

TENTH BIENNIAL CONFERENCE OF THE
North American Personal Computer Network

VANCOUVER, B.C., CANADA, JULY 11-14



NORTH AMERICAN PERSONAL CONSTRUCT NETWORK

July 10 – 14, 2002

**St. John's College
University of British Columbia
Vancouver, BC, Canada**

***The Future of Constructivist Psychology:
Changing Worlds, Inspiring New Practices®***

PROGRAM SCHEDULE AND ABSTRACTS

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ACKNOWLEDGEMENTS

CONFERENCE PLANNING COMMITTEE

Dr. Marla Arvay, Department of Educational and Counselling Psychology and Special Education, University of British Columbia

Dr. Marie Hoskins, School of Child and Youth Care, University of Victoria

Dr. Jonathan Raskin, State University of New York at New Paltz, President of NAPCN Steering Committee, Advisor to the Planning Committee

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North American Personal Construct Network

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Steering Committee President

Mildred L. G. Shaw, Ph. D.
Steering Committee Past President

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Robert Mole, Ph. D.
Newsletter Editor

*Steering Committee Members: Sara Bridges, April Metzler,
Kenneth Sewell*

CONFERENCE VOLUNTEERS

Heather Friesen, Durwin Foster, Sharalyn Jordan, Suniti Khosla, Patrice Keats for the Program Abstracts, Orit Reem for the cover design and conference planning schedule, and Brian Walker for the entertainment. Thanks to all the other helpers who volunteered their time to make the conference a special event.

Thanks to UBC Conference Registration and Accommodations.

Thanks to the Faculty of Education at UBC for their support.

PRE-CONFERENCE WORKSHOPS
JULY 10, 2002
St. John's College, 2111 Lower Mall

TIME: 9:00 – 12:00

MICHAEL MAHONEY

CONSTRUCTIVE LIFE COUNSELING

This workshop will offer an overview of a constructive approach to psychotherapy, clinical social work, and related forms of professional life counseling. Constructivism can trace a long legacy in Eastern and Western cultures. It is a confluent approach to human development in that it embraces and expands upon the wisdom and methods of behavioral, biological, cognitive, humanistic-existential, psychodynamic, and multiple spiritual-wisdom traditions. In Western civilization constructivism is commonly associated with the works of Giambattista Vico, Immanuel Kant, Hans Vaihinger, Alfred Adler, Jean Piaget, Friedrich Hayek, George Kelly, Viktor Frankl, Vittorio Guidano, and Jerome Bruner, among others. Constructive life counseling emphasizes an appreciation for the phenomenology ("personal reality") of the individual and the active role that they play in creating and changing the meanings that organize their life. Emotions are viewed as healthy and powerful processes that reflect biological embodiment and the quest to anticipate and control life. Human relationships are the most important contexts for the development of emotional patterns. Emotional relatedness also contributes the experience of a coherent sense of personal identity or "self." Symbolic processes—which include thought, language, imagery, and dreams—amplify and accelerate the processes of meaning construction. Consistent with research on dynamic processes in complex self-organizing systems, constructive views of human development appreciate the interaction of cycles and the roles of episodes of disorganization in the reorganization of human lives.

TIME: 2:00PM – 5:00PM

ROBERT NEIMEYER

MEANING RECONSTRUCTION AND THE EXPERIENCE OF LOSS

Death, especially traumatic death, poses significant challenges for survivors, challenges that may linger long after the vivid emotional impact of the loss has faded. This workshop explores the experience of loss as a deep invalidation of the personal premises upon which life is lived and presents grief therapy as a process of meaning reconstruction. We will begin by sketching a constructivist model of the human quest for meaning, and then consider the many ways in which bereavement and other forms of trauma and loss perturb and sometimes fragment the narrative structure of our lives. Viewing loss and healing through this constructivist lens will suggest several novel procedures for assessing those personal and family meaning systems into which losses of assimilated (e.g., interview methods, loss characterizations) as well as procedures for accommodating these systems to the harsh realities of loss. The overarching goal of these methods is to help identify a core of self-consistency and, at the same time, discover dimensions of transition brought about by the loss that might catalyze future growth and restoration of stability. Participants will have the opportunity to observe models of constructivist interventions through videotaped session excerpts as well as to experiment with novel procedures in the workshop itself.

KEYNOTE ADDRESS

*Dr. Michael J. Mahoney
Professor of Psychology
University of North Texas*

Self, Other, and Spirit: Boundaries of Being in Human Development

At individual, collective and historical levels, human development involves boundaries. Boundaries are not only areas of separation, but also domains of connection. There must be exchange across boundaries to sustain life and development. Relationship is therefore essential to life as we know it, and certainly to psychological life. But relationship is seldom easy in open developing systems. As some spiritual traditions emphasize, relationship is the ultimate yoga of being human. For better or worse, we develop out of the crucible of being in relationship. Psychotherapy often focuses on a client's relationship with self (including emotions, body, self-image as examples) and relationships with significant others (past, present, and possible). In the course of their life development, many clients express interest in larger meanings and domains of connection that transcend local space and time. Recent shifts in the meaning of "spirituality" suggest central themes of values or virtues. The practice of professional life counseling should reflect a sensitive attunement to such themes. The spiritual aspects of being a practitioner are briefly highlighted.

LIFETIME ACHIEVEMENT

AWARD

HONOREE



*Dr. Mildred L. G. Shaw
Professor of Computer Science
University of Calgary*

Dr. Mildred L.G. Shaw is Professor Emeritus at the University of Calgary. She was formerly Industrial Research Chair in Software Engineering and Professor of Computer Science. She received her BSc in Mathematics and MSc in Computer Science from the University of London, and her PhD in Psychology from Brunel University. She is a Chartered Mathematician and a Fellow of the Institute of Mathematics and its Applications and prior to retirement was a Chartered Psychologist, a Fellow of the British Computer Society and an Associate Fellow of the British Psychological Society. She has authored over 150 papers and authored or edited 5 books on a wide variety of aspects of computer and human systems. Her research interests include: personal construct psychology; education; human-computer interaction; software engineering; and knowledge-based system applications.

Mildred's doctoral research was on the elicitation, analysis and comparison of personal construct systems using interactive computers as they became available in the mid-1970s. Her doctoral thesis was published in 1980 by Academic Press as the book, "On Becoming a Personal Scientist." In the late 1970s and early 80s she provided a meeting place for PCP practitioners at her central London apartment in the Barbican which became known as "the Barbican group." In 1982 she moved to Toronto and became Professor of Computer Science and Associate Dean of Education at York University. In 1985 she moved to Calgary as Professor of Computer Science, later taking up the Industrial Research Chair in Software Engineering. She helped found the North American Personal Construct Network and to run NAPCN conferences in Banff in 1986 and 1996, and was President of NAPCN from 1992 to 2000. Mildred ported her thesis programs from the PDP12 to the PDP10, Apple II (PLANET) and Macintosh (RepGrid), and in 1994 set them up as a freely available World Wide Web service (WebGrid). In the 1980s they became used in industry as one of the standard tools for knowledge acquisition in developing expert systems. She has used the programs extensively in undergraduate and graduate courses as a means of helping students to model and develop their conceptual frameworks and to compare them with others. In retirement, Mildred continues to pursue her interests in personal construct psychology, its foundations and applications, but is thankful that her days on university committees and bureaucracies are over.

*Biography of Mildred Shaw provided by Brian Gaines

SPECIAL EVENTS

WELCOME RECEPTION

A welcome reception will be held at Cecil Green Park House, the UBC Women's Faculty Club, 6251 Cecil Green Park Road, UBC, from 7:00 pm to 9:00 pm on Thursday, July 11, 2002.

BANQUET AT SAGE BISTRO

Join us at Sage Bistro, the UBC Faculty Club at the University Centre, 6:30 pm on Saturday, July 13, 2002. Dr. Mildred L. G. Shaw will be honoured with the Lifetime Achievement Award at this banquet. The Student Paper Award Winner will also be announced. There will be a cash bar available. Music and dance will follow the banquet.

NAPCN BUSINESS MEETING

*The NAPCN business meeting will be held at lunch on Friday, July 12, 2002 in the Social Lounge of St. John's College, from 11:45 am to 1:15 pm.
Lunch tickets may be purchased for this meeting in advance.*

VANCOUVER EXCURSION

On Sunday, July 14, 2002 a half-day tour has been planned for those wishing to explore the sights of Vancouver. Visit historic Gastown, Queen Elizabeth Park, Chinatown, Stanley Park and Granville Island Market. Tickets are available at the registration desk.

