



Niagara Falls,
New York
July 22-24, 2010

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Conference Co-organizers:

Donald J. Domenici, University at Buffalo
Valerie A. Domenici, Private Practice, Buffalo, NY
Amberly R. Panepinto, University at Buffalo

General Conference Information

The Conference Center Niagara Falls (CCNF):

The conference will be held at the The Conference Center Niagara Falls, a state of the art facility within two blocks of the breathtaking beauty of Niagara Falls. The Conference Center is located across the street from the Seneca Niagara Casino, just a short walk from Niagara Falls State Park and the Canadian border. The conference center will be providing all breakfasts, lunches, and snack breaks during the main conference.

Parking:

Free curbside parking is available on most of the streets surrounding the conference center. Parking is also available at the Crowne Plaza Hotel across the street from the conference center (check with hotel for parking fees), as well as in the \$10 per day public lot on Third St. between Rainbow Blvd and Old Falls St.

Keynote Speaker:

Our keynote speaker, Dr. Miller Mair, has been a clinical psychologist with a special interest in psychotherapy for fifty years. He has been a long-time member of the constructivist psychology community, whose work has inspired many of us over the years. For more information about Dr. Mair, please refer to the autobiographical materials he has contributed to the conference website (<http://www.constructivistpsych.org/2010/mair.html>).

Roundtable Discussions:

Roundtable discussions will be offered throughout the conference. The purpose of these discussions is to facilitate dialogue between veteran members of CPN and new professionals and graduate students. If you are new to CPN, please consider attending some of these roundtable discussions to meet some of our long-time members and discuss important issues within constructivist psychology. See the conference schedule for information about times and facilitators.

PhiloCafe:

As in past constructivist psychology conferences, this year's conference will feature a PhiloCafe discussion related to constructivism (those in attendance will select the specific topic). Jon Raskin and Franz Epting will lead the PhiloCafe on Friday evening (July 23) from 7-9pm on the 5th floor landing of the Crowne Plaza Hotel.

Conference Banquet:

The conference banquet will be held from 6-11pm on Saturday, July 24 in the Cataract Room of the conference center. This year's banquet will feature a plated dinner, live music, and a magic show performed by the one and only Jay Efran. Please contact the conference organizers if you have any dietary restrictions, and we will arrange for an alternative meal to be provided for you.

Acknowledgments:

This year's conference organizers would like to acknowledge the following people for their help making this conference happen:

- Jonathan Raskin for his tireless work creating and updating the conference website.
- Jill Thomas and Tricia Baird for designing this year's conference logo.
- Sara Bridges and the CPN Steering Committee for assistance with conference planning.

Preconference Workshops

Imaginative Writing as Psychological Inquiry - Dr. Miller Mair

July 21, 2010 • 8:30AM-12:30PM • 5th floor landing, Crowne Plaza Hotel

If we are psychologists, counselors or psychotherapists, we live and work in conversation. This means we have to engage more fully with the ambiguities, surprises and riches of language. Writing as a significant mode of inquiry will be approached as a form of conversation. The workshop will explore some of the possibilities of imaginative, nonfictional writing in this context. We will attend to some of the psychological issues which arise in the course of trying to write and will engage in searching for understanding through this manner of conversation. Much of the time will be given to writing, playing with different ways of reaching beyond what we know we know. The idea of psychologists and counselors needing to be "poet" practitioners, if they are to become imaginative scientists and seekers for truth and understanding will inform our time together. Topics which may be addressed include: the personal and social blocks which limit imaginative writing, as well as ways of bypassing these blocks; writing as conversation; allowing other "voices;" attending to what is involved in "inquiry in conversation;" and writing as searching for personal meaning and understanding. The workshop aims to be enjoyable, informative, useful and encouraging.

An Introduction to Working with Narrative and Emotion Processes in Emotion-Focused Therapy (3 CE credits*) - Dr. Lynne Angus

July 21, 2010 • 2:00-5:00PM • Prospect Room, Crowne Plaza Hotel

This workshop will introduce participants to specific process markers and intervention strategies that are designed to enhance the integration of narrative and emotion processes for emotion regulation, working alliance and new meaning making in effective EFT psychotherapy. Using therapy examples drawn from the York I Depression Study, four narrative-emotion problem markers (same old story, empty story, unstoried emotion, and broken story) will be described and effective intervention strategies discussed. Additionally, the importance of facilitating the emergence of three narrative-emotion emergent meaning markers (unexpected outcome story, untold story, and healing story) for new identity construction and meaning-making in EFT will also be addressed.

*Division 32 (Society for Humanistic Psychology) is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 32 maintains responsibility for this program and its contents. This workshop is handicap accessible.

Conference Schedule

Thursday, July 22, 2010				
7:45-8:45am Registration/Check-in/Continental Breakfast (Learning Center Foyer)				
8:45-9:00am Welcome/Announcements (Porter/DeVeaux Room)				
9:00-10:15am Keynote Address by Dr. Miller Mair - Enchanting Psychology: The Poetry of Personal Inquiry (Porter/DeVeaux Room)				
10:15-10:45am Nutrition Break				
	Governor's Room	Red Jacket Room	Hennepin Room	Olmstead Room
Session # 1 10:45-11:30am	The Social Construction of Lost Love: Reconciling Cultural Myths with Personal Experiences Sarah L. Hastings & Tracy J. Cohn	Humanizing PTSD: An Experiential Constructivist Approach to Combat Related Trauma Anthony J. Pavlo, Kathryn A. Conaway, Julia R. Lonoff, Emily K. Reese, Jeffrey Schweitzer & Larry M. Leitner		An Extraordinary Life: The Construction of Parenthood and Fertility Among Voluntarily Childless Men and Women in Saskatchewan-A Critical Interpretivist Approach Elise J. Matthews & Michel Desjardins
Session #2 11:45am-12:30pm	Finding Gender in a Pill: Tranquilizers and Men in the "Age of Anxiety" David Herzberg	Experiential Personal Construct Psychology and Countertransference Brendon M. Smith	ROUNDTABLE DISCUSSION - Constructivism: Can I Make a Career Out of It? Jonathan D. Raskin	Language and Working with Families in Transition Bradley S. Craig & Donald K. Granvold
12:30-1:45pm Lunch Buffet (Cataract Room)				
Session #3 1:45-2:30pm	Exploring Trust for a Change David Savage	Exploring the Identities of Psychiatric Survivor-Therapists Alexandra L. Adame	ROUNDTABLE DISCUSSION - The Poetry of Personal Inquiry Miller Mair	
Session #4 2:45-3:30pm	Implementation of Operational Environmental Practices in the Ontario (Canada) Wine Industry: Perceptions, Constructs, Intent Carmen Dima	An Experiential Constructivist Exploration of Bulimia and Women's Relationships Julia R. Lonoff & Larry M. Leitner	The Intersection of Constructivist Therapy and Cognitive-Behavioral Therapy: A Conversation Donald K. Granvold	Art as Basic Science: A Personal Construct Perspective Stephanie Lewis Harter
3:30-4:00pm Nutrition Break				
Session #5 4:00-4:45pm	Experiencing Relationships in a Foreign Country: Challenges for Developing ROLE Relationships Nahree Doh	A Clinician's Journey toward Constructivism Kelly C. Richards & Amberly Panepinto	ROUNDTABLE DISCUSSION - Construction versus Cognition: Same? Different? Overlapping? Kenneth W. Sewell	The Education of Women in Today's Society: A Constructivist Pedagogy Perspective Leticia Hahn
4:45-6:00pm Wine & Cheese Reception (Learning Center Foyer)				

