



**The XXIInd International Congress
on Personal Construct Psychology**

Reconnecting and Celebrating Diversities
Concordia University, Montreal, Quebec, Canada
July 6 - 9 2017

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ORGANIZING COMMITTEE



I am delighted to host the XXIInd International Congress on Personal Construct Psychology at Concordia University and to greet the international PCP community in Montreal.

After thirty-five years of absence in Canada, the time has come to reconnect the continents in which Personal Construct Psychology (PCP) thrives.

The theme of this year's congress is *Reconnecting and Celebrating Diversities*. The purpose is to reunite international scholars, students and practitioners who have been using PCP in interdisciplinary fields, and scholars who are developing creative methodologies, that can be associated to PCP, to understand human experience in a four-day event. This will be the first time in history when this congress will be held in the province of Québec.

We have an exciting line-up of events for this congress and I hope you will enjoy them as much as the co-organizers enjoyed preparing them for you!

Ann-Louise Davidson Ph.D.



Nadia Naffi



Giuliana Cucinelli Ph.D.



Richard F. Schmid Ph.D.

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Roland van Oostveen Ph.D. (Canada)

David Winter Ph.D. (UK)

SCHEDULE DAY 1

Time	Thursday 6 July 2017
09:00- 15:30	Registration (EV 11.655)
10:30- 12:30	Pre-Conference Workshops <i>A Primer in Personal Construct Psychology</i> Michael Mascolo <i>Introduction to Repertory Grids</i> Roland van Oostveen
12:30- 13:30	Lunch (EV 11.725)
13:30- 15:30	Pre-Conference Workshop (EV 11.705) <i>Introducing Qualitative Grids: Construing Sibling Relationships</i> Harry Procter
15:30- 17:00	Welcoming Cocktail (EV 11.725 + terrace)

SCHEDULE DAY 2

Time	Friday 7 July 2017		
09:00-15:30	Registration (MB Atrium)		
09:00-10:30	<p>Opening Ceremony (MB 3.270) Jason Camlot Associate Dean Faculty of Arts and Science Richard Schmid Ex-Chair of the Department of Education Ann-Louise Davidson Associate Professor Graduate Program Director</p> <p>Keynote <i>Being Diverse Within Different Family Semantics</i> Valeria Ugazio</p>		
10:30-11:00	Coffee Break (MB 3.130)		
11:00-12:30	<p>20-Minute Papers (MB 3.435)</p> <p><i>Towards A Personal Construct Model of Radicalization: A Conceptual and Methodological Proposal and Preliminary Research Findings</i> David Winter</p> <p>Engaging Host Society Youth In Exploring How They Construe Their Role In The Resettlement of Syrian Refugees Nadia Naffi Ann-Louise Davidson</p> <p><i>Constructivist methods and Existential therapy: exploring how clients change in therapy from a constructivist perspective</i> Diego Vitali Mark Rayner Greta Cecutti Lauren Sayers</p>	<p>20-Minute Papers (MB 3.265)</p> <p><i>Exploring Illness in PCP Terms: A Research Agenda</i> Sabrina Cipolletta</p> <p><i>The Failure of Objectivity: The Inter-Experiential Origins of Psychological Knowledge</i> Michael Mascolo</p>	
12:30-13:30	Lunch (MB Atrium)		
13:30-15:00	<p>45-Minute Workshops (MB 3.435)</p> <p><i>Exploring and Navigating Sexual Desire in Relationships: Working with</i></p>	<p>90-Minute Workshop (MB 3.285)</p> <p><i>How to Construct a More Positive Identity?</i></p>	<p>90-Minute Workshop (MB 3.265)</p> <p><i>Peirce, Kelly and Phenomenology</i> Harry Procter</p>

	<p><i>Sexual and Gender Diverse Clients</i> Sarah K. Bridges Ramah E. Steinruck Mae-Lynn Germany</p> <p><i>The relationship: the sixth sense of the food?</i> Laura Gelli</p>	Jerald Forster	
15:00-15:30	Coffee Break (MB 3.130)		
15:30-17:00	<p>45-Minute Workshop (MB 3.435)</p> <p><i>Constructivism, Ethics, and Honesty in the Age of “Post-Truth” and “Alternative Facts”</i> Jonathan Raskin</p> <p>20-Minute Papers (MB 3.435)</p> <p><i>The Good, The Bad and The Ugly: Using Laddering to Examine Australian Psychologists' Constructions of Non-White People</i> Tinashe Dune Peter Caputi Beverly Walker</p> <p><i>The Repertory Grid: A Method to Explore Probation Officers' Judgments Regarding the Likelihood of Re-Offending</i> Judith Mullineux Melanie Giles</p>	<p>20-Minute Papers (MB 3.265)</p> <p><i>The Story of Desdemona: A psychotherapy conducted with a PCP approach</i> Massimo Giliberto</p> <p><i>Randomized Trial of a Dilemma-Focused Intervention For Depression: Does Dilemmas' Resolution Influence Outcome At One-Year Follow-Up?</i> Juan Carlos Medina Clara Paz Arturo Bados Guillem Feixas</p> <p><i>Experiencing A Difference: Game of Change, The Use of Novelty and Expanding Boundaries of Therapeutic Space</i> Lynette Toms Nadja Rosser Jocelyn Harper Bronwyn Seaborn</p>	

SCHEDULE DAY 3

Time	Saturday 8 July 2017 Symposium on Constructivist Education
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09:00-15:30	Registration (MB Atrium)
10:00-11:00	Keynote (MB 3.270) <i>From Lecturing to Lurking: A Constructionist Educator's Guide to Online Learning</i> François Desjardins About EPCA2018 Harry Procter
11:00-12:30	Coffee Break and Poster Session (MB 3.130)
	<p><i>Self-Construct in Men Who Are Abusive to Partners Their Partners and Children</i> Itzel Reyes-Reyes, Gloria Gurrola-Peña, Patricia Balcázar-Nava, Elizabeth Estrada-Laredo</p> <p><i>Self-Construct Profiles in Post-Operative Women Who Had a Hysterectomy Due to Uterine Fibrosis: An Exploratory Study</i> Antonio Campos-Marín, Gloria Gurrola-Peña, Patricia Balcázar-Nava, Julieta Garay-López</p> <p><i>Construction of The Partner by Abusive Men</i> Gloria Gurrola-Peña, Patricia Balcázar-Nava, Alejandra Moysén-Chimal, Martha Villaveces-López</p> <p><i>Emotional Perception of Chocolate Advertisements: Elicited During Group Discussions Including an Adapted Repertory Grid Sequence</i> Cordelia Mühlbach</p> <p><i>Is the Internet a City? Investigating Online and Offline Factors Modulating the Risk of Urban Living for Psychosis-like Symptoms in Healthy Adults</i> Nancy Ferranti, Ian Gold, Colleen Rollins, Rachel Bergmann</p> <p><i>Great Sex in the Dirty South: Celebrating Unique Constructs of Optimal Sexual Experiences in the Southern United States</i> Ramah E. Steinruck, Sara K Bridges, Mae-Lynn Germany, Joseph P Dunn</p> <p><i>Four Years of Rivista Italiana Di Costruttivismo: The Italian Journal for The Promotion and The Development of Constructivist Theory and Practice</i> Chiara Centomo, Eleonora Belloni, Elena Bordin, Alessandro Busi, Sara Candotti, Chiara Lui, Marco Ranieri</p> <p><i>Homemade Wire Cars 2.0: Cross-Fertilization Between Local and Scientific Knowledge in Maker Culture</i> Ivan Ruby</p> <p><i>Understanding the Process of Adaptation of International Graduate Students to Canada</i></p>

