

## Congress Workshops

The Congress will be sponsoring several three hour workshops immediately before and after the official dates of the Congress. Psychologists can sign up for American Psychological Association-approved continuing education credits for these workshops (sponsored through the Division of Humanistic Psychology). Social workers, licensed professional counselors, and marriage and family therapists may receive approved continuing education credits for these workshops (sponsored through PsychoEducational Resources, Inc.). The fee for each workshop is \$45. Note: In addition to workshop fees, there will be a fee assessed for the continuing education processing (\$25 for psychologists, \$15 for others). This additional fee is only charged once. In other words, whether you sign up for 3 hours of workshops or 12 hours of workshops, you pay the same amount (\$25 or \$15) for the processing of your participation. We are listing the titles, presenters, and a brief description of each workshop below.

### **WORKSHOP 1: A Psychology for Adventurers: An Introduction to the Personal Construct Approach. (Sunday, 8:30 -11:45 A.M.)**

**Presenter:** Beverly Walker, PhD has been involved in teaching and researching from a personal construct perspective for many years. She has taught introductory and advanced units in this area in her native Australia, the US, UK, Ireland, and Italy to both psychologists and a variety of other professions. She is part of the Wollongong group, which has one of the largest groupings of academics and students working from this perspective in the world. Her approach is one that focuses on the theory as social, with the person as a person-in-relation. While not a clinician, much of her writing has clinical and other applications. Her writings focus on a variety of topics including:

- PCP as a social approach , (e.g., a book edited with Kalekin-Fishman The construction of group realities)
- interpersonal dependency,
- Kelly's notion of disorder,
- identity
- using photography in interventions and
- making sense of traveling.

When people ask her why she is interested in the personal construct approach she answers: “because it's fun.”

This workshop will explore some of the key features of George Kelly’s Personal Construct approach to understanding people and facilitating change. Some of the most important features of the theory will be introduced along with some of the main methods used by personal construct psychologists. The theory will be shown to be one that views the person as inherently socially embedded and operating within the constraints of a culture.

During the workshop, there will be a focus on active exploration, not just talking about theory, with exercises supplementing the presentation. The aim will be to prepare

those with little exposure to construct psychology to better appreciate presentations at the Congress that use construct theory and methods.

**Objectives:**

After completing this workshops, participants should

- 1) understand the basic principles of personal construct psychology
- 2) understand the inherently social nature of the theory
- 3) articulate basic principle of how humans change, according to the theory
- 4) Have a general understanding of research methods in the theory

**Workshop 2: Construing Trauma and Living Thereafter: A Constructivist Approach to Posttraumatic Therapy (Sunday, 8:30 – 11:45 A.M.)**

**Presenter:** Kenneth W. Sewell, Ph.D., is Professor and Director of Clinical Training at the Department of Psychology, University of North Texas in Denton, Texas, where he also maintains a private practice. Since completing his doctoral training in clinical psychology at the University of Kansas, he has written extensively on constructivist approaches to psychotherapy and psychopathology, with a special emphasis on trauma recovery. His work has spanned the domain of trauma survivors, ranging from combat veterans and sexual assault survivors to survivors of a mass murder incident. He has also actively published work in the field of personality and forensic assessment. The author of over 60 articles and book chapters, he is currently conducting research in the areas of constructional reactions to trauma and loss, coping with grief and loss, and psychological assessment of offenders. Dr. Sewell has served as Guest Editor for the Journal of Constructivist Psychology, is on the editorial boards for Constructivism in the Human Sciences and Personal Construct Theory and Practice, and serves as reviewer for numerous other scholarly journals. Dr. Sewell is on the board of directors of the Society for Constructivism in the Human Sciences and the steering committee for the Constructivist Psychology Network.

Professionals concerned about psychotherapy have been aware of the impact of traumatic events on personal functioning since the beginning of the field. This workshop will share with participants a conceptualization of posttraumatic stress reactions based on constructivist psychology. Then, the participants will be led through a model of psychotherapy based on this conceptualization. In adopting a constructivist approach for psychotherapy, a diagnosis such as Posttraumatic Stress Disorder is not seen as an end-state but rather as a transitional construct--a metaphor to be explored and possibly cast aside, transformed, or transcended as the client improves. In this workshop, participants will learn how to treat a posttraumatic stress reaction as an evolving, self-defining system of relations that must be construed and re-construed in order to maximize positive change. Case examples, technique demonstrations, and participant interaction/practice will all be used to augment the workshop lecture, handouts, and visual aids.

