISM AND THE TWENTY-FIRST CENTURY			
10:05 AM to 10:35 AM	<b>[2] Paper Session, p. 26</b> Warren, B. THE PHILOSOPHICAL LIMITS OF PERSONAL CONSTRUCT PSYCHOLOGY	<b>[3] Paper Session, p. 17</b> Griffin, B. UTILIZING CONSTRUCTIVIST PSYCHOTHERAPY IN THE UNIVERSITY COUNSELING CENTER	<b>[4] Paper Session, p. 11</b> Anderson, R. ENVISAGING A CONSTRUCTIVIST APPROACH TO CLINICAL SOCIAL WORK	<b>[5] Workshop, p. 9</b> Ravenette, A. TO RIDE THE SURF OR DIVE BENEATH THE SURFACE: MASTERING THE SEDUCTIVE POWER OF LANGUAGE IN THE PROMOTION ON CONSTRUCTIVE INTERVENTION
10:40 AM to 11:10 AM	<b>[6] Paper Session, p. 12</b> Butt, T. GEORGE KELLY: PRAGMATIC EXISTENTIALIST		<b>[7] Paper Session, p. 25</b> Vogel, D. A SELF AS SUBJECT STUDY ON THE GENESIS OF NON-NORMATIVE AND "DELUSIONAL" BELIEFS	
11:15 AM to 11:45 AM	<b>[8] Paper Session, p. 24</b> Stevens, C. KELLY AND INSIGHT: SORTING THE WHEAT FROM THE CHAFF	<b>[9] Paper Session, p. 25</b> Viney, L. and Epling, F. TOWARDS A PERSONAL CONSTRUCT APPROACH TO THE SUPERVISION OF COUNSELING	<b>[10] Paper Session, p. 25</b> Tooth, B. THE CONSTRUCTION OF RECOVERY FROM SCHIZOPHRENIA	
11:50 AM to 12:20 PM	<b>[11] Paper Session, p. 22</b> Savage, D. MODELLING OF COMMITMENT	<b>[12] Paper Session, p. 18</b> Hollmann, N. and Metzler, A. HOW DO COLLEGE STUDENTS PERCEIVE STRESSFUL SITUATIONS?	<b>[13] Paper Session, p. 17</b> Hillenbrand, N. and Lieberz, K. SCHIZOID DISORDER AND ITS SUBJECT-OBJECT REPRESENTATION	
12:30 PM to 1:30 PM	Lunch			
1:40 PM to 2:40 PM	<b>[14] Plenary Session, p. 4</b> Fransella, F. Interviewer: Nelmeyer, R. PERSONAL CONSTRUCT PSYCHOLOGY: PAST, PRESENT, AND FUTURE			
2:45 PM to 3:15 PM	<b>[15] Symposium, p. 7</b> Convener: Forster, J. FACILITATING THE ARTICULATION OF PERSONAL IDENTITIES THAT EMPHASIZE DEPENDABLE STRENGTHS Bernard Haldane Jean Haldane Allen Bolvine-Brown	<b>[16] Paper Session, p. 26</b> Watts, M. and Hampton, J. COGNITIVE COMPLEXITY AND INTERPERSONAL COMMUNICATION: THE STING IN THE TAIL	<b>[17] Paper Session, p. 24</b> Stockton, L.; Nelmeyer, R.; and Anderson, A. SNAKE VERSUS LADDERS: A VALIDATION OF LADDERING TECHNIQUE	<b>[18] Paper Session, p. 25</b> Travina, L. and Patarakin, E. CONSTRUCTIVE WEB SITE FOR PSYCHOLOGICAL EDUCATION
3:20 PM to 3:55 PM		<b>[19] Paper Session, p. 20</b> Oades, L. and Hemsley, A. WHAT WOULD A CONSTRUCTIVIST MODEL OF CONFLICT RESOLUTION LOOK LIKE?	<b>[20] Paper Session, p. 13</b> Caputi, P. DETERMINING HIERARCHICAL RELATIONS AMONG CONSTRUCTS IN A REPERTORY GRID	
4:00 PM to 4:30 PM	<b>[21] Afternoon Break and Poster Session, p. 27</b>  Bhandari, S. - LONG-TERM EFFECTS OF CHILDHOOD SEXUAL ABUSE (CSA) IN RELATION TO THE INDIVIDUAL'S PERCEPTION OF THEIR FAMILY Grice, J. and Wontor, S. - A CONFIRMATORY FACTOR ANALYSIS OF THE PERSONAL CONSTRUCT INVENTORY Rossotti, N. - TRUST AND ITS RELATIONSHIP TO DEPENDENCY WITH REGARDS TO MATURE ADULTS AND OLDER PEOPLE Russ-Elsenschen, L. and Nelmeyer, G. - EATING DISORDERS AND PERSONAL CONSTRUCTS: THE EFFECTS OF ANTICIPATED WEIGHT GAIN ON PERSONAL, INTERPERSONAL AND VOCATIONAL CONSTRUCT DOMAINS			
4:35 PM to 5:05 PM	<b>[22] Paper Session, p. 13</b> Catina, A.; Boyadjeva, S.; and Bergner, M. CONSTRUING WOMANHOOD: TEACHER SOCIETY AND ITS BAD STUDENTS	<b>[23] Paper Session, p. 21</b> Oxley, H. MAN THE HORSE TRADER, OR PERSONAL CONSTRUCTIVISM MEETS EXCHANGE THEORY	<b>[24] Paper Session, p. 23</b> Sewell, K. and Moes-Williams, A. METHODOLOGICAL CONSIDERATIONS IN THE HIERARCHICAL ANALYSIS OF REPERTORY GRIDS: ELABORATION AND CONSTRUCT POLARITY	<b>[25] Paper Session, p. 18</b> Kemp, A. and Nelmeyer, G. DEVELOPMENTAL CONSTRUCTIVISM: THE EFFECTS OF ATTACHMENT STYLE ON STRESS
5:10 PM to 5:40 PM				<b>[26] Paper Session, p. 14</b> Costigan, J. and Bell, R. MEASURING TRANSITIONAL STATES WITH THE EXPERIENTIAL LEARNING ATTITUDE QUESTIONNAIRE
5:45 PM to 7:00 PM	Dinner			
7:10 PM to 8:10 PM	<b>Business Meeting</b> European Personal Construct Association (EPCA)	<b>Business Meeting</b> North American Personal Construct Network (NAPCN)	<b>Business Meeting</b> Australasian Personal Construct Network (APCN)	
8:20 PM to 9:20 PM	Theme Groups	Theme Groups	Theme Groups	Theme Groups

Thursday, July 10th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<b>[27] Plenary Session, p. 4</b> Speaker: Hermans, H. <b>VALUATION THEORY AND THE SELF-CONFRONTATION METHOD: A NARRATIVE VIEW OF THE SELF</b>			
10:05 AM to 10:35 AM	<b>[28] Symposium, p. 6</b> Convener: Anderson, T. DISRUPTIONS IN THE THERAPEUTIC RELATIONSHIP: INFLUENCES OF MORALITY, ECOLOGY, DIAGNOSIS, AND OTHER CUTTING EDGE ISSUES  April Faidley Jennifer L. Klimek MaryEllen J. Crowley Lara Honos-Webb Larry M. Leitner	<b>[29] Paper Session, p. 16</b> DeWalle, J. A SELF-INVESTIGATION PROCESS FROM A PERSPECTIVE OF MULTI VOICEDNESS	<b>[30] Workshop, p. 9</b> Leader: Jones, H. PERSONAL CONSTRUCT PSYCHOLOGY AND LEADERSHIP (SOME REFLECTIONS ON CONNECTIONS WITH THE BRITISH NATIONAL HEALTH SERVICE 1987 TO 1997)	<b>[31] Paper Session, p. 12</b> Botella, L. and Gallifa, J. THE ASSESSMENT OF CONSTRUCT SYSTEM COMPLEXITY VIA THE REPERTORY GRID: A NEW MATHEMATICAL METHOD BASED ON THE STRUCTURAL QUADRANTS MODEL
10:40 AM to 11:10 AM		<b>[32] Paper Session, p. 26</b> Walker, B. and Matters, B. EXPLORING IDENTITY AND STEREOTYPING: A REP TEST MEASURE		
11:15 AM to 11:45 AM		<b>[33] Paper Session, p. 22</b> Rood, L. IDENTITY DISSONANCE IN TRAUMA AND LOSS	<b>[34] Paper Session, p. 16</b> Frances, M. DECISION MAKING AND ORGANIZATIONAL CHANGE: A PCP APPROACH TO FACILITATION	<b>[35] Paper Session, p. 11</b> Adams-Webber, J. BIPOLARITY AND MAXIMAL CONTRAST IN SOCIAL COGNITION
11:50 AM to 12:20 PM		<b>[36] Paper Session, p. 16</b> Follesdal, H. and Tschudi, F. COMPARING IDIOGRAPHIC GRID METHODOLOGY WITH HOLLAND'S NOMOTHETIC THEORY	<b>[37] Paper Session, p. 19</b> Klion, R. CORPORATE REORGANIZATION, PERSONAL LOSS, AND SELF RECONSTRUCTION	<b>[38] Paper Session, p. 11</b> Aldman, E. CONSTRUCTS VERSUS PROTOTYPES: MAPPING THE IMPLICIT REPRESENTATIONS
12:30 PM to 1:30 PM	Lunch			
1:40 PM to 2:40 PM	<b>[39] Plenary Session, p. 3</b> Anderson, W. <b>WHO ARE YOU? CONSTRUCTING AND DECONSTRUCTING PERSONAL IDENTITY</b>			
2:45 PM to 3:15 PM	<b>[40] Paper Session, p. 15</b> Cross, M; Hampton, J; and Watts, M. CONSTRUING COUNSELING PSYCHOLOGY IN CONTEXT: AN EXPLORATORY STUDY	<b>[41] Paper Session, p. 14</b> Clewett, R. NARRATIVE, RELATION, AND AGENCY: INTERFACE OF NARRATIVE THERAPY AND SELF THEORY	<b>[42] Paper Session, p. 13</b> Chian, G. and Nuzzo, M. IS THERE MORE IN KELLY THAN IS NEEDED?: THE RESTRICTED USE OF PCT	<b>[43] Paper Session, p. 12</b> Bell, R. FACT AND ARIFACT IN THE REPRESENTATION OF REP GRID DATA BY PRINCIPAL COMPONENT ANALYSIS
3:20 PM to 3:55 PM	<b>[44] Paper Session, p. 15</b> Cross, M and Watts, M. RESUSCITATING THE AUTHOR: A PROTOCOL FOR REFLEXIVE & RECURSIVE ANALYSIS OF DISCOURSE	<b>[45] Paper Session, p. 21</b> O'Connor, E. EMERGING PORTRAITS OF CHRONIC DEPRESSION IN LIFE NARRATIVES OF WOMEN AND MEN	<b>[46] Paper Session, p. 20</b> Mills, D. CONDUCTIVE REASONING AND THE CONSTRUCTIVE LOGIC OF EMODIMENT	<b>[47] Paper Session, p. 17</b> Hagans, C.; Neimeyer, G.; and Goodholm, R. TRIADIC VERSUS DYADIC PERSONAL CONSTRUCT ELICITATION
4:00 PM to 4:30 PM	Afternoon Break			
4:35 PM to 5:05 PM	<b>[48] Paper Session, p. 18</b> Howard, G. THE PROMISE OF ECOLOGICAL PSYCHOLOGY: ADAPTING HUMAN LIFESTYLES FOR THE TWENTY-FIRST CENTURY	<b>[49] Workshop, p. 10</b> Leader: Wilkins, W. PERSONAL CONSTRUCTS THAT BLOCK CHANGE-- AND HOW TO OVERCOME THEM	<b>[50] Paper Session, p. 15</b> Cummins, P. KNOW WHAT REALLY MAKES ME MAD?: A RECONSTRUCTION OF ANGER	<b>[51] Paper Session, p. 26</b> Zumaya, M.; Rubio, E.; and Klapper-Bridges, S. SEXUAL AND COUPLE CONSTRUCTIVIST PSYCHOTHERAPY
5:10 PM to 5:40 PM			<b>[52] Paper Session, p. 11</b> Bainaves, M.; Caputi, P.; and Oades, L. SUPERPATTERNS: EXTENDING THE NOTION OF SHARED MEANINGS IN PCT	<b>[53] Paper Session, p. 20</b> Meshoulam, U. THE CONSTRUCTION OF SELF-IN-ACTION, EXCITATION, AND PASSION
5:45 PM to 7:00 PM	Dinner			
7:00 PM to 8:30 PM	<b>[54] Symposium, p. 8</b> Convener: Vogel, D. THE USES AND ABUSES OF CONSTRUCTIVISM IN PSYCHOLOGY AND PSYCHOTHERAPY Jay S. Efran, Kerry P. Heffner, George S. Howard			<b>[55] Paper Session, p. 23</b> Shaw, M. and Gaines, B. USING GRIDS TO DEVELOP EXPERT SYSTEMS THROUGH THE WORLD-WIDE WEB
8:30 PM to 9:30 PM	Theme Groups	Theme Groups	Theme Groups	Theme Groups

Friday, July 11th, 1997					
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM	
9:00 AM to 10:00 AM	[56] Plenary Session, p. 4 Howard, G. CONSTRUCTIVE REALISM				
10:05 AM to 10:35 AM	[57] Paper Session, p. 23 Shapiro, B. and Melrose, S. USING PERSONAL CONSTRUCTS TO BRING LEARNER VOICES INTO DISCUSSIONS	[58] Symposium, p. 8 Convener: Winter, D. PROCESS AND OUTCOME RESEARCH ON PERSONAL CONSTRUCT PSYCHOLOGY  Kouta Asimakopoulou Kevin Goumay Christopher Metcalf Katherine Newman-Taylor Anne Richards Deborah Trunckova Linda L. Viney Sue Watson	[59] Paper Session, p. 15 Deubner, R. CONSTRUCTIVIST ANALYSIS OF THE HEALTH-RISK BEHAVIOR "SMOKING"	[60] Workshop, p. 9 Ravenette, A. TO RIDE THE SURF OR DIVE BENEATH THE SURFACE: MASTERING THE SEDUCTIVE POWER OF LANGUAGE IN THE PROMOTION ON CONSTRUCTIVE INTERVENTION (repeat)	
10:40 AM to 11:10 AM	[61] Paper Session, p. 16 Figueras, S. WHO EDUCATES THE CYBERNETIC CITIZENS? CONSTRUCTING EDUCATION IN A POSTMODERN WORLD		[62] Paper Session, p. 18 Ellis-Scheer, J. IDENTIFYING THE CONTEXT OF THE CONSTRUCT "CARING" USING THE LADDERING TECHNIQUE		
11:15 AM to 11:45 AM	[63] Symposium, p. 7 Convener: Forster, J. HOW EDUCATORS WITH CONSTRUCTIVIST PERSPECTIVES MAKE SENSE OF EDUCATION AND IT'S PRACTICES (Part I)		[64] Paper Session, p. 22 Scheer, J.; Ellis-Scheer, J.; and Hundertmark, K. CONSTRUCTING LIFE SATISFACTION IN OLD AGE: A BINATIONAL STUDY		
11:50 AM to 12:20 PM	Mark Windacht, U.W. Etta Hollins, W.S.U.  *Luncheon with Symposium; Swapna Mukhopadhyay Speaking		[65] Paper Session, p. 21 Raskin, J. and Pabst, R. CLEAR VIOLATIONS OF REALITY? CONSTRUCTIVIST CRITIQUE OF EXNER'S RORSCHACH SYSTEM		
12:30 PM to 1:30 PM	Lunch				
1:40 PM to 2:40 PM	[66] Plenary Session, p. 5 Speaker: Stam, H. VARIETIES OF CONSTRUCTION AND KINDS OF PRACTICE Reactions by John Jones and Rue Cromwell				
2:45 PM to 3:15 PM	[67] Symposium, p. 7 Convener: Forster, J. HOW EDUCATORS WITH CONSTRUCTIVIST PERSPECTIVES MAKE SENSE OF EDUCATION AND IT'S PRACTICES (Part II)	[68] Symposium, p. 7 Convener: Catina, A. ASSESSING CHANGE AND THERAPY OUTCOME BY MEANS OF THE GRID TECHNIQUE: A CRITICAL YET CONSTRUCTIVE REVIEW (Part I) Sue Watson David Winter	[69] Paper Session, p. 24 Stevens, R. PERSONAL CONSTRUCTIVISM AND SOCIAL CONSTRUCTIONISM: BRIDGING THE GAP	[70] Paper Session, p. 21 Pacheco, M.; Botella, L.; Feixas, G.; and Comelo, J. CORRESPONDENCE ANALYSIS OF REPERTORY GRIDS: THE GRIDCOR 2.0 PROGRAM	
3:20 PM to 3:55 PM	Leslie Herrenkohl, U.W. Chris Sink, S.P.U.				
4:00 PM to 4:30 PM	Afternoon Break				
4:35 PM to 5:05 PM	[71] Paper Session, p. 19 Kreber, C. and Adams- Webber, J. LEARNING FROM THE WORK EXPERIENCE OF SUCCESSFUL FACULTY	[72] Symposium, p. 7 Convener: Catina, A. ASSESSING CHANGE AND THERAPY OUTCOME BY MEANS OF THE GRID TECHNIQUE: A CRITICAL YET CONSTRUCTIVE REVIEW (Part II) Sue Watson David Winter	[73] Paper Session, p. 18 Jones, J. THE UNSETTLING HORIZON: POSTMODERNISM AND KELLY	[74] Software Demos Open to All Presenters	
5:10 PM to 5:40 PM	[75] Paper Session, p. 24 Southall, N. TEACHING, EVALUATION, AND THE EVALUATION OF TEACHING		[76] Paper Session, p. 12 Brennan, J. HARD CONSTRUCTS		
5:45 PM to 7:15 PM	Dinner (Preceded by "Social Hour")				
7:20 PM to 8:20 PM	Theme Groups	Theme Groups	Theme Groups	Theme Groups	



Saturday, July 12th, 1997				
	KELLY ROOM	DUNNETT ROOM	VICO ROOM	BANNISTER ROOM
9:00 AM to 10:00 AM	<b>[77] Plenary Session, p. 5</b> Convener: Sewell, K. Participants: Mahoney, M.; Neimeyer, R.; Oyer, J. <b>CONSTRUCTIVISM IN THE HUMAN SCIENCES</b>			
10:05 AM to 10:35 AM	<b>[78] Paper Session, p. 26</b> Walker, D. <b>CONSIDERATIONS IN CONSTRUCTIVIST THERAPY WITH CHILDREN</b>	<b>[79] Paper Session, p. 14</b> Clayson, J. <b>PARADIGM CLASHES IN STATISTICAL EDUCATION</b>	<b>[80] Symposium, p. 8</b> Convener: Peavy, V. <b>OPENING UP NEW PATHWAYS IN CONSTRUCTIVIST RESEARCH</b>  Maria Arvay Elizabeth M. Banister Marie Hopkins Anita Snel	<b>[81] Workshop, p. 9</b> Leaders: Botella, L.; Figueras, S.; Herrero, O.; and Pachero, M. <b>QUALITATIVE ANALYSIS OF SELF-NARRATIVES</b>
10:40 AM to 11:10 AM		<b>[82] Paper Session, p. 19</b> MacLean, D.; Adams-Webber, J.; Fraccio, N.; Stewart, B.; and Keating, D. <b>ADOLESCENTS' DECISIONS TO PURSUE MATHEMATICS</b>		
11:15 AM to 11:45 AM	<b>[83] Paper Session, p. 14</b> Costigan, J. <b>DOWN SYNDROME FAMILIES: PERSONAL AND SOCIAL CONSTRUCTS</b>	<b>[84] Paper Session, p. 23</b> Sewell, K. and Ovaert, L. <b>GROUP TREATMENT OF POSTTRAUMATIC STRESS IN INCARCERATED ADOLESCENTS</b>		
11:50 AM to 12:20 PM	<b>[85] Paper Session, p. 19</b> Mancuso, J. <b>A PCP PERSPECTIVE ON ASSIMILATION: SOME ETHNIC IDENTITY NARRATIVES</b>	<b>[86] Paper Session, p. 20</b> Oades, L. and Viney, L. <b>TRUTH AND DARE: TOWARD A PERSONAL CONSTRUCT MODEL OF ADOLESCENT RISK-TAKING</b>	<b>[87] Paper Session, p. 12</b> Banister, E. <b>MIDLIFE WOMEN: QUESTIONING CULTURAL STEREOTYPES OF THEIR CHANGING BODIES</b>	<b>[88] Paper Session, p. 17</b> Grice, J.; Taylor, G.; and Hopper, M. <b>THE RELIABILITY OF THE COORDINATE GRID: RESEARCH IMPLICATIONS</b>
12:30 PM to 1:30 PM	Lunch			
1:40 PM to 2:40 PM	<b>[89] Plenary Session, p. 4</b> Leitner, L. <b>CUTTING EDGE ISSUES IN EXPERIENTIAL PERSONAL CONSTRUCT PSYCHOTHERAPY</b>			
2:45 PM to 4:30 PM	International Business Meeting			
7:30 PM	Gala Banquet			