North American Personal Construct Network

June 16-21, 2004
The University of Memphis
Memphis, TN, USA

CONSTRUCTIVISM 3-D:
Diversity, Development & Dialogue

The 11th Biennial Conference of the North American Personal Construct Network

Program Schedule and Abstracts

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Map of U of M Campus

PRE-CONFERENCE WORKSHOPS
June 16, 2002
Fed ?

Jonathan D. Raskin   **9:00-12:00**

Everything You Wanted to Know About Constructivism But Were Afraid to Ask

Do you keep bumping into "constructivism," but remain confused about what precisely people are talking about? Well, you're not alone. Constructivist psychology seems to be everywhere these days, even though most mental health professionals and academics have little or no training in it. If you're tired of pretending to know what all the fuss is about, then this half-day workshop is for you. In an informal and engaging atmosphere, Dr. Raskin will provide participants with an overview of major constructivist theories and their relationship to current developments in psychology and psychotherapy. Three specific types of constructivism, and social constructionism will be covered. Special attention will also be paid to helping participants disentangle a lot of the jargon that surrounds constructivist theorizing and often confuses the uninitiated. Implications of constructivist theories for psychotherapy, ethics, and individualistic approaches to psychology will be introduced. Interactive discussions and group exercises will be incorporated into this workshop to assist participants as they master constructivist concepts in comfortable and non-threatening surroundings.

Marvin Westwood and Mary Buchanan-Avary   **1:30-4:30**

Therapeutic Enactment: Revising the Life Narrative through Performance

Few treatment models for trauma repair have been designed from a narrative-constructivist perspective. Even fewer trauma interventions have been created using a group-based narrative-constructivist approach. In this workshop, the presenters will introduce a group-based model of change to address traumatic loss that involves the process of restorying the traumatic event, elaborating one's self-narrative and reconstructing the self through an action based, community supported intervention.

Traumatologists claim that there are two important concerns in trauma therapy. First, the therapist needs to provide the individual with an opportunity to re-experience elements of the traumatic event in a safe environment in order to activate a trauma response and second, the experience needs to contain elements that are incompatible enough with the event to change it.

Therapeutic enactment is a treatment approach that addresses these two critical issues. It is an intervention that is language centered, and involves narrative-in-action - an embodied experience of meaning reconstruction through performance that offers the client an opportunity to restory the traumatic event in a safe witnessing environment, to reconstruct this event through dialogue with the witnessing group and to somatically renarrate the story through action (reprocessing the somatic memory of the traumatic event and reconnecting the silenced/forgotten narrative through the body).

The focus of this half-day workshop is to introduce therapeutic enactment as a constructivist model for change. The presenters will review the theoretical underpinnings of this model and provide current outcome research supporting this intervention. The presentation will include therapeutic process goals, key elements concerning the therapeutic relationship, and an overview of the procedures for conducting a therapeutic enactment intervention. A demonstration of the model will be shown to provide participants an opportunity to observe and experience the method directly. If time allows, the presenters will conduct a mini-enactment as a live demonstration.

POST-CONFERENCE WORKSHOP
June 21, 2002
Fed ?

Bruce Ecker   **9:00-4:00**

Depth-Oriented Brief Therapy: Coherence-Focused Constructivism

This full-day workshop will give you a close look at how personal construct therapy becomes amplified in potency when infused by the principle of symptom coherence.

With this approach, depth-oriented brief therapy (DOBT), clients soon have compelling experiences of finding, feeling and embracing "the emotional truth of the symptom" -- the deep sense and hidden necessity present within seemingly senseless symptoms. You will learn experiential, empathic, collaborative methods that zero in on the specific, unconscious constructions driving symptom production, giving direct access to the disowned, passionate themes, purposes and parts that actually have control over clients' anxiety, depression, low self-worth, attachment problems, and many other presenting problems.

Thanks to recent research in neuropsychology, therapists are recognizing that real and lasting change results far more reliably from experiences than from cognitive insights and interpretations. The living roots of symptom production are, we now know, in the limbic system of the brain, and so are largely out of reach of conventional interpretive and cognitive approaches. Therapists now face the challenge of ushering clients efficiently into key new experiences that transform the emotional schemas and corresponding neuronal patterns undergirding clinical symptoms.

What are the essential elements of a transformative experience? How can therapists guide clients reliably into such experiences, which must be shaped skillfully for the individual? Why do new behaviors, tools, resources and understandings that clients develop during sessions so often fail to bring lasting change? This workshop will answer these questions in constructivist terms and in ways that can be applied immediately in your sessions.

The presentation weaves together foundational concepts, videos of real sessions, case vignettes and instructions for specific techniques. The videos in particular will show the naturalness of in-depth change, symptom cessation and expansion of well-being that occur in this approach often in weeks rather than years.

SPECIAL EVENTS

Welcome Reception and Renaming Celebration

A welcome reception will be held at FedEx ? From 5:30-7:30 on Thursday, June 17th. Events include the announcement of the Lifetime Achievement Award,, Student Paper Award, and NACPN new name. Discussion group to follow reception.

Discussion Group led by Lois Holzman
Individual Construction or Social Action: A Developmental Dialogue

Known for her work with Fred Newman in creating social therapeutics, Lois Holzman is a proponet for "activating postmdernism" through the creative use of Lev Vygotsky's social-cultural-historical approach to human learning and development. Join her and Robert Neimeyer as they create conversation about the non-epistemological stance, performance as a new ontology, listening to and creating the group, and more!

Philo-Café with Franz Epting

Come join us on Friday, June 18th from 5:30-7:30 at the FIT for the Philo-Café. The PhiloCafe will be a wide ranging discussion of a topic that those attending choose. Franz Epting will serve as the moderator or animator of the discussion. It is best when people suggest broad issues and then try to trace out some of the implications. For example: "What is the best way to understand the emotional side of life using a constructivist framework," "What could be meant by a constructivist method of investigation," "Are there any limitations to a pragmatic way of proceeding in constructivist psychotherapy," "Why have there been so few purely theoretical elaborations since Kelly's first offerings?" And on and on and on. The group suggests three or four and then the whole group votes on which on is most interesting and that is the one explored. This is all done best over drinks in a relaxed atmosphere.

Banquet - Stax Museum
Saturday, June 19th from 6:00-11:00

As you arrive to the Museum, pick up a beverage and be treated to a film that outlines the story of the STAX Museum of American Soul Music. After the introductory film, tour the museum at your leisure while enjoying mini appetizer stations along the way. A true "Family Style" dinner will provided and then......is there another museum that actually provides a place for you to Express Yourself on a dance floor or in a karaoke booth! Well, Stax is that place! A Soul Train Disco floor lights the way for a fun filled evening.

Stax Records is critical in American music history as it is one of the most popular soul music record labels ever-second only to Motown in sales and influence but first in gritty, raw, stripped-down soul music. In 15 years Stax placed over 167 hit songs in the top 100 on the pop charts and an astounding 243 hits in the top 100 R & B charts. Stax launched the careers of major pop soul stars Otis Redding, Sam & Dave, Carla & Rufus Thomas, Booker T. & the MGs, and '70s soul superstar Isaac Hayes, and Stax songs have become part of the pop music vernacular.

Known as the little label that could, Stax demonstrated the strong self determination of music across the country in the 1960s. Stax is truly a recording studio where history was made and where music and people come together.

Optional Excursions are available   *Friday, June 18th*
Memphis Queen Riverboat Cruise
Beale Street Excursions
Memphis Redbirds Baseball
Sunday June 20th
National Civil Rights Museum
Masters of Florence: **Glory and Genius at the Court of the Medici**
Graceland
Inquire at registration desk for more details

PROGRAM TIMETABLE – THURSDAY, JUNE 17th

Time	Room #	Room #	Room #	Room #
8:30– 10:00	Plenary Panel at 'The Zone': *The Dialogical Self: On the Interface between European and American Traditions* Hubert Hermans pg. 11			
10:00 – 10:30	COFFEE BREAK			
10:30 – 11:15	Paper: *Coping with the Medical Model in Clinical Practice or "How I Learned to Stop Worrying and Love DSM"* Philip Sinaikin pg. 11	Paper: *A Pragmatic Strategy for Integrating Nomothetic and Idiographic Research Interests* Joern W. Scheer & Julie M. Ellis pg. 11	Paper: *A Tale of Two as ifs: A Dialogue with Difference* Kristian David Weihs & Katy Sampson pg. 11	
11:30 – 12:15	Paper: *Therapists or Crypto-Missionaries: An Analysis of Psycho-therapists' Management of Values* Daniel C. Williams & Heidi Levitt pg.11	Paper: *Numbers and Narratives: Quantitative and Qualitative Convergence across Constructivist Assessment* Heather G. Hardison, & Robert A. Neimeyer pg. 11	Paper: *Can Constructivists be Conservative Republicans?* Jonathan D. Raskin pg. 11	
12:15 – 1:30	LUNCH			
1:30 – 3:00	Symposia: *Dialogical Intervention in Psychotherapy* Chair: Dimaggio Participants: Paul Lysaker, John T. Lysaker, William Whelton, Giancarlo Dimaggio, Giampaolo Salvatore, & Da rio Catania pg. 11	Symposium: *Explorations of Sexuality and Gender with Gay and Lesbian Communities* Chair: Heidi Levitt Participants: Heidi Levitt, Sharon Horne, Wendy Wonch, Katie Hiestand, Eric Manley, Chad Mosher, & Brandy Smith pg. 11	Workshop: *Therapeutic Challenge and Confrontation Constructivist as Agent of Social Responsibility* Donald Granvold pg. 11	
3:00 – 3:30	COFFEE BREAK			
3:30 – 4:15	Workshop: *Experiential Learning Model: Teaching around the Circle* Kathy Story & Patricia H. Murrell	Workshop: *Breaking the Rules: Reexamining Therapy's Core Practices* Jay S. Efran	Paper: *White, Male, Middle-Class, Gay: Balancing the Center and the Margins* Mark Eliot Paris pg. 11	
4:30 – 5:15	pg. 11	pg. 11	Paper: *College Students' Comparative Construal of Child, Spouse, and Elder Abuse* Adrianne Altman & Kenneth Sewell pg. 11	
5:30 – 7:30	Opening Reception – FIT Lobby			
7:30 – 9:30	Holtzman Discussion Group			

Time	Room #	Room #	Room #	Room #
8:30– 10:00	Plenary Panel at 'The Zone': *Is Anybody Normal? Compounding Oppression through Psychiatric Diagnosis* Paula Caplan pg.11			
10:00 – 10:30	COFFEE BREAK			
10:30 – 11:15	Paper: *Youth Culture and Identity: Insights into Diversity, Development, and Dialogue* Marie Hoskins, J. Nicole Little, & Lindsay Mathieson pg. 11	Paper: *Rep Grids and HICLAS Analysis of Individuals Diagnosed with Borderline Personality Disorder* Buddy Saunders & Rue Cromwell pg. 11	Paper: *Assimilative Integration in Constructivist Psychotherpay: Examples from Practice* Jonathan D. Raskin pg. 11	
11:30 – 12:15	Paper: *Spiral Dynamics as a Framework for Understanding Cultural Values and Adolescent Girls' Identities* Jo-Anne Stoltz pg. 11	Paper: *The Administration of Repertory Tests* Thomas J. Sherman & April Metzler pg.11	Paper: *Pragmatic and Rhetorical Devices Contributing to Change in Grieving Processes* Olga Herrero, Luis Botella, & Robert A. Neimeyer pg. 11	
12:15 – 1:30	LUNCH			
1:30 – 2:15	Paper: *Working with Conservative Christian Clients: A Relational Constructive Perspective* Richard E. Watts	Symposium: *Constructions of Communicative Disorders: Applying Constructivism to Communication Problems* Chair: DiLollo	Paper: *Is Perception Relevant for Personal Construct Psychology?* Mark W. Schlutsmeyer pg. 11	
2:15-3:00		Participants: Anthony DiLollo, Lara DiLollo, Jill Champley, & Julie Wolter pg. 11	Paper: *The Adolescent Consumer in Media-Saturated World* Melissa H. Windham, Jeffrey S. Lawley, & William J. Lyddon pg. 11	
3:00 – 3:30	COFFEE BREAK			
3:30 – 4:15	Workshop: *Reaching the Affect: Expereintial Techniques in Constructivist Psychotherapy* Larry M. Leitner, April J. Faidley, & Jill C. Thomas	Workshop: *Framing the Dialogue: The Theme Model Interprets the Conversation* Sandy Woolum	Paper: *Maladaptive Construing and Obsessive-Compulsive Phenomena: A Semiidiographic Approach* Geoffrey Hutchinson & Kenneth Sewell pg. 11	Workshop: *African Americans Making Sense of Loss: Grief and Meaning Reconstruction as a Function of Ethnicity* Jason M. Holland & Anna Laurie pg. 11
4:30 – 5:15	pg. 11	pg. 11	Paper: *Police Officers: Construing of Self, Occupational Role, and Occupational Events* Lynn J. Piper & Kenneth W. Sewell pg. 11	Paper: *Construct Elicitation Techniques: Identifying the Madness in our Method* Greg Neimeyer, Jocelyn Saferstein, & Wade Arnold pg. 11
5:30 – 7:30	Philo-Café with Franz Epting			

PROGRAM TIMETABLE – SATURDAY, JUNE 19th

Time	Room #	Room #	Room #	Room #
8:30– 10:00	Round Table at 'The Zone' *The Dialogical Self in Psychotherapy* Giancarlo Dimaggio pg. 11			
10:00 – 10:30	COFFEE BREAK			
10:30 – 11:15	Paper: *Multiculturalism and Universal Theory in Counseling and Conflict Resolution: A Generic-Pluralist Perspective* Brian Mistler p. 11	Workshop: *Performance in Everyday Life: Relating to the Social Ensemble* Lois Holzman & Cathy Rose Salit	Paper: *Writing about the Self, Mood, and Self-Evaluation* Jennifer Rigsby, Stephanie Lewis Harter, & Joy Humphreys pg. 11	
11:30 – 12:15	Paper: *Games People Play to Influence Other at Work: Analysis of a Collection of Short Stories* Robin A. Hill pg. 11		Paper: *Personal Construct Hypnotherapy* N. Dewaine Rice, Katherine Kelly, & Kathryn O'Neill pg. 11	
12:15 – 1:30	LUNCH			
1:30 – 3:00	Symposium: *Constructivist Epistemology and Practice* Greg Neimeyer, Jocelyn Saferstein, & Wade Arnold pg. 11	Symposium: *Spreading the Word: New Approaches to Counseling in Communicative Disorders* Chair: DiLollo Participants: David Wark, Rebecca Kelly, Anthony DiLollo, Walter Manning, & Laura Plexico pg. 11	Workshop: *Impermanence, Emptiness, and Dependent Origination: Buddhist Concepts and Constructivists Theory* Spencer A. McWilliams pg. 11	
3:00 – 3:30	COFFEE BREAK			
3:30 – 4:15	Workshop: *Counseling Multicultural Clients in Context: A Constructivist Approach* Ronnie Priest & Nancy Nishimura	Workshop: *Methods of Reconstruction with Adolescent Substance Abusers* Robert Adelman & Lenny Harner	Paper: *Language Acculturation, and Sociality Corollary* Nah-Ree Doh & Larry Leitner pg. 11	Paper: *Basic Principles and Procedures in Play Therapy: A Constructive Perspective* Richard E. Watts pg. 11
4:30 – 5:15	pg. 11	pg. 11	Paper: *Constructs, Memes, and Culture as Interacting Factors* Ted Hazelton pg. 11	Paper: *Constructivist Couple Therapy: A Depth-Oriented Approach* Jeffrey W. White pg. 11
6:00 – 11:00	Banquet – Stax Museum			

PROGRAM TIMETABLE – SUNDAY, JUNE 20th

Time	Room #	Room #	Room #	Room #
8:30– 10:00	Plenary Panel in 'The Zone' *Constructivist Perspectives on Domestic Violence* Mario Zumaya, Alicia Leal, Sharon Horne, Susan S. Mathews, Sara Catherine Haskins, Denise Victoria Brown, & Heidi M. Levitt pg. 11			
10:00 – 10:30	COFFEE BREAK			
10:30 – 11:15	Paper: *Metaphorical Dialogue and Developmental Change in Psychotherapy* William J. Lyddon & Darlys J. Alford pg. 11	Workshop: *When Clients Think They're Cured and Therapists Think They're Not: Consruing Progress in Psychotherapy* Valerie Loeffler & Larry M. Leitner pg. 11	Paper: *Incorporating Social Constructionist Perspectives in Abnormal Psychology and Related Courses* Lisa Cosgrove pg. 11	
11:30 – 12:15	Paper: *Use of Metaphor in Trauma Counseling for Diverse Clients* Jeffrey S. Lawley pg. 11	Paper: *Perspective and Possibility: Exploring and Expanding Hermeneutic Constructivism* Donald J. Domenici pg. 11	Paper: *Comparison of Female Same-Sex Relationships* Teresa Johnson, Sharon Horne, Michael Bricker, Shana Hamilton, Carrie Houts, Eric Manley, Chad Moser, Brandy Smith, & Wendy Wonch pg. 11	
12:15 – 1:30	LUNCH			
1:30 – 3:00	CLOSED	CLOSED	CLOSED	CLOSED
3:00 – 3:30				
3:30 – 4:15	CLOSED	CLOSED	CLOSED	CLOSED
4:30 – 5:15			CLOSED	CLOSED

PLENARY

Plenary 1   Thursday 8:00-10:00, Rm. 'The Zone'
Herbert J. M. Hermans
University of Nijmegen

The Dialogical Self:On the Interface of European and American Traditions

The dialogical self proposes a far reaching decentralization of both the concept of self and the concept of culture. At the intersection between the psychology of the self in the tradition of the American psychologist William James and the dialogical school in the tradition of the Russian scholar Mikhail Bakhtin, the proposed view challenges both the idea of a core, essential self and the idea of a core, essential culture. In apparent contradiction of such a view, the present viewpoint proposes to conceive self as a multiplicity of positions among which dialogical relationships can be established. Particular attention is paid to the domination and asymmetry of social relations, collective voices, and mediated forms of dialogue. Cultures and selves are seen as moving and mixing and as increasingly sensitive to travel and translocality. Three perspectives for future research of self and culture are briefly discussed: the shifting attention from core to contact zones, the increasing complexity, and the experience of uncertainty.

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Plenary 2   Friday 8:00-10:00, Rm. 'The Zone'
Paula Caplan
Brown University

Is Anybody Normal? Compounding Oppression through Psychiatric Diagnosis

Abstract Unavailable

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Pleanry 3 (Round Table)   Saturday 8:00-10:00, Rm. 'The Zone'
Chairperson: **Giancarlo Dimaggio**
Speakers: **Robert Neimeyer**
The University of Memphis
 Paul Lysaker
Roudebush VA Medical Center
Giancarlo Dimaggio
Terzo Centro di Psicoterapia Cognitiva

Dialogical Self Theory: Clinical implications (Discussant: Hubert Hermans)

Dialogical Self Theory (DST) starts from the assumption that people live in a world of spatially located voices that communicate with each other both on the intra-mental and inter-mental plane, letting meanings emerge. Voices behave like interacting characters in a story, each of them represents an independent centre of thought and action. They are continuously involved in processes of question and answer and of agreement and disagreement. Although some of the characters are stabilized parts of the self, there is always room for innovation. New characters enter the stage, whereas other characters disappear in the background. The theme of the round table is application of DST to psychotherapy theory and practice.

   The psychotherapeutic practice consistent with these tenets takes account of the dialogical dimension, with a therapist taking on a position in a patient's mental scenario. From this position the therapist is able to modify the dysfunctional elements in this scenario, while remaining nevertheless aware that he or she is involved personally in the relationship. With regard to a patient's inner world, one of the main functions of psychotherapy is to foster the emergence of characters capable of achieving points of view that are superordinate in comparison with his or her own narrative world.

   The authors will provide clincical sketches to illustrate how they apply DST in their clinical practice and how psychotherapeutic process may be described accordingly.

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Pleanry 4 (Symposium)   Sunday 8:00-10:00, Rm. 'The Zone'

Paper 1:
**Sharon G. Horne, Susan S. Mathews, Sara Catherine Haskins,
and Denise Victoria Brown**
The University of Memphis

Constructing a Counseling Identity: The Experience of Uzbeki Crisis Workers

Interviews were conducted with 10 Uzbeki women exploring their identity development as counselors and crisis volunteers. Like all postcommunist Soviet states, Uzbekistan is struggling with the problems of transition, including how to meet the demands of social problems such as violence against women. In the last five years, crisis centers have been established to meet community needs; little is known about the women who challenge social norms to provide these services. Transcripts were analyzed and emergent themes center around several areas: the role of feminism, marital relationships, and gender role expectations.

Paper 2:
Susan Mathews, Sharon G. Horne, and Heidi Levitt
The University of Memphis

International Consultation Dialogues: Constructing a Feminist-Activist Movement in Hungary

A model of feminist-activist identity development was constructed from interviews with volunteers at a women's rights association in Hungary. The core category from this grounded theory analysis, "Internalizing Western Feminist-Activism: Importing an External Culture to Revolutionize Your Own," was interpreted within constructivist and social constructionist perspectives. Volunteers accessed Western ideologies through their dialogues with external consultants. Volunteers' incorporation of these concepts resulted in a deconstruction of several Hungarian cultural discourses (e.g., acceptability of violence towards women). Volunteers continue to face consistent societal challenges against their work to form new meanings and construct a new reality founded on feminist-activist principles.

Paper 3:
Mario Zumaya and Alicia Leal
Alternativas Pacificas

A Constructivist Model of in a Shelter for Battered Women

Traditionally, attention for battered women in shelters has been based on counseling and advocacy that emerge fundamentally from the survivor's experience. Nevertheless, in Mexico has been needed to develop an interdisciplinary model of attention which has found its "ad hoc" theoretical foundation in Constructivism, viewpoint that allows satisfying both consultants and consultees particular needs. In this paper we'll present our Model that has been constructed and developed in collaboration with staff and our consultees, a prototype that has aroused interest for its implementation in the rest of our country.

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SYMPOSIA

Chair: **Giancarlo Dimaggio**
Terzo Centro di Psicoterapia Cognitiva – Training school for psychotherapy

The Dialogical Self in Psychotherpy

Dialogical Self Theory (DST) has been built up following thinkers like James, Bakthin, Vygotsky. DST describes the self as an imaginal space in which a multiplicity of spatially located voices communicate with each other on both the intra-mental and inter-mental planes and let meaning emerge. As a consequence, the self is conceived of as multi-voiced and dialogical.
In this symposium the speakers are confronted with the challenge to describe the psychotherapeutic process in terms of the basic tenets of DST, describe the ways in which they treat clients in terms of "multivoicedness", "dialogical relationships", and "narrative rewriting."
The authors will demonstrate how various forms of psychopathology - schizophrenia, self-critical tendencies and personality disorders - feature poor quality dialogical relationships between the various voices making up the self, causing patients suffering and impeding their relational lives. There will be a description of the implications for treatment and for psychotherapeutic techniques arising from the application of this theory and temptative answer to the question: what should clinicians do to improve the quality of the internal and interpersonal dialogue between the characters inhabiting the self?

Paper 1:
Giancarlo Dimaggio, Giampaolo Salvatore and Da rio Catania
Terzo Centro di Psicoterapia Cognitiva – Training school for psychotherapy

Improverished Dialogical Relationship Patterns in Personality Disorder

In the opinion of many experts, the self is made up of numerous different and independent facets, termed characters, voices or positions – some of them seen as self and others belonging to the self's external domain – which can temporarily take over control of experience. These interact with each other in an ongoing internal dialogue. The meaning of events depends on the form that this dialogue takes. The hypothesis which we discuss in this article is that impoverished dialogical relationship patterns are frequent in patients suffering from personality disorder. By this we mean that: a) the characters operating on their mental stage are few and repetitive; b) the internal dialogue which the characters set up is stereotyped.

Our discussion of this hypothesis will be based on the analysis of extracts from diaries written during therapy and audio-taped transcripts of sessions with PPD patients. The character identified as self is insufficient-inadequate or diffident-mistrusting-hostile; the characters external to the self are hostile, humiliating and threatening. The relationship patterns is the following: an inadequate self feels itself under attack by a hostile other. This sort of dialogical pattern has an influence on a patient's behaviour and the course of psychotherapy. We shall give a number of hints as to how a therapist should tackle these problems if drop-outs are to be avoided and treatment is to be effective.

Paper 2:
Paul H. Lysaker and John T. Lysaker
Roudebush VA Medical Center

Despair and Paralysis in Schizophrenia: The Relationship of Hopelessness, Inaction and Capacity for Dialogue

It has been widely documented that schizophrenia commonly entails catastrophic feelings of despair. More than feeling "empty" or "wooden," persons with schizophrenia may experience anguish coupled with an expectation of failure and helplessness. These beliefs and affects may exist as aspects of a larger personal narrative in which the self is perceived as damaged and may be closely linked with paralysis and inaction. While many social and psychological antecedents of despair in schizophrenia have been identified, we contend that current models do not convincingly present a synthesized account of the totality of these disastrous subjective states. We argue that it remains unclear how despair and inaction reaches and is sustained at such heights and how treatments such as psychotherapy might at theoretical level, be conceptualized as uniquely helpful. To address these questions this paper first describes and comments on several prominent models of despair in schizophrenia. Next we propose that a deeper understanding of catastrophic despair in schizophrenia may rest with an understanding of possible compromises in the dialogical processes that sustains sense of self. In particular, we theorize that a disruption in the dialogue between and within persons may be the piece around which so many disparate factors such as stigma, conflict and loss coalesce into a form of despair qualitatively different than that experienced by other disability

groups. Third we present two cases studies exploring the expression and partial resolution of despair within an integrative psychotherapy. Finally thoughts are offered on the theoretical and clinical implications.

Paper 3:
William J. Whelton
University of Alberta

Understanding the Forms and Functions of Self-Criticism

In areas as varied as cognitive psychology (Clark & Beck, 1999), cultural psychology (Markus & Kitayama, 1991), evolutionary psychology (Robins, Norem, & Cheek, 1999), and social psychology (Baumeister, 1998) the self has been the focus of considerable research. Dialectical-constructivist views of the self argue that it is constructed through the synthesis of various basic levels of processing and that the self is a central organizing process through which the world is experienced, construed and given meaning (Greenberg & Pascual-Leone, 2001). The self is not unitary in a simple way: it is a somewhat fluid process in which different "voices" interact with varying degrees of harmony or conflict (Hermans, 1996).

This presentation will focus on one major example of these processes of multivocality: self-criticism. In self-criticism one part of the self berates or cajoles the self for perceived flaws or shortcomings in its wishes, traits or behavior. Some such type of self-evaluation is virtually universal and perhaps often plays a beneficial role in self-regulation. However, self-criticism is also known to be associated with depression and other disorders. In this study, both qualitative and quantitative methods were used to do verbal analyses of 22 transcripts of participants who were asked to criticize themselves for five minutes and then to respond to the criticism for five minutes in a naturalistic manner. Half the participants were high in trait self-criticism and half were not. The forms of self-criticism and response were categorized and a taxonomy was developed. Content analyses were performed to count and compare the frequency of self-critical and response categories in Self-Critics and Controls. Some conclusions were developed about the frequency of different forms of self-criticism and response in those with or without a stable self-critical vulnerability to depression. These results also serve to clarify and support a Process-Experiential two-chair approach to the resolution of maladaptive self-criticism in therapy.

Symposia 2   **Thursday 1:30-3:00, Rm.**
Chair: **Heidi Levitt**
The University of Memphis
Presenters: **Heidi Levitt, Sharon Horne, Wendy Wonch, Katie Hiestand, Eric Manley,**
Chad Mosher, Brandy Smith, Chad Mosher & Eric Manley
The University of Memphis

Explorations of Sexuality and Gender within Gay and Lesbian Communities

In the first presentation, the historicity of gay and lesbian genders (e.g., butch-femme) is examined across different sub-cultures. These identities are understood as resulting from a shifting of values and beliefs that are materialized as gendered signs that come to form a sub-cultural aesthetic. In two other presentations, questions are asked about the research on sexual satisfaction: Is the meaning of sexual satisfaction within the context of heterosexual relationships the same as within lesbian and gay relationships? Is sexual satisfaction influenced more by gender or sexual orientation? The presenters explore how cultural expectations and beliefs influence our experience of sexuality.

Symposia 3   **Friday 1:30-3:00, Rm.**
Chair: **Anthony DiLollo**
Wichita State University

Constructions of Communicative Disorders: Applying Constructivism to Communicative Problems

This symposium on constructivism and communicative disorders will focuses work being done in three specific problem areas: Hearing aid counseling, aphasia treatment, and treatment of adults with language literacy deficits (LLD). These are new areas of application of constructivist psychology within the field of communicative disorders and represent the increased awareness of audiologists and speech-language pathologists for the need to better comprehend, and work with, the cognitive and emotional aspects of their clients' communicative problems. In the first paper, the authors discuss a constructivist approach to facilitating ownership of acquired hearing loss and the subsequent treatment of the problem. Such an approach represents a significant change in the way that audiologists conceptualize their clinical interactions. In the second paper, the authors focus on the social and

functional contexts of aphasia treatment and how a constructivist approach may be useful in addressing whole person and quality of life issues for both clients and their families. In the third paper, the authors discuss how constructivist counseling may promote improved outcomes for adult literacy treatment by facilitating reconstruction of self concepts and removing potential emotional barriers to change.

Paper 1:
Lara DiLollo and Anthony DiLollo
Wichita State University

Facilitating Ownership of Acquired Hearing Loss:
A Constructivist Perspective

Lack of ownership of acquired hearing loss and associated rehabilitative strategies may be related to avoidance and lack of success with audiologic rehabilitation. Such action may result in emotional and cognitive responses to the hearing loss. Personal Construct Theory and Narrative Therapy are two constructivist approaches to counseling that may provide audiologists with a framework from which to better understand clients' emotional reactions to hearing loss and to more effectively facilitate ownership of the problem. In this session, a description of how Personal Construct Theory and Narrative Therapy may be "woven" together into a constructivist approach to audiologic rehabilitation will be presented and illustrated through the use of hypothetical case examples.

Paper 2:
Jill Champley and Anthony DiLollo
Wichita State University

Reconstructing Aphasia Treatment: Clinical Applications for
Speech-Language Pathologists

At the present time, counseling persons with aphasia consists primarily of helping clients cope with isolated speech and language problems rather than more global "quality of life" issues. A constructivist approach to working with clients with aphasia and their families might take a number of different forms and would aid clinicians in developing strategies to address issues relevant to the "whole person." In this session, we will discuss how constructivist theory can aid clinicians in understanding many of the reactions that clients with aphasia have to their new limitations and how such understanding can lead clinicians to more effective treatment strategies.

Paper 3:
Julie Wolter and Anthony DiLollo
Wichita State University

Constructing a Literate Identity: Ideas for Speech-Language Pathologists

Remediation efforts with older students and adults with language literacy deficits (LLD) may be influenced by factors such as decreased self-esteem and self-efficacy, hindering progress toward literacy goals. Utilization of constructivist counseling approaches, in addition to traditional literacy treatment methods, may help address feelings of anxiety, threat, and guilt that may be encountered as old constructs are challenged during the therapy process. In this session, constructivist and narrative models and approaches to therapy will be discussed as they relate to individuals with LLD and will be illustrated using a case study of a 22 year old female with LLD.

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Symposia 4   **Saturday 1:30-3:00, Rm.**
Greg Neimeyer , Jocelyn Saferstein, & Wade Arnold
The University of Florida
Personal Epistemology and Therapeutic Practice

This symposium explores the relationship between personal styles of knowing (rational, empirical, metaphorical) in a series of three presentations. The first presentation lays the theoretical groundwork for understanding relationship between epistemic style's and the therapeutic process. The second paper focuses on the role of epistemic style on the role of therapist's epistemic style in therapist's own therapeutic orientation. The third paper examines for the first time the relationship between epistemic style and scholarly productivity. Implications of this work for constructivism and personal construct psychology will be explored during the discussion period.

Paper One:
This paper provides an overview of the relationship between personal epistemologies and aspects of psychotherapy, highlighting the critical relationship between personal and professional domains. Available work

suggests that psychotherapy preferences, practices, and perceptions vary substantially as a result of varying epistemological positions. Professional therapists, student trainees, and prospective clients all express differential preferences that are linked to their personal convictions about how we construct, discover, or develop knowledge in our quest to understand the world in which we live. Constructivist epistemologies lend themselves towards preferences for more metaphorical, symbolic, and exploratory behaviors, in contrast to epistemologies marked by greater commitment to empirical or rational ways of knowing. These preferences are expressed in relation to preferred therapeutic orientations, therapeutic processes and procedures, and evaluations of different types of therapy. This introductory paper provides an overview of current work in the area and provides scaffolding for the papers that follow it. A central theme of this work is the relationship between personal and professional domains, concentrating on the distinctive influences that constructivist commitments work on critical features and facets of psychotherapy.

Paper Two:
The present study contributes to the preliminary understanding of the relationship between epistemic style (ways of knowing) and preferences for particular therapy orientations. This study additionally opens up a fruitful area of research to investigate the potential role that specific self-relevant issues play in matching a client's epistemic style with their preferences for therapy orientations. In addition, this study highlights the importance of future investigations looking at the generalizability of this research into real-life therapy contexts, and what role this matching actually plays in therapy outcomes.

As Beutler (1989) suggested, a meaningful match between client and treatment could lead to maximum proficiency in treatment interactions. Thus, the current study attempts to contribute to the investigation of client/counselor matching according to epistemic style matching with therapy orientation, with the potential of maximizing treatment proficiency.

Paper Three:
The present paper explores the relationship between epistemic style and research productivity. Epistemic style research has focused on therapist clinical orientation and client preferences for particular intervention strategies. Researcher productivity studies have focused primarily on two variables: research environment and personality traits. This study contributes to the literatures of both areas by extending epistemic style beyond therapy into the realm of research and by the inclusion of epistemic style as a person variable in the study of research productivity.

Kahn (2001) asserts that research interest is a predictor of scholarly activity. If graduate students with empiricist and metaphorist epistemologies are exposed to and allowed to pursue research projects using a variety of quantitative and qualitative methodologies depending on their epistemic predilection, the overall research productivity in the field of counseling psychology may increase in both quantity and quality. This study attempts to determine the role epistemic style plays in both the quality and quantity of research productivity

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Symposia 5   **Saturday 1:30-3:00, Rm.**
Chair: **Anthony DiLollo**
Wichita State University

Spreading the Word: New Approaches to Counseling in Communicative Disorders

The field of communicative disorders encompasses the disciplines of speech-language pathology and audiology and deals with the assessment and treatment of problems with speech, language, hearing, and, swallowing. Traditionally, treatment approaches in communicative disorders have followed the behavioral models of psychology from the 1960's and '70's. Recently, there has been an increase in the awareness that communicative problems affect the whole person within their specific social contexts, and often require a counseling component if long term outcomes are to be successful. Clinicians in this field have been reluctant to assume a "counselor" role, however, usually due to the lack of a coherent framework from which to operate. The papers in this symposium represent attempts by workers within the field of communicative disorders to introduce constructivist training to aid clinicians to develop a functional framework from which effective counseling might occur. In the first paper, authors outline ways for integrating principles of Personal Construct Theory into a counseling class for audiology students. Such an approach should be adaptable to other areas of communicative disorders. In the second paper, authors discuss the development of the *Reconstruction Workbook*; a resource that may be useful in helping clinicians implement constructivist-based counseling with clients experiencing a variety of communicative disorders. In the third paper, authors discuss the example of stuttering treatment in the United Kingdom, where constructivist approaches have been in use for the past 30 years. Discussion will focus on lessons that may be learned from such established constructivist approaches to treating communicative disorders with the goal of better describing and "marketing" such approaches to speech-language pathologists and audiologists in the United States.

Paper 1:
David J. Wark and Rebecca J. Kelly
University of Memphis

A Constructivist Approach to Counseling in Audiology:
A Pedagogical Shift

Traditionally, the field of audiology has employed a medical model of service delivery that has utilized an authoritarian approach when interacting with clients. Recently, there has been a shift to a rehabilitative model, requiring a greater emphasis on the development of counseling skills. A revision of current texts related to counseling in audiology suggested a limited, "survey" approach to teaching counseling that fails to provide students with a meaningful framework from which to approach client's emotional reactions to hearing impairment. This presentation will describe how coursework was modified to utilize concepts from Personal Construct Theory to provide an effective, meaningful framework for students through the application of constructivist principles to audiology.

Paper 2:
Anthony DiLollo
Wichita State University
Walter H. Manning
University of Memphis

The Reconstruction Workbook: Current Developments
and Future Directions

The "Reconstruction Workbook" was originally designed as a constructivist resource for clinicians working with people who stutter. It is a collection of activities designed to facilitate persons who stutter to consider alternative constructions of themselves and their problem. This session will discuss the development of the workbook and how it is currently being adapted for use in other areas of speech-language pathology and audiology. Further discussion could also focus on the potential for using the workbook in the treatment of other behavioral problems in fields outside of communicative disorders.

Paper 3:
Walter H. Manning and Laura Plexico
University of Memphis
Anthony DiLollo
Wichita State University

Constructing an Atlantic Crossing for Stuttering Treatment

Treatment for stuttering by speech pathologists in the United States has remained relatively "closed" to new approaches for the past three decades. Despite successful application of a constructivist approach to help people who stutter in the United Kingdom, this approach for facilitating change for this problem has not been implemented in the United States. We will briefly discuss possible reasons why the professional community of speech pathologists has not, to date, found constructivist theory appealing and how a constructivist approach to the problem of stuttering may be successfully described and marketed to professionals and students in the United States.

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PAPER PRESENTATIONS

Adrianne Altman and Kenneth W. Sewell   Thursday 4:30-5:15, Rm.
University of North Texas

College Students' Comparative Construal of Child, Spouse, and Elder Abuse

Although researchers have studied how professionals and laypersons understand sexually abused children, less is known about how other types of abusive situations are construed. College students' construals of child, spousal, and elder abuse was assessed by varying the respondent, victim, and perpetrator genders. Perceptions of abusiveness, seriousness, harm, and responsibility were examined, along with the extent to which participants identified with the victims/perpetrators. Participants viewed spousal abuse as less serious and harmful than other abuse types, especially when perpetrated against a male or by a female. Some blame was attributed to victims. Personal history of abuse was also related to how abusive

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Lisa Cosgrove   Sunday 10:30-11:15, Rm.
University of Massachusetts-Boston

Incorporating Social Constructionist Perspectives in Abnormal Psychology and Related Courses

Counseling programs have an ethical responsibility to teach students to think about the sociopolitical context in which behaviors become understood as symptoms of mental disorders. Elaborating on this idea, the author discusses why social constructionist and postmodern epistemologies encourage reflexivity and increases students' awareness of social justice issues. Specific ideas for classroom activities and assignments that enhance students' critical thinking skills and their engagement in the learning process are identified. In addition to abnormal psychology, these suggestions and activities are appropriate for use in courses such as introductory psychology, personality theory, ethics, and cross-cultural psychology.

Peter Cummins   Thursday 3:30-4:15, Rm.
Primary Care Trust
Dina Nash
Birmingham University

Anger Gender and Honorary Girlies

There is a paradox in the literature on anger work. This literature suggests that CBT groups for anger are effective. Anecdotally the story is quite the contrary… local secure units have abandoned anger groups as "they do not work". This is echoed in a recent paper by O'Loughlin et al who resorted to large scale psycho education. Previously Cummins (2003) described a PCP framework for understanding anger and described a group programme for working with angry people. Nash (2004) has now evaluated a 10 week programme using this framework. Using mainstream assessment tools (STAXI and CORE) she was able to demonstrate the efficacy of the group programme. So we could now demonstrate efficacy. But what was going on within the group to achieve such results? One of the strongest group themes was that of gender in an all male group except for one therapist. The more we have worked with angry clients the more we have wondered about the reality of gender neutrality. There is a small but consistent PCP literature which suggests that there are gender differences in construing. As far as we can tell there has been little if any acknowledgement of the possible implications of different gender construing for therapeutic interventions. If men and women construe differently what are the clinical implications of this? Howells and Day (2002) concur and highlight that "the issue of how anger management programs might need to be adapted to meet the possible different needs of women has been neglected". The paper then explores the gender issues within the group and puts them in the context of Ecker and Hulleys (1996) concepts of first and second order change.

Dorota Dobosz-Bourne   Saturday 10:30-11:15, Rm.
University of London

Reconstruing Resistance to Change: A Case of General Motors Europe

This paper addresses the notion of Resistance to Change from the PCP perspective illustrated by different reactions to the introduction of new concepts and working practices related to the notion of quality in two European General Motors plants in England and in Poland. According to the personal construct theory, the person resisting change does so only in the eyes of those expecting this change to happen. Hence, we should perceive this phenomenon as a

matter of choosing to not to change rather than that of resistance (Fransella, 1995). Coming from this perspective we will to consider what kind of status quo people were actually trying to maintain by choosing not to change in the above-mentioned General Motors plants.

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Nah-Ree Doh and Larry M. Leitner   **Saturday 3:30-4:15, Rm.**
Miami University of Ohio

Language, Acculturation, and Sociality Corollary

When people move to a foreign country, they experience a variety of difficulties. In the beginning of the transition from an old country to a new country, learning and mastering a new language is a major challenge and task. Each language carries different values and beliefs, because it developed in a culture. Language also influences people's interaction styles. Therefore, learning a new language means learning new ways of thinking and interacting.
In this paper, I will explore a role of language in acculturation in the framework of Kelly's sociality corollary as this corollary focuses on interaction. Further, I will discuss potential relationships between problems with language and mental health.

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Donald J. Domenici   **Sunday 11:30-12:15, Rm.**
Miami University

Perspective and Possibility: Exploring and Expanding Hermeneutic Constructivism

The philosophical traditions of hermeneutics and phenomenology have permeated personal construct theory and social constructionist literature for at least the past twenty years. More recently, Chiari and Nuzzo (1996; 2000) have proposed a hermeneutic constructivist approach to epistemology and psychotherapy that explicitly acknowledges its roots in these philosophical traditions. This paper reviews Chiari and Nuzzo's approach, examining how it relates to Kelly's personal construct theory. Drawing from recent hermeneutics and phenomenology literature, suggestions are made for broadening the scope of hermeneutic constructivism. Implications for epistemology, research and psychotherapy are discussed.

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Heather G. Hardison and Robert A. Neimeyer   **Thursday 11:30-12:15, Rm.**
University of Memphis

Numbers and Narratives: Quantitative and Qualitative Convergence across Constructivist Assessments

This study was the first to investigate the coherence of an individual's personal constructs across three constructivist assessments (repertory grid technique, laddering interviews and self-characterizations) for 40 participants who are diverse in age and gender. We evaluated their degree of convergence specifically in the areas of complexity and construct differentiation, self-esteem/adjustment, and thematic content of constructs across the three measures, which range from primarily quantitative to primarily qualitative in emphasis. We hypothesized higher quantitative and qualitative coherence among the three assessments for particular individuals and relatively little convergence between an individual and other participants in this study.

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Ted Hazelton   **Saturday 4:30-5:15, Rm.**
Visiting lecturer at Meharry Medical College

Constructs, Memes, and Culture as Interacting Factors

"Memes count as replications because they are information that is copied with variation and selection" is a definition baby Susan Black more in her book : The Meme Machine". (1999) She compares the genes in a cell with memess as analogies. Personal Construct by contrast is considered as creative rather than dependent on genetics and the DNA. This paper aims at suggesting that a comparison between the humanism approach for constructs, and social culture factors and memes could search alternative explorations toward discoveries by individuals and by group members.

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Olga Herrero and Luis Botella   **Friday 11:30-12:15, Rm.**
Ramon Llull University
Robert A. Neimeyer

The University of Memphis

Pragmatic and Rhetorical Devices Contributing to Change in Grieving Processes

In this work we were interested both in psychotherapy process research and in a phenomenological study of a particular case of psychotherapy with a grieving client.

The main results from two qualitative analysis indicate the way therapist and client negotiate the discursive contract in psychotherapy, the way the therapist facilitates her client's discourse and helps her being free from discourses that constrain her. We will show how the client's victim position in the first session changes during the therapy towards an active position of a survival that expresses her feelings and negotiates grief with other survivals from the same traumatic loss. Similarly, the client changes her position of being controlled by the effects of the traumatic event towards someone who understands and transforms it becoming able of closing this unfinished business.

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Robin A. Hill   **Saturday 11:30-12:15, Rm.**
Waikato Institute of Technology

Games People Play to Influence Others At Work: Analysis of a Collection of Short Stories

In order to identify tactics people in organizations use to overcome lack of "voice" ten short stories were collected that described "games" or "tricks" that had been used to influence others who would normally be resistant or immune to such influence. Independent coders analyzed the stories by: a hybrid self-characterization technique for *within story analysis*, a repertory test method for *between story analysis*, and a delphi-type method to reach agreement. The results provided insight into why personnel are able and unable to influence and motivate others and also suggest tactics personnel may use to overcome resistance and gain "voice."

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Jason M. Holland, Anna Laurie, and   **Friday 1:20-2:15, Rm.**
Robert A. Neimeyer
University of Memphis

African Americans Making Sense of Loss: Grief and Meaning Reconstruction as a Function of Ethnicity

This presentation explores African American grief, with particular emphasis on issues of identity change and meaning-making. Few empirical investigations have examined the African American experience of loss, so the present study is mostly exploratory in nature. However, past research and theory on bereavement and culture has highlighted several areas that will be examined in depth, specifically the role of identity change, relationship to the deceased, continuing bonds, and use of professional services and informal support. Quantitative and qualitative data were collected from 293 Caucasians and 186 African Americans, and significant differences were found across several domains.

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Marie Hoskins, J. Nichole Little, and   **Friday 10:30-11:15, Rm.**
Lindsay Mathieson
University of Victoria

Youth Culture and Identity: Insights into Diversity, Development, and Dialogue

Metaphors are meaning conduits that extend our level of understanding by comparing one thing to another. In our current research project, we view metaphors as powerful gateways for understanding how a person positions him or herself within a particular cultural discourse. In this presentation, we use a segment of youth culture as a bridge for understanding how girls negotiate their way through signs, symbols, and images in order to create meaning within complex and contradictory discourses. By using a constructivist/narrative analysis, we have been able to unravel some of the complex processes that girls engage in when faced with problematic scripts related to body image, sexuality, and relationships.

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Geoffrey Hutchinson and Kenneth W. Sewell   **Friday 3:30-4:15, Rm.**
University of North Texas

Maladaptive Construing and Obsessive-Compulsive Phenomena: A Semiidiographic Approach

Persons who experience anxiety not only experience anxious thoughts and feelings, but also overtly attempt to construe such "symptoms" in order to understand and anticipate their experiences. These metaconstructive processes were assessed in reference to specific obsessive thoughts in individuals with different anxiety symptoms. Two repertory grids (one for the self and one for "the average person") and three symptom measures were evaluated on 287 undergraduate students. Participants showed greater inter-element extremity and lower intensity on the self grids than on the average-other grids. Participants with OCD-like symptoms showed indications of attempting to constrict their construal of these symptoms.

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Teresa Johnson, Sharon Horne, Michael Briker   **Thursday 10:30-11:15, Rm.**
Shana Hamilton, Carrie Houts, Eric Manley,
Chad Mosher, Brandy Smith, and Wendy Wonch
The University of Memphis

Comparison of Female Same-Sex Relationships

Research on women's same-sex relationships is quite limited. Because these relationships are largely not recognized by society, women in relationships with women have little modeling in constructing a healthy same-sex relationship. In particular, women in their first same-sex relationship may not have secured a strong sense of their sexual identity and may not have disclosed their relationship to significant others. This study sought to explore the experience of women in first same-sex relationships (N = 115) in comparison to women with more experience with women's relationships on self-disclosure, level of outness, and perceptions about the relationship. Results will be shared, shedding light on the experiences of women entering these relationships for the first time.

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Jack S. Kahn   **Sunday 11:30-12:15, Rm.**
Curry College
Kathy Ferguson
Murray Research Center
Ash Turnbull
Skidmore College

Personal Constructs and Male Feminist Identities

In the last thirty years, there has been a growth in the academic inquiry to understand men in their experiences *as men*. Much of the literature is focused on the problems and difficulties associated with masculinity rather than work that illuminates men's pro-social behavior. The purpose of this project is to explore the self-identity of men that identify as feminists by utilizing the Role Construct Repertory Test of Personal Construct Psychology. Participants can expect to learn how men in this study construct feminism and how Personal Construct Psychology can be utilized to assist in representing unique human experiences.

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Jeffrey S. Lawley   **Sunday 11:30-12:15, Rm.**
University of Southern Mississippi

Use of Metaphor in Trauma Counseling for Diverse Clients

Metaphor in language and culture is a key factor in how we make meaning of different life events, including sexual violence. A survey of existing literature reveals that different cultures have views of sexual violence that can vary. Empirically supported therapies for Post-Traumatic Stress Disorder (PTSD) involve processing images that may be more difficult for diverse clients to discuss. The self-confrontation method can be easily integrated into existing empirically supported therapies for PTSD. Helping the client talk in her own language could help make therapy more successful and lower attrition.

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Valerie Loeffler and Larry M. Leitner   **Sunday 10:30-11:15, Rm.**
Miami University

When Clients Think They're Cured and Therapists Think They're Not: Construing Progress in Psychotherapy

Researchers routinely find that approximately 1/3 of former clients designated as "in further need of services" (by their therapists) say they ended therapy because they were, essentially, cured. Researchers typically make sense of this discrepancy in outcome evaluations by assuming that one party or the other (usually the therapist) was

mistaken about the true outcome of therapy. From a constructivist perspective, however, progress is construed, rather than observed. This presentation will describe interviews with former therapist-client dyads where each described his/her unique perspective on the client's presenting problem, progress, and the nature/purpose of psychotherapy itself. Results of qualitative analyses of these interviews supported a constructivist perspective. While neither therapists nor clients appeared to be mistaken about or unaware of "true" progress, they did have different ways of construing problems and changes.

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William J. Lyddon and Darlys J. Alford   **Sunday 10:30-11:15, Rm.**
The University of Southern Mississippi

Metaphorical Dialogue and Developmental Change in Psychotherapy

Defined broadly as a form of thought with its own epistemological functions, metaphor plays a central role in structuring human understanding across many domains of inquiry, from the philosophical and scientific to the more personal and psychological. While it is apparent that many and varied examples of the creative use of metaphor may be found within the domain of psychotherapy, what is not so clear are the particular ways in which metaphor may function to facilitate progressive developmental changes in clients. In this presentation, it will be suggested that metaphorical dialogue may play a significant role in facilitating at least five developmental change processes in psychotherapy. These five processes will be described and illustrated with case material.

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Brian J. Mistler   **Saturday 10:30-11:15, Rm.**
University of Florida

Multiculturalism and Universal Theory in Counseling and Conflict Resolution: A Generic-Pluralist Perspective

We discuss the possibility of generic theory and practice with special focus on epistemological and ontological questions. We consider the strengths, shortcomings, and implications of traditional universal (or "Western") approaches to counseling, and explore two graduated alternatives which view cultures as critically different, or radically unrelated. Drawing on these ideas, and building on a number of modern and postmodern thinkers in Psychology, Conflict Resolution, and Philosophy (most centrally George Kelly, William James, Ludwig Wittgenstein, and John Burton), we explore a forth paradigm rooted in the concept of "family-resemblance" and a pluralistic notion of truth.

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Greg Neimeyer, Jocelyn Saferstein, & Wade Arnold   **Friday 4:30-5:15, Rm.**
The University of Florida

Construct Elicitation Techniques: Identifying the Madness in our Method

The purpose of this study was to develop and test a new method of personal construct elicitation that preserves the advantages associated with the standard "difference" method and the "opposite" method, without incurring their documented disadvantages. Results of a mixed-sex sample of 84 participants supported the potential value of this new "contrast" method of elicitation. Overall, in comparison with the opposite method, the contrast method preserved the relatively high levels of differentiation associated with the traditional "difference" method of elicitation. Like the opposite method the contrast method yielded personal constructs that were more genuinely bipolar, but without incurring the greater negativity associated with the contrast poles of constructs elicited by way of the opposite method. The theoretical and operational implications of these findings are discussed within the context of the broader personal construct psychology literature that documents the substantial effects associated with even subtle modifications of repertory grid procedures.

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Mark Eliot Paris   **Thursday 4:30-5:15, Rm.**
University of Florida

White, Male, Middle-Class, Gay: Balancing the Center and the Margins

This paper reports results of a qualitative research study exploring how white, male, middle or upper-middle class gay men make sense of being simultaneously socially advantaged with respect to race, class, and gender, and socially disadvantaged with respect to sexual orientation. Data was based on in-depth interviews about respondents' own perceptions and experiences related to their sexual orientation, gender, race, and class. A discourse analysis revealed ways in which respondents attempted to hold in balance incompatibilities between

aspects of their personal identity that were experienced as congruent with a privileged cultural center and aspects that were experienced as potentially marginalizing.

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Lynn J. Piper and Kenneth W. Sewall   **Friday 4:30-5:15, Rm.**
University of North Texas

Police Officers: Construction of Self, Occupational Role, and Occupational Events

This study examined police officers' construal of self, occupational role, and their relation to perceived stress and posttraumatic stress symptoms. Self-report measures were completed by 101 police officers. Hypotheses predicted that perception of self and role would moderate the perception of stress and that the perception of the stress would mediate PTSD symptomology. Findings indicated that how police officers anticipate and understand various characteristics of their job role, their feelings of general role satisfaction, and maintaining low arousal are important in alleviating role-related stress and subsequent psychological sequela. Research, clinical, and police training implications are explored.

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Jonathan D. Raskin   **Thursday 11:30-12:15, Rm.**
State University of New York at New Paltz

Can Constructivists Be Conservative Republicans?

Many constructivists passionately lean to the political left. Occasionally, this passion appears to border on absolutism, as evidenced in statements implying that political conservatives are evil, stupid, or just plain wrong. In anticipating the year's impending presidential election, this presentation takes up a timely issue by examining the politics of constructivism. A simple, but provocative, question is explored: Can constructivists be conservative Republicans? The wisdom of espousing a "constructivist politics" is examined, and a distinction drawn between the expected form and content of such a politics. Ethical complexities tied to adopting absolutistic political stances, from left or right, are addressed.

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Jonathan D. Raskin   **Friday 10:30-11:15, Rm.**
State University of New York at New Paltz

Assimilative Integration in Constructivist Psychotherapy:
Examples from Clinical Practice

Assimilative integration is discussed in relationship to constructivist psychotherapy. Keeping in mind the assimilative integrationist view that it is important to provide a coherent justification when importing therapy techniques across theoretical orientations, the utilization of three techniques are discussed from a constructivist perspective—using relational countertransference, disputing irrational beliefs, and self-monitoring. The notion of meaning-based practice (MBP) is introduced as a unifying rationale for incorporating non-constructivist techniques into constructivist therapeutic practice. Examples from a therapy case in which using relational countertransference, disputing irrational beliefs, and self-monitoring were assimilated into a constructivist perspective are described and analyzed.

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N. Dewaine Rice, Katherine Kelly,   **Saturday 11:30-12:15, Rm.**
and Kathryn O'Neil
The University of Memphis

Personal Construct Hypnotherapy

This workshop will explore the interface of clinical hypnotherapy and personal construct theory. A brief overview of Ericksonian Hypnotherapy and Perceptual Hypnotherapy techniques will be provided with a discussion of their fit with personal construct theory. A more in-depth exploration of two techniques, change history and reframing, will be provided and discussed. These two techniques will be used as examples of pragmatic applications of hypnotherapy with personal construct theory. A live demonstration of one of these techniques to a specific problem will be provided with follow-up discussion of how personal construct theory was employed.

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Jennifer Rigsby, Stephanie Lewis Harter,   **Saturday 10:30-11:15, Rm.**
and Joy Humphreys

Texas Tech University

Writing about the Self, Mood, and Self-Evaluation

Writing about portions of the life narrative (trauma, best possible future self) has been related to improvements in health and psychological well-being. Theorists have hypothesized that forming a coherent account of events may account for these benefits. Kelly's self-characterization sketch also involves forming a self-relevant narrative and thus may have similar therapeutic benefits. This study examines the impact of writing self-characterization sketches from various standpoints (sympathetic friend, mother, enemy, first person) on measures of well-being and psychological symptoms. It also compares self characterization sketches from various standpoints for linguistic characteristics that have been related to therapeutic benefits of life narratives.

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Buddy Saunders and Rue Cromwell   **Friday 10:30-11:15, Rm.**
Unknown

Rep Grid and HICLAS Analyses of Individuals Diagnosed with Borderline Personality Disorder

A hierarchical classification analysis was performed on the Kelly rep grid data of 29 individuals diagnosed with Dissociative Identity Disorder. The results show a divergence as conceptual links ascend from the bottom class to a super-ordinate level. This divergence is in contrast to the convergence expected in normally functioning persons. The results are compared with hierarchies produced from a normative sample. Results are discussed in terms of implied traumatic experience affecting individual conceptual structure.

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Joern W. Scheer   **Thursday 10:30-11:15, Rm.**
University of Giessen
Julie M. Ellis
LaTrobe University

A Pragmatic Strategy for Integrating Nomothetic and Idiographic
Research Interests

When investigating "in what way members of one group are similar to one another and different from members of another group" (a classical nomothetic research question), using repertory grids elicited from individual group members (following an idiographic interest), researchers are often at loss because of the complexity of the information, and resort to the unsatisfying solution of using meagre "scores" or "variables" derived from grids. We advocate a pragmatic strategy that keeps the individuals "intact" as long as possible by performing data reduction on the individual level first and compare groups only in the final stage of the process.

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Mark W. Schlutsmeyer   **Friday 3:30-4:15, Rm.**
The Ohio State University

Is Perception Relevant for Personal Construct Psychology?

Basic perception has been identified as non-relevant to Personal Construct Psychology (Neimeyer, 1995; Warren, 1990). This paper argues that basic perception *is* relevant and identifies three central and implicit assumptions about perception that can be pulled from Kelly's (1955/1991) elaboration of PCP. The paper discusses the overlap between these assumptions and modern perceptual theories. Understanding this overlap is important because it demonstrates the profound foresight of Kelly's thinking and challenges misconceptions about PCP, such as the mistaken views that the theory is fundamentally antirealist (Held, 1995) and representationist (Mackay, 1995).

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Thomas J. Sherman and April Metzler   **Friday 11:30-12:15, Rm.**
Lehigh University

The Administration of Repertory Tests

Studies on the administration of repertory tests (reptest) have been numerous in number, covering everything from grid size, to scale size, to grid direction with few absolute answers. The current research examines three concepts in the administration of a reptest: the method of construct elicitation, the number of bent constructs evoked based on elicitation method, and the meaning ascribed to the midpoint. The results show that the use of the differential method of elicitation leads to a greater number of bent constructs, and the selection of the midpoint is more often neither as opposed to non-applicable. These results suggest that the differential method of elicitation extracts the

most Functionally Independent Constructs score (FIC).

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Phillip Sinaikin   **Thursday 10:30-11:15**

Coping with the Medical Model in Clinical Practice: How I Learned to Stop Worrying and Love DSM

The growing dominance of the DSM "medical model" of psychiatric diagnosis and treatment has had a profound impact on clinical care. The practicing mental health professional is forced to work within this simplistic "pseudo-scientific" perspective while alternatives such as humanism, existentialism, psychoanalysis and others are marginalized or excluded from theory and practice. In this paper I radically critique the rise and dominance of the DSM model from a social constructionist perspective. Through case histories and a deconstructive reading of a Time Magazine article on bipolar disorder in children I demonstrate the irrationality and destructive power of the hegemony of DSM. I then propose a liberating, postmodern foundation for clinical care grounded in the concepts of narrative therapy.

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Jo-Anne Stoltz   **Friday 11:30-12:15, Rm.**
University of Victoria

Spiral Dynamics as a Framework for Understanding Cultural Values and Adolescent Girls' Identities

Understanding the choices youth make in their lives requires an understanding of how they interact with the values embedded in various and contradictory cultural discourses. In our current research project, we examined the way girls[1] narratives revealed the value systems within which they live, move, and make choices. These value systems are linked to cultural practices through media, the consumer marketplace, power structures, and world views. Spiral dynamics theory (Beck & Cowan, 1996) uses value-memes as a framework for understanding the beliefs, organizing principles, and values embedded within cultural discourses. The presentation looks at how girls interact with such value systems in the process of creating identities and making choices.

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Richard E. Watts   **Friday 1:30-3:00, Rm.**
Baylor University

Working with Conservative Christian Clients: A Relational Constructive Perspective

According to Michael Mahoney (1995), issues of value--good-bad, right-wrong, and sacred-profane will become increasingly central in the future of psychotherapy, with the dimensions of religiosity and spirituality taking on new meanings in psychological assessment (p. 55). However, many clients who espouse traditional views of Christian spirituality are often hesitant or even afraid to see a "secular" counselor because of concern that their faith may be ignored, marginalized or even viewed as pathological. This presentation, based on a relational constructivist perspective, demonstrates that counselors and psychotherapists—regardless of their beliefs regarding spirituality—can successfully engage clients who espouse traditional Christian beliefs.

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Richard E. Watts   **Saturday 3:30-4:15, Rm.**
Baylor University

Basic Principles and Procedures in Play Therapy: A *Constructive* Perspective

Most children under age ten do not have the abstract reasoning and verbal abilities to clearly express their thoughts, feelings, reactions, and attitudes. However, children often are able to "tell their story" via toys and other play media. Play therapy helps young children communicate their experiences, reactions to experiences, desires and goals, and perceptions about themselves, others, and the world. This workshop demonstrates how the basic concepts and skills used in play therapy are theoretically and practically congruent useful for therapists working from a *constructive* theoretical framework.

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Kristian David Weihs   **Thursday 3:30-4:15, Rm.**
State University of New York at New Paltz
Katy Sampson
Duquesne University

A Tale of Two as Ifs: A Dialogue with Difference

There are several uses of *as if* in the English language, some constructivist and others less so. There is the skeptical "yeah-right" *as if*, which has its origins in the Socratic Method. There is also the possibility laden "Sure! Yeah! Maybe!" *as if* of Vahinger's philosophy. Using these two *as ifs* as a heuristic device, the epistemological and practical differences between rationalist and constructivist therapy approaches are explored. REBT and PCP are examined as exemplars of each approach. The utility of *as if* is examined for distinguishing differences between approaches, as well as for understanding practices and developments within them.

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Jeffrey W. White   **Saturday 4:30-5:15, Rm.**
Drexel University

Constructivist Couple Therapy: A Depth-Oriented Approach

This paper will provide an in-depth discussion of Ecker's Depth Oriented Brief Therapy (DOBT) which will include its constructivist foundations, it therapeutic goals, and its potential applications to couple therapy. This approach assumes therapy can reach deep and unconscious material, yet can also be brief. This paper seeks to demonstrate the potential applications whereby a constructivist approach to couple therapy can effectively guide a couple through the dual exploration of individual spousal meanings and dyadic shared meanings.

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Daniel C. Williams and Heidi M. Levitt   **Thursday 11:30-12:15, Rm.**
The University of Memphis

Therapists or Crypto-Missionaries: An Analysis of Psychotherapists' Management of Values

Despite ethical mandates against attempting to influence clients' values, extensive research indicates that clients' values do tend to change and become more like those of their therapists. However, little research exists on how therapists try to manage this process. A grounded theory qualitative analysis was conducted in which eminent therapists were interviewed and asked about their use of values within therapy. Results indicate that therapists typically attempted to adopt clients' values and work toward those ends unless those values conflicted strongly with their professional or personal values about mental health. Implications are discussed and future directions are suggested.

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Melissa H. Windham, Jeffrey S. Lawley, &   **Friday 2:15-3:00, Rm.**
William J. Lyddon

The Adolescent Consumer in a Media-Saturated World.

Young people in the postmodern world are inundated with diverse material from hundreds of different media outlets. Without opportunities for adequate critical appraisal of this information, one result may be the social construction of an empty self (Cushman, 1990) characterized by the internalized values and beliefs associated with the dominant American Òculture of affluenza.Ó High social desirability and preoccupied attachment may place children and adolescents at even greater risk for developing a sense of emptiness Ð emptiness that, for some, can only be fulfilled through the buying and consumption of material goods.

People often become so Òwell-adjustedÓ to their culture that they simply Òfit inÓ without being aware of the ways they have already literally become their culture. Young people are inundated with diverse material from hundreds of different media outlets that supply thousands of cues. These cues often become integrated into the self without thinking about, processing, or critiquing the information. This material supplied by the media begins to shape oneÕs behavior and interactions with the environment from an early age. As children develop a larger set of behaviors that are learned but not processed, the result may be a growing number of people who exhibit features of Cushman's (1990) empty self (ie., blurred boundaries on sociocultural and historical perspectives) by adolescence. One specific consequence of the social construction of the adolescent empty self is that they are more vulnerable to internalizing the values and beliefs of the dominant culture of affluenza (ie., the indulgence of materialism). They begin purchasing or integrating popular ideas due to the constant exposure to these media outlets. They then gain false hope in the results that environmental cues in the media seem to be promising them. Such promises are derived from the formulated ideas of makeover stories, reality shows and product promotion.