	<p><i>through Procter's Goals Perceiver Element Grid (G-PEG)</i> Bojana Krsmanovic</p> <p><i>Contagious Matters: The Social Constructs of Cancer Culture</i> Tristan Matheson</p> <p><i>Constructivist Research and Documentation Centre</i> Susan Bridi, Luca Pezzullo, Marcello Bandiera, Eleonora Belloni, Chiara Centomo, Laura Scartezzini, Vito Stoppa</p> <p><i>Exploring Thinking Patterns That Shape Career Transitions</i> David Price</p> <p><i>Building a Community of Inquiry for Diverse Learners: Understanding the Processes</i> Kumar Ravinder</p> <p><i>Alpine Tales: A Living Constructivist Experience</i> Giovanni Stella, Susan Bridi, Chiara Lui, Veronica Mormina, Chiara Centomo, Massimo Giliberto</p>	
12:30-13:30	Lunch (MB Atrium)	
13:30-14:30	<p>45-Minute Workshop (MB 3.435)</p> <p><i>Using Repertory Grids for Focus Groups in Fully Online Learning Contexts</i> Roland van Oostveen Ulana Pidzamecky</p>	<p>20-Minute Papers (MB 3.265)</p> <p><i>Work 'Till You Drop? Higher Education in The Light of New Public Management (NPM)</i> Marie-Louise Österlind</p> <p><i>Applicability of Constructivist Principles in University Research Leadership</i> Kenneth Sewell</p>
14:30-15:00	Coffee Break (MB 3.130)	
15:00-16:00	<p>Doctoral Clinic (MB 3.265) Sara K Bridges Ann-Louise Davidson Massimo Giliberto Harry Procter Jonathan Raskin Kenneth Sewell David Winter</p>	
16:15-17:15	General GKS Meeting (MB 3.435)	
18:00	<p>Dinner L'Académie 2100 Crescent St, Montreal, QC H3G 2B8</p>	

SCHEDULE DAY 4

Time	Sunday 9 July 2017		
11:00- 12:30	<p>20-Minute Papers (MB 3.435)</p> <p><i>Mindful Mental Transmutation through Equanimity</i> Carmen Dima Devi Jankowicz</p> <p><i>Minds, bodies and metaphors</i> Chiara Centomo</p> <p><i>Anxiety and Loss in Trans*ition</i> Mae-Lynn Germany Sara K. Bridges Ramah E. Steinruck</p>	<p>90-minute Workshop (MB 3.265)</p> <p><i>Does The Therapeutic Relationship Change According to The Patients' and Therapists' Semantic?</i> Valeria Ugazio</p>	<p>90-Minute Workshop (MB 3.285)</p> <p><i>PCP vs DBT: Walking the Middle Path</i> Amberly R Panepinto Jonathan Raskin Jay Efran</p>
12:30- 13:30	Lunch (MB Atrium)		
13:30- 15:00	<p>90-Minute Workshop (MB 3.435)</p> <p><i>From Tears to Tantrums: A Clinician's Primer</i> Jay Efran</p>	<p>20-Minute Papers (MB 3.265)</p> <p><i>Toward A Value Proposition of Digital Opportunity Trust</i> Muhammad Umair Shah Paul Guild</p> <p><i>Meeting Strangers: A 21st Century Take on the Clinical Interview</i> Edward Pacheco</p> <p><i>Exploring Family Drawings with Children Elaborating Role Relationships, Self-Other Constructions</i> Deborah Truneckova</p>	
15:00- 15:30	Coffee Break (MB 3.130)		
15:30- 17:00	Closing Plenary/ Student Prize/ (MB 3.270) Desley Hennessy/ Amberly Panepinto/ Jörn Scheer		

ABSTRACTS DAY 1

Thursday 6 July 2017

Pre-Conference Workshops

A Primer in Personal Construct Psychology

Michael Mascolo

This presentation will contain an introduction to George Kelly's personal construct psychology for those who may not be familiar with it. It will start with the concepts of *constructivism*, *constructive alternativism*, and the *person-as-scientist* metaphor – the idea that persons are always open to construe the world in alternative ways. I will then explore the various forms of constructivism (radical constructivism, constructivism, social constructionism) and identify where Kelly stands within the range of these various approaches. The presentation will then turn to an analysis of Kelly's theory of personality as it is embodied in his fundamental postulate and 11 corollaries, and how his model addresses core issues in psychology, personality theory, psychotherapy and social sciences in general. I will conclude with a critical analysis of the strengths and challenges of Kelly's theory, and its relevance to the interdisciplinary matrix in the 21st century.

Introduction to Repertory Grids

Roland van Oostveen

This workshop will serve as an introductory exploration of the WebGrid Plus (Repertory Grid) suite of tools that are available on a couple of Canadian university websites. The suite of tools was developed by Drs. Mildred Shaw and Brian Gaines and can be used in a variety of ways to support individual, group or community elicitation and analyses of elements, constructs and related mental representations within a specific domain. The workshop will explore the tools and make suggestions regarding their use within the social sciences domain. Bring along a digital device so that you can try it out for yourself.

Introducing Qualitative Grids: Construing Sibling Relationships

Harry Procter

Personal Construct Psychology looks at how people uniquely make sense of their worlds, situations, themselves, other people or any issue of interest. This is achieved most simply by using Qualitative Grids (QGs). These tools allow people to tell how they see things in their own words or drawings. The grids enable us to see how views change across time or situation and to look at differences between people's views. The Perceiver Element Grid (PEG) will be included. This examines how a family or team of people see themselves and each other, throwing a lot of light on their interactions. We will focus on sibling relationships as an example and Personal Construct Psychologist Dorothy Rowe's difficult experiences (from her book "My Dearest Enemy, My Dangerous Friend") will help participants to learn to use the grids and apply them in their own lives and in explorations of their clients' or subjects' experiences.

ABSTRACTS DAY 2

Friday 7 July 2017

Keynote

Being Diverse Within Different Family Semantics

Valeria Ugazio

It is within our family and other groups we belong to, dominated by different configurations of meaning which approach diversity in different ways, where we discover being different and living our diversity. The conversations construct and deconstruct a variety of forms of discrimination, as well as inclusion, both within the family and other social groups. Meaning is a crucial variable in the processes of discrimination, a difference that makes a difference. Even though the conversation within each family or social group is organized, according to social constructionist approaches to meaning (Procter, 1996, 2016; Ugazio, 1998, 2013) by a unique plot of semantic polarities, some configuration of meanings fed by the same emotional polarities (family semantics) are frequent in western cultures. This is the case of the semantic of freedom, goodness, power and belonging (Ugazio, 1998, 2013). They dominate the conversation within families where phobic (freedom), obsessive-compulsive (goodness), eating (power) and mood disorders (belonging) develop. Discovered through my clinical practice, the existence of these semantics in many families and their link with some specific disorders is now confirmed by a substantial amount of research (Castiglioni et al., 2013, 2014; Faccio et al., 2012, 2014; Ugazio, et al., 2015; Ugazio & Fellin, 2016). Fed by the emotional polarity fear and courage, the semantic of freedom creates a world where “freedom/dependency” and “exploration/attachment” dominate the conversation and a moral order in which freedom and exploration are seen as values. In the semantic of goodness the main semantic polarities are “good/bad”, “alive/dead”. They create a moral order in which life is on the side of evil. The goodness that characterizes this semantic is in fact based on abstinence. Good people refrain here from doing evil, give up their desires, sacrifice themselves rather than be generous and welcoming to others. Bad people will instead selfishly indulge in their pleasures and assert themselves, even to the detriment of others, but at the same time they immerse themselves powerfully in life. Boasting and shame feed the semantic of power where someone wins while others lose. In addition to “winner-loser”, “strong-willed/yielding” plays a central role here. In this semantic, you win because you are strong-willed, determined, able to pursue your goals, whereas you may lose because you give up, you are unable to assert yourself. The main polarities of the semantic of belonging are: “inclusion/exclusion”, “honour/disgrace”. This semantic creates a moral order in which the highest goal is to be included in the family, in the lineage, in the community, whereas being excluded is a disgrace and an irreparable harm to your dignity. The hypothesis I will put forward is that each of these semantics presents specific constraints and resources in dealing with diversity. The first results of an ongoing study (Ugazio, Gargano, in preparation) on the coming out young, gay men supporting this hypothesis will be presented and illustrated with some clinical vignettes.

90-Minute Workshops

How to Construct a More Positive Identity?