Conference Schedule

Friday, July 23, 2010				
7:45-8:45am Registration/Check-in/Continental Breakfast (Learning Center Foyer)				
8:45-9:00am Announcements (Porter/DeVeaux Room)				
9:00-10:15am Invited Address by Dr. Larry M. Leitner - Care, Humility, Guilt and Faith: Implications of Kelly's Philosophy of an Integral Universe (Porter/DeVeaux Room)				
10:15-10:45am Nutrition Break				
	Governor's Room	Red Jacket Room	Hennepin Room	Olmstead Room
Session # 1 10:45-11:30am	Personal Construct Theory and the Critique of Psychology: Situating George Kelly's Theory in History and Hermeneutics Kristian Weihs	Creative Explorations in Experiential Personal Construct Psychotherapy Kathryn A. Conaway & Larry M. Leitner		Co-Constructing A Strengths-Focused Relationship Jerald R. Forster & Kate Forster
Session #2 11:45am-12:30pm	Old Dogs New Tricks: It Is Possible Harun Simsek	Grey-rape, Rape-rape, Unwanted sex, Regretted sex, and "I-don't-remember-what-happened-last-night" sex: Labels and Discourses Lori E. Koelsch		<i>(Workshop Continued)</i>
12:30-1:45pm Lunch Buffet (Cataract Room) /CPN Business Lunch (Chairman's Room)				
Session #3 1:45-2:30pm	Fearing the Emotional Self Jacob Farnsworth and Kenneth W. Sewell	Dialogical Constructivism: A Relational-Existential Approach to Psychotherapy Alexandra L. Adame & Larry M. Leitner	The Bowtie Revisited: Clarifying Couple Interaction Donald K. Granvold	
Session #4 2:45-3:30pm	Deconstructing Bipolar Disorder: How the Current Societal Constructions Have Created Unworkable Myths Susan G. Goldberg	Is Postmodern Therapy a Joke? The Function of Incongruity-Resolution in the Therapeutic Moment Brent Dean Robbins	ROUNDTABLE DISCUSSION - Kelly's Philosophy of an Integral Universe Larry M. Leitner	Living With Death: The Need and Benefits of an Existential Group Therapy Program for Grieving Individuals Elizabeth Ward
3:30-4:00pm Nutrition Break				
Session #5 4:00-4:45pm	Mindfulness and Extending Constructivist Psychology Integration Spencer A. McWilliams	Why Higher is Not Always Better: Interpreting Alliance Research Through an Experiential Personal Construct Lens Jacob Goldsmith	Assimilation, Identity Deconstruction, and the Reconstructed Acculturated Self Jose I. Carbajal & Donald K. Granvold	
5:00-7:00pm Dinner on your own				
7:00-9:00pm Philocafé, Crowne Plaza Hotel, 5th Floor Landing				

Conference Schedule

Saturday, July 24, 2010				
8:15-9:15am				
<u>Registration/Check-in/Continental Breakfast (Learning Center Foyer)</u>				
9:15-9:30am				
Announcements (Porter/DeVeaux Room)				
9:30-10:15am				
Presidential Address by Dr. Sara Bridges (Porter/DeVeaux Room)				
10:15-10:45am				
Nutrition Break				
	Governor's Room	Red Jacket Room	Hennepin Room	Olmstead Room
Session # 1 10:45-11:30am	The Relationship Between Death Anxiety, Self-Esteem, and Chemical Dependency Gurpreet Paul & Amberly Panepinto	Making Meaning Outside of the System: Narrative Transformation in a Peer-Run Residential Program Rachel E. S. Goldsmith & Larry M. Leitner	Construing in Action: Experiencing Embodiment Sabrina Cipolletta	The Sociality of Trauma: Positive and Negative Social Interactions and Posttraumatic Symptoms Jacob Farnsworth and Kenneth W. Sewell
Session #2 11:45am-12:30pm	Meaning Reconstruction and Health Factors after Rape Ashwini Lal & Amberly Panepinto	Constructions of Causal Beliefs and Stigmatizing Attitudes Toward Mental Illness Emily Reese & Larry M. Leitner	<i>(Workshop Continued)</i>	
12:30-1:45pm				
Lunch Buffet (Cataract Room)				
1:45-3:30pm	Panel - Constructivist Perspectives on Social Justice (Chair: Jay S. Efran), Porter/DeVeaux Room Gazing at Objectification Theory through a Social Justice Lens Melanie S. Hill Constructivist Mentoring as Social Justice Sara K. Bridges Constructing and Deconstructing Social Justice Counseling Jonathan D. Raskin Discussant: Scott Johnson			
3:30-4:00pm				
Nutrition Break				
Session #3 4:00-4:45pm	Constructing Coping Responses in Journalism Marla Buchanan & Patrice A. Keats	Trust in the Therapeutic Relationship: What They Don't Teach You in Graduate School Jill C. Thomas		Positive Constructivist Psychology Jerald R. Forster
6:00-11:00pm				
Banquet (Cataract Room)				

Thursday Morning Sessions

THURS. 9:00-10:15AM (Porter/DeVeaux Room)

KEYNOTE ADDRESS: Enchanting Psychology: The Poetry of Personal Inquiry

Dr. Miller Mair

CONCURRENT SESSIONS:

THURS. 10:45-11:30AM (Governor's Room)

The Social Construction of Lost Love: Reconciling Cultural Myths with Personal Experiences

Sarah L. Hastings & Tracy J. Cohn

Aspiring to share love with another is a near universal experience. Contemporary western cultures abound with stories depicting romantic love as long-lasting. When love does not endure, however, there is pain. Expressions such as “we broke up” or “he broke my heart” capture the emotional injury people experience. How do individuals make sense of their stories when love does not last? How do they move forward pursuing new relationships in light of the fact that love has resulted in so much distress before? How do cultural myths about love help or hinder that process? Clients in psychotherapy often cite the loss of a relationship as the primary impetus for seeking assistance. For these individuals, making sense of a lost relationship is critical to regaining emotional well-being. Our presentation will explore how lost love is constructed in contemporary western cultures and how psychologists can assist their clients in overcoming pain to view loss and love in more adaptive ways. We will examine the role of cultural narratives in both heterosexual and same-sex love stories. Heterosexual love constructs do not always translate to sexual minorities or same-sex relationships. Likewise, stereotypes, such as the antiquated notion that gay men are bent on multiple sexual partners leaves little space for enduring love-narratives. We hope to engage our audience in a discussion of the role of cultural myths in defining love and explore avenues to help those dealing with lost love articulate stories which move them toward hope and healing.

THURS. 10:45-11:30AM (Red Jacket Room)

Humanizing PTSD: An Experiential Constructivist Approach to Combat Related Trauma

Anthony J. Pavlo, Kathryn A. Conaway, Julia R. Lonoff, Emily K. Reese, Jeffrey Schweitzer & Larry M. Leitner

This paper will focus on elaborating an Experiential Constructivist approach to what is currently referred to as combat-related PTSD. In light of the increasing rates of suicide and PTSD among soldiers, we feel “treatment” for soldiers suffering the wounds of combat should be humanized. We consider many of these approaches to be reductionistic and mechanistic, as they reduce a fully experiencing human to models of stress and pathology. Thus, we hope to create a sketch of the experience of war veterans that takes into account persons’ humanity by articulating an Experiential Constructivist approach to being with soldiers and veterans. To this end, we will first describe some of the mainstream approaches to PTSD and the problems we see in these approaches. Before discussing Experiential Constructivism, we will discuss constructivist and existential theories of

trauma. We believe these approaches to be a necessary aspect of describing combat related trauma and therapy, as the meanings of such wounds are often omitted from the dialogue on PTSD. We then will turn to an Experiential Constructivist illustration of combat related trauma and illustrate therapy for such experiences. By moving beyond a perspective based on adjustment and symptom reduction, we hope to provide an alternative that allows for persons to create meaning from seemingly horrific and traumatizing experiences.

THURS. 10:45-11:30AM (Olmstead Room)

An Extraordinary Life: The Construction of Parenthood and Fertility Among Voluntarily Childless Men and Women in Saskatchewan-A Critical Interpretivist Approach

Elise J. Matthews & Michel Desjardins

Voluntarily childless adults experience the shadowy side of the positive cultural discourse of pronatalism. Previous research has found that voluntarily childless individuals resist social stigma with psychological strategies of resistance. What remains mysterious is how voluntarily childless couples employ narrative to construct the meaning of self, partnership, gender, life-course, and reproductive decisions and what this reveals about dominant normalizing discourses. This study considered the narratives of voluntarily childless couples to understand and compare the meanings associated to these shared life experiences. The conceptual framework was informed by theories of moral experience, liminality, and narrative movement. Life history and semi-structured interviews were conducted with 6 women and men in 3 heterosexual couples in Saskatchewan, supplemented by contextual ethnographic field notes. Analysis attended to themes, plots, metaphors, and politics. A shared plot of extraordinary people and life experience in a world of ordinary parents emerged. Dramas of the body elucidated disparately gendered experiences wherein women negotiated social responses of family, colleagues, and health professionals through substitution of the ill body for the voluntarily childless body, and presented an alternative fertility. Both women and men in voluntarily childless couples demonstrated simultaneous narrative strategies of cultural realignment and transcendence. This interpretive approach resulted in novel findings, and these illustrations of the social suffering within voluntarily childless experiences open a series of questions for future research, and for psychologists about alternative conceptions of family, adult development, generativity, sexuality, and the position of voluntarily childless couples in the Canadian context.

THURS. 11:45AM-12:30PM (Governor's Room)

Finding Gender in a Pill: Tranquilizers & Men in the "Age of Anxiety"

David J. Herzberg

The commercialization of American medicine after World War II produced "blockbuster" psychotropes like Miltown and Valium. Drug advertisers were central figures in this system, educating both physicians and the public about the celebrity medicines. Although Valium and other "women's drugs" supposedly "pushed" through this commercial system would later gain notoriety as the targets of feminist criticism, in the 1950s popular discourse centered on men: gender traditionalists denounced Miltown as a threat to white-collar masculinity. Advertisers responded with new campaigns promising that their drugs would restore, not undermine, manly character. Their efforts helped stamp the emerging discourse of biological psychiatry with gender stereotypes of the 1950s. Ultimately, the "truths" that drugs like Valium and Prozac have supposedly revealed

about identity were constructed by the people who packaged them—including drug advertisers and middle-class cultural critics.

THURS. 11:45AM-12:30PM (Red Jacket Room)

Experiential Personal Construct Psychology and Countertransference

Brendon M. Smith

The phenomenon of countertransference has a long and important history in the field of psychotherapy. While the major conceptualizations of countertransference have been psychoanalytic in nature, there have been a few attempts to elaborate constructivist understandings of countertransference. However, constructivist researchers have not systematically explored and tested these understandings. In this study, I present and test the usefulness of an Experiential Personal Construct Psychology (EPCP) conceptualization of countertransference. In this presentation, I briefly review some psychoanalytic and constructivist conceptualizations of countertransference. I then delineate the theoretical principles of experiential personal construct psychology and psychotherapy. Next, I present the EPCP conceptualization of countertransference. Finally, I describe the qualitative research project with which I have begun to empirically explore the usefulness of this relatively unelaborated, and untested, aspect of EPCP with graduate student therapist participants.

THURS. 11:45AM-12:30PM (Hennepin Room)

ROUNDTABLE DISCUSSION - Constructivism: Can I Make a Career Out of It?

Jonathan D. Raskin

THURS. 11:45AM-12:30PM (Olmstead Room)

Language and Working with Families in Transition

Bradley S. Craig & Donald K. Granvold

Many factors contribute to meaning making. Arguably the most influential is language. The words used in various psychotherapeutic endeavors continue to be scrutinized by constructivists in our quest to seek the most validating, inclusive (non-reductionistic), non-prejudicial, strengths based, non-pejorative, empowering conceptualizations of human functioning. Language is the focus of this workshop. Specifically, we seek to engage participants in an exploration of terminology historically used by mental health professionals in working with families in transition. It is our contention that language used in working with clients going through separation and intimate relationship dissolution may promote divisive, litigious, and authoritarian perspectives, and conceptualizations of the reconstituted “family” as dysfunctional, damaged, and “broken.” For children under the most ideal of circumstances the reconstituted family means active living in two households and being parented by parents who may reflect more disparate values, parenting philosophies, and rituals than when they were living together. For parents, access to children is compromised to a degree, parental influence is diluted, consistency is more greatly challenged, and single parenting or step-parenting dynamics become activated. As a means of mitigating some of the challenges specified above, variable conceptualizations of dissolution and the reconstitution of the family will be considered along with modifications in language to promote reduction in

adversarial perspectives, more effective collaboration between ex-mates, more parental collaboration with children, more responsible parenting, and enhanced emotional and psychosocial well-being among all reconstituted family members. Specific interactions between ex-mates and parental interactions with children will be presented to explicate desired modifications in both language use and conceptualizations.

Thursday Afternoon Sessions

THURS. 1:45-2:30PM (Governor's Room)

Exploring Trust for a Change

David Savage

‘What does trust mean to you?’ ‘What does it mean to me?’ To ask such questions is to start the process of change. To answer them is to continue with it. This paper will show how such questions can be effectively addressed using processes consistent with or derived from Personal Construct Theory. The aim is to show how the meaning of trust can be systematically explored in a way that will enable areas of retention and potential change to be identified. The goal is to identify specific processes for establishing the value of trust, the behaviours that can deliver trust and the principles that lead to their adoption. All processes will be illustrated through case study findings. The potential for adoption of the processes for reflexive application of PCT will be highlighted.

THURS. 1:45-2:30PM (Red Jacket Room)

Exploring the Identities of Psychiatric Survivor-Therapists

Alexandra L. Adame

The psychiatric survivor movement is an international political movement dedicated to fighting for human rights in the mental health system. People who identify as psychiatric survivors have experienced human rights abuses and oppression within the mental health system. In grassroots advocacy and peer-support groups, psychiatric survivors support one another as they heal from iatrogenic trauma, and also engage in activism efforts, creating and operating alternatives to traditional mental health services. A small number of psychiatric survivors have chosen to re-enter the system as mental health professionals, and the current project focuses on the experiences of people with this dual-identity. The primary goal for the project is that it helps to facilitate further dialogues between psychologists and the psychiatric survivor movement by exploring the implications of identifying with both discourses. To accomplish this goal I interviewed five survivor-therapists, asking how their identities as psychiatric survivors influence their approaches to therapy, as well as the nature of the relationship between these two identities.

THURS. 1:45-2:30PM (Hennepin Room)

ROUNDTABLE DISCUSSION - The Poetry of Personal Inquiry

Miller Mair

THURS. 2:45-3:30PM (Governor's Room)

Implementation of Operational Environmental Practices in the Ontario (Canada) Wine Industry: Perceptions, Constructs, Intent

Carmen Dima

Environmental sustainability is a topic of great interest in Ontario (Canada) wine industry. Following the lead of several wine industries around the world, Wine Council of Ontario launched a proactive plan for environmental sustainability that culminated with the release of the Environmental Charter for Winemaking Industry in 2007. The Charter outlines environmental best practices and establishes benchmarks for the grape and wine producers in Ontario. With some wineries pioneering the implementation of the recommended environmental practices and others taking a backseat and delaying it, this study's purpose is to understand the intent to implement environmental practices as part of operational processes within the Ontario (Canada) wine industry by using the Theory of Planned Behaviour as the framework of analysis. A constructivist approach using multiple case study design is used to explore the determinants of intention. Twenty wineries are interviewed and repertory grid employed as the chosen technique of data collection. Cluster, content and principal component analysis are conducted and the results indicate that TPB is an appropriate frame of analysis for implementation intent. Using a multidisciplinary approach (Shapero-Krueger and Strategic Issue Diagnosis model), this study proposes an updated model for intention applicable to environmental practices. As a practical contribution, a list of motivators of implementation intent is developed. Case studies in a particular context are generating results that might not be generalizable to a larger population. Further suggested research and proposed model testing would alleviate this limitation.

THURS. 2:45-3:30PM (Red Jacket Room)

An Experiential Constructivist Exploration of Bulimia and Women's Relationships

Julia R. Lonoff & Larry M. Leitner

Research suggests that women with bulimia struggle interpersonally and have poor relationships. However, the nature of the connection between relationships and bulimia has not been investigated in depth. This study provides a rich, phenomenological account of how women with bulimia experience their relationships. Employing qualitative methods, we interviewed three women with bulimia and constructed performance texts to re-present their narratives. The narratives were analyzed for the ways that within Western culture relationships influence the development of bulimic symptoms and bulimic symptoms affect relationships. An Experiential Personal Construct Psychotherapy (EPCP) conceptualization of bulimia, where symptoms are understood as ways of distancing oneself in order to protect oneself from relational injuries, is elaborated and illustrated using participants' experiences. We discuss implications for recovery, therapy, and parenting. Suggestions for future research on the relationships of women with bulimia are offered.

THURS. 2:45-3:30PM (Hennepin Room)

The Intersection of Constructivist Therapy and Cognitive-Behavioral Therapy: A Conversation

Donald K. Granvold

Are Constructivist Therapy (CT) and Cognitive-Behavioral Therapy (CBT) incompatible? Are there points of convergence that legitimize a blend of these methodologies? Do “essential tensions” exist between CT and CBT as R. Neimeyer once stated? What are the essential tensions that exist for the constructive therapist when it comes to incorporating CBT into clinical practice? What differences exist in “problem” definition, treatment goals, the role of the therapist, and outcome evaluation? Are there clients with whom more traditional CBT methods may be preferable? The proposed session invites participants to join in a conversation in which these questions and more are deliberated, debated, and clarified. While I have views on these issues and plan to make contributions to the discussion, my intention is to function primarily as a moderator as participants share their perspectives.

THURS. 2:45-3:30PM (Olmstead Room)

Art as Basic Science: A Personal Construct Perspective

Stephanie Lewis Harter

Consideration of artistic activities offers the potential to deepen our understanding of human meaning making as an active, creative, personal and relational process. This paper will draw on Kelly’s (1955) descriptions of science, particularly psychology as a science of possibility, to frame a description of artistic processes as basic science, analogous to Kelly’s descriptions of psychotherapy as basic science. Both making and viewing of art can be described as a process of discovery, of drawing forth tacit possibilities into a more explicit form that can be shared and tested, confirmed or disconfirmed, and revised. Focusing on visual art, the paper will elaborate the role of nonverbal or meta-verbal construing in the creation and communication of meaning, drawing on personal construct psychology of art as well as other constructivist psychologies of art (Arheim, 1992; Harter, 2007; Mair, 1988, 1989; Moon, 1994; Scheer & Sewell, 2006; Weismann, 1970).

THURS. 4:00-4:45PM (Governor’s Room)

Experiencing Relationships in a Foreign Country: Challenges for Developing ROLE Relationships

Nahree Doh

When people move to a foreign country, they encounter many tasks and challenges. Developing relationships with people in the new country is one of the important tasks that immigrants encounter because they leave their social network in their country. While the lack of social support for immigrants is associated with social isolation and psychological problems such as depression and anxiety, the existence of social supports help immigrants cope with adjustment problems (Constantine, Kindaichi, Okazaki, Gainor, & Baden, 2005; Hong, & Ham, 2001). The Sociality corollary in Kelly’s Personal Construct Psychology (PCP) theory offers understanding about interpersonal relationships. It emphasizes the importance of establishing a ROLE relationship,

which involves understanding of the other person's construing process. The ROLE relationship is a reciprocal relationship where both people invest in their relationships for a prolonged period of time (Leitner, 1985). The concept of ROLE relationships in Kelly's sociality corollary provides a framework for understanding immigrants' experiences of establishing meaningful relationships in the new country. This study uses a phenomenological approach to explore five Koreans' experiences of relationships with people who they met in America. Participants shared their experiences of socializing with Koreans and non-Koreans in America. The purpose of the study is to understand factors that facilitate and constrain the development of relationships in a foreign country. I will use Personal Construct Psychology to conceptualize participants' experiences with interpersonal relationships in America. I will present portions of participants' relationship stories in relation to factors facilitating and constraining participants' relationships in America, and discuss implications of using PCP theory to understand Korean immigrants' experiences of developing relationships in America.

THURS. 4:00-4:45PM (Red Jacket Room)

A Clinician's Journey toward Constructivism

Kelly C. Richards & Amberly Panepinto

During this case presentation, a clinician's journey of exploring and understanding experiential personal construct psychology will be discussed. Working as an integrationist, borrowing primarily from interpersonal and humanistic theories, I became increasingly interested and curious about constructivist theory and how it complemented the clinical work in which I was engaged. While working under the supervision of a constructivist and existential psychologist, I was able to begin my journey of learning. The case presented demonstrates the changes in thought, conceptualization, and approaches through which I transitioned during my exploration of experiential personal construct psychology.

THURS. 4:00-4:45PM (Hennepin Room)

ROUNDTABLE DISCUSSION - Construction versus Cognition: Same? Different? Overlapping?

Kenneth W. Sewell

THURS. 4:00-4:45PM (Olmstead Room)

The Education of Women in Today's Society: A Constructivist Pedagogy Perspective

Leticia Hahn

Education, as an empowering force, enables women to participate in business, politics, and cultural life. However, women in many cultures across the globe are denied this primordial right. The limited access to education that women experience in various parts of the world will be examined from the perspectives of constructivist pedagogy and social constructionism. We will explore how social issues and human conditions in various societies have led to the development of social constructs that silence women's voices throughout many generations. The narratives of women who have experienced these barriers in a diversity of cultures will be shared with the audience, and the way in which they have liberated themselves from oppressive structures within society will be analyzed.