Thursday, July 11
St. John's College, 2111 Lower Mall

REGISTRATION: 8:00 – 9:00

Time	Room 1080	Room 2166	Room 2169
9:00 - 10:30	<p style="text-align: center;">Keynote Address: Michael Mahoney Social Lounge, St. John's College</p> <p style="text-align: center;"><i>Self, Other, and Spirit: Boundaries of Being and Human Development</i></p>		
10:30 – 11:00	Break		
11:00 – 11:45	<p style="text-align: center;">Mildred Shaw Brian Gaines</p> <p style="text-align: center;"><i>Personal Construct Psychology as a Basis for Cognitive Science</i></p>	<p style="text-align: center;">Buddy Saunders Rue Cromwell</p> <p style="text-align: center;"><i>Building a Constructivist Model of Dissociation Using Hierarchical Classification</i></p>	<p style="text-align: center;">Orit Reem <i>The Lived Experience of Hope in Therapy</i></p> <hr/> <p style="text-align: center;">Anne Bruce <i>Sensuous Inquiry: Open-Ended Awareness Grounded in Buddhist Meditative Practice (in Social Lounge)</i></p>
11:45 – 1:15	LUNCH		
1:15 – 2:00	<p style="text-align: center;">Tamara Rozeck-Allan Anne Marshall</p> <p style="text-align: center;"><i>After the Sex Trade: Constructing Transformation</i></p>	<p style="text-align: center;">Stephanie Harter</p> <p style="text-align: center;"><i>Emotional Construing and Self-Constructions of Child Abuse Survivors</i></p>	<p style="text-align: center;">Kenneth Sewell Louis Gamino</p> <p style="text-align: center;"><i>Reconstructing Sociality After Bereavement: A Quantitative and Qualitative Study</i></p>
2:00 – 2:15	Transition		
2:15 – 3:00	<p style="text-align: center;">Bonnie Shapiro</p> <p style="text-align: center;"><i>Naturalistic Studies of Children's Help Seeking Behavior in Learning Settings</i></p>	<p style="text-align: center;">Jack Adams-Webber</p> <p style="text-align: center;"><i>Differentiation Among Constructs and Self-Confidence</i></p>	<p style="text-align: center;">Sarah Corrin</p> <p style="text-align: center;"><i>Interdisciplinary Research: Reflections on Emerging Issues and Ethical Discourse</i></p>
3:00 – 3:30	Break		
3:30 – 4:15	<p style="text-align: center;">Michael Gray <i>Adriana Espinola</i></p> <p style="text-align: center;"><i>Experiential Personal Construct Psychotherapy, Role Relationships and the More-Than-Human World</i></p>	<p style="text-align: center;">Kristian Weihs Jonathan Raskin</p> <p style="text-align: center;"><i>Kelly at Friends University: The Quaker Influence</i></p>	<p style="text-align: center;">Tobias Teich Matthias Meyer Jens Aderhold</p> <p style="text-align: center;"><i>Optimization of Social Structure in Business Network by Grid-technique and Polyhedral Analysis</i></p>
4:15 – 4:30	Transition		
4:30 – 6:00 Workshops	<p style="text-align: center;">Brian Gaines Mildred Shaw</p> <p style="text-align: center;"><i>Using WebGrid in Your Research and Teaching</i></p>	<p style="text-align: center;">Marv Westwood David Kuhl Hilary Pearson</p> <p style="text-align: center;"><i>Therapeutic Re-enactment in Trauma Repair (in Social Lounge)</i></p>	<p style="text-align: center;">David Mills</p> <p style="text-align: center;"><i>Bodily Meaning: Kinesthetic Experiments with Conductive Thinking</i></p>
7:00 – 9:00	Welcome Reception, Cecil Green Park House		

Friday, July 12, 2002
St. John's College, 2111 Lower Mall

Time	Room 1080	Room 2166	Room 2169
Plenary Session Social Lounge, St. John's College The September 11th Attacks: Does Constructivism Have Anything to Offer? Robert Neimeyer, Jonathan Raskin, Lara Honos-Webb, Discussant: Kenneth Sewell			
9:00 – 10:30			
10:30 – 11:00	Break		
11:00 – 11:45	Rachelle Hole Constructing a Deaf Identity: Implications of Narrative Methodology	Susan Caddell Sheila Marshall <i>Meaning-Making in Bereaved HIV/AIDS Caregivers</i>	Karina Koerner <i>On Becoming an Inspired Therapist-A Student's Account of the Journey</i>
11:45 – 1:15	LUNCH BUSINESS MEETING (in Social Lounge)		
1:15 – 2:00	Jack Adams-Webber <i>Individual Construct Preferences and Confidence in Evaluating Self</i>	Derrick Klaassen Marvin McDonald Matthew Graham <i>Constructivist Stances for Promoting Justice in Spirituality Research</i>	Sharalyn Jordan <i>Coming (out) in Canada: Narratives of Asian Women Who Have Immigrated to Canada as Part of a Same- sex Couple</i>
2:00 – 2:15	Transition		
2:15 – 3:00	Jill Thomas Mark Schlutsmeier <i>A Place for the Imaginal in Experiential Personal Construct Therapy</i>	Richard Bell <i>A Study of Relationships Between Constructs and Construct Structure</i>	Durwin Foster <i>Wilber's Quadrant Model: Implications for Constructive Postmodern Counselling Praxis</i>
3:00 – 3:30	Break		
3:30 – 4:15	Erika Horwitz <i>Social Constructions of the Perfect Mother: Promoting Resistance and Deconstruction in the Counselling Process</i>	Spencer McWilliams <i>Constructive Alternativism: Searching for the Core</i>	Donald Domenici Matthew Allen Lori Koelsch <i>Maintaining Genuineness in Psychotherapy: The "Value" of Situated Truth</i>
4:15 – 4:30	Transition		
4:30 – 6:00 Workshops Panel	Anju Aliyar, Doreen Diego Prajakta Godbole, Karen Karas-Lekashman, Sarah Macgregor, Ronika Prakash, Juliana Scalise, Lara Honos- Webb, Larry Leitner (moderator) <i>Constructing Terror: Exploring Interactions of Spirituality, Personality Traits and Bereavement With Trauma Symptoms</i>	Donald Granvold <i>Promoting Long-Term Sexual Passion</i>	Jay Efran <i>A Rapid Context-Centered Group Treatment for Social Phobia</i>

Saturday, July 13, 2002
St. John's College, 2111 Lower Mall

Time	Room 1080	Room 2166	Room 2169
9:00 – 10:30 Panels	R. Neimeyer, L. Ray, J. Krantz, K. Koerner, H. Hardison, B. Thornburg, R. Kelly <i>Fixed Role in a Fish Bowl: Consultation-Based Fixed Role Therapy as a Pedagogical Technique</i>	Chellie Gardner Lara Honos-Webb April Faidley <i>Inventing, Evolving and Elaborating Constructivist Practice</i>	Lynn Fels, Monique Giard, Marcia Braundy, Kadi Purri <i>Performative Inquiry</i> (In Social Lounge)
10:30 – 11:00	Break		
11:00 – 11:45	Patrice Keats <i>Constructing Masks of the Self in Therapy</i>	J. Edward Hazelton <i>Constructs, Consciousness, and the Broken Brain</i>	Michael Adler <i>The Genres of Story: What do they tell us?</i>
11:45 – 1:15	LUNCH POSTER SESSIONS (in Social Lounge)		
1:15 – 2:00	Richard Watts <i>Adlerian Theory/Therapy: A Precursory Exemplar of Relational Constructivism (Workshop 12:45-2:15)</i>	Lynne Angus Beverley Bouffard <i>"I don't understand:" The Search for Emotional Meaning and Self Coherence in the Face of Traumatic Loss in Childhood.</i>	Suzanne Batten <i>First Nations Research and the Politics of Difference: Voices from the Margin</i>
2:00 – 2:15	Transition		
2:15 – 3:45 Workshops	Anthony DiLollo Walter Manning <i>Stuttering and Significance: Meaningfulness of Speaker Roles as a Function of Fluency (Part 1)</i>	R. V. Peavy <i>Toward Wisdom-Based Helping Practices</i>	A. Panepinto, V. Leoffler, C. Humphreys, L. Leitner <i>The Three Faces of Experiential Personal Construct Psychology: Theory, Research and Practice (Panel)</i>
3:45 – 4:00	Transition		
4:00 – 5:30 Workshops	Anthony DiLollo Walter Manning <i>Talking Back to Stuttering: Resisting the Dominance of Disfluency Through Narrative Therapy (Part 2)</i>	Sara Bridges <i>Elaborating and Exploring Sexual Meanings</i>	Jerald Forster <i>How to Construct Self-Identities That Are More Positive</i>

BANQUET AT SAGE BISTRO 6:30 PM

PLENARY SESSION

Friday, July 12, Social Lounge, 9:00 am – 10:30 am

Robert Neimeyer
University of Memphis

Lara Honos-Webb
Santa Clara University

Jonathan Raskin
SUNY at New Paltz

The September 11 Attacks: Does Constructivism Have Anything to Offer?

In light of the September 11 attacks, what does constructivist psychology have to offer? This symposium examines this issue. First, Robert Neimeyer summarizes constructivist ideas in the area of grief theory in discussing how therapists might be of assistance to people trying to make meaning out of the attacks. Then, Lara Honos-Webb and her colleagues present their research findings on the effects of narrative journal writing on helping people cope with September 11. Finally, Jonathan Raskin examines whether, as several prominent scholars have argued in the aftermath of September 11, constructivist and postmodern theories are partly to blame for attacks.

Discussant: **Kenneth Sewell**, *University of North Texas*

Paper 1:

Robert Neimeyer
University of Memphis

Traumatic Loss and the Quest for Meaning

Profound loss, particularly of a traumatic kind, disrupts the constructions of meaning on which survivors previously depended, and introduces a profound rupture into the life-narratives that they must now live. Drawing on cutting edge developments in grief theory, I will present some concepts and findings that argue that the attempt to reconstruct a world of meaning is at the core of our response as traumatically bereaved persons, and venture a few ideas as to how clinicians can assist people with the process of narrative repair in constructivist psychotherapy.

Paper 2:

Lara Honos-Webb, Sunwolf, Sadie Ashraf, Doreen Diego, Prajakta Godbole, Christina Irving, Karen Karas-Lekashman, Melinda Manley, Ronika Prakash, and Juliana Scalise
Santa Clara University

The Psychological Impact of the Terrorist Attacks on the United States

This study investigated the level of trauma symptoms in 70 undergraduate students at a University on the west coast following the terrorist attacks on September 11, 2001. Additionally, physical health complaints were measured using self-report methods and health service utilization. After obtaining baseline data, participants were randomly assigned to one of two conditions: a journal writing condition or a story-listening condition. We predicted that participants in the journal writing condition would report reduced trauma symptoms after four days of journal writing. Theoretically, writing exercises facilitate emotional expression and meaning-making, thereby reducing trauma symptoms such as intrusive imagery.

Paper 3:

Jonathan Raskin
State University of New York at New Paltz

Are Constructivists to Blame for September 11? No!

Constructivist psychology, to the degree it is identified with postmodernism, is routinely attacked for advocating relativism. The significance of this criticism has been heightened following the September 11 attacks, as some people have blamed postmodern relativism for encouraging the attacks. Such criticisms of constructivism are examined and judged generally unwarranted. A constructivist position does not require abandoning ethical commitments or adopting an anything-goes attitude. Rather, it simply asserts that all viewpoints are positioned relative to particular ethical frameworks that guide those utilizing them. This paper develops the implications of this position, especially in light of the September 11 attacks.