Jerald Forster

If you come to this workshop you will sample some of the guided activities found on the website: <http://www.strengths-focused-identity.org>. Hopefully, this will introduce you to a life-long practice designed to strengthen your positive self-identity. The key steps of this practice start with activities that help you become more mindful of how you are thinking and feeling at the present moment. Subsequent activities help you become aware and articulate about positive moments when you feel better than usual. If you do this you are likely to become more capable of articulating subjective strengths. These

self-articulated strengths are positive qualities that may have enabled, or at least influenced, the positive outcomes, which resulted in the good feelings you had previously experienced. As you continue to articulate these strengths, your personal identity is expected to become more strengths-focused. Further efforts to articulate and elaborate on these strengths are likely to make them seem more real and descriptive of how you feel about yourself. Others who have done this process report a more positive, well-grounded self-identity after doing it for several months.

Peirce, Kelly and Phenomenology

Harry Procter

Peirce and Husserl concurrently developed Phenomenology. They both insisted as part of this initiative that they must critique a trend known as psychologism, exemplified in the work of John Stuart Mill and various German Logicians. Psychologism claims that logic is secondary to psychology and can be derived by empirically examining the way people reason in their inquiries. Both writers argued, on the contrary, that logic is superordinate to psychology and as it provides a normative role in how scientific method should be conducted, cannot be derived from psychology, but rather is prior to it. They say to argue otherwise risks entering a circular process. They developed Phenomenology as a rigorous science that is, in its turn, superordinate to logic and, in its analysis of the generalities evident in experience, provides logic with its evidence and subject matter. What is the significance of psychologism to Personal Construct Psychology? Recently, Armezzani and Chiari have convincingly argued that PCP itself is a good example of Phenomenology. I have argued that PCP is as much a logic as a psychology. Putting this together indicates that Kelly's achievement was to develop a framework which combines within itself a phenomenology, a logic as well as a psychology in one integrated and elegant framework. I see Kelly therefore as a significant contributor to philosophy as well as having developed a radical new approach in psychology. It is likely that the difficulty that PCP has shown in being accepted within mainstream psychology is due to its broader project of integrating disciplines that lie outside of experimental psychology.

45-Minute Workshops

Exploring and Navigating Sexual Desire in Relationships: Working with Sexual and Gender Diverse Clients

Sarah K. Bridges

Ramah E. Steinruck

Mae-Lynn Germany

Desire discrepancy is a common complaint among couples regardless of their sexual orientation. Exploring constructs of sexual desire can help individuals understand the origins and functions of their desire and those of their partners. Understanding the constructions of the other allows the couple to enter into a role relationship (Kelly, 1963). Role relationships (Leitner & Thomas, 2003) emphasize understanding one's own constructions and the construing processes of the other. These relationships require advanced perspective taking and empathic understanding – both qualities that lead to better communication and connection. Given same sex couples share the same underlying sexual similarity (Diamond, 2013), couples may assume an understanding of their partner's sexual desire. Often these assumptions are erroneous and lead to misunderstanding, confusion, and hurt. Exercises utilizing self-characterization and holonic mapping of sexual desire are designed to help individuals and couples explore their own desire, meanings behind the presence or absence of desire, and ways in which desire is or is not problematic based on the couple's own understandings rather than a response to societal expectations. This workshop will be both dyadic and experiential and will cover exercises that, when used in therapy, may help dispel implicit societal assumptions about desire and desire discrepancy in sexual and gender diverse couples.

The relationship: the sixth sense of the food?

Laura Gelli

Psychology and Psychotherapy The relationship: the sixth sense of the food? Workshop on what depends the value that we give to the food we eat: on taste, on smell, on sight, on touch, on hearing? How do our five senses part in the birth of constructs and anticipations? The intention of the workshop is to try to understand which experiences are hidden behind our association with food, how our senses guide our experiences and how they are influenced by them. During this meeting we would like those present (to be able) to be guided through an experience of the world of senses so that each one can experiment singularly consistency by touch, and what sensation a smell, a noise, and a taste produce in him and then to ask how and with what anticipation these are at the base of this. After this “tasting” those present will be asked to fill in a simple questionnaire which will be the starting point for replying to the initial interrogatives.

Constructivism, Ethics, and Honesty in the Age of “Post-Truth” and “Alternative Facts”

Jonathan Raskin

In the aftermath of Donald Trump’s election, there has been an understandable backlash against his government’s “post-truth” insistence on “alternative facts.” This backlash has been characterized by a turn toward direct realism—the idea that there are absolute and unassailable truths we must all abide by. This places constructivism, often seen as the antithesis of direct realism, in an awkward position. Is constructivism an “anything goes” “post-truth” perspective that can’t refute “alternative facts?” I argue no. In my understanding of constructivism, people are always embedded within ethical perspectives that inform what count as facts. This doesn’t mean “anything goes,” even if what goes varies by person. I sketch a constructivist model of ethical meaning-making rooted in Kelly’s personal construct psychology, one that reserves a place for ontological facts while remaining epistemologically constructivist.

20-Minute Paper Presentations*Towards A Personal Construct Model of Radicalization: A Conceptual and Methodological Proposal and Preliminary Research Findings*

David Winter

This paper will identify common features of existing models of radicalisation and deradicalisation before integrating these in a model based upon personal construct psychology. It will be argued that the processes of construing involved in radicalisation are essentially the same as those involved in deradicalisation, and that the model therefore has implications for the design of deradicalisation programmes. A further advantage of the model is that it is associated with a method of investigating processes of radicalization and deradicalisation derived from repertory grid technique, which will also be presented in the paper. The model has been applied in an analysis, based on his writings, of the radicalisation of the Norwegian mass murderer Anders Breivik, and the repertory grid methodology has been used to explore radicalisation and deradicalisation in a study of Salafist Muslims in Tunisia, some of whom had returned from fighting in Syria, and in the investigation of group identity and ‘fusion’ in a student population. Some of the findings from these studies will be presented.

Engaging Host Society Youth in Exploring How They Construe Their Role in The Resettlement of Syrian Refugees

Nadia Naffi

Ann-Louise Davidson

It is often difficult for youth to recognize and share their construct systems let alone to discuss how these systems guide their thoughts and behaviours. The purpose of this methodological presentation is two-fold: Firstly, it aims to present and detail four interview techniques we adapted from Personal Construct Psychology, to use in a physically co-located or in an online approach, with 42 youth between 16 and 24 years-old from a variety of North American and European countries affected by the Syrian

refugee influx; secondly it presents a five-step approach to data analysis, with the aim to develop an in-depth understanding of their construct systems. Our objective was to explore how this youth construed online interactions about the Syrian refugee crisis and how they anticipated the influence of social media content on the resettlement of Syrian refugees in host countries.

Constructivist methods and Existential therapy: exploring how clients change in therapy from a constructivist perspective

Diego Vitali

Mark Rayner

Greta Cecutti

Lauren Sayers

Objectives: Explore how a construction system changes in the strength of construct relationships as a result of a short-term existential-phenomenological intervention Method: 21* Adult clients between 18-65yo that were presenting mild to moderate levels of anxiety or depression were offered 6 weekly sessions of a goal-focused existential-phenomenological intervention. CORE Outcome Measure was administered before and after the intervention. Two repertory grid technique (RGT) interviews were offered to each client to assess construing system. The first grid was administered before the intervention and then the same grid was administered one week after the end of the last session. Therapists did not access any information from the repertory grid and followed a therapy protocol aimed at helping clients using their own resources to find personal and creative ways of coping with their problems. Change in the construction system of the clients was explored looking at the interactions between commonly accepted structural measures of integration and differentiation of the construing system. Results: Given the small sample, results should be considered with caution. The existential-phenomenological intervention showed large improvement on the CORE-OM global score. An exploration of structural changes of the construing system before and after therapy is presented. *Study in progress.

Exploring Illness in PCP Terms: A Research Agenda

Sabrina Cipolletta

The aim of this presentation is to use PCP in the medical field in order to understand illness experiences and differentiate among them. I want to propose a method of choice for this kind of inquiry. A study of a progressive chronic illness, in this case, Amyotrophic lateral sclerosis (ALS), is presented as an exemplification. Eighteen patients in care at a Department of Neurology in Northern Italy participated in the study. We used ALSFRS-R to measure physical impairment, CRiQ for cognitive reserve, semi-structured interviews, and dependency grids to assess personal experience and the distribution of dependency. To assess the progression of the disease, ALSFRS-R was re-administered after about eight months and mortality rate was considered. Data was analysed using the Grounded Theory approach. Illness progression changed according to the perception of the disease, the trust placed in medicine, self-construction, and the distribution of dependency. On the basis of these categories, cases that had similar experiences were grouped, and four illness trajectories were identified by referring to Kelly's transitions: aggressiveness, threat, constriction, and guilt. These results suggest a new way to trace illness trajectories and offer useful indications for a clinical intervention based on a PCP interpretation of the disorder.

The Failure of Objectivity: The Inter-Experiential Origins of Psychological Knowledge

Michael Mascolo

“Objective” descriptions of psychological phenomena are always already mediated by inter-experientially constructed systems of meaning. In this presentation, I will first outline the concept of objectivity as traditionally invoked by social scientists. I will critique this notion by showing how, without the concept of intersubjectivity (inter-experientiality), it is not possible to gain psychological knowledge – that is, knowledge of the ways in which action is predicated on systems of meaning and experience. This does not mean first, second and third person sources of psychological data are not possible; it only

means that those sources of data are not objective. Using a dialectical-developmental approach to analyzing how meanings are jointly constructed over time, I will illustrate these principles by examining how the meaning of a particular personal experience of emotion was discursively constructed through the process of intersubjective engagement between a teacher and student.

The Good, The Bad and The Ugly: Using Laddering to Examine Australian Psychologists' Constructions of Non-White People

Tinashe Dune
Peter Caputi
Beverly Walker

Australia is becoming increasingly known for its multicultural population characterised by a vast diversity of cultural, ethnic, religious and linguistic groups. However, the mental health of Australians whose ancestry is not Anglo-Celtic is often challenged by a prevailing and overarching socio-political and ethnocultural framework of Whiteness - present in Western nations and much of the world. However, little is known about how psychologists construe non-White people and clients within a sociocultural context of Whiteness. Further, an indication of what this construal means for both practitioner engagement in effective culturally competent practice and their ability to effectively support a therapeutic alliance with non-White clients is needed. This paper therefore presents the preliminary findings from laddering interviews (Hinkle, 1965) with Australian practicing psychologists and psychology trainees on their constructions of non-White people. Laddering seeks to establish an individual's superordinate personal constructs and involves asking participants which pole of a specified construct they would prefer to be on and helps to identify a statement of the values that underlie the participant's construing. The findings from this investigation are central to the development of cultural competency training and evaluation that reflects the learning needs of practicing psychologists and psychology trainees in Australia.

The Repertory Grid: A Method to Explore Probation Officers' Judgements Regarding the Likelihood of Re-Offending

Judith Mullineux
Melanie Giles

Social workers and probation officers are frequently called upon to make judgements about the likelihood of re-offending. However, whilst the use of risk assessment instruments is now commonplace, the cognitive processes through which these judgements are made are rarely explicit. Findings: This study used the repertory grid method (Kelly, 1955) to elicit the constructs of judgements about re-offending of 15 experienced probation officers practising in Northern Ireland. Primary factors in their judgements were related to: (1) responsibility and risk taking behaviour; (2) criminal history; (3) self-awareness; and (4) stability. Personality characteristics, substance misuse and family dysfunction were also important. The findings from the repertory grids are discussed in relation to two theoretical frameworks for understanding decision-making: heuristics and biases and image theory, which focuses on values. Factors from the repertory grids, together with issues identified through the literature, were later used to inform a factorial survey (Rossi and Nock, 1982). Application: It is suggested that the design and implementation of assessment tools should be undertaken in the light of the constructs used in making professional judgements inform the relevant decision-making.

The Story of Desdemona: A psychotherapy conducted with a PCP approach

Massimo Giliberto

This presentation is an exploration of a client-therapist relationship and the story of their experiences in the context of psychotherapy. Through the case of a woman victim of domestic violence – who repeatedly chose violent men as partners - it is an investigation of how, using the Personal Constructs Psychology, the therapist understands his client and how this understanding channels new experiments in the psychotherapy room and in the life of the client. It also explores how these new experiences

contribute to some clients' identity constructs, in this case, helping the client to move from the role of 'victim' towards reclaiming her own life.

Randomized Trial of a Dilemma-Focused Intervention For Depression: Does Dilemmas' Resolution Influence Outcome At One-Year Follow-Up?

Juan Carlos Medina

Clara Paz

Arturo Bados

Guillem Feixas

Dilemmas have been proposed to be related with the onset and maintenance of a range of psychological disorders, finding especially promising results for depression. The aim of this study was to test if those participants solving their cognitive conflicts during psychotherapy experienced higher improvements than those who did not achieve such resolution. Possible long-term benefits of having solved dilemmas were explored at one-year follow-up. From the 141 participants with depression starting the intervention, 106 completed their treatment, and 77 agreed to participate in the one-year follow-up. Depression, psychological distress, and dilemmas were measured at baseline and at the end of therapy. Additionally, depressive symptoms and psychological distress were also assessed at 3- and 12-month follow-ups. Since there were no significant differences between intervention groups at baseline, they were analyzed together. Results revealed significant differences between those participants who solved their dilemmas and those who did not, with those experiencing resolution showing higher improvements in both depressive symptoms and psychological distress. These differences were maintained at follow-ups. In conclusion, dilemmas seem to be relevant cognitive structures when treating depression. According to our results, their resolution during therapy is associated with higher improvement, which was maintained one year after therapy termination.

Experiencing A Difference: Game of Change, The Use of Novelty and Expanding Boundaries of Therapeutic Space

Lynette Toms

Nadja Rosser

Jocelyn Harper

Bronwyn Seaborn

Clients' experience of therapy should be one of experiencing difference and change, of safety, relationship and containment. Increased awareness, imagination and the sense of joy that comes with 'playing of games' allow a reimagining of their lives, and future. Successful therapeutic alliance requires attunement, egalitarianism, mental flexibility and flow, as well as stillness and courage from the clinician, to support a client's therapeutic movement and 'game of change'. The PCP framework encourages these nuanced practices.

ABSTRACTS DAY 3

Saturday 8 July 2017

Symposium on Constructivist Education

Keynote

From Lecturing to Lurking: A Constructionist Educator's Guide to Online Learning

François Desjardins

Current popular education systems remain largely focused on discipline-based curriculum where content acquisition is equated with “learning”. Yet, the main problem the world is faced with is simply that this is no longer sustainable or relevant. While solving this remains a tremendous practical problem for nations, my interest has been to simply see what is possible in a small, but I think, important segment of the education continuum, graduate studies in education, and more specifically, when this is done online.

From quickly realizing that going online without rethinking the pedagogical relationship solved nothing, this reality not only made one thing quite obvious: lecturing does not work, in person or online, but it allowed me a glimpse into why, and how to solve it. I could see and measure accurately how many students were participating actively, how much time I was “talking” and how many were actually listening etc. The results were... let’s say, interesting. Sharing this with other professors around the world, and looking at numerous reports for drop-out rates for online courses quickly confirmed the obvious: we needed to completely rethink the learner-educator relationship as well as the roles each must adopt for actual learning to occur. Successful individuals in this growing information economy must become autonomous learners, and we therefore must help them to achieve this. We must develop strategies that will move from forcing them to depend on the “teacher” to approaches that will allow them to successfully depend on themselves.

The major obstacles to this change are unquestioned tradition of lecturing, content delivery, and the unquestioned idea of knowledge as a transferable or deliverable content. There is also the perceived cost of changing the system and of course, the fear of the unknown and the new.

Having said all this, we also have tremendous opportunities and knowledge we can call upon to address this with surprising success. From Piaget’s idea of constructivism and Von Glassersfeld’s Radical Constructivism, to Papert’s Constructionism, we have a very solid theoretical understanding of what knowledge and learning are. This has also been further elaborated and refined in the field of computer sciences and artificial intelligence. From these theories, we, in education, needed actual practical ideas on how to approach solving the problem, and this is where I first came in contact with Kelly’s work on personal constructs and the simple and powerful idea of Triadic Elicitation - a way to make the learner “discover” specific things about their world without “teaching”. A few experiments with this concept in math education and I was convinced that the educator’s real role is not in lecturing but in lurking around the learner’s activities - after these have been designed of course. The learners must be allowed to construct the content on their own. The educator can only create the learning environment ... without the content!

This simple idea initially proved difficult, but after designing entire online programs based on the concept that the educator’s role is to lurk around the learner community’s activities, and when everyone eventually overcome the fear of change, inevitable success happened.

In this keynote, we will look at some of the specific strategies that were tested and adopted to achieve the lowest drop-out rates for online courses and the highest satisfaction level of students that, when surveyed, actually answered that the most they learned was from themselves, and NOT the professor!

Poster session

Self-Construct in Men Who Are Abusive to Their Partners and Children

Itzel Reyes-Reyes, Gloria Gurrola-Peña, Patricia Balcázar-Nava, Elizabeth Estrada-Laredo

The purpose of this research was to identify self-constructs in men and others, who are abusive to their partners and children, and who attend a reeducation center for men who use violence. The research worked with 30 male volunteers, using the grid technique with fixed elements and eliciting free constructs. The main results indicate that 30% of the men construct themselves with a positive profile, 17% do so with a resentment profile, 13% present an isolation profile, 3% has a negativity profile and 37% show an undetermined profile; no superiority profiles were found. In accordance with the results obtained, the majority of men presented high self-esteem and it is thus possible to conclude that they are satisfied with what they are. It is considered that this adequate perception of themselves may be influenced by cultural beliefs that make them see their violent behavior as adequate within a society that has maintained the patriarchal model.

Self-Construct Profiles in Post-Operative Women Who Had a Hysterectomy Due to Uterine Fibrosis: An Exploratory Study

Antonio Campos-Marín, Gloria Gurrola-Peña, Patricia Balcázar-Nava, Julieta Garay-López

The purpose of this research was to describe the self-construct profiles in women hospitalized for the surgical removal of their uterus due to benign tumors. The sample consisted of 30 patients diagnosed with uterine fibrosis, whose surgical treatment included the removal of the affected organ. Women were between 25 and 58 years of age. The Grid Technique with pre-established elements and the eliciting of free constructs was used, and applied shortly after the surgery. The main result obtained was the comparison of the self-construct profile in patients with uterine fibrosis, before and after surgery, whose profiles varied in the following manner: a) Positivity (from 26.7 to 23.3%), b) Superiority (13.3%, which showed no change), c) Negativity (from 6.7 to 13.3%), d) Isolation (from 16.7% to 6.7%), e) Resentment (from 16.7 to 6.7%) and f) Other (from 20 to 36.7%). It was concluded that there were differences perceived in self-constructs in the sample of patients with uterine fibrosis, before and after surgery.

Construction of The Partner by Abusive Men

Gloria Gurrola-Peña, Patricia Balcázar-Nava, Alejandra Moysén-Chimal, Martha Villaveces-López

The purpose of this research was to undertake a content analysis of the construct elicited by abusive men toward their partners. It was conducted using 40 male abusers who voluntarily agreed to undergo the grid technique with fixed elements and eliciting free constructs; on average, 12 constructs were elicited, which were classified by groups using the category system to codify personal constructs. Of the total constructs, 42% belong to the personal category, 30% to the relational category, 12.6% to the moral category, 7.9% to the emotional category and 4.7% to the intellectual; no constructs in the area of values were found. It was concluded that, given that the constructs in the two largest construction categories can be considered negative and considering the little or no constructs in the rest, a male views his partner negatively or partially, which leads him to justify his violence towards her.

Emotional Perception of Chocolate Advertisements: Elicited During Group Discussions Including an Adapted Repertory Grid Sequence

Cordelia Mühlbach

As emotions gain more influence in marketing research, this exploratory research project examined the emotional perception of chocolate advertisements. The main goal of this research study was to investigate if a methodological combination can support a deeper understanding of this emotional perception. Further objectives were measuring which concrete results a self-administered repertory grid questionnaire could show and if a repertory grid sequence could influence the verbalized emotional perception of chocolate advertising during a group discussion. For elicitation, two group discussions including an adapted repertory grid sequence and two control group discussions without were

accomplished. The self-administered paper-based repertory grid questionnaire was completed by the participants during the group discussions. In total, 70 constructs were elicited from 14 participants using fixed triadic comparisons (five per subject). A content analysis of the transcripts of the group discussions and a comparison of separately elicited brand associations were combined with the construct analysis. The results of the study indicate that 1) self-administered repertory grids can be fruitfully applied in the context of eliciting brand emotions yielding a wide range of reflective constructs and that 2) the integration of the repertory grid sequence into the group discussions can increase efficiency of data collection.

Is the Internet a City? Investigating Online and Offline Factors Modulating the Risk of Urban Living for Psychosis-like Symptoms in Healthy Adults

Nancy Ferranti, Ian Gold, Colleen Rollins, Rachel Bergmann

The “urban effect” reflects a well-established correlation between urban upbringing and risk for psychosis, and research suggests that this phenomenon could be due to social factors. Considering the increased prevalence of internet use in people’s daily lives we sought to investigate the social factors contributing to the urban effect and whether social activity on the internet could provoke similar effects on psychotic symptomatology. We used a mixed-methods approach to investigate the association between city living, online and offline social life and psychotic symptomatology in young adults. Questionnaires concerning levels of social connectedness, delusional ideation and psychotic symptoms were administered to 50 healthy adults. 9 were selected for semi-structured interviews to explore the individual’s lived-experience in the city and online. Our results suggest that the amount and variation of unknown individuals in an environment are the most important features that contribute to urban social stress and that a sense of belonging is a critical protective factor. We further found that social activity on the Internet mirrored these findings of city living such that the greatest stressor of Internet use was uncertainty of how one would be perceived due to the amount of unknown identities and that having a community online was beneficial to individuals’ mental health. Our results elucidate the effects of social relations on mental health in the city and online and highlight the need to explore the effects of Internet use on wellbeing.

Great Sex in the Dirty South: Celebrating Unique Constructs of Optimal Sexual Experiences in the Southern United States

Ramah E. Steinruck, Sara K Bridges, Mae-Lynn Germany, Joseph P Dunn

Much of the literature related to sexual experiences in the social sciences focuses on sexual dysfunction, pathology, and their mediation (Kleinplatz et al, 2009) rather than the individual experience of optimal or exceptional sexual experiences. Nevertheless, it is widely accepted that sexual satisfaction is a strong predictor of relationship and life satisfaction. However, little is known about what makes sexual experiences optimal and what factors contribute to exceptional sex. Moreover, little research in this area has been conducted in the Southern United States and what does exist focuses on sex across racial lines or in specific communities (Hodes, 1995; Smallwood et al., 2015). The culture of the Southern United States has been described as having a unique climate in regards to sex (Smallwood et al., 2015) with biblically based, socially conservative views and mores with puritanical proscriptions regarding sex. To begin to understand the unique ways in which individuals in the south describe sexual experiences that they view as optimal, interviews are currently being conducted. The aim of this project is to explore the individual meaning of optimal sexual experiences for individuals, aged 24-45, who self-select as having had optimal sexual experiences and who have lived in the south for the first 18 years of their lives.