Friday Morning Sessions

FRI. 9:00-10:15AM (Porter/DeVeaux Room)

INVITED ADDRESS: Care, Humility, Guilt and Faith: Implications of Kelly's Philosophy of an Integral Universe

Dr. Larry Leitner

CONCURRENT SESSIONS:

FRI. 10:45-11:30AM (Governor's Room)

Personal Construct Theory and the Critique of Psychology: Situating George Kelly's Theory in History and Hermeneutics

Kristian Weihs

Historical and continuing issues related to taxonomic confusion in interpretations of George Kelly's Personal construct theory (PCT) are examined and ultimately reconceptualized from a critical metatheoretical perspective. After briefly presenting an overview of various attempts to understand and classify PCT, three main categories-of-use in accounts of Kelly's psychological theorizing are outlined: Constructions of PCT as an early forerunner of the so-called cognitive revolution are referred to as 'the predecessor approach'; the 'contemporaneous approach' is reserved for attempts to identify PCT primarily in relation to Humanistic psychology; and accounts locating Kelly's work in relation to either Postmodernism or Critical psychology are deemed the 'before-its-time approach'. It is argued that despite their seeming pragmatic usefulness, approaches falling within these proposed categories are ultimately problematic. From a historically sensitized and informed perspective they are redolent of presentism. By way of remedy, this paper reframes and resituates considerations of PCT and its genealogy within Teo's (2005) metatheoretical taxonomy of *The Critique of Psychology*. This metatheoretical positioning is proposed for its functional utility in that it allows for a more expansive, nuanced, and sophisticated understanding of PCT both in terms of embeddedness in historical processes and theoretically in relation to disciplinary processes—hermeneutics and systems theory in particular. In conclusion, the critical hermeneutic metatheoretical perspective proposed herein is reviewed with an emphasis on both its range of convenience and potential generativity.

FRI. 10:45-11:30AM (Red Jacket Room)

Creative Explorations in Experiential Personal Construct Psychotherapy

Kathryn A. Conaway & Larry M. Leitner

Kelly considered meaning-making to occur on a continuum of awareness—with experiences that we can clearly feel and articulate at one end and those that we can only barely grasp with our felt sense that have no word labels at the other end. In general, the more traumatic and threatening the issue, the more beneficial it is to help the client articulate the experience. Verbal exploration may facilitate greater understanding of the horrors underlying experiences. In addition, words may help the client gain a sense that traumatic and overwhelming experiences can be viewed in

transformative ways. However, there are challenges in helping a client to verbalize some nonverbal constructs. Utilizing expressive methods can facilitate access to the wisdom of the body and encourage an exploration that can lead to articulation. This presentation will consider a variety of ways to incorporate expressive methods into Experiential Personal Construct Psychotherapy.

FRI. 10:45PM-12:30PM (Olmstead Room)

WORKSHOP: Co-Constructing A Strengths-Focused Relationship

Jerald R. Forster & Kate Forster

The first purpose of this workshop is to provide a description of and a rationale for a strengths-focused relationship. The second purpose is to demonstrate methods for co-constructing such a relationship. A strengths-focused relationship is one where both parties of the relationship are aware of each other's self-articulated strengths and typically demonstrate this awareness when relating with the other. The rationale for having a strengths-focused relationship is grounded on research showing that relationships with a ratio of approximately three positive interactions to each negative interaction have a significantly higher rate of surviving and thriving. Methods of co-constructing a strengths-focused relationship will be described and then practiced during this workshop. Workshop participants will be asked to sample two exercises that represent more elaborate co-construction processes. During the first exercise, participants will meet in pairs, wherein each describes a past memory of a positive and meaningful experience. After sharing these experiences and suggesting to each other possible strengths demonstrated during the experiences, each participant will articulate at least one strength that she or he owns and values. This strength will be an example of a self-articulated strength. In the second exercise, each member of the pair will suggest a possible activity that the two could share, wherein each would have an opportunity to use his or her self-articulated strengths. When co-constructing these possible activities, the focus would be on the ability of each to devise a shared activity wherein the other person's strengths would be recognized and elaborated. Time limits will prevent the completion of this latter exercise during the workshop.

FRI. 11:45AM-12:30PM (Governor's Room)

Old Dogs New Tricks: It Is Possible

Harun Simsek

The present case study focuses on the changes in the constructs and elements of an English teacher with 25 years of teaching experience as a result of his participation in a teacher development (TD) course. He had to teach Young Learners after teaching English for 21 years at various levels. The constructs and elements were elicited before and after his participation in a 14 week TD program on teaching young learners. Hereby, the focus point was on teaching a foreign language effectively and on his constructions of effective, typical and ineffective teachers besides his personal constructions of his current self and ideal self. The ideal self represented the teacher that he wanted to become in future. Construct and element elicitation were conducted using triadic elicitation technique. The data obtained were subjected to FOCUS and EXCHANGE analysis. The EXCHANGE analysis revealed both changes in the constructs and elements of this participant.

FRI. 11:45AM-12:30PM (Red Jacket Room)

Grey-rape, Rape-rape, Unwanted sex, Regretted sex, and “I-don’t-remember-what-happened-last-night” sex: Labels and Discourses

Lori E. Koelsch

This paper will summarize the literature regarding the language used to define and describe sexual assault and rape. In particular, I will focus on unlabeled sexual experiences – those that are defined by participants as neither sexual assault nor consensual/wanted. The discourses available to young women obscure meaning making, and make it problematic for both men and women to engage in healthy sexual relationships while in the college environment. I further argue that one reason why it is difficult to define sexual assault and rape is that negative sexual outcomes are consistent with normal heterosexual sexual scripts. In particular, the lack of (or overemphasis on) female agency in sexual scripts alienates women from utilizing feminist discourses for personal or political understanding. I further provide suggestions for ways to talk about these experiences with clients, students, and others.

Friday Afternoon Sessions

FRI. 1:45-2:30PM (Governor’s Room)

Fearing the Emotional Self

Jacob Farnsworth and Kenneth W. Sewell

Ever since George Kelly disavowed the cognition/emotion dichotomy, Personal Construct Psychology has grappled with various interpretations of emotion and its place within the construct systems of individuals. Although conceptualizations of human emotions have differed, most have agreed that emotion is a fundamental part of human experience. Furthermore, personal attitudes and beliefs about emotion take form against the larger background of the culture and its associated values, stereotypes and ideals. Accordingly in Western culture, individual constructions of emotion are likely to be housed in frameworks that resemble the structure of Western beliefs and attitudes. This paper seeks to examine the relations between Western constructions of identity and the core processes of emotion—particularly how these can be in conflict. To this end, the concept of “fear of emotion” (Chambless, Williams and Ahrens, 1997) will be conceptualized using principles from personal construct psychology and its implications discussed. Finally, the empirical evidence associating psychological health with emotional expression, emotional avoidance and a general fear of emotion will be considered.

FRI. 1:45-2:30PM (Red Jacket Room)

Dialogical Constructivism: A Relational-Existential Approach to Psychotherapy

Alexandra L. Adame & Larry M. Leitner

In this paper we will explore the connections between a relational-existential approach to psychotherapy called experiential constructivism (Leitner, 1985) and the work of Martin Buber. We begin by describing the basic principles and philosophical underpinnings of experiential

constructivism and the writings of Martin Buber, specifically his writings on the I-Thou relationship. Next, we describe the process of psychotherapy in accord with these principles as well as our thoughts about the overall goals of therapy from a relational-existential perspective. Finally, we discuss the notion of transpersonal reverence and introduce the concept of transpersonal responsibility as we describe the healing process that continues outside of the confines of the therapy relationship.