**Objectives:**

After completing this workshop, participants will be able to:

- Describe the basic characteristics of constructivist psychology and constructivist psychotherapy
- Describe the constructivist conceptualization of posttraumatic stress
- Describe the basic features of the constructivist model of psychotherapy with posttraumatic stress
- Distinguish the typical presentations of posttraumatic distress
- Determine the extent to which social constructions and event constructions are disrupted in traumatized clients
- List, describe, and implement the basic elements in constructivist psychotherapy with posttraumatic stress

### **WORKSHOP 3: Working with Anger (Sunday 8:30-11:45 A. M.)**

**Presenters:** Peter Cummins is a Consultant Clinical Psychologist and Head of Adult Psychological Services for Coventry teaching Primary Care Trust in England. He developed the Coventry anger program and has been working with people with anger for nearly eight years. He is the author of the chapter on anger in the International Handbook of Personal Construct Psychology (ed. Fransella 2003, Wiley), of a forthcoming chapter on anger in a new book edited by Professor David Winter (New developments in PCP, Whurr 2005) and is the editor of Working with Anger: A constructivist approach (Wiley, in production 2005).

Dr. Dina Pekkala gained her D.Clin.Psy. from the graduate clinical psychology program at the University of Birmingham in 2004. She completed a year long specialist anger placement in Coventry as part of her clinical training. She is now co-running the Coventry Anger program. She is the lead author on the chapter covering the evaluation of anger programs in the forthcoming book edited by Peter Cummins.

Angry clients present common but extremely difficult challenges for the psychotherapist. Existing approaches to “managing” anger are noteworthy mainly for their marginal success rates. In this workshop we will:

1. Briefly summarize the existing literature on anger management
2. Clarify existing approaches to anger management and the problems with these approaches
3. Describe an alternative constructivist approach and how this is used in practice. A 10 week group format will be described, together with its evaluation.

4. Focus on the key points (and risk factors) to be taken into consideration working with people who present with anger and violence problems

**Objectives:** The key learning objectives will be:

1. To be aware of the particular issues raised by working in this specialized area.
2. To clarify why there is a conflict in the literature between theory and practice
3. To describe fundamental techniques for working with anger within a PCP framework.

#### **WORKSHOP 4: Personal Construct Psychotherapy (Sunday, 1:30 – 4:45 P.M.)**

**Presenter:** David Winter is Professor of Clinical Psychology at the University of Hertfordshire, U.K., where he directs the Doctorate in Clinical Psychology. He is also Head of Clinical Psychology Services for Barnet in Barnet, Enfield and Haringey Mental Health Trust. He has employed personal construct psychology in his clinical practice within the British National Health Service and in research for over 45 years, and has approximately 100 publications in this area. These include *Personal Construct Psychology in Clinical Practice: Theory, Research and Applications* (Routledge, 1992/1994) and *Personal Construct Psychotherapy: Advances in Theory, Practice, and Research* (edited with Linda Viney: Whurr, 2005). He is a Fellow of the British Psychological Society and past Chair of its Psychotherapy Section; a registered personal construct psychotherapist with the UK Council for Psychotherapy, Chair of its Research Committee and past Chair of its Experiential Constructivist Section. He is also an Associate Editor of the *Journal of Constructivist Psychology* and Research Editor of the *European Journal of Counselling and Psychotherapy*.