PANEL DISCUSSIONS

PANEL DISCUSSION 1

Friday, July 12, 4:30-6:00, Rm. 1080

Anju Aliyar, Sadie Ashraf, Doreen Diego, Prajakta Godbole, Karen Karas-Lekashman, Sarah Macgregor, Ronika Prakash, Juliana Scalise and Lara Honos-Webb
Santa Clara University

Constructing Terror: Exploring Interactions of Spirituality, Personality Traits, and Bereavement with Trauma Symptoms

Presenters will report on a series of related studies involving secondary analyses of a project that examined the psychological effects of the terrorist attacks of September 11, 2001. The first presentation will explore the role of rational vs. experiential personality traits on coping strategies by conducting qualitative analyses on journal writings. The second paper will explore bereavement as a moderator of the impact of story-listening as a treatment for trauma symptoms.

Discussant: **Larry Leitner**, *Miami University*

Paper 1:

Anju Aliyar, Sadie Ashraf, Prajakta Godbole, Karen Karas-Lekashman, Ronika Prakash, and Lara Honos-Webb
Santa Clara University

The Impact of a Rational vs. Experiential Personality Traits on Constructions of Terrorist Attacks

The purpose of the study was to explore the impact of Rational Personality Traits (RPT) and Experiential Personality Traits (EPT) on participants' constructions of terrorist attacks by conducting qualitative analyses of journal writings. The researchers' expectations were that thematic analyses would reveal different coping strategies such that participants with EPT sought emotional soothing coping strategies whereas participants with RPT sought strategies to increase their sense of control over traumatic events. We also predicted that participants with the ability to integrate both RPT and EPT would have fewer reported trauma symptoms versus participants who applied processes of only one personality trait.

Paper 2:

Juliana Scalise and Lara Honos-Webb
Santa Clara University

Exploring Customized Trauma Interventions: Story-Listening for the Bereaved

This study proposes that accommodation-based trauma reduction interventions, that entail expanding the self, are more effective for particular conditions of bereavement, than assimilation-based interventions, which entail integration of trauma into the existing self. This study examines trauma symptoms related to the September 11 terrorist attacks. Representing an assimilation-based treatment, half the participants of this study completed journal writing. Representing accommodation-based treatment, half the subjects listened to professionally told folk stories. We predicted that for those subjects who were bereaved prior to the secondary trauma of 9/11, story-listening would be the most effective intervention. Having already confronted the pain of a recent loss, we expected bereaved subjects to have less need for direct exploration of the new trauma and greater need for the support and meaning reconstruction opportunities afforded in the accommodation-focused intervention of story-listening.

PANEL DISCUSSION 2

Saturday, July 13, 2:15-3:45, Rm. 2169

Amberly Panepinto
Miami University, Oxford, Ohio

Valerie Loeffler

Carol Humphreys

Larry Leitner

The Three Faces of Experiential Personal Construct Psychology: Theory, Research, and Practice

Experiential Personal Construct Psychology (EPCP) is an elaboration of Kelly's theory with an emphasis on the sociality corollary. This symposium will expand upon important components of EPCP in three crucial areas--theory, research, and practice. The first paper will theoretically address an understanding of the construction processes of clients with severe disturbances. The second will focus on the research of therapist-client similarity and the implications for EPCP. Finally, a detailed case study will elaborate on the concepts of transference and countertransference in practice within an EPCP framework.

Moderator: Larry Leitner

Paper 1:

Valerie Loeffler & Larry Leitner
Miami University, Oxford, Ohio

Sociality and Elaborative Choice: Implications for Conceptualization of Severe Disturbances

Paper 2:

Amberly Panepinto & Larry Leitner
Miami University, Oxford, Ohio

Therapist-Client Similarity: Implications for Experiential Personal Construct Psychotherapy

Paper 3:

Carol Humphreys & Larry Leitner
Miami University, Oxford, Ohio

The Assumption of Presence: Transference and Countertransference--A Case Study

PANEL DISCUSSION 3

Saturday, July 13, 9:00-10:30, Social Lounge

Lynn Fels
University of British Columbia

Monique Giard

Marcia Braundy

Kadi Purri

Conversations about Performative Inquiry

Paper 1:

Lynn Fels
University of British Columbia

Introduction to Performative Inquiry As Method: Potentials for Counselling Psychology

Paper 2:

Monique Giard
University of British Columbia

Writing and Performing Masquerade: Healing Through Performative Inquiry

Paper 3:
Marcia Braundy
University of British Columbia

Performative Inquiry As Pro-Active Response to Trauma and Intervention for Change

Paper 4:
Kadi Purri
University of British Columbia

Performative Inquiry and September 11th: Dealing With Communal Trauma

PANEL DISCUSSION 4

Saturday, July 13, 9:00-10:30, Rm. 2166

Chellie Gardner
Private Practice

Lara Honos-Webb, Jerrold Shapiro, Sunwolf
Santa Clara University

April Faidley
Flagstone

Inventing, Evolving, and Elaborating Constructivist Practice

Three clinical psychologists present views of constructivist practice from their own perspectives. These presentations build upon one another, illustrating growing edge issues and set the stage for lively discussion. Each paper involves the interaction of constructivist theory with other theoretical orientations and disciplines.

Paper 1:
Chellie Gardner
Private Practice

From Cognitive-Behavioral Training to Constructivist Practice

This paper explores the transition from training to practice in the context of dissimilar theoretical assumptions. It includes a discussion of the experience of learning a "favored" approach while seeking and longing for greater meaning, as well as a description of various attempts at finding and creating meaning. This background will then provide a context for the adventure of achieving freedom to practice as one believes, deciding exactly what that is, and working with clients through the process. The implications and potential future directions conclude the exploration.

Paper 2:
Lara Honos-Webb, Jerrold Shapiro, Sunwolf
Santa Clara University

The Healing Power of Telling Stories in Psychotherapy

Storytelling by a therapist to clients may serve to increase clients' ability to bear pain, to increase self-complexity, and expand clients' senses of the allowable. A model delineating the therapeutic impact of therapist storytelling in psychotherapy is proposed. Stories may change clients' selves so that they may accommodate traumatic experiences and internal complexity. Stories serve as a container of tragic life experiences. The artistry of therapeutic story selection is defined as choosing stories consonant with clients' strengths. The power of story-listening to alter consciousness in pleasant ways (storystoned) increases its usefulness as an intervention that is neither anxiety provoking nor re-traumatizing.

Paper 3:
April Faidley
Flagstone Psychology

The Nonverbal Known in Therapy

By viewing nonverbal constructs as presentationally symbolized experience, therapists have a fresh approach to the nonverbal. Through examining the nature of presentational symbolism, hypotheses in regard to when nonverbal construing is probably "in play" for clients are suggested. A discussion of treatment implications focuses on encouraging and validating expressions of presentationally symbolized experience, intuiting through the relationship, and giving a voice to the nonverbal. The therapist's humility plays an essential role throughout this process.

PANEL DISCUSSION 5

Saturday, July 13, 9:00-10:30, Rm. 1080

Robert Neimeyer, Laura Ray, Janet Krantz, Karina Koerner, Heather Hardison, Brandon Thornburg, and Rebecca Kelly
University of Memphis

Fixed Role in a Fish Bowl: Consultation-Based Fixed Role Therapy as a Pedagogical Technique

Since Kelly's pioneering work on Fixed Role Therapy (FRT) in the late 1930's, this novel method for fostering experimentation with and performance of alternative identities has been adapted for use in a number of clinical contexts (e.g., individual, couples, and group therapy) as well as some pedagogical applications (e.g., the construction of "standardized patients" in medical education). Our intent was to blend these contexts by developing a fixed role enactment as a collective class exercise in a graduate seminar on Personal Construct Psychology. Beginning with the self-characterization of a class volunteer, the class of 12 students formed three "consultation teams" to analyze the protocol and draft an alternative role for the volunteer to enact, while the volunteer herself and the course instructor circulated through the subgroups "consulting with the consultants." In subsequent stages groups then melded their provisional sketches into a single, coherent identity through joint negotiation, in which the interests, preferences, and suggested revisions of the sketch by the volunteer were given priority. Daily enactment of the role led to several insights on the part of the volunteer, which were reported to and discussed weekly with her consultants in the classroom setting. The result was a moving, innovative, respectful, and often surprising process of experiential learning for the entire class, bringing to life many of the principles that animate constructivist therapy. This presentation specifies the procedures that evolved over the course of the project, and includes the reflexive commentary of several participants (volunteer, consultants, and instructor) as a way of sharing the technique with others who might like to apply it in their own pedagogical (or clinical) settings.

PAPER PRESENTATIONS

Jack Adams-Webber
Brock University

Thursday 2:15-3:00, Rm. 2166

Differentiation Among Constructs and Self-Confidence

A repertory grid task was administered individually to 79 Canadian undergraduates (43 men, 36 women) in which they rated 11 personal acquaintances from 1 to 5 on each of 12 bipolar constructs (e.g., generous-stingy). The extent to which these participants used different constructs independently in rating others ('cognitive complexity') related positively to their degree of confidence in their own self-evaluations across the same constructs ($F [1, 77] = 5.350, p < 0.025$). There was no significant gender difference or interaction involving gender. This finding is discussed within the framework of Kelly's (1955) personal construct theory.

Jack Adams-Webber
Brock University

Friday 1:15-2:00, Rm. 1080

Individual Construct Preferences and Confidence in Evaluating Self

Participants ($n = 41$) individually evaluated themselves dichotomously on 12 bipolar constructs (e.g., generous-stingy) and indicated on a scale of 1 to 10 their degree of confidence in each of their self-evaluations. They also rank-ordered all 12 constructs in terms of their relative "usefulness for understanding people". A significant correlation was observed between these rankings and participants' relative degree of confidence in their own self-evaluations across the same constructs ($\rho = 0.81, p < 0.0001$). This finding is interpreted within the framework of Kelly's (1955) personal construct theory.

Michael Adler
University of British Columbia

Saturday 11:00-11:45, Rm. 2169

The Genres of Story: What Do They Tell Us?

The concept of genre is delineated and compared with other means through which a narrator lends thematic and stylistic unity to a story. The concept of genre appears to be the most encompassing. It is present in every coherent story, and is both delineated by and delineating the narrator's experience. It is particularly revealing in autobiographical stories of counselling clients. Three examples of genres of clients' stories are given. The implications for understanding the story and the counselling change are discussed.

Lynne Angus and Beverley Bouffard
York University

Saturday 1:15- 2:00, Rm. 2166

"I Don't Understand": The Search for Emotional Meaning and Self Coherence in the Face of Traumatic Loss in Childhood.