FRI. 1:45-2:30PM (Hennepin Room)

The Bowtie Revisited: Clarifying Couple Interaction

Donald K. Granvold

The constructivist approach to change involves consideration of both meanings and behavior. When working with couples, attention should be given to meaning making on many levels: immediate and historical, explicit and tacit, tightly defined and vague, and malleable and inflexible. Intervening with couples involves clarification of meanings (e.g., ideas, beliefs, expectations, values, attitudes), and focus on behaviors including emotions (expressed and unexpressed). Making sense of complex reciprocal interactions between intimate partners is a challenge even for the skilled couple therapist. The therapeutic bow tie has been used in conceptualizing couples' interaction patterns and to assist client couples in better understanding their interactions (Feixas, 1995). Each partner's constructs involve his/her constructs of self, construction of the partner's thinking, and perspectives on historic interaction patterns. Actions of each partner derive from these constructions. Each partner's actions provide the mate an opportunity to test out (validate or invalidate) hypotheses regarding the mate (eg., s/he doesn't love me). In this fashion, interpersonal meanings become sustained and possibly strengthened or modified. Furthermore, evaluative conclusions reached from a given interaction serve as the basis for future cycles of construing. In the current application of the therapeutic bow tie, contemporary interactions will be used to demonstrate the reciprocal interactions at three levels: meanings (cognition), emotions, and behavior. The isolation of emotional responses represents an expansion of the approach. Following an explanation and demonstration of the model, participants will have an opportunity to rehearse the application of the therapeutic bow tie in small groups.

FRI. 2:45-3:30PM (Governor's Room)

Deconstructing Bipolar Disorder: How the Current Societal Constructions Have Created Unworkable Myths

Susan G. Goldberg (Video Presentation facilitated by Lori E. Koelsch)

The current construction of bipolar disorder in American society assumes that there are clear demarcations between "normal" exuberance, energetic hypomania, and out-of-control mania. It assumes that we can all recognize – or at least all psychiatrists will agree on – what these lines are and when someone has crossed into mania, thereby entering the realm of disorder, pathology, and "madness." However, that belief system fails to capture the complexities of lived experience of people diagnosed with the label of bipolar disorder. It also fails to recognize our society's confusion, ambivalence, and primitive feelings towards exuberance, with the creativity it spawns, and mania, which terrifies us. I will discuss the current conceptualizations of bipolar disorder and then argue for their deconstruction. Society apparently needs this particular label in order to

identify clearly those people who have crossed the “normalcy” threshold. Societal associations to bipolar disorder, both romantic (e.g., the creative, mad poet) and dark (e.g., the maniacal murderer) illustrate these societal ambivalences. The boundaries are difficult to construct and the line of demarcation is created as much for us as for them (the people whom we place on the other side of that line). I argue that people receiving this label are “loaded up” with these conflicting societal constructions. Based on a study of people who received the label of bipolar disorder in adulthood, I will show that our society’s confusion and ambivalence make it difficult for people receiving this label to develop identities separate from the label and its societal associations.

FRI. 2:45-3:30PM (Red Jacket Room)

Is Postmodern Therapy a Joke? The Function of Incongruity-Resolution in the Therapeutic Moment

Brent Dean Robbins

Lois Shawver (1998) has articulated a way of thinking about postmodern therapy that is influenced by Lyotard’s concepts of “the differend” and “paralogy.” In the context of therapy, a differend occurs when a word or phrase is used in conversation but has different meanings for the interlocutors. Paralogy is a playful conversational style which, again in the context of therapy, allows the therapist and client to better identify potential differends and to come to an understanding that dialectically transcends their differing language games. By appeal to the incongruity-resolution theory of humor, I will argue that Shawver’s approach to therapy is implicitly using humor as a means to resolve problems of meaning in therapy, and through this use of humor, the mutual discovery of the “joke” affords better empathic resonance and, by implication, strengthens the therapeutic alliance. Finally, I will demonstrate how this approach to therapy parallels Plato’s understanding of humor as a vehicle for the advancement of philosophical investigation.

FRI. 2:45-3:30PM (Hennepin Room)

ROUNDTABLE DISCUSSION - Kelly's Philosophy of an Integral Universe

Larry M. Leitner

FRI. 2:45-3:30PM (Olmstead Room)

Living With Death: The Need and Benefits of an Existential Group Therapy Program for Grieving Individuals

Elizabeth Ward

Loss and grief are inevitable experiences of existence. One of the most universal losses all humans will confront is the death of a loved one. Despite the universality of this event and the inevitable grief experience to follow, the topics are often considered taboo within Western society, leaving grieving individuals with few outlets to discuss their experience. Grief is an experience of complex emotions and presents the potential to disturb an individual’s denial of death resulting in an existential crisis. Such a crisis may stir intense negative emotion; while at the same time facilitates the opportunity for individuals to develop a new sense of meaning and self-identity. Though treatment programs exist to explore the grief process, few focus upon the existential nature of the

experience. This presentation will outline the importance and benefits of developing an existential group treatment model to facilitate the exploration of both the struggles and strength that accompany the process.

FRI. 4:00-4:45PM (Governor’s Room)

Mindfulness and Extending Constructivist Psychology Integration

Spencer A. McWilliams

Constructivist perspectives in psychology rest on an anti-essentialist ontology and an epistemology that views human ideas, beliefs, and theories as inventions that people construct to serve human interests rather than as representations of mind-independent, pre-existing, inherent truths. Constructivist psychotherapies characteristically implement these assumptions by assessing the extent to which clients’ interpretations enable them to meet their goals and assisting clients to fabricate alternative explanations or narratives that more effectively serve their aims. By embracing constructivist suppositions and remaining technically eclectic, constructivist psychologists may adopt concepts and methods from various perspectives that share these metatheoretical assumptions, furthering the “progressive theoretical integration” of constructivist psychology and psychotherapy. This presentation proposes to further expand and extend this theoretical integration by discussing the use of mindfulness methodologies derived from Buddhist psychology, and the Mādhyamika, or Middle Way, School of Buddhism which employs metatheoretical foundations similar to those used in constructivist psychology. I begin with a reflexive application of constructivist principles to the assumptions and processes of this project itself. I then describe ontological and epistemological beliefs and perspectives that these approaches share. Subsequently, I describe how these approaches consider psychological topics such as the sense of self, disorder or dysfunction, positive functioning, and interventions designed to decrease dysfunction and enhance effectiveness. I conclude by exploring potential synergistic ways that Buddhist and Constructivist approaches to psychology and psychotherapy might mutually inform and benefit each other.

FRI. 4:00-4:45PM (Red Jacket Room)

Why Higher is Not Always Better: Interpreting Alliance Research Through an Experiential Personal Construct Lens

Jacob Goldsmith

Studies of the way that psychotherapy alliance develops and changes over the course of therapy have shown results that are contradictory to each other, and contradictory to a higher-is-better model of alliance. This paper is a reexamination of those findings through the lens of Experiential Personal Construct Psychotherapy (EPCP). Fundamental to EPCP is the assumption that the therapy relationship is the mutative component in therapy, and it is from this perspective that I explore the mainstream alliance findings. EPCP theory provides a means of understanding why problems in the therapy relationship are to be expected. EPCP also provides a means of understanding why certain problems in the therapy relationship might actually be indicative of therapy progress, and would thus be related to good outcome.

FRI. 4:00-4:45PM (Hennepin Room)

Assimilation, Identity Deconstruction, and the Reconstructed Acculturated Self

Jose I. Carbajal & Donald K. Granvold

Join the presenters in tracing the path of the senior presenter's journey from his El Salvadorian roots to New York City as a youth. Through interview, Jose will share many specific recollections of early efforts to assimilate, the chaotic internal confusion during his adolescence, and efforts to forge a highly acculturated sense of self as a young adult. Participants will have the opportunity to envision the on-going evolution of Jose's sense of self through four stages: 1) well-adjusted El Salvadorian child; 2) assimilation to US culture; 3) adolescent identity confusion, and 4) reconstructed acculturated self as a young adult. We speculate about the interplay among Jose's object loss trauma in relation to his grandparents, his reunion with his biological parents, and his integration into American society. Actions taken to assimilate will be explicated and "explained" in the context of object loss trauma. In essence, turning his back on his Spanish "brothers" both facilitated assimilation and assuaged the pain of detachment from his care-giving grandparents. Ultimately, cultural heritage came to matter more remarkably as Jose entered young adulthood. Benefits to participants include insights into the assimilation/acculturation dilemma confronting immigrants to novel societies and a greater appreciation for the powerful implications of ethnic/racial identity when cultural markers become variable and blurred.

Saturday Morning Sessions

SAT. 9:30-10:15AM (Porter/DeVeaux Room)

PRESIDENTIAL ADDRESS

Dr. Sara Bridges

CONCURRENT SESSIONS:

SAT. 10:45-11:30AM (Governor's Room)

The Relationship Between Death Anxiety, Self-Esteem, and Chemical Dependency

Gurpreet Paul & Amberly Panepinto

This paper examines the relationship between death anxiety, self-esteem and chemical dependency. Terror Management Theory (Greenberg, Solomon, & Pyszczynski, 1997) established a negative correlation between death anxiety and self-esteem as well as between self-esteem and substance use. Interestingly, researchers (Seeman & Seeman, 1992; Stein et al, 2002) found a negative correlation between death anxiety and substance use. The current study investigated the role of self-esteem and death anxiety over the course of substance abuse treatment. Researchers hypothesized that once in treatment, an individual's self-esteem would not be affected, but his or her death anxiety would increase. To examine this, questionnaires measuring death anxiety and self-esteem were administered to participants recruited from an inpatient drug rehabilitation center. Results indicated that death anxiety did increase as treatment progressed, but self-esteem did not. The results indicate a strong need to address self-esteem and death anxiety with the population receiving treatment for substance abuse. Furthermore, clinicians must not shy away from the topic of death when working with these individuals as this study indicates that death anxiety becomes rather salient in a short amount of time.

SAT. 10:45-11:30AM (Red Jacket Room)

Making Meaning Outside of the System: Narrative Transformation in a Peer-Run Residential Program

Rachel E. S. Goldsmith & Larry M. Leitner

This paper will present the findings of a study that explored the therapeutic nature of narrative transformation in users of a peer-run residential program for people with severe psychological distress. Unlike mainstream treatment programs, experiencing a peer-run treatment program facilitates narrative transformation that includes constructing meaning out of traumatic past life events. Furthermore, we argue that the rhetoric of the medical model eschews the construction of more trauma-focused narratives. We explore the various turning points experienced by users of a peer-run program during their recovery process and, given these issues, explore possibilities for treatment and research.

SAT. 10:45-11:30AM (Olmstead Room)

The Sociality of Trauma: Positive and Negative Social Interactions and Posttraumatic Symptoms

Jacob Farnsworth and Kenneth W. Sewell

Traumatic events and related posttraumatic symptoms often challenge survivors' basic assumptions about their safety, identity and relationship to the world in which they live. Although many individuals seek therapy for help resolving trauma-related concerns, the substantial majority of individuals choose instead to rely on informal networks of support for healing. Unfortunately, the body of research to date indicates that many survivors encounter negative reactions from their social networks following traumatic events. Building on previous frameworks for narrative-focused trauma therapy, we will review the extant literature regarding positive and negative social interactions and adjustment following a traumatic event and frames these topics within the context of constructivist psychology. Finally, we will report an empirical study on a sample of 225 urban firefighters to demonstrate the associations among traumatic experiences, positive social interactions, negative social interactions, and posttraumatic adjustment.

SAT. 10:45AM-12:30PM (Hennepin Room)

WORKSHOP: Construing in Action: Experiencing Embodiment

Sabrina Cipolletta

Growing interest is directed at the nature of anticipation as an embodied process. This trend has led many researchers in personal construct theory to explore the implications of embodiment in the construction of disorders, including somatic disorders, and in subsequent therapeutic practice. The parallels with Buddhism, the use of meditation and relaxation, as well as the different experiential practices proposed by so many authors indicate that experience and action are an intrinsic part of personal construct theorization and application. This workshop aims to offer an exemplification of the possible transposition of personal construct psychology in action through the experimentation of our ways of construing. Departing from a broad theoretical framework and referring to previous clinical experiences, some simple body movement experiences will be proposed. The interaction in space and time will be the tool used. The participants will be asked to move in the space or to interact in dyads and inside the group. Moving within a playful context, the participants will be able to explore some of their personal anticipations in relation to others and to observe some aspects of a role relationship functioning. A subsequent elaboration of the experiences proposed will be fostered through discussion among the participants. Naturally, the range of the personal experience will be limited, but nonetheless, it might represent a starting point for the personal elaboration of each participant's experience, theory and practice.

SAT. 11:45AM-12:30PM (Governor's Room)

Meaning Reconstruction and Health Factors after Rape

Ashwini Lal & Amberly Panepinto

Minimal research addresses the process through which a female rape survivor makes sense of her world and the rape. She experiences a multitude of changes in her overall functioning after this trauma. Research findings indicate female rape survivors to experience an increase in health

concerns resulting in an increase in medical visits. The physical health problems may manifest as headaches, gastrointestinal disturbance, back pain, cardiac arrhythmia, and menstrual symptoms. Research has not addressed whether the meaning making process plays a role in a woman's experience of her health post-rape. The current study uses a qualitative design to gain a greater understanding of the rape recovery process and the impact of the rape on health. This study investigates archival data collected using the Multidimensional Recovery and Resiliency Interview (Harvey et al., 1994). The present study involved transcribing the interviews of the most recovered women who were interviewed. These transcripts were then coded along several domains including the process of meaning making, post-rape health factors, and the impact of meaning making on the overall health of the study participants. Data analysis involves the use of narrative inquiry to place the participants' stories into chronological sequence and understand how their views changed with time, new experiences, and different social contexts. Implications for treatment will be discussed.

SAT. 11:45AM-12:30PM (Red Jacket Room)

Constructions of Causal Beliefs and Stigmatizing Attitudes Toward Mental Illness

Emily Reese & Larry M. Leitner

The mentally ill are frequently stigmatized as dangerous and unpredictable. Historically, these attitudes have perpetuated cruel, inhumane treatment of the mentally ill, sometimes in the name of finding a "cure" (i.e., bleeding, use of emetics, electroshock, insulin coma, freezing and scalding baths, simulated drowning, etc.) and other times with the aim of protecting the rest of society (i.e., involuntary confinement, sterilization, sedation, etc.). Stigma research continues to show a link between constructions of mental illness as biological/genetic in nature and higher levels of stigmatization and prejudice. This may be surprising, given that most visible anti-stigma programs portray mental illness as "an illness like any other," such as diabetes or cancer, with the belief that a reduction in blame will result in a reduction in stigma. Several explanations have been provided about why the biological explanation of mental illness is not correlated with decreased stigma. These include pessimism (the mentally ill are inherently defective and therefore cannot change), evolutionary drives (protecting the gene pool from undesirable weakness), and patronization (the mentally ill are like children who need strict discipline). However, no study thus far has gone beyond conjecture. In the present study, I have used qualitative methods to examine the underlying constructs that may contribute to increased stigmatization with a biogenetic conceptualization of mental illness. The evolutionary drives hypothesis was not supported by the data; however, the data do show some support for the pessimism, and patronization hypotheses. Implications for anti-stigma programs will be discussed.

Saturday Afternoon Sessions

SAT. 1:45-3:30PM (Porter/DeVeaux Room)

PANEL: Constructivist Perspectives on Social Justice (Chair - Jay S. Efran, Discussant - Scott Johnson)

This panel explores constructivist perspectives on social justice. First, Dr. Melanie S. Hill examines objectification theory from a social constructionist perspective in her paper, “Gazing at Objectification Theory through a Social Justice Lens.” She challenges the assumption that all women experience objectification in the same way. Dr. Hill suggests that women construct their own personal meanings around being objectified and that this has important implications for advancing social justice. Second, Dr. Sara K. Bridges examines mentoring graduate students in her paper, “Constructivist Mentoring as Social Justice.” She outlines a constructivist approach to mentoring. Acknowledging the inherent power differential that exists between professors and their advisees, Dr. Bridges discusses how advisers must develop role relationships with their mentees in which they come to effectively construe and understand their mentees’ personal constructions. Specific issues related to mentoring—such as developing mentoring relationships, navigating distance and closeness, and sustaining role relationships when the academic climate is less than ideal—are discussed. Third, in his paper “Constructing and Deconstructing Social Justice Counseling,” Dr. Jonathan D. Raskin focuses on how a constructivist perspective informs an understanding of social justice. By seeing what is socially just as something people collaboratively construct through interpersonal negotiation, the complexities of advancing social justice are clarified. Social justice becomes not something discoverable in the world, but something groups of people define and work towards together. As discussant, Dr. Scott Johnson comments on the three papers. Finally, audience discussion is led by the panel chair, Dr. Jay S. Efran.

Gazing at Objectification Theory through a Social Justice Lens

Melanie S. Hill

Objectification theory’s main tenets are reviewed through a social constructionist lens, and then some emerging questions and concerns regarding this popular theory and the resulting research are elaborated. Objectification theory is essentially a synthesis and formalization of many disparate lines of theorizing and research regarding the sexual objectification of women with some roots in social constructionist thinking. The goal of this presentation is to explore what it would mean to move the tenets of social constructionism to a more central location in the literature on objectification. By further exploring objectification theory through a social constructionist lens, new and beneficial avenues for social action will emerge.

Constructivist Mentoring as Social Justice

Sara K. Bridges

A good mentoring relationship with a faculty member is beneficial to graduate students in psychology as they navigate their way through the many hoops required in doctoral programs. In this presentation, I (a) explore the need for mentoring graduate students, (b) connect recent emphasis on social justice advocacy in counseling psychology to the mentoring needs of graduate students, and (c) detail how a constructivist approach to mentoring is distinctive in its ability to

meet the advocacy and mentoring needs of graduate students. I suggest that beyond responding to proximate needs of students, good mentoring can offer students a relational experience and a model that embodies a uniquely constructivist approach to mentoring—one that provides a supportive foundation for their professional careers. Finally, I offer some general recommendations for constructivist mentoring with graduate students.

Constructing and Deconstructing Social Justice Counseling

Jonathan D. Raskin

The idea of social justice is something everybody finds appealing and agreeable. Further, criticizing social justice perspectives runs the risk of getting one accused of favoring injustice. For these reasons, few have critically scrutinized the philosophical and practical issues arising from the move toward a social justice orientation in counseling and related professions. This presentation employs ideas from constructivism and social constructionism to examine social justice in psychology and counseling. After establishing social justice counseling as a distinct theoretical orientation, a constructivist critique of this orientation is developed. Social justice counseling is criticized as: (a) espousing naïve realism; (b) being theoretically unelaborated; (c) imposing values; (d) being hubristic; and (e) going beyond psychology and counseling's range of convenience. Social justice counselors are urged to articulate a detailed theoretical approach that restricts its focus of convenience to counseling and demonstrates its utility in comparison to existing counseling approaches.

CONCURRENT SESSIONS:

SAT. 4:00-4:45PM (Governor's Room)

Constructing Coping Responses in Journalism

Marla Buchanan & Patrice A. Keats

In this presentation, we will provide a discussion of the coping responses that Canadian journalists used to handle the effects of reporting on trauma and disaster events. Using a constructivist framework, we present the findings of a critical narrative study of 32 Canadian journalists who describe how they individually managed trauma assignments in their unique circumstances. Their narratives are teaching tales, showing how other journalists might respond in similar circumstances. Given a culture of stigma for those who seek help and a milieu of suffering in silence, we present the coping actions used by the journalists in this study and deconstruct the dominant discourses that work against their efforts.

SAT. 4:00-4:45PM (Red Jacket Room)

Trust in the Therapeutic Relationship: What They Don't Teach You in Graduate School

Jill C. Thomas

One point on which clinicians can seem to agree, regardless of theoretical orientation, is that rapport is an essential condition for effective therapy. The understanding that good rapport is a necessary condition for change is so universal that training in basic helping skills often starts with

teaching clinicians how to develop rapport. The assumption, though often unarticulated, is that rapport is a reflection of the level of trust the client has for the therapist. A therapist who is able to establish good rapport with a client is able to connect with the client in such a way that the client feels heard, understood, and respected enough to risk sharing very personal and painful aspects of his or her experience. Because of this, much focus in training and practice seems to be on the therapist's effort to help the client trust him or her. Meanwhile, little attention is paid to the trust (and thus, risk) required of therapists in the therapy relationship as well. In this paper I examine issues of therapist trust that are explicit in Experiential Personal Construct Psychotherapy and implicit in the values humanistic therapies more generally. I then discuss issues of therapist trust in the everyday practice of psychotherapy that can easily be taken for granted. I illustrate these with case examples of violations of therapist trust that powerfully highlight the ways in which therapists place a great deal of trust in clients, though they may often be unaware of what or how they are investing in the relationship.

SAT. 4:00-4:45PM (Olmstead Room)

Positive Constructivist Psychology

Jerald R. Forster

The author of this paper has been strongly influenced by two approaches to psychological theory and practice, constructivist psychology and positive psychology. This paper will describe how he selected different aspects from both approaches to construct new practices that combine the best of each approach. The idea that individuals create their own realities and experience those realities in a subjective way was the primary principle underlying constructivist psychology. George Kelly's Rep Grid process provided a model for articulating the core constructs used by an individual to describe his or her cognitive depiction of what was being experienced. The positive psychology approach demonstrated the advantages gained by focusing with a positive perspective. The idea of having a strengths-focused perspective became a second major principle adopted by the author, for developing a fusion of constructivist psychology and positive psychology. Positive-psychology's over-emphasis on scientific methods that stressed objectivity detracted from attempts to facilitate the articulation of strengths that were subjectively experienced by an individual. This led to practices that facilitated the articulation of subjectively experienced strengths, the primary process described in the author's book, *Articulating Strengths Together (AST): An Interactive Process to Enhance Positivity*. Practices described in this book provide the framework for developing strengths-focused relationships, one of the key outcomes of Positive Constructivist Psychology.

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