**Objectives:** The workshop will explore basic principles of personal construct psychotherapy. At the conclusion of the workshop, participants will be able to describe:

- Developments in the personal construct model of psychological disorder and therapy
- The use of personal construct assessment techniques in therapy and in its evaluation
- Personal construct approaches to particular clinical problems, e.g. deliberate self-harm; agoraphobia; psychosexual problems; violence
- Personal construct group psychotherapy
- The relationship between personal construct and cognitive therapies
- The 'evidence base' for personal construct psychotherapy

#### **WORKSHOP 5: Making Meaning of Abuse Histories: Where to go from (t)here? (Sunday, 1:30 – 4:45 P.M.)**

**Presenter:** Stephanie Lewis Harter is an Associate Professor of Clinical Psychology at Texas Tech University. She directed the Clinical Psychology Ph.D. program from 1994-1997 and from 2000-2004. On sabbatical from January to July 2005, she is a visiting researcher at the University of Barcelona, Department of Personality, Evaluation, and Psychological Treatment in the Division of Health Sciences.

Dr. Harter has been working as a researcher, therapist, supervisor, and teacher in the fields of child abuse and personal construct psychology since 1984. She received her Ph.D. in Clinical Psychology from the University of Memphis in 1989. She has worked clinically at Duke University Medical School (as an intern and postdoctoral fellow in Medical Psychology) and at Ottumwa Regional Medical Center, Ottumwa, IA; North Little Rock VAMC/University of Arkansas Medical School; and Texas Tech University Health Sciences Center.

Dr. Harter served as Treasurer of the Constructivist Psychology Network (formerly NAPCN) from 1999 to 2004 and continues on the steering committee. She has published 24 articles and book chapters related to the constructivist psychology of child abuse and family relationships. She has also given numerous presentations in the area at national and international conferences.

This workshop discusses implications of personal construct theory and other constructivist approaches for work with adults with a history of childhood abuse. Personal meanings of abuse, identity, relationships, change, and help-seeking are discussed in the context of cultural and family rituals and narratives. Personal construct and narrative methods are discussed for assessment of personal meanings and directions for change. The therapy relationship presents an alternative, subversive context for challenging family and cultural meanings, exploring personal change, and creating new communities. The workshop will include brief exercises to allow participants to explore their own positions within cultural and professional narratives of abuse.

**Objectives:**

After completing the workshop, participants should:

- 1) articulate a constructivist understanding of trauma
- 2) use personal construct and narrative methods to assess traumatized clients
- 3) use constructivist and narrative methods of treating traumatized clients

**WORKSHOP 6: “Can I do that?” Constructivism and the APA Ethics Code  
(Sunday, 1:30 – 4:45 P.M.)**

**Presenter:** Jonathan D. Raskin, Ph.D., is an associate professor of psychology at the State University of New York at New Paltz. His scholarship generally focuses on applying constructivism to psychotherapy, abnormality, and ethics. Dr. Raskin co-edited *Constructions of Disorder: Meaning-Making Frameworks for Psychotherapy* (with Robert A. Neimeyer; American Psychological Association, 2000), *Studies in Meaning: Exploring Constructivist Psychology* (with Sara K. Bridges; Pace University Press, 2002)

and *Studies in Meaning 2: Bridging the Personal and Social in Constructivist Psychology* (with Sara K. Bridges; Pace University Press, 2004). He serves as an associate editor for the *Journal of Constructivist Psychology*, as well as on the editorial boards of *The Humanistic Psychologist* and the new Internet journal, *Personal Construct Theory and Practice*. Dr. Raskin is licensed as a psychologist in New York, where he maintains a small private practice.

Constructivism concerns itself with how people create meaningful ways of understanding themselves and their surroundings. The constructivist emphasis on how meaning and knowledge are invented at least as much as they are discovered has a variety of ethical implications. This workshop will examine how constructivist theory can be used to think about professional ethics. Specifically, the APA Ethics Code will be considered from a constructivist perspective. Participants will learn about basic constructivist theories, the ethical implications of these theories, and how these theories relate to the APA Ethics Code in research and practice settings. NOTE: This workshop meets the requirements for states like Ohio's that psychologists receive 3 ceu credits on legal ethical issues.