Four Years of Rivista Italiana Di Costruttivismo: The Italian Journal for The Promotion and The Development of Constructivist Theory and Practice

Chiara Centomo, Eleonora Belloni, Elena Bordin, Alessandro Busi, Sara Candotti, Chiara Lui, Marco Ranieri

This poster presents Rivista Italiana di Costruttivismo, an online free scientific journal dedicated to the promotion of Constructivism. This non-profit initiative provides a platform in Italy for contributions of

theoretical, empirical and methodological interest, developed within this epistemological matrix. The Journal includes works developed in the field of constructivist epistemology and Personal Construct Theory. It aims to give resonance to Italian constructivists, but also to promote the diffusion of foreign authors' thinking, by editing the Italian translations of their articles. For instance, the issue of March 2016 is completely dedicated to Developmental Age from a PCT perspective: it represents the challenge to alternatively narrate the theory from an epigenetic and diachronic perspective, describing how the person generates and develops themselves through the early lifetime.

Homemade Wire Cars 2.0: Cross-Fertilization Between Local and Scientific Knowledge in Maker Culture

Ivan Ruby

Maker Culture is an extension of the Do-it-yourself (DIY) movement on which the "makers" learn, create, reuse and collaborate. It is a contemporary movement that employs recent technologic and scientific advances with an intent to democratize the fabrication process and provide a tangible, hands-on interaction with artifacts for the participants. An instance in which "making" is used in developing countries is in the creation of homemade wire cars, conceived out of a need for a low-cost entertainment solution while using recycled materials and rudimentary techniques. In this study, I propose to challenge participants in a Maker Culture setting of a developed country to construct an improved wire car that would make use of electronic components commonly used in hobbyist projects. This challenge would allow an exploration of participants' understandings of the integration of local and scientific knowledge, depicting critical factors and barriers in the process. In order to achieve this goal, I intend to utilize a Grounded Theory research design guided by the Cultural-Historical Activity Theory (CHAT) framework in order to study the interaction considering two systems: one from which the local knowledge stems from and another representing the setting on which "making" takes place, which is predominantly scientific-knowledge rich.

Understanding the Process of Adaptation of International Graduate Students to Canada through Proctor's Goals Perceiver Element Grid (G-PEG)

Bojana Krsmanovic

Constituting a noteworthy portion of all students in Canada, international graduate students play a significant role in producing and passing on knowledge countrywide, benefiting the Canadian economy, sustaining the workforce, balancing aging population and low birth rate, and exposing domestic students to different cultures and languages with multiple potential positive impacts. Yet, not much is known about what they expect from the new academic and cultural environment, and how they, in reality, adapt to it. Addressing these questions, one international graduate student participated in the pilot study, which comprised two distinct instruments: semi-structured phenomenological interview and Harry Proctor's Goals Perceiver Element Grid (GPEG). To facilitate discussion and a deeper understanding of the attitudes, experiences, and feelings of the participant in relation to the process of adaptation to Canada, the GPEG was pertaining to give insight into past, present, and future images the participant holds of himself, their mutual relations and significance. Through the participant's reflection on each of these 'selves' and how they would relate to one another, as the result, this instrument provides a clear image of how different sets of experiences and values of the participant's self influence overall attitudes, needs, and aspirations of the individual.

Contagious Matters: The Social Constructs of Cancer Culture

Tristan Matheson

Contagious Matters attempts to associate biological matter, specifically cancer cells, with the concept of contagion by using my working methodology, Microethnography. This method in its infancy stages with its relational co-existence with ethnography, navigates and explores cancer cells by examining and visually recording the micro matters' social activities. This social proliferation of cancer cells within its ecology, arguably described as a contagious event or events, promotes an often-unobserved form of social amalgamation, compared to the more visually accessible host or cancer patient. The re-suspension of the concept of contagion through the use of both the sciences and ethnography via this

hybrid methodology challenges ways in which to evaluating things beyond the scope of purely human existence and experiences especially when relating to a deadly disease. By using visual aesthetics, the multi-media installation visually and psychologically attempts to draw viewers into the world of cancer, while confronting and challenging their perception about the deadly disease. Viewers experience cellular movement projected in 3D, as well as a narrative of my mother who battled cancer for four years played in the background, examining her journey and how the disease psychologically, socially and physiologically impacted her existence.

Constructivist Research and Documentation Centre

Susan Bridi, Luca Pezzullo, Marcello Bandiera, Eleonora Belloni, Chiara Centomo, Laura Scartezzini, Vito Stoppa

The Constructivist Research and Documentation Centre (CRDC) is presented as a benchmark for all scholars who are interested in conducting research within the theoretical and methodological framework of Constructivism and Personal Construct Psychology (PCP). PCP is viewed as a theory, which, going on its own assumptions, is fertile and open to further elaboration. It is a theory with wide-ranging possibilities for application, and one which lends itself to examination and implementation in various fields. In this light, the advancements in research play a crucial role in the development of our professional practice. The CRDC acts as a tool that fosters networking among scholars and national and international research groups with a view of encouraging initiatives aimed at the theoretical and practical development of constructivism. The Centre promotes a series of activities that include training and consultation services, as well as access to the bibliographic material present in the Institute of Constructivist Psychology library.

Exploring Thinking Patterns That Shape Career Transitions

David Price

In careers, thinking may constrain opportunities and replicate familiar, yet limiting, experiences. Career counselling aims to help explore capabilities and find satisfying employment. Although repertory grids have been used, reports focused on inexperienced young people considering stereotypical occupations with no reference to past life projects, contextual influences, or reasons for transitions. In contrast, qualitative grids could help mature people process their rich life history and examine transitions in order to elicit how context and constructs interacted to shape their choices.

How can personal construct psychology be used to explore mature career decision-making by examining the interaction of personal constructs with contextual factors during career transitions? This research targets mature participants aged 30-55. A rep grid will be used to elicit “life projects” and then to elicit constructs related to transitions—choices to enter, progress within, or exit projects. “Life projects” include employment, volunteer work, and other significant projects.

An event-perceiver grid will be used to capture the participants’ transitions through “life projects”, including contextual influences, such as family illness or unemployment, and to capture predicted perceptions of key persons in the participants’ life.

Focusing on transitions may avoid participants using an “objective lens” when characterizing work and projects.

Building a Community of Inquiry for Diverse Learners: Understanding the Processes

Ravinder Kumar

Amid the changing technological and demographic scenarios, the access to and success in learning have invited many reconsiderations regarding the contexts, tools, and technology to be employed for effective communication among learners to organize productive collaboration. Productive collaboration means the accommodation of major reconsiderations such as culture ethnicity, language, and the location of the participating community members. Accommodating diversity necessitates teacher's presence with positive beliefs toward the community diversity. Teacher’s presence in an online environment becomes more significant, as he/she has less control over the desired learning processes given the physical and cultural remoteness from the learners. The purpose of this paper is to explore the processes involved in the building of an online community of inquiry for a diverse group of learners via a

community of inquiry as a methodology. The community of Inquiry (CoI) as a method is helpful for constructivist education. CoI is a philosophical inquiry theory that is aimed at the collaborative knowledge creation. (Garrison, Anderson, & Archer, 2000). CoI gains its operational character from the communities of practice (Lave, 1982; Wenger, 1988), social learning theories (Bandura, 1977), and innovative knowledge communities (Hakkarainen, 2009) which focus on social (group inter-subjective) competences and knowledge creation rather than knowledge transfer. Social learning, according to Wenger (1998), is processed through social participation that consists of four components – meaning, practice, community, and identity. CoI can integrate the meaning, practice, community, and identity, as it involves the three presences – cognitive, social and teacher. Lipman (2003) says that education needs communities of inquiry, for CoI accommodate inclusiveness, participation, shared cognition, the quest for meaning, feelings of social solidarity, impartiality, and dialog. An understanding of the processes of CoI will help design effective online learning environments through a reconsideration of the diversity of learners involved.

Alpine Tales: A Living Constructivist Experience

Giovanni Stella, Susan Bridi, Chiara Lui, Veronica Mormina, Chiara Centomo, Massimo Giliberto

Alpine Tales is a residential event organized by the European Constructivist Training Network (ECTN). The aim of the winter school is to promote the networking between people interested in PCP from different countries. This event is thought as an opportunity to share resources and ideas, therefore enhancing our professional skills and potentially starting new collaborations. Hosted in an alpine self-managed house, the event offers participative training activities, like workshop and Open Space Technology sessions. It is focused on a collaborative approach: in Alpine Tales every activity - training as well as the housework - needs the active involvement of everyone. The Winter School, now at its third edition¹⁸, has represented so far an enthusiastic experience of exchanging thoughts and ideas, useful both in the professional field and in our everyday life. This event has been a chance to share new and creative tools for working in a strategically oriented way, to reflect on concrete projects and to build relationships that constitute the basis for a strong European network. Alpine Tales is therefore to be considered a great experience of lived constructivism.

45-Minute Workshop

Using Repertory Grids for Focus Groups in Fully Online Learning Contexts

Roland van Oostveen

Ulana Pidzamecky

This workshop will be a hands-on session for those who are interested in collecting PCP data from focus groups in fully online learning contexts. Using the affordances of Adobe Connect (an audio/video conferencing tool), we will run through a mock-up of a repertory grid session about the use of technological affordances in learning environments. We'll start with the formulation of 2 focusing questions for the elicitation of elements and constructs and then move through the elicitation procedures. A demonstration of the use of WebGrid software for the rating elements against constructs and the production of visuals for analysis purposes will be included in the workshop.

20-Minute Papers

Work 'Till You Drop? Higher Education in The Light of New Public Management (NPM)

Marie-Louise Österlind

University teachers construe their work as important and creative (Swedish National Agency for Higher Education, 2008), contributing not only to the development of their students but also to the sustainable development of modern societies. However their working conditions have deteriorated during the last centuries (see e.g. Kallio, 2014, Swedish National Agency for Higher Education, 2008; Swedish Association of University Teachers, 2013). The negative trend can to a large extent be explained by fundamental changes in management and administration (Vakkuri & Meklin, 2003; Modell, 2003, 2005,

2006). This NPM-style management is often found in conflict with and having negative effects on the scholars' intrinsic motivation and their knowledge-intensive work (Kallio & Kallio, 2014). In this study Swedish university teachers explore their professional role and work life experiences using a constructivist technique called rivers of experience (Denicolo & Pope, 2011).

Applicability of Constructivist Principles in University Research Leadership

Kenneth Sewell

Practitioners of constructivist psychology within the academy are most commonly found within departments of psychology, counseling, education, management, and other disciplinary units that study and teach the theory and practice of human meaning-making and adaptation. When a constructivist academician leaves her/his disciplinary confines and enters the "dark side" of central administration, it is at least possible to continue to utilize and apply constructivist principles in that central leadership role. For the past decade, I have been professionally focused on leading the research enterprises at three successive universities...following many years as a clinical psychology researcher and educator. In my current role as the Vice President for Research at Oklahoma State University in the United States, I find myself applying constructivist principles to my leadership role...doing so both intuitively as well as intentionally. In this presentation, I will describe some of the challenges and opportunities posed by the role of leading a large university research enterprise, and the specific constructivist principles and tools that I find to be of practical use in that role. I will conclude by speculating about the possibility of a constructivist line of research focused on university leaders.

Doctoral Clinic

Sara K Bridges

Ann-Louise Davidson

Massimo Giliberto

Harry Procter

Jonathan Raskin

Kenneth Sewell

David Winter

The doctoral clinic is intended for students who are new to PCP and would like to get some advice. The focus will be around those who presented posters in the previous session, but everyone is welcome.

ABSTRACTS DAY 4

Sunday 9 July 2017

90-minute Workshops

Does The Therapeutic Relationship Change According to The Patients' and Therapists' Semantic?

Valeria Ugazio

The presentation puts forward the hypothesis that we do not have one single way of building up the therapeutic relationship but as many different ways as the number of semantics. The “semantics of freedom”, of “goodness”, of “power” and of “belonging”, which, according to Ugazio (2013), prevail in the therapeutic conversation with many different patients, construct the therapeutic alliance and its rifts and dysfunctional circuits in a very peculiar way. The specific ways that characterize the therapeutic relationship when the four mentioned semantics prevail will be illustrated with some clinical examples and some excerpts of video-recorded sessions. The thesis of the link between meaning and therapeutic relationship will also be supported with the results of a study applying The Semantic Grid of Dyadic Therapeutic Relationship (SG-DTR Ugazio & Castelli, 2015) on the transcripts of the 120 videotaped individual systemic therapies. The main consequence is that different semantics require different therapeutic ways. Certain therapy stories, possible in one semantic –in the sense of being productive, easy to implement, boding well for change– are forbidden in another in the sense that they are difficult to develop, incapable of encouraging personal resources, destined to elicit drop out or dysfunctional circuits.

PCP vs DBT: Walking the Middle Path

Amberly R Panepinto

Jonathan Raskin

Jay Efran

Dialectical behavior therapy (DBT; Linehan, 1993, 2015) was originally designed to treat clients diagnosed with borderline personality disorder, and it has been extended to use with a broader population (e.g., Panepinto, Uschold, Olandese, & Lin, 2015; Pistorello et al., 2012). In the climate of empirically based treatments, DBT has become popular as research suggests that it is an effective treatment in reducing suicidal ideation, hospitalizations, depression, and substance abuse (Evershed et al., 2003; Koons et al., 2001; Linehan, Armstrong, Suarez, Allmon, & Heard, 1991; Linehan et al., 1999; Verheul et al., 2003). Although Linehan designed DBT from a cognitive behavioral perspective, the incorporation of dialectics and mindfulness makes this approach compatible with constructivism. This presentation will provide a brief overview of DBT and discuss the similarities and differences between PCP and DBT in terms of theoretical underpinnings and treatment approach. In doing so, the presentation will focus on ways to “walk the middle path” between these two orientations. Jay Efran and Jonathan Raskin will serve as discussants.

From Tears to Tantrums: A Clinician's Primer

Jay Efran

George Kelly argued that dividing human functioning into the categories of thoughts, feelings, and actions “confused everything and clarified nothing.” He recognized that questions such as “Do thoughts influence feelings, or do feelings influence thoughts?” are basically insoluble. Despite Kelly’s insights, many clinicians remain confused about matters of emotion and emotional expression. For example, they are unable to explain why people cry on both happy and sad occasions or why trembling in fear seems

to reduce stress. Moreover, they misinterpret clients' tears and tantrums, intervening in ways that are often inefficient and sometimes counterproductive. This workshop tackles questions clinicians ask about emotional expression, integrating the ancient theory of catharsis with modern understandings of how we operate. Drawing upon the work of biologist and cyberneticist Humberto Maturana, we propose a definition of emotion with which Kelly would have been comfortable. In the process, we will outline practical dos and don'ts for dealing with clients in distress.

20-Minute Papers

Mindful Mental Transmutation through Equanimity

Carmen Dima

Devi Jankowicz

Catalyzed by the growth in the research on mindfulness at both individual and collective levels, the distinction whether individual mindfulness and equanimity is a product of meditation or a dispositional state, is still ambiguous. The succession of events in one's life subjects the individual to a continuous process of validation and selective refinement. Progression onwards from undesirable mental states is assisted through a variety of individual feedback systems. Once a state is validated as desirable, a reconstruction of existing patterns begins, and through successive iterations the previous undesirable state is rejected and equanimity is further cultivated. Equanimity is a desirable state and trait, in which the individual is receptive and aware, calm, and amenable to good decision-making and balanced living. Drawing from ancient teaching of Hermetics in conjunction with Constructive Alternativism and Mindfulness concepts, we analyze and deconstruct how the Kellian Person-as-Scientist could mindfully alter those mental structures seen as unhelpful, and reconstruct old patterns into new forms. This method is presented through a systematic, mindful and rational process of Mental Transmutation, seeking a disposition towards a broader perspective of Equanimity as an innate individual mental state and trait. As a result, individual well-being is reinstated which would ultimately manifest through enhanced individual performance and elicitation of collective creativity.

Minds, bodies and metaphors

Chiara Centomo

By affirming that mind and body exist in different domains of knowledge as discriminations acted by an observer, Constructivism has overcome the old dualism typical of psychosomatic medicine, that traditionally considers mind and body as two separated entities.

However, both in everyday life and in clinical work, we often stumble upon our own language that, being intrinsically dualistic, does not seem to allow the epistemological "leap" and instead leads us back into the old dichotomy. This is an important issue particularly during a psychotherapy with a person who suffers from so called "psychosomatic symptoms". Indeed, according to Kelly, in this case the aim of the therapy is to help the patient to subsume their rigid mind-body dualism. But how can it be done, if language does not support us? Through a case study, this paper suggests that the use of metaphorical language allows us to "construct a bridge" between mind and body, in order to give the suffering a new meaning.

*Anxiety and Loss in Trans*ition*

Mae-Lynn Germany

Sara K. Bridges

Ramah E. Steinruck

Current works have explored external losses experienced by trans* individuals such as employment, relationships, and safety. These contextual losses are often truly detrimental to the individual because of their immediate and tangible effects. They do not, however, address the more ambiguous losses associated with moving into very different or fluid roles, societal positions, and relationships. Gender is traditionally dichotomized as distinctly male-female or masculine-feminine, particularly in Westernized societies, transition to a more fluid or liminal space challenges a shared societal construction. From a person-as-scientist perspective, one's tendency to formulate and test hypotheses becomes disrupted

by an inability to anticipate or predict. Indeed, when confronted with events that are uninterpretable utilizing one's existing core constructs, a threat arises ushering in loss of predictability. Social supports often experience anxiety as they become unable to anticipate events, roles, or relationships with the loved one transitioning. Although, there also exists the possibility for the use of hostility and violence "to extort evidence for a prediction rather than revising" one's construct (Winter, 1992). This talk seeks to explore meaning making in ambiguous loss in transition and the resulting reactions to construing.

Toward A Value Proposition of Digital Opportunity Trust

Muhammad Umair Shah

Paul Guild

This study aims to advance the understanding of Digital Opportunity Trust's (DOT) value proposition by characterizing the 'modus operandi' and to develop a method to explore the impact of entrepreneurship in the developing (or underdeveloped) regions of the world. DOT is a not-for-profit initiative to help reduce poverty, and to achieve greater social and economic stability by empowering people with skills and knowledge for utilizing new technologies in their communities. Personal interviews with DOT's executives, staff, interns and contractors were arranged to gather insightful information and to characterize the value proposition. We used repertory grid technique to elicit these constructs. The aim was to gather estimates of achievement for each of the defining attributes ('as things are' to reflect present achievement, and 'as things could be' to reflect how far the attribute might be 'pushed'). While it must be the responsibility of DOT's leaders to articulate formally its value proposition, evidence gathered in this case study points in possible directions. For example, DOT's value proposition is based on a humanitarian goal and a 'win-win' situation that benefits the people of underdeveloped regions as well as DOT itself.

Meeting Strangers: A 21st Century Take on the Clinical Interview

Edward Pacheco

From a postmodern perspective this doctoral clinical research project critiques the modernist paradigm and the traditional medical model approach to the clinical interview. In an effort to bolster the therapeutic relationship and garner a phenomenological perspective of the clients' cosmological matrix it then offers a semi-structured interview protocol consistent with a constructivist-holistic perspective.

Exploring Family Drawings with Children Elaborating Role Relationships, Self-Other Constructions

Deborah Truneckova

Core constructs formed in relationship with the primary caregiver develop into patterns of relating behaviours that manifest in several areas of the child's life from thoughts, actions and feelings to significant relationships. These core constructs drive and contribute to the child's sense of how they construe relationships and to their understanding of their identity and of the world in which they live. However, attachment ruptures interrupt profoundly the child's ability to form these role relations with family members. Drawing on research in personal construct psychology, attachment and developmental trauma, the design, the assumptions and the application behind the tool (Family Portrait Evaluation Tool) will be provided. The hypothesis behind the experiments using this tool is the child's family drawing will change in structure and complexity. It is anticipated these changes will occur as the child elaborates role relationships, his/her self-other constructions over the course of psychotherapy using a personal construct approach. These clinical experiments using the "Family Portrait Evaluation Tool" will be illustrated. There will be a discussion of the usefulness of this tool as a measure of therapeutic outcome in child psychotherapy and whether the tool can reflect reconstruing by the child as he/she reconnects with their family.

VENUE

Concordia University's two campuses are easily accessible. The conference will be hosted downtown on the Sir George Williams Campus (SGW), within walking distance to movie theatres, shops, the underground city, and public transportation.

The activities of July 6th will take place in the **EV building (1515 Sainte Catherine West)**. Take the east elevator and go up the 11th floor. Registration is in EV 11.655

The activities of July 7th, 8th and 9th will take place in the **MB building (1450 Guy St.)**. Take the elevator that goes to the 3rd floor (note not all elevators go to the 3rd floor). Registration will be in the common area MB 3.130.



CAMPUS SIR-GEORGE-WILLIAMS CAMPUS

- B** 2160, Bishop
- CI** 2149, Mackay
- CL** 1665, Sainte-Catherine O.
- D** 2140, Bishop
- EN** 2070, Mackay
- EV** Pavillon intégré Génie, informatique et arts visuels / Engineering, Computer Science and Visual Arts Integrated Complex 1515, Sainte-Catherine O.
- Le Gye
Galerie FOFA / FOFA Gallery
- FA** 2060, Mackay
- FB** Pavillon du Faubourg / Faubourg Building 1250, Guy 1600, Sainte-Catherine O. Centre de l'éducation permanente / Centre for Continuing Education
- FD** Pavillon du Faubourg Sainte-Catherine / Faubourg Sainte-Catherine Building 1610, Sainte-Catherine O. Salles de classe / Classrooms
- GA** 1211-1215, St-Mathieu
- GM** Pavillon Guy-De Maisonneuve / Guy-De Maisonneuve Building 1550, De Maisonneuve O. Résidences étudiantes de Concordia / Concordia student residence 1185, St-Mathieu CPE Concordia / Concordia Daycare
- H** Pavillon Henry-F.-Hall / Henry F. Hall Building 1455, De Maisonneuve O. Théâtre D.-B.-Clarke / D. B. Clarke Theatre Amphithéâtre des diplômés / Alumni Auditorium
- K** 2150, Bishop
- LB** Pavillon J.-W.-McConnell / J.W. McConnell Building 1400, De Maisonneuve O. Centre de services aux étudiants Birks / Birks Student Service Centre Galerie Leonard-et-Bina-Ellen / Leonard and Bina Ellen Art Gallery Cinema J.-A.-DeSève / J.A. DeSève Cinema Bibliothèque R.-Howard-Webster / R. Howard Webster Library
- M** 2135, Mackay
- MB** Pavillon John-Molson / John Molson Building 1450, Guy École de gestion John-Molson / John Molson School of Business
- MT** 2130, Bishop
- MT** Pavillon Montefiore / Montefiore Building 1195, Guy
- MU** 2170, Bishop
- P** 2020, Mackay
- PD** 2100, Mackay
- Q** 2010, Mackay
- R** 2050, Mackay
- RB** 2040, Mackay
- S** 2145, Mackay
- SB** Pavillon Samuel-Bronfman / Samuel Bronfman Building 1590, Docteur-Penfield
- T** 2030, Mackay
- TD** Pavillon Toronto-Dominion / Toronto-Dominion Building 1410, Guy
- V** 2110, Mackay
- VA** Pavillon des arts visuels / Visual Arts Building 1395, René-Lévesque O. Galerie VAV / VAV Gallery
- X** 2080, Mackay
- Z** 2090, Mackay



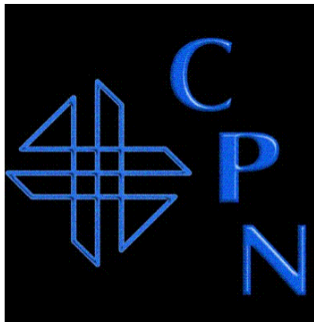
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 - Accès pour personnes à mobilité réduite / Wheelchair access
 - Station de métro / Metro station
 - Gare de train / Train station
 - Stationnement intérieur / Indoor parking
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 - Piste cyclable / Bicycle path



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