This intensive case analysis presents the story of Alex who underwent brief experiential therapy in order to address issues of unresolved anger surrounding the suicidal death of his mother during his childhood. Using the Narrative Process model as a theoretical framework, a three-stage process of self-change is identified in the context of the therapy sessions. Drawing on Bruner's (1990) notion of the dual landscapes of action and consciousness in the construction of narrative knowing, the contribution of narrative story telling, emotional differentiation and reflexive meaning making to self change are identified in the context of empty chair interventions. The contributions of both the therapist and the client to the co-constructive processes emotional meaning differentiation and self-understanding are identified and the implications for practice discussed.

Suzanne Batten
University of Victoria

Saturday 1:15 – 2:00, Rm. 2169

Social Constructivist Perspective on Counselling First Nations Families

Constructivist therapies are useful approaches for effective and appropriate family counselling with First Nations. The rationale for this is that constructive therapies often give power back to the client through the co-constructed nature of the therapeutic relationship. A return of power to the client is also made in terms of self-determination within the context of the counselling relationship, and this is particularly useful when dealing with marginalized populations such as First Nations. An extensive review of existing data on family therapy in a First Nations context will be made, with a discussion on some of the most salient issues, from a constructivist perspective, facing counsellors and educators who will work with Native families.

Richard Bell
University of Melbourne, Australia

Friday 2:15 - 3:00, Rm. 2166

A Study of Relationships Between Constructs and Construct Structure

When Kelly introduced the repertory grid in 1955, he also introduced the notion of comparing constructs by using an index of matching. Since that time, there have been a number of other indices developed, including correlations, distances and more heuristic measures, such as Landfield's FIC index. These indices have been aggregated to provide indices, which summarize construct systems, such as 'intensity' or 'cognitive complexity-simplicity'. This study uses both actual data and data simulated to give known distributions or structures to examine the performance of a range of these indices and the relationships between them.

Anne Bruce
University of British Columbia

Thursday 11:00 – 11:45, Social Lounge

Sensuous Inquiry: Open-Ended Awareness Grounded in Buddhist Meditative Practice

This session describes an approach of mindful, open-ended reflexivity building on the work of Varela, Thompson, and Rosch (1991), grounded in Buddhist meditation that promotes research as sensuously lived experience. Based on the presenter's recent study of mindfulness meditation in the provision of end-of-life care at a Buddhist hospice, the role of meditation as a tool in qualitative inquiry is explored. In current notions of reflexivity, the ability to be aware of how we are actually perceiving data is not yet accounted for (Marcus, 1998). Consequently, the embodied processes of inquiry including the researcher's perceptions, field writing(s), analyses, and interpretations remain underdeveloped. Awareness meditation techniques provide methods to assist in stabilizing and refining one's capacity to attend to all aspects of sensual experience without privileging conceptualization alone and creates open possibilities for insight. In this session the presenter will describe both theoretical and applied perspectives of shamatha and vipassana meditation that was both the phenomena of interest and the method of inquiry in a recent study into mindfulness meditation and living-and-dying. Open ended reflexivity was used in all aspects of this inquiry and the specific strategies to support this method will be presented.

Susan Cadell and Sheila Marshall
University of British Columbia

Friday 11:00 – 11:45, Room 2166

Meaning-Making in Bereaved HIV/AIDS Caregivers

This research was designed to explore the experience of bereaved HIV/AIDS informal caregivers, including both the negative and the positive by-products of their grief. The study consisted of 15 qualitative interviews in Ontario, British Columbia, and Québec in English and French. The interviewees were selected from a larger dataset according to their scores of post-traumatic growth. Spirituality played a central role in the caregivers' reconstruction of meaning in their lives.

Sarah Corrin
University of Victoria

Thursday 2:15 – 3:00, Rm. 2169

Interdisciplinary Research: Reflections on Emerging Issues and Ethical Discourse

Large-scale interdisciplinary research bridging natural and social sciences, if not unprecedented, is still a relatively new phenomena in contemporary academia. As such, Caputo (2000) suggests that as soon as something new or different happens, ethical theory is struck dumb. This paper explores the limits of ethical discourse in addressing dilemmas related to doing such interdisciplinary research. Traditionally, codes of ethics, human subjects forms, and Institutional Review Boards, which have emerged from modernist traditions, have attempted to set standards of ethical practice in the clinical and research domains of academic professions. In this paper, I draw upon constructivist ideas to reflect on some of the issues that emerge in interdisciplinary research.

Donald Domenici, Matthew Allen, and Lori Koelsch
Miami University

Friday 3:30 – 4:15, Rm. 2169

Maintaining Genuineness in Psychotherapy: The "Value" of Situated Truth

The importance of genuineness as it relates to a therapist's personal values in psychotherapy is examined. Objective and subjective notions of truth are discussed, along with implications of these two viewpoints for maintaining genuineness in a therapeutic relationship. It is suggested that holding a purely objective or purely subjective view of truth implies keeping one's personal values out of therapy. Attempting to do so can be harmful to the therapeutic relationship, as a "value-free" stance does not lend itself to genuineness. This paper proposes that a relativistic view of truth be recognized, with an emphasis on the practical value of various "truths."

Durwin Foster
University of British Columbia

Friday 2:15 – 3:00, Rm. 2169

Wilber's Quadrant Model: Implications for Constructive Postmodern Counselling Praxis

The 'postmodern turn' has prompted a critical re-examination of epistemologies used by counselling psychologists. Logical positivism has been deconstructed, opening the way for the inclusion of more interpretive approaches to both theory and practice. However, this important creative development has also resulted in a slide towards extreme relativism and radical subjectivism. This paper argues for the usefulness of Wilber's Quadrant Model as an orienting framework that defuse these problems, and helps move the field towards a more constructive postmodern understanding. A key ontological unit of Wilber's Quadrant Model is the holon. Originally named by Arthur Koestler, a holon is that which is a whole in one context, while simultaneously being a part in another. All holons have subjectively-disclosed interiors and objectively observable exteriors, and all individual holons exist within collectives. The quadrant model maps these four aspects of holons and their holarchies onto a simple but powerful two-by-two grid. Among its many implications, the model usefully situates various epistemologies, including those of phenomenology, hermeneutics, and objectivist science. On the practical level, the model allows us to build a more integrated approach to helping. The usefulness of the model for these purposes is briefly explicated with a case study.

Michael Gray
Miami University, OH

Thursday 3:30 – 4:15, Rm. 1080

**Experiential Personal Construct Psychotherapy, Role Relationships,
and the More-Than-Human World**

This paper considers the relationship between Experiential Personal Construct Psychology (EPCP) and a more-than-human life world. It is argued that the role relationship--the deep interpersonal connection considered essential to a rich and meaningful life from the EPCP perspective--is structurally similar to and informed by the relationship that humans have to the living world around them. Specifically, the human relationship to the more-than-human world can facilitate an appreciation for the nuanced diversity and multiplicity of experience, generate a sense of awe for one's (and an other's) existence, and remind one

of the importance of corporeality and sensuality in psychological life. These three focal areas, as well as their connection to the EPCP therapy relationship, are discussed in detail.

Edward (Ted) Hazelton
Meharry Medical College, Nashville

Saturday 11:00 – 11:45, Rm. 2166

Constructs, Consciousness, and the Broken Brain

The use of language in Personal Construct Theory is so significant that brain damage can be devastating for individuals, supporting relatives, and others. The impact of strokes, accidents, and seizures confuse the patient's own personally constructed world. Illustrations of individual cases will give special reference to the subjectivity of the recovery period of the individual demonstrated through objective interpretations in communication with the patient. A discussion concerning the changes in consciousness during recovery will be described. The comparison between subjective consciousness/period of recovery and objective observations/emotional reactions of the medical staff, relatives and friends will be discussed. Contemporary contributions from neuropsychology and neuroscience will be compared and contrasted to facilitate future research goals.

Rachelle Hole
University of British Columbia

Friday 11:00 – 11:45, Rm. 1080

Constructing a Deaf Identity: Implications of Narrative Methodology

Prelingual deafness is not simply the inability to perceive sound; it is the inability to perceive auditory/oral language and communication. In this presentation I will focus on the implications of adopting a poststructural narrative paradigm when performing research with deaf participants given the centrality of language in a deaf person's life experiences.

Erika Horwitz
University of British Columbia

Friday 3:30 – 4:15, Rm. 1080

Social Constructions of the Perfect Mother: Promoting Resistance and Deconstruction in the Counselling Process

The purpose of this presentation is to discuss the social constructions of the perfect mother and how these constructions have led to a series of myths that are historically and culturally specific. The social constructions of the perfect mother impacts the experience and practices of many mothers and have led to an unprecedented amount of pressure and stress in the lives of these women. This presentation will explore possible ways in which therapists can facilitate the deconstruction of and resistance to these myths in order to empower clients to explore alternative ways of mothering.

Sharalyn Jordan
University of British Columbia

Friday 1:15 – 2:00, Rm. 2169

Coming (out) to Canada: Narratives of Asian Women Who Have Immigrated to Canada as Part of a Same-Sex Couple

Gathering the narratives of women who have migrated to Canada to be with their same-gender partners has the potential to inform new conceptualizations of sexual orientation and identity. Additionally it challenges the cultural encapsulation of current psychological theories of sexual identity and orientation, enhances our understanding of contextual influences on identity, and reveals some of the ways that individuals negotiate multiple identities. In this paper, I discuss key concepts, early findings, and challenges faced in researching this topic.

Patrice Keats
University of British Columbia

Saturday 11:00 – 11:45, Rm. 1080

Constructing Masks of the Self in Therapy

By using the mask as an expressive symbolic metaphor "in-action," therapists may assist their clients in exploring the many "faces" of the self. Current psychotherapists have combined the use of masks with drama therapy, psychodrama, and Gestalt models in order to increase exploration of the constructed self. These models provide a framework for the speech, gesture, or actions that masks evoke when clients observe, address, or wear their masks. This lecture will provide an introduction for therapist to understand the historical use of masks and how current psychological theory supports masking in therapeutic settings. An overview of practical aspects of masking includes projective techniques, mask construction, and process questions.

Derrick Klaassen, Marvin McDonald, and Matthew Graham
Trinity Western University

Friday 1:15 – 2:00, Rm. 2166

Constructivist Stances for Promoting Justice in Spirituality Research

The events of 9/11 highlight the urgency for effective bridges among worldviews. To nurture dialogue, scholars can help expand horizons of significance, engage critics with integrity, and transform communities through the promotion of social justice. Critical work in the study of religion and ideology can now emerge from specialist enclaves to foster crossroads of social and intellectual development. We illustrate ways that constructivist standpoints can unite ideological critique and empirical fruitfulness. We argue that constructivism enables scholars of spirituality to balance critique, respect, and reflexive equality. Taking up the psychology of religion can also enhance constructivist work on ideology.

Karina Koerner
University of Memphis

Friday 11:00 – 11:45, Rm. 2169

On Becoming an Inspired Therapist: A Student's Account of the Journey

This year's theme of the NAPCN conference includes a call for inspiring new practices. This can undoubtedly be done in numerous ways. From a student's perspective, however, one of the most efficient techniques is to inspire the one who is in the process of learning to be a constructivist psychotherapist. This paper offers a personal account on the significance of being inspired, what is inspiring and what not, and what is reasonable to expect from the one who is teaching, while undertaking this journey, which may at times be challenging but nonetheless rewarding.

Stephanie Lewis Harter
Texas Tech University

Thursday 1:15 – 2:00, Rm. 2166

Emotional Construing and Self-Constructions of Child Abuse Survivors

This paper reviews empirical and related theoretical descriptions of meaning making processes in the aftermath of child abuse, with particular attention to construction of self and integration of emotional aspects of experience, explicit experiences of abuse, as well as related family and social environments, invalidate the child's emotional experience, and related emerging constructions of self. Optimal therapeutic strategies might not only foster self-coherence at explicitly verbalized levels, but also integration of more tacit levels of experience, including awareness of physiological meaning processes.

Constructive Alternativism: Searching for the Core

We might consider applying the philosophy of constructive alternativism in our daily life, particularly in relation to the construing of "self," by developing reflexive awareness of construing as an invented and interim process. Exploring the "self" as an artifact of core construing, processes used to anticipate our own maintenance processes, from the perspective of applied constructive alternativism raises several fascinating issues. Can we speak of a true self? What correspondence can we find between core constructions and the actual events of our life? How can we gain greater awareness of core beliefs and entertain alternatives?

Orit Reem
University of British Columbia

Thursday 11:00 – 11:45, Rm. 2169

The Lived Experience of Hope in Therapy

Hope has been suggested as necessary for change in psychotherapy, but what is it actually *like* to experience hope in therapy? The present study explored the lived experience of hope in therapy for clients. Five women who had completed therapy were interviewed. Hope in therapy was described as an active experience, with four distinct areas of movement. The participants' descriptions will be presented along with a discussion of numerous implications for counselling practice.

Tamara Lynn Rozeck-Allen and Anne Marshall
University of Victoria

Thursday 1:15 – 2:00, Rm. 1080

After the Sex Trade: Constructing Transformation

Counsellors, social workers, and social program coordinators have had the opportunity to understand the multidimensional challenges and requisites in exiting the sex trade, particularly with regard to child sexual exploitation. What has not been reflected in the social construction of the sex trade, is the experience of transformation of women who have exited the sex trade. Themes that emerged from in-depth interviews with women who have exited the sex trade will be presented. These themes include reconnecting with mainstream society, trust, intimacy, co-construction of self, mental, physical, emotional, and spiritual developments, economic viability, strength building, and resiliency.

Buddy Saunders, Rue Cromwell, and Karl Yngvar Dale
University of Kansas, University of Tromsø

Thursday 11:00 – 11:45, Rm. 2166

Building a Constructivist Model of Dissociation Using Hierarchical Classification

We attempt a story of how individuals sort out events, organize hierarchy, but then, with devastation beyond personal control, suffer disconnections and collapse of hierarchy. Then people falter in personal narrative accounts, lose recall of some events, and lose skill in coping with new events. Constructs that provide continuity of time or self may be lost. In fact, alternate notions of self may arise. Inspiration is taken from (a) Sewell's PTSD studies, (b) Bell's description of symmetric vs. asymmetric constructs, (c) DeBoeck and Rosenberg's Hierarchical Classifications Model. Ultimate focus is upon a data set of Norwegian patients with DID and other dissociative disorders.

Kenneth Sewell and Louis Gamino
University of North Texas

Thursday 1:15 – 2:00, Rm. 2169

Reconstructing Sociality After Bereavement: A Quantitative and Qualitative Study

The death of a loved one requires adjustments at a variety of levels: psychological, physical, familial, functional, and emotional, among others. In particular, intrapersonal and interpersonal negotiations in the realm of "sociality" are necessitated by bereavement, if the bereaved person is to establish an

post-loss adaptation. The present paper will discuss data from a sample of bereaved persons in the south-central United States. Analyses, both quantitative and qualitative, will examine the extent to which a breach of sociality via loss relates meaningfully to functioning in the areas of psychological symptoms, social connectedness, and meaning-making.

Bonnie Shapiro
University of Calgary

Thursday 2:15 – 3:00, Rm. 1080

Naturalistic Studies of Children's Help-Seeking Behavior in Learning Settings

In this paper presentation, I will engage colleagues in discussion regarding a naturalistic study currently underway to understand features of children's help-seeking behaviors in learning settings and specifically in science learning settings. This work focuses both on the environments created to provide help to learners and the active skills and strategies that children use and develop as part of the process of learning to ask for assistance when needed.

Mildred Shaw and Brian Gaines
University of Calgary

Thursday 11:00 – 11:45, Rm. 1080

Personal Construct Psychology as a Basis for Cognitive Science

The year 1955 saw both the publication of George Kelly's seminal work on Personal Construct Psychology and the birth of cognitive science, modeling human behavior as concepts and rules. In the 1990s, it became apparent that the transfer of knowledge from experts to computer systems was extremely difficult, and that the resultant systems were rigid and brittle. This presentation outlines the development of artificial intelligence, cognitive science and expert systems, and the limits of expert systems technology. An alternative approach to cognitive science is proposed, which commences with PCP as a comprehensive psychological theory and uses it to model human thinking and knowledge transfer processes.

Tobias Teich, Matthias Meyer, and Jens Aderhold
Chemnitz University of Technology, Germany

Thursday 3:30 – 4:15, Rm. 2169

**Optimisation of Social Structure in Business Network by
Grid Technique and Polyhydal Analysis**

This paper deals with defining and analysing social, communicative, and cognitive competencies of managers acting in network contexts. We tackle the complex relationship of role demands and role adoption by applying grid technique and polyhedral analysis. We can gather data on context specific personal constructs by the grid technique. Using this data, polyhedral analysis shows how defined persons are integrated into the relation structures within a network. Beyond this, we show if and how relevant criteria such as holes, connectivity and eccentricity can be employed for analysing problems stemming from personnel management. Based upon the applied methods it is possible to provide information about the relevant structures within networks being used in personnel selection and competency development. Decision makers have the task to select among the measures of personnel management. These measures should be suitable in the relevant context for ensuring stability and efficiency of the network.

Jill Thomas and Mark Schlutsmeier
Miami University, OH

Friday 2:15 – 3:00, Rm. 1080

A Place for the Imaginal in Experiential Personal Construct Therapy

This paper discusses the concepts of discursive and presentational symbolism as they are related to the process of verbal and non-verbal symbolization of construction. Discursive symbolism, most directly associated with language seems to be favored in theory and in practice. However, we argue that optimal

functioning in experiential personal construct psychology necessitates presentational symbolization, and as such this should be encouraged and supported by the therapeutic process. Archetypal psychology offers ways of appreciating this type of symbolization that can be incorporated into EPCP therapy. This paper will explain the archetypal perspective and will discuss ways in which this realm of symbolization of experience can be explored in EPCP.

Kristian Weihs and Jonathan Raskin
State University of New York at New Paltz

Thursday 3:30 – 4:15, Rm. 2166

Kelly at Friends University: The Quaker Influence

It is proposed George Kelly's exposure to Quaker thought and practice while a student at Friends University had a significant influence on the later development of personal construct psychology (PCP). After considering Kelly's college years at Friends, the relevance of Quakerism to PCP is explored. The influence of a distinctive Quaker approach is examined in terms of (1) Kelly's early experimental approach with clients in his traveling clinic; (2) the revolutionary approach to psychology PCP entails; (3) the conception of the person as personal scientist; (4) the egalitarian approach; (5) PCP as praxis; and (6) anecdotal evidence concerning George Kelly's personal construction of religion.

WORKSHOPS

Sara Bridges
University of Memphis

Saturday 4:00 – 5:30, Rm. 2166

Elaborating and Exploring Sexual Meanings

In a changing world that is becoming more open about sexuality in general, new ways of understanding sexuality and the ways in which clients embody their sexuality need to be created. However, because of diverse backgrounds and personal ways of making meaning, we come to experience sexuality in many different ways. This workshop is designed to assist both counselors and their clients in understanding and communicating more clearly about sexual meanings from a constructivist perspective. Various constructivist and systemic techniques will be presented (i.e., sexual genograms, holonic mapping, sexually oriented laddering) and opportunities will be provided for workshop participants to practice these techniques. These techniques are designed to bring about greater personal and relational understanding for clients and for the counselors who endeavor to work with them.

Anthony DiLollo and Walter Manning
University of Mississippi

PART 1 Saturday 2:15 – 3:45, Rm. 1080

Stuttering and Significance: Meaningfulness of Speaker Roles as a Function of Fluency

Relapse following treatment for stuttering is a common occurrence. One factor may be the client's difficulty adjusting to the new fluent speaker role. Fransella's Personal Construct Theory of stuttering suggests that this problem may be related to a lack of meaningfulness of the fluent speaker role. In this study, 29 persons who stuttered and 29 fluent speakers were interviewed regarding their speaker roles. The interviews were analyzed using the Cognitive Anxiety Scale and a "cognitive complexity" analysis. Results indicated support for Fransella's theory, but also suggested that it may be useful, both theoretically and clinically, to consider speaker roles from a dimension of "dominant-nondominant" rather than "stutterer-fluent."

Anthony DiLollo and Walter Manning
University of Mississippi

PART 2 Saturday 4:00 – 5:30, Rm. 1080

Talking Back to Stuttering: Resisting the Dominance of Disfluency Through Narrative Therapy

A Personal Construct understanding of relapse from successful treatment for stuttering suggests that a primary problem for many persons who stutter may be the lack of meaningfulness of the fluent speaker role. Further research has indicated that a more basic problem may involve the "dominant" nature of the stutterer role. It has been proposed that a narrative approach to therapy may facilitate the deconstruction of the stuttering-dominated narrative and reconstruction of a narrative that is more conducive to the maintenance of fluent speech. Personal accounts of journeys from stuttering to fluency are used to illustrate the application of the narrative metaphor to working with persons who stutter.

Jay Efran
Temple University

Friday 4:30 – 6:00 Rm. 2169

A Rapid Context-Centered Group Treatment For Social Phobia

This workshop describes a rapid context-centered group therapy for shy, socially phobic individuals. Its semi-structured format can readily be adapted to other settings and problems. Context-centered therapy is an acceptance-based approach with roots in Eastern philosophy and constructivism. It emphasizes gaining mastery by "noticing" the structure of suppositions that control one's life. The format to be described has been found to be at least as effective as, and perhaps more efficient than, traditional Western approaches that require changing behaviors, modifying cognitions, and teaching social skills.

Jerald Forster
University of Washington

Saturday 4:00 – 5:30, Rm. 2169

How to Construct Positive Self-Identities

Participants will sample a process designed to increase their constructions of positive self-identities. After hearing a rationale for positive self-identities, they will be asked to identify a number of past experiences characterized by enjoyment, pride and a sense of well-being. They will tell two other participants about these positive experiences and receive assistance in articulating the names of several strengths that were used during the experiences. They will then consolidate and prioritize their positive self-constructions, and develop self-descriptions emphasizing these strengths. They will plan future activities that optimize the use of these strengths and anchor their self-identities to these strengths.

Brian Gaines and Mildred Shaw
University of Calgary

Thursday 4:30 – 6:00, Rm. 1080

Using WebGrid in Your Research and Teaching

WebGrid is a freely available web service for repertory grid elicitation and analysis that may be used by anyone with access to the Internet through a web browser. It is in use by thousands of people world-wide, including professionals who have made it an integral part of their research and teaching. This workshop is designed to demonstrate WebGrid in use, to show potential users how they may use it effectively, and to ensure that experienced users have full access to all its capabilities.

Donald Granvold
University of Texas at Arlington

Friday 4:30 – 6:00, Rm. 2166

Promoting Long Term Sexual Passion

A majority of couples that present for treatment report sexual dissatisfaction. This paper addresses the treatment of couples who do *not* suffer from sexual dysfunction (e.g., pre-orgasmic functioning, erectile difficulty, premature ejaculation, or pain during intercourse). The focus here is on those who are unhappy with the frequency and/or quality of love play, intercourse, and orgasm along with the ways sexual behavior (or lack of it) is deleteriously affecting the quality of their relationship. Sensual/sexual intimacy has long been recognized as a powerful bonding agent in coupling. Couples therapists are obligated to develop their knowledge of sexual treatment both conceptually and methodologically.

This presentation will address: 1) the meanings of sexual intimacy (sex is more than penis/vagina); 2) initiating sex play; 3) common sexual myths; 4) talking openly about sensual/sexual desires; 5) boredom: its bases and antidotes; 6) frivolity in life and love; 7) sexual skill building; and 8) sensate and fantasy innovations. Along with a knowledge base, therapist comfort with the topic is a necessary ingredient for effective sexual treatment. Participants should come prepared to discuss meaning making as it relates to human sexuality and its expression. Constructivist sexual treatment strategies will be described and discussed and specific ways of enhancing sexual pleasure will be considered.

David Mills
Performance School

Thursday 4:30 – 6:00, Rm. 2169

Bodily Meaning: Kinesthetic Experiments with Conductive Thinking

Personal meanings are not only constructed; they are embodied. Kelly's Fundamental Postulate has a physical complement, which may be stated as: "A person's processes are physically channeled by the ways in which anticipations are embodied." This workshop session is an opportunity to explore dimensions of kinesthetic meaning in personal experience.

R.Vance Peavy
Victoria, BC

Saturday 2:15 – 3:45, Rm. 2166

Toward Wisdom-based Helping Practices

This workshop includes a brief lecturette on the meaning of "wisdom-based helping" together with guided dialogue between participants and between workshop leader and participants. The remainder of the workshop consists of short practical learning activities designed to acquaint participants with various concepts and practical procedures in wisdom based helping.

Richard Watts
Baylor University

Saturday 12:45 – 2:15, Rm. 1080

Adlerian Theory/Therapy: A Precursory Exemplar of Relational Constructivism

Robert Neimeyer suggests that an integrative bridge between cognitive constructivist and social constructionist perspectives might be usefully labeled "relational constructivism." This presentation addresses points of convergence between Adlerian and Constructivist and Social Constructionist theories and therapies to demonstrate that the mature Adlerian theory and therapy is a precursory model of relational constructivism.

Marvin Westwood, David Kuhl and Hilary Pearson
University of British Columbia

Thursday 4:30 – 6:00, Social Lounge

Therapeutic Enactment

This workshop will briefly overview a model of trauma repair that will be illustrated through an experiential presentation. This approach is effective in the treatment of serious psychological injury and is currently being used with Canadian Peacekeeping Soldiers, physicians and other professionals experiencing secondary traumatic stress in the workplace. Time will be allotted after the demonstration for critical reflection and discussion.

POSTER PRESENTATIONS

Saturday 11:45 – 1:15
Social Lounge

Ivo Cermak

Institute of Psychology, Czech Academy of Science, Czech Republic

Jika Linden

Lunds University, Sweden

Dialogical Self-Construction: A Hermeneutic-Narrative Approach to Research

The conceptualization of a human being as a text, or as a carrier of a story, the meaning of which becomes clarified through dialogue or conversation, formed the basis of our research. The main instrument was a Diary-In-Group method, which combines the diary method focusing on an individual (contextual, private) with group discussion (decontextual, public). "Reading text" on various levels shows how the meaning is constructed. The meaning seems to be bound with context and situation, and also within discursive or participative acts. The contribution elaborates the model of hermeneutic-narrative interpretation. Some aspects of actors' self-construction in dialogical settings are explored.

Stephanie Insko, Sara Bridges, and Emily Calvert

University of Memphis

A Model of Constructivist Premarital Therapy

Western society's high divorce rate has increased participation in premarital counseling. In fact, many churches and municipalities are requiring premarital counseling before allowing the couple to marry in the church or granting marriage licenses. There are few models of premarital counseling available and little research has been conducted to look at the benefits of this counseling. This poster details a survey of marital adjustment for couples who had participated in premarital therapy and subsequently offers a model of constructivist premarital counseling based on Guillem Feixas' constructivist approach to supervision.

Andrew Korobetzkiy and Svetlana Smagina

Kemerovo State University, Russia

Gender and Age as Factors in the Dynamics of Personal Constructs

The gender and age as factors in dynamics of personal construct systems of students were researched. The formal structure parameters and semantic content were investigated with appreciation of repertory grids (2-point scale). The significant people were elements. Non-linear form dynamics of cognitive complexity and semantic contents with gender differences were shown.

Nobukazu Nagae

Waseda University, Japan

Self-Characterization as Writing for Creating Self-Narratives

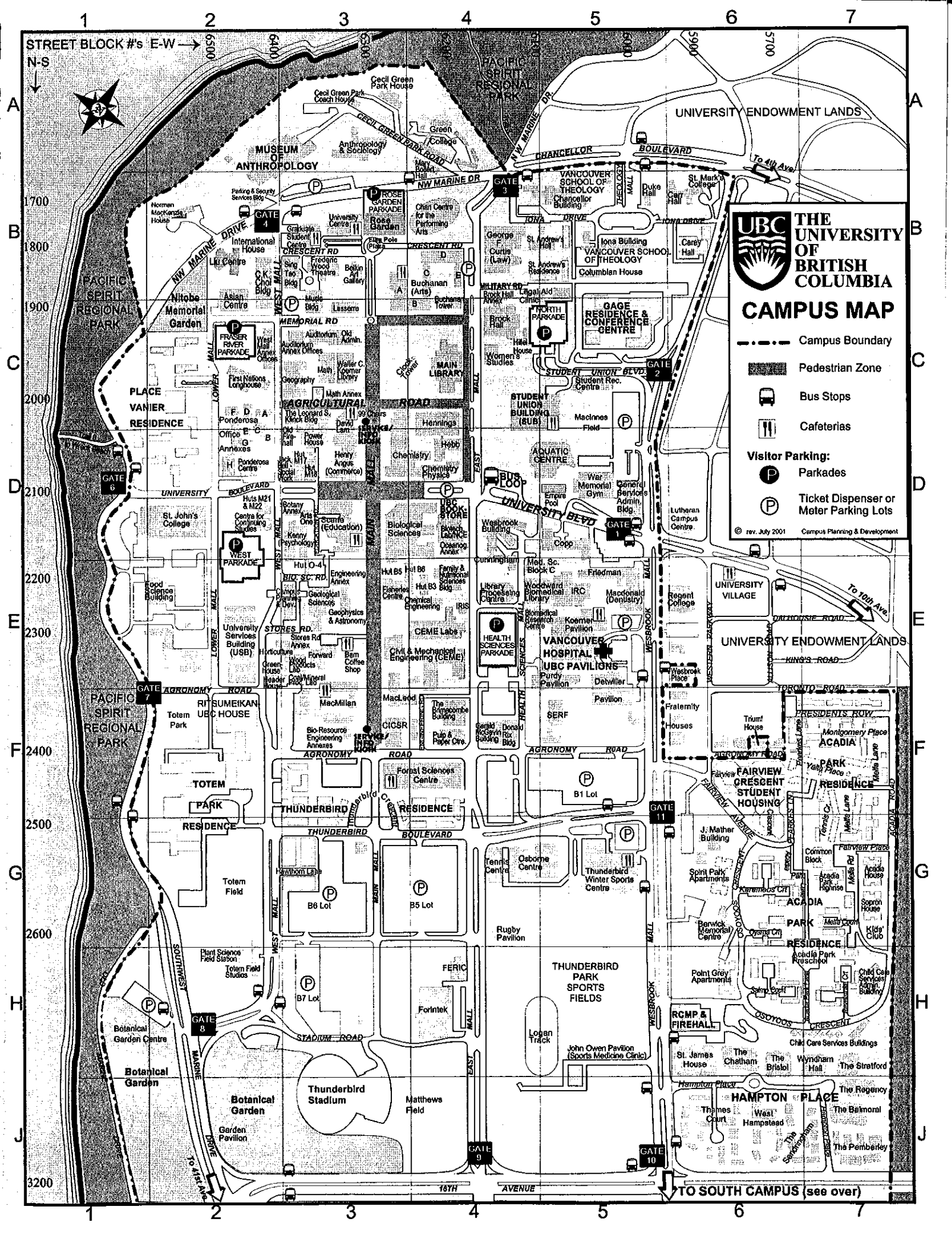
Known as a component of fixed-role therapy (Kelly, 1955), self-characterization is a single writing technique helping clients write themselves from the viewpoints of empathetic close friends. In recent findings about anxiety disorders, some qualities of self-narratives affect their mental health and interpersonal relationships (e.g., Ehler & Clark, 2000). As narrating themselves verbally from different standpoints can reconstruct their self-narratives (e.g., Hoyt & Meichenbaum, 1995), so self-characterization may have some impact on their self-narratives and emotional states. In this study, the author examines empirically how self-characterization effects self-narratives and some affective states of subjects.


Tomas Urbanek

Institute of Psychology, Czech Academy of Science

Semantic Selection Test: Semi-Projective Technique


The purpose of this poster is to present the Semantic Selection Test. This test is of Czech origin, based on assigning pictures to a set of verbal stimuli. There is an assumption that the picture assignment to the verbal stimuli is grounded in the similarities of its individual meaning allowing the reconstruction of individual or group semantic spaces. Despite the Semantic Selection Test having not been published officially, it is used both in research and consulting settings. Recent research results imply that structures obtained by analyses show satisfactory stability and validity of results.







**THE UNIVERSITY OF
BRITISH COLUMBIA**
CAMPUS MAP


--- Campus Boundary


 Pedestrian Zone

 Bus Stops

 Cafeterias

Visitor Parking:

 Parkades

 Ticket Dispenser or Meter Parking Lots

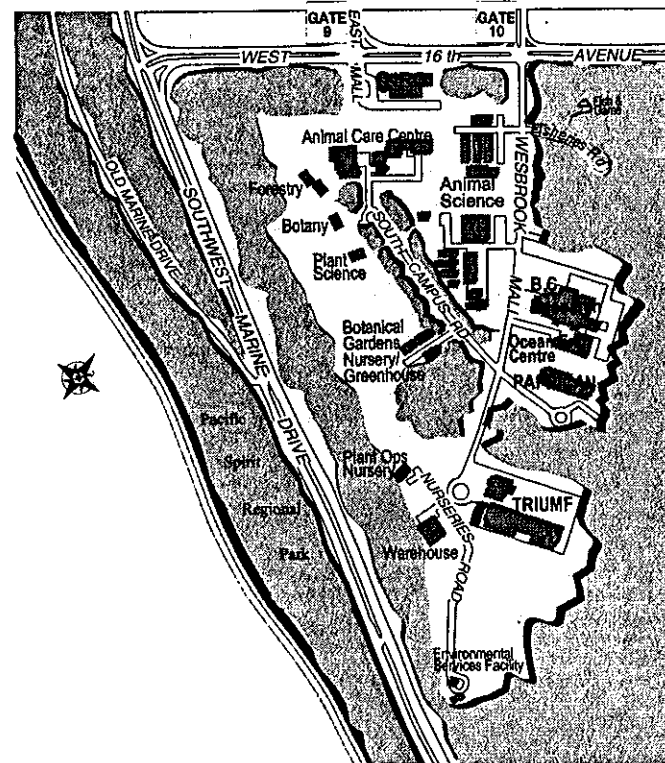
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TO SOUTH CAMPUS (see over)