**Objectives:**

After attending the workshop, participants should be able to

- 1) use constructivist psychology to think critically about the APA ethical code
- 2) use constructivist psychology to explore ethical dilemmas more generally

**WORKSHOP 7: Postmodern Sex Therapy: Changing Constructions of Sexuality (Saturday, 8:30 – 11:45 A.M.)**

Presenter: Sara K. Bridges is an assistant professor of counseling psychology in the Department of Counseling, Educational Psychology, and Research at the University of Memphis. Her scholarship has been in the area of constructivism and sexuality and she is particularly interested in a constructivist approach to sexuality. She has published in the area of sexual satisfaction, constructivism, and the blend between sexual identity and ethnicity/culture. She is co-editor of *Studies in meaning: Exploring constructivist psychology* (Pace University Press, 2002) and *Studies in meaning 2: Bridging the personal and social in constructivist psychology* (Pace University Press, 2004). She also is the Treasurer for the APA's Division of Humanistic Psychology.

In the past 50 years, there have been significant changes in how Western society views sexuality. It is becoming quite clear that as complex human beings with diverse backgrounds and ways of making meaning in our lives, we understand and experience sexuality in numerous ways. These different ways of making meaning about sexuality have been highlighted in the past few decades with the advent of the internet, new

information regarding the biological bases of sexual difficulties, and a general openness about sexuality. This is not to say that, as a culture, Western society is completely open about sexuality, but rather there appears to be an understanding that people are sexual beings and that sexuality is a fundamental part of many intimate relationships. With this shift toward acceptance of sexuality as a basic part of living, comes an expectation that sexuality should be an enjoyable and natural aspect of healthy relationships. Moreover, the pursuit of healthy sexual relationships has become a frequent subject of personal and professional conversation. With the changing way that sexuality is viewed in Western society, counselors and therapists need to be prepared to address the sexual needs of their clients.

This half day workshop will give you a close look at how personal construct therapy can be used to explore and elaborate personal and relational constructions of sexuality. Taken as a whole, the idea of our sexuality or sexual identity can be a bit overwhelming, making it hard to comprehend fully for ourselves, much less communicate clearly to others. This workshop is designed to assist both counselors and their clients in understanding and communicating more clearly about sexual meanings from a personal construct perspective. Constructivist practices will be presented (i.e., sexual genograms, holonic mapping, sexually oriented laddering, depth oriented brief therapy as it relates to sexuality, narrative approaches) and ways of conceptualizing sexual difficulties based on Kelly's conceptualizations of emotions (i.e., guilt, threat, anxiety, etc.) will be offered. Opportunities will also be provided for workshop participants to practice these techniques.

### **Objectives:**

After attending this workshop, participants should be able to:

- 1) Understand sexuality in terms of personal and relational constructions
- 2) Communicate sexual meanings more clearly within a constructivist perspective
- 3) Understand constructivist ways of comprehending sexuality

### **WORKSHOP 8: Fabricating Emptiness: Zen Buddhism and Constructivist Psychology (Saturday, 8:30 – 11:45 A.M.)**

**Presenter:** Spencer A. McWilliams earned his Ph.D. in Clinical Psychology at the University of Rochester and is currently Professor of Psychology at California State University San Marcos. He avidly embraced Personal Construct Psychology thirty years ago and has practiced Zen meditation as a student of Charlotte Joko Beck, resident teacher of the Zen Center of San Diego and founder of the Ordinary Mind School of Zen, for more than twenty years. His work has appeared in PCP journals and books and he has presented papers and workshops at PCP conferences. Using metaphors such as anarchy and idolatry his publications emphasize our personal role in constructing our beliefs and understanding, and he has discussed language techniques and meditation approaches that help us attend to our active participation in creating meaning. His current work explores

the interface between Zen meditation, Buddhist psychology, and various constructivist issues and themes.

Although evolving from different lineages many years apart, many constructivist issues and ideas have been foreshadowed by Buddhist philosophy and psychology and manifest in Zen meditation practice. This workshop will explore a variety of facets of the intriguing interface and parallels between these two perspectives. We will begin with the Middle Way philosophy of Madyamika Buddhism, which addresses the question of realism versus nihilism by demonstrating the interdependence, impermanence, and emptiness (lack of essence) of phenomena and proposing that we view phenomena as conventionally real but not having inherent reality. We will next consider how we might construe the notion of self from this perspective of emptiness, applying the Zen understanding of “no-self” to a Western view, emphasizing how we tend to reify conventional concepts of the self and treat it as having inherent existence. This exploration will lead to consideration and demonstration of a variety of Zen techniques that focus on awareness of created mental processes and immediate physical sensations as a way to assist us in seeing that phenomena, including self, lack permanent essence. We will conclude with a review of some classic Zen texts (sutras) that help to elucidate the perspective. Throughout the workshop, we will compare and contrast the Zen concepts with relevant constructivist viewpoints, including radical constructivism and social constructionism.

**Objectives:** After attending this workshop, participants should be able to

- 1) Understand the relationship between Buddhist philosophy and constructivist psychology
- 2) Compare Buddhist and constructivist notions of the “self”
- 3) Use some Buddhist principles in understanding client distress

**WORKSHOP 9: Animating the Image: The Archetypal Approach to the Dream (Saturday, 1:30 - 4:45 P.M.) \*\*\*NOTE: NEW TIME\*\*\***

Presenter: Roger Knudson, Ph. D. is the Director of Clinical Training in the Ph.D. program in clinical psychology at Miami University. His research focuses on significant dreams and their on-going significance in the psychological life of the dreamer. He is a member of the Board of Directors of the International Association for the Study of Dreams and has received a certificate in Advanced Dream Tending in Stephen Aizenstat's dream tending program at Pacifica Graduate Institute. A dynamic teacher, Dr. Knudson has been a recipient of Miami University's College of Arts and Sciences Distinguished Teaching Award.

"Animating the image - that is the task today. No longer is it a question of symbolic contents of dreams." James Hillman's assertion provides the framing idea for this workshop on a post-modern approach to dream work. We will consider archetypal psychology's approach to "animating the image," contrasting it with the usual methods of

association and amplification. An overview of theory will be followed by a detailed illustration taken from a case of a young woman with severe anorexia.

**Objectives:** After attending this workshop, participants should be able to:

- 1) Understand the relationship between Hillman's and post modern approaches to dream work
- 2) Utilize the archetypal concept of "animating the image" in dreamwork
- 3) Be able to apply these principles in clinical situations

**WORKSHOP 10: Reconstructing Meaning in the Midst of Loss (Saturday, 1:30 – 4:45 P.M.)**

**Presenter:** Robert A. Neimeyer, Ph.D., is Professor and Director of Psychotherapy in the Department of Psychology, University of Memphis, where he also maintains an active clinical practice. Since completing his doctoral training at the University of Nebraska in 1982, he has published 18 books, including *Meaning Reconstruction and the Experience of Loss*, and *Lessons of Loss: A Guide to Coping*, and serves as Editor of the journal *Death Studies*. The author of over 200 articles and book chapters, he is currently working to advance a more adequate theory of grieving as a meaning-making process, both in his published work and through his frequent professional workshops for national and international audiences. Neimeyer is a member of the American Psychological Association's Task Force on End-of-Life Issues, and serves as Chair of the International Work Group for Death, Dying, & Bereavement. In recognition of his scholarly contributions, he has been granted the Eminent Faculty Award by the University of Memphis, made a Fellow of the Clinical Psychology Division of the American Psychological Association, and given the Research Recognition Award by the Association for Death Education and Counseling.

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

**Objectives:** After attending this workshop, participants should be able to:

- 1) Understand the ways that death and bereavement is conceptualized in constructivist theory
- 2) Apply a variety of constructivist approaches to helping clients come to term with the loss of a loved one

**WORKSHOP 11: Working with Older People (Sunday, 1:30- 4:45 P.M.) \*\*\*NOTE: NEW TIME\*\*\***

**Presenter:** Sally Robbins qualified as a Clinical Psychologist in England in 1980 and has worked with older people ever since. She has been involved with PCP in England since the mid '80s and is a Personal Construct Psychotherapist. She is one of the world's leading authorities on constructivist psychology and the elderly.

This workshop will concentrate on some of the issues that commonly arise in working with older people. A large part of the workshop will focus on the Sociality Corollary and how consideration of this can help. Using presentations and also participative exercises we will explore some PCP related ways of approaching the issues.

**Objectives:** After attending this workshop, participants should be able to:

- 1) Understand clinical issues associated with working with older people
- 2) Understand constructivist conceptualizations of these issues
- 3) Apply constructivist conceptualizations to clinical situations with older people