There are two specific, well-researched areas of study that lend themselves to more direct research on this topic. Social desirability may be related to a greater vulnerability to this Òcultural affluenza.Ó A high degree of social desirability may indicate a loss of the self in the effort to please others: this is one important factor in the

integration of outside material to the exclusion of the self. It is also likely that preoccupied attachment (Bartholomew and Horowitz, 1991) may also be related to a greater vulnerability to this as well.

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WORKSHOPS

Robert Adelman and Lenny Harner   **Saturday 3:30-5:15, Rm.**
Sundown Ranch (Adolescent Treatment Center)

Methods of Reconstruction with Adolescent Substance Abusers

A current limitation of Constructivist Psychology may be its relative lack of specificity for different clinical populations. This presentation will argue that Albert Ellis' Rational Emotive Behavior Therapy may be viewed as a specialized form of constructivism that is especially appropriate for intervention with substance abusing adolescents. A treatment approach was developed within a residential treatment center that applies Rational Emotive Behavior Therapy to the reconstruction of young lives given over to severe, chemical substance abuse.

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Jay S. Efran   **Thursday 3:30-5:15, Rm.**
Temple University

Breaking the Rules: Reexamining Therapy's Core Practices

Kelly considered therapy a work in progress. He argued that most potentially useful techniques hadn't yet been invented, and that it was far too early to settle on a single prescribed method or a set of hard and fast rules. He always approached therapy as an adventure—the continuous invention of ways to help clients test their life hypotheses. In the spirit of Kelly's caveat against hardening of the attitudes, this workshop will reexamine the field's core propositions and practices—the ones most therapists take for granted—in order to show that these standard conventions are probably unnecessary and potentially counterproductive.

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Donald K. Granvold   **Thursday 1:30-3:00, Rm.**
The University of Texas at Arlington

Therapeutic Challenge and Confrontation: Constructivist as Agent of Social Responsibility

Critics have charged constructivists with "anything goes" solipsism in our approach to psychotherapy. Although constructivists are philosophically committed to unique forms and expression of human functioning and personal development, we are charged to function as agents of social responsibility. I, along with many others, have found this to be a challenging role to fulfill given the "fuzzy" lines often surrounding morally or ethically questionable conduct. This workshop will provide participants with the opportunity to discuss in small groups clinical issues that suggest the constructive activation of the social responsibility voice.

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Lois Holzman   **Saturday 1o:30-12:15, Rm.**
East Side Institute for Short Term Psychotherapy
Cathy Rose Salit
Performance of a Lifetime

Performance in Everyday Life: Relating to the Social Ensemble

This workshop will introduce participants to a unique performance approach to fostering personal, social and organizational development in therapeutic, educational and workplace settings.
The language of the theatre does a better job than the language of psychology of capturing the fact that people are socially connected and always creating things together. For example, we envision life as a series of *stages* upon which *ensembles* (groups, teams) create the millions of *scenes* (scripted and improvised) of their lives. These scenes are created through performing, pretending, playing and improvising. Performing — being who we are and "other" than who we are — is vital to our emotional, social and intellectual lives.
Participants will get a taste of what it means to practice with a focus on the ensemble activity of creating the performance — breaking from concerns with what the performance is "about" and focusing instead on the fact that we can create new and varied performances — wherever we are.

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Larry M. Leitner and Jill C. Thomas   **Friday 3:30-5:15, Rm.**
Miami University
April J. Faidley
Flagstone Psychology

Reaching the Affect: Experiential Techniques in Constructivist Psychotherapy

Experiential constructivist therapy challenges therapists to utilize the client's communications as openings for deepening the relational contact with the client's lived experience. The client's communications, however, (like all communications) reveal a desire to connect more deeply as well as a desire to retreat from the terror of relating. The challenge, then, is to find the areas of greatest potential relational contact in a complex and confusing client presentation. In this paper, we will describe some ways we use the client's communications to engage the client's areas of greatest aliveness.

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Spencer McWilliams   **Saturday 1:30-3:00, Rm.**
California State University

Impermanence, Emptiness, and Dependent Origination: Buddhist Concepts and Constructivist Theory

Major theoretical concepts from Buddhism might interface with, inform, and contribute to constructivist theory. Three related Buddhist concepts: impermanence (all elements undergo change, growth, decay, etc.), dependent origination (events and things depend on conditions, causes, and human construing) and emptiness (phenomena have no fixed permanent essence or intrinsic nature), appear highly convivial with constructivist views on these issues. The presentation will explicate these concepts in terms of major Buddhist lineages and texts and articulate their potential relevance to themes in constructivist theory, particularly Kelly's Personal Construct Psychology and Glaserfeld's Radical Constructivism.

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Ronnie Priest and Nancy Nishimura   **Saturday 3:30-5:15, Rm.**
The University of Memphis

Counseling Multiracial Clients in Context: A Constructivist Approach

The racial development of multiracial persons is an individualistic endeavor, often to such an extent that members of the same family self-identify in ways dramatically different from each other. This poster session addresses the presenters' beliefs that clients are basically healthy and competent and therefore have the capacities to construct solutions that can enhance their lives. The greatest challenge to client well being, however, may be the clinician's preconceived notions regarding race and how he or she views multiracial clients. The presenters will identify emotional and psychological *"landmines"* that may negatively impact client wellness.

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Kathy Story and Patricia H. Murrell   **Thursday 3:30-4:15, Rm.**
The University of Memphis

Experiential Learning Model : Teaching around the Circle

This workshop introduces David Kolb's experiential learning model and its application to teaching in classroom settings, continuing professional education, and supervision. According to Kolb, learning requires both the prehension of information and meaning-making. Our preferences for prehending (through concrete or abstract modes) and transforming (through reflective or active modes), combine to form our learning style. Learning styles are important factor of student diversity in the classroom. Participants will evaluate their own learning style and its influence on their teaching, supervision, mentoring, and leadership. Participants also will design a class session or presentation that incorporates all four learning modalities by "teaching around the circle."

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Sandy Woolum   **Friday 3:30-5:15, Rm.**
University of Minnesota Duluth

Framing the Dialogue: The Theme Model Interprets the Conversation

This workshop will focus on discussing the dialogue. We will first create a dialogue by getting acquainted, telling stories, and revealing personal patterns. Then we will consider the dialogue from the perspective of the theme model. The theme model is a deliberately constructed reality based on a metaphor that conversations may range from "superficial to deep." To delineate this metaphor, the theme model explores ten worldviews inherent to the history of human thought. The model may be used for skill training, process research and theoretical integration. I will illustrate with examples from art, theater, letters, debates and famous clients.

POSTERS

Manola Alfredetti
Università degli Studi di Padova
Nicola Mazzoni
Università degli Studi di Firenze

PCP Theory in Economic Context

The aim of this paper is an attempt to outline a PCP perspective on economic psychology. Some specific topics are discussed and some arguments about how PCP could improve the explanation of economic meanings are provided. In fact some of the main economic concepts will be reconsidered in the light of George Kelly's theory to provide a new understanding and a deeper comprehension of some psychological significant aspects of this branch of study. A preliminary Repertory Grid data analysis will be also presented.

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Jenny Butler and Heidi Levitt
The University of Memphis

Religious Teachings on Negative Emotions and their Impact upon
Domestic Violence Victims

A telephone survey of 2500 women was conducted that examined their religious beliefs about feeling and expressing negative emotions and their experiences of domestic violence. The interviews asked women to guage their religious communities, acceptance of six negative emotions: anger, sadness, fear, self-pity, forgiveness, and longstanding worries. The responses were explored to determine the impact of these religious teachings on domestic violence victims, ability to seek support and to leave abusive relationships. Results are discussed in relation to the cultural construction of emotions as good or bad, and the influence of these constructions. We make suggestions on how congregations can best support victims' experiences of negative emotions, and demonstrate an acceptance of domestic violence victims' struggle to heal.

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Nallely Galvan, Peggy Maschino, and Edward A. Delgado-Romero
Indiana University

Racial and Ethnicity Characteristics of Research Participants in
Counseling Research: 1997 - 1999

This poster presents how race and ethnicity are reported in empirical counseling research. The poster will describe the findings of a three year review (1997 -1999) of two journals within the field of counseling psychology (Journal of Multicultural Counseling and Development and Hispanic Journal of Behavioral Sciences). This review focuses on the terminology used to describe the participants and whether or not information such as participants' acculturation and generation status was discussed. This review uses a constructivist/meaning making theoretical approach to discuss the implications and consequences of the current way in which race and ethnicity are reported.

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Maki Obana and Pamela A. Cogdal
The University of Memphis

College Students Body Art: Diversity in the Construal of Self-expression

Body Piercing and Tattooing continue to be popular choices for many. The reasons for obtaining body piercing and tattooing of college students from a large university in the mid-southern United States were examined. Findings indicated that students construct a strong sense of self-identity through their body piercing and tattooing, however their sense of self-identity and positive self-image is often compromised by the need to cover their body piercing and tattooing in professional settings. Additionally, the results seem to indicate that a better understanding of cultural perspectives for those who choose tattooing or body piercing is needed.

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