Directory

Site or Building Name & Address	Grid	Site or Building Name & Address	Grid	Site or Building Name & Address	Grid
Acadia/Fairview Common Block, 2707 Tenn's Cresc.....	G7	Greenhouse (Plant Science), 2334 West Mall.....	E2	PAPRICAN Building, 3800 Westbrook Mall.....	South Campus
Acadia House, 2700-2720 Acadia Rd.....	G7	Hampton Place.....	HJ-6/7	Parking & Security Services Bldg, 6501 NW Marine Dr.....	B2
Acadia Park Residence.....	F/H-6/7	Hawthorn Lane faculty/staff housing, 6388 - 6395 Hawthorn Lane.....	G3	Place Vanier Residence, 1935 Lower Mall.....	C/D2
Acadia Park Highrise, 2725 Melia Rd.....	G7	Header House, 2336 West Mall.....	E2	Plant Ops Nursery/Greenhouses, 6116/6136 Nurseries Rd.....	South Campus
Acadia Park Preschool, 2750 Acadia Park Lane.....	H7	Hebb Building, 2045 East Mall.....	D4	Plant Science Field Building, 6182 S. Campus Rd.....	South Campus
Animal Care Centre, 6199 S. Campus Rd.....	South Campus	Hennings Building, 6224 Agricultural Rd.....	C4	Plant Science Field Station & Garage, 2613 West Mall.....	H2
Animal Science S. Campus Bldgs, 3455/3473 Westbrook Mall.....	South Campus	Henry Angus Building, 2053 Main Mall.....	D3	Plant Science Greenhouse, 2334 West Mall.....	E2
Anthropology & Sociology Bldg, 6303 NW Marine Dr.....	A3	Hillel House, 6145 Student Union Blvd.....	C4	Point Grey Apartments, 2875 Osyoos Cresc.....	H6
Aquatic Centre, 6121 University Blvd.....	D5	Horticulture Building/Greenhouse, 6394 Stores Rd.....	E2/3	Police (RCMP) & Fire Department, 2990/2992 Westbrook Mall.....	H6
Arts One Bldg, 6358 University Blvd.....	D3	Hospital - see Vancouver Hospital & Health Sciences Centre		Ponderosa Centre, 2071 West Mall.....	D2
Asian Centre, 1871 West Mall.....	B2	Hut B-3 - Fisheries Ctr 6248 Bio. Sciences Rd.....	E4	Ponderosa Office Annexes: A, B, & C, 2011-2029 West Mall.....	C/D2
Auditorium, 6344 Memorial Rd.....	C3	Hut B-5, 2202 Main Mall.....	E3	Ponderosa Office Annexes: D to H, 2008-2074 Lower Mall.....	C/D2
Auditorium Annex Offices, 1924 West Mall.....	C3	Hut B-6 - Fisheries Ctr & Zoology, 6266 Bio.Sc. Rd.....	E3/4	Power House, 2040 West Mall.....	D3
Barn Coffee Shop, 2323 Main Mall.....	E3	Hut M-17, 6373 University Blvd.....	D3	Pulp and Paper Centre, 2385 East Mall.....	F4
B.C. Research Inc., 3650 Westbrook Mall.....	South Campus	Hut M-18, 6361 University Blvd.....	D3	Ritsumeikan-UBC House, 6460 Agronomy Rd.....	F2
Belkin (Morris & Helen) Art Gallery 1825 Main Mall.....	B3	Hut M-21 & Hut M-22, 2109 West Mall.....	D2	Rose Garden.....	B3
Berwick Memorial Centre, 2785 Osyoos Cres.....	G6	Hut O-4, 6365 Biological Sciences Rd.....	E3	Rugby Pavilion, 2584 East Mall.....	G4
Biological Sciences Bldg, 6270 University Blvd.....	D3	Instructional Resource Centre (IRC), 2194 Health Sciences Mall.....	E5	Searle (Neville) Building, 2125 Main Mall.....	D3
Biomedical Research Ctr 2222 Health Sciences Mall.....	E4	International House, 1783 West Mall.....	B2	SERF (Surplus Equipment Recycling Facility), 2352 Health Sciences Mall.....	F5
Bio-Resource Engineering Annexes, 2371 Main Mall/6359 Agronomy Rd.....	F3	IRIS Spacecraft Controls Lab, 2225 East Mall.....	E4	Sing Tao Building, 6388 Crescent Rd.....	B3
Biotechnology Laboratory 2125 East Mall.....	D4	Jack Bell Building for the School of Social Work, 2080 West Mall.....	D3	Sopron House, 2730 Acadia Rd.....	G7
Bollett (Mary) Hall, 6253 NW Marine Dr.....	A4	J. Owen Pavilion & Allan McGavin Sports Med. Ctr, 3055 Westbrook Mall.....	H5	South Campus Warehouse, 6116 Nurseries Rd.....	South Campus
Bookstore, 6200 University Blvd.....	D4	Kenny (Douglas T) Building, 2136 West Mall.....	D3	Spirit Park Apartments, 2705-2725 Osyoos Cresc.....	G8
Botanical Garden Centre/Gatehouse, 6804 SW Marine Dr.....	H1	Kids Club, 2855 Acadia Rd.....	G7	St. Andrew's Hall/Residence, 6040 Iona Dr.....	B5
Botanical Garden Pavilion (enter at Gatehouse, 6804 SW Marine Dr).....	J2	Klinck (Leonard S.) Bldg, 6356 Agricultural Rd.....	C3	St. John's College, 2111 Lower Mall.....	D2
Botan. Gard. Greenhouses/Workshops, 6088 S. Campus Rd.....	South Campus	Koerner (Walter C.) Library, 1958 Main Mall.....	C3	St. Mark's College, 5935 Iona Dr.....	B6
Botany Annex, 6386 University Blvd.....	D3	Ladner Clock Tower.....	C4	Stores Clock Annex, 6388 Stores Rd.....	E3
Botany Greenhouses & Trailer, 6182 S. Campus Rd.....	South Campus	Lassere (Frederic) Building, 6333 Memorial Rd.....	C3	Student Recreation Ctr, 6000 Student Union Blvd.....	C5
Brimacombe Building, 2355 East Mall.....	F4	Legal Aid Clinic, 6050 Military Rd.....	B4	Student Union Bldg (SUB), 6138 Student Union Blvd.....	C4
Brook Hall and Brook Hall Annex, 1874 East Mall.....	F4	Leon and Thea Koerner University Centre, 6331 Crescent Rd.....	B3	Thea Koerner House, 6371 Crescent Rd.....	B3
Buchanan Building, 1866 Main Mall.....	B4	Library Processing Centre, 2206 East Mall.....	E4	Thunderbird Residence, 6335 Thunderbird Cresc.....	F3/4
Buchanan Tower, 1873 East Mall.....	C4	Liu Centre for International Studies, 6476 NW Marine Dr.....	B2	Thunderbird Stadium, 6288 Stadium Rd.....	J3
Bus Loop (East Mall & University Blvd).....	D4	Macdonald (J.B.) Building (Dentistry), 2199 Westbrook Mall.....	E5	Thunderbird Winter Sports Ctr, 6066 Thunderbird Blvd.....	G5
C.K. Choi Building for the Institute of Asian Research, 1855 West Mall.....	B2	MacLeod Building, 2356 Main Mall.....	F3	Totem Field Studios, 2613 West Mall.....	H2
Campus Planning & Development, 2210 West Mall.....	E3	MacMillan (H.R.) Building, 2357 Main Mall.....	F3	Totem Park Residence, 2525 West Mall.....	FIG2
Carey Hall, 5920 Iona Dr.....	B6	Main Library 1958 Main Mall.....	C4	TRIUMF, 4004 Westbrook Mall.....	South Campus
Carr Hall (Continuing Studies), 5997 Iona Dr.....	B6	Mathematics Annex, 1986 Mathematics Rd.....	C3	Triumf House, 5745 Agronomy Rd.....	F8
Cecil Green Park Coach House, 6323 Cecil Gr. Park Rd.....	A3	Mathematics Building, 1984 Mathematics Rd.....	C3	UBC Tennis Centre, 6160 Thunderbird Blvd.....	G4
Cecil Green Park House, 6251 Cecil Green Park Rd.....	A3	Mather (James) Building, 5804 Fairview Ave.....	G6	University Centre, 6331 Crescent Rd.....	B3
CEME - see Civil & Mechanical Engineering Building		Medical Sciences Block C, 2176 Health Sc. Mall.....	E4	University Services Building (USB), 2329 West Mall.....	E2
Centre for Continuing Studies, 2121 West Mall.....	D2	Museum of Anthropology, 6393 NW Marine Dr.....	A2/3	Vancouver Hospital & Health Sciences Centre, 2211 Westbrook Mall.....	E5
Centre for Integrated Computer Systems Research/		Music Building, 6361 Memorial Rd.....	B/C3	Vancouver School of Theology:	
Computer Science (CICSR/CS), 2386 Main Mall.....	F3	Networks of Ctrs of Excellence (NCE), 2125 East Mall.....	D4	Chancellor Building, 6050 Chancellor Blvd.....	B5
Centre for Resrch in Women's Studies & Gender Relations, 1896 East Mall.....	C4	99 Chairs/Trek Express, 2151 Main Mall.....	C3	Columbian House, 6020 Iona Dr.....	B5
Chan Centre for the Performing Arts, 6265 Crescent Rd.....	B4	Niobe Memorial Garden, 1903 West Mall.....	B/C2	Iona Building, 6000 Iona Dr.....	B5
Chemical Engineering Building, 2216 Main Mall.....	E4	Norman MacKenzie House, 6565 NW Marine Dr.....	B2	Walter H. Gage Residence, 5959 Student Union Blvd.....	C5
Chemistry Building, 2036 Main Mall.....	D3	NRC Institute for Machinery Research, 3250 East Mall.....	South Campus	War Memorial Gymnasium, 6081 University Blvd.....	D5
Chemistry Physics Building, 6221 University Blvd.....	D4	Ocean Engineering Centre, 3760 Westbrook Mall.....	South Campus	Westbrook Bldg, 6174 University Blvd.....	D4
Child Care Services Admin. Bldg, 2881 Acadia Rd.....	H7	Oceanography Annex, 2157 East Mall.....	D4	Westbrook Place, 2250 Westbrook Mall.....	E6
Child Care Services Bldgs, 5580-5690 Osyoos Cresc.....	H7	Old Administration Building, 6328 Memorial Rd.....	C3	West Mall Annex Offices, 1933 West Mall.....	C2
CICSR/CS - see Centre for Integrated Computer Systems Research		Old Firehall, 2038 West Mall.....	D3	Wood Products Laboratory, 2324 West Mall.....	E3
Civil & Mech. Engineering Bldg (CEME), 2324 Main Mall.....	E4	Osborne (Robert F) Centre/Gym, 6108 Thunderbird Blvd.....	G4	Woodward Biomedical Library, 2198 Health Sc. Mall.....	E4/5
Civil & Mechanical Eng. Labs, 2246 Main Mall.....	E4				
Coal & Mineral Processing Lab, 2332 West Mall.....	E3				
Copp (D.H.) Building, 2146 Health Sc. Mall.....	D5				
Cunningham (George) Building, 2146 East Mall.....	E4				
Curtis (George F) Building (Law), 1822 East Mall.....	B4				
David Lam Learning Centre, 6326 Agricultural Road.....	C3				
David Lam Management Research Ctr, 2033 Main Mall.....	C3				
Donald Rix Building, 2389 Health Sciences Mall.....	F4				
Dorothy Somerset Studio/Frederic Wood Theatre, 6354 Crescent Rd.....	B3				
Duke Hall, 5997 Iona Dr.....	B5				
Engineering Annex, 6298 Biological Sciences Rd.....	E3				
Engineering High Head Room Lab/IRIS, 2225 East Mall.....	E4				
Empire Pool, 6081 University Blvd.....	D5				
Environmental Services Facility 6025 Nurseries Rd.....	South Campus				
Fairview Crescent Student Housing, 2600-2604 Fairview Cres.....	F6				
Family & Nutritional Sciences Bldg School of, 2205 East Mall.....	E4				
FERIC (Forest Eng. Res. Institute), 2601 East Mall.....	H4				
First Nations Longhouse, 1985 West Mall.....	C2				
Fish & Game Branch Workshops, 5773 Fisheries Rd.....	South Campus				
Fisheries Centre - Hut B-8, 2204 Main Mall.....	E3				
Flag Pole Plaza (Main Mall & Crescent Rd).....	B3				
Fire Department, 2992 Westbrook Mall.....	H6				
Food Science Building, 6640 NW Marine Dr.....	E2				
Forest Sciences Centre, 2424 Main Mall.....	F4				
Forest Sciences Greenhouse, 6186 S. Campus Rd.....	South Campus				
Forestry Nurseries & Field House, 6186 S. Campus Rd.....	South Campus				
Forintek Western Research Facility, 2665 East Mall.....	H4				
Forward (Frank) Building, 6350 Stores Rd.....	E3				
Frederic Wood Theatre, 6354 Crescent Rd.....	B3				
Friedman Bldg, 2177 Westbrook Mall.....	E5				
Gage Residence & Conference Centre, 5959 Student Union Blvd.....	C5				
General Services Administration Bldg (GSAB), 2075 Westbrook Mall.....	D5				
Geography Building, 1984 West Mall.....	C3				
Geological Sciences Centre, 6339 Stores Rd.....	E3				
Geophysics & Astronomy Bldg, 2219 Main Mall.....	E3				
Gerald McGavin Building, 2386 East Mall.....	F4				
Graduate Student Centre (Thea Koerner House), 6371 Crescent Rd.....	B3				
Green College, 6201 Cecil Green Park Rd.....	A4				
Greenhouse (Horticulture Building), 6394 Stores Rd.....	E2/3				

SOUTH CAMPUS



Frozen Memories, Untouched Pain: Post-dictatorship Narratives of Vancouver Chilean**Exiles****ABSTRACT**

by Adriana Espinoza MA, University of British Columbia.

The subject of recollection of traumatic collective memories resulting from a single unexpected event is still a new phenomenon in the trauma-related literature, especially in the context of exiled political refugees. This paper explores the unexpected recollection of traumatic memories of a group of six Chilean exiles when hearing the news of Augusto Pinochet's arrest in England. The long-term effects of political trauma emerge as an important element in the individual and collective recollection process that unfolds. Furthermore, these narratives open a door into people's personal struggle to shield their pain and their need to denounce the injustice and impunity they have been victims of as a result of the military coup d'état and the dictatorship led by Augusto Pinochet that followed.

This paper provides further knowledge and understanding of the historical, political, and cultural issues related to traumatic experiences in both individuals and groups, as well as further understanding of the events or situations that trigger the re-appearance of traumatic memories. It also provide important information for therapists working in the areas of cross-cultural counselling and the development and improvement of therapeutic approaches for dealing with traumatic memories among political refugees and immigrant populations.

CONFERENCE ADDENDA

In Lieu of Vance Peavy's Workshop on Saturday July 13th, from 2:15 – 3:45 pm we will have the following workshop:

Active Engagement in Action – Norman Amundson, University of British Columbia

In recent years I have made a concerted effort to stand back and look at the career counseling process through fresh eyes. I have come to some new understandings with respect to client problems and the way in which clients and counselors relate to one another. I have used the term "active engagement" to capture some elements of this new perspective. With this approach, there is an emphasis on creativity, story telling, action strategies, and relationship building. There also is the recognition of the need to integrate personal and career counseling. In the presentation, I will be critically evaluating some traditional counseling conventions. I also will be demonstrating and involving participants in a variety of active counseling methods that can be applied in individual and group settings. Particular emphasis will be given to strategies involving metaphors, pattern identification, active questioning, and externalization.

David Mills' Workshop, "Bodily Meaning: Kinesthetic Experiments with Conductive Thinking", on Thursday, July 11, from 4:30 – 6:00 pm in Room 2169 has been CANCELLED.

Michael Gray's Workshop, "Experiential Personal Construct Psychotherapy, Role Relationships and the More-Than-Human World" on Thursday, July 11, from 3:30 – 4:15 pm in Room 1080 has been CANCELLED. It has been replaced by Adrian Espinoza's Workshop "Frozen Memories, Untouched Pain: Post-Dictatorship Narratives of Vancouver Chilean Exiles".