

XXIst International Congress
on
Personal Construct Psychology

PCP @ 60: PAST, PRESENT, & FUTURE



15th - 17th July 2015

University of Hertfordshire, Hatfield, UK

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THE XXIst INTERNATIONAL CONGRESS ON PERSONAL CONSTRUCT PSYCHOLOGY

PCP @ 60: PAST, PRESENT, & FUTURE

As we hope you will agree when you have looked at the pages that follow, we think that we can say in all honesty that the theme for this Congress is well reflected in the very wide range of presentations that will be given over the 3 days of the Congress. By any standards the variety and number of contributions is exceptional and we are extremely grateful to all those who have submitted presentations.

We are very fortunate to have colleagues attending the Congress from 5 continents and we express our sincere thanks to all those who have made the journey - sometimes thousands of miles - to attend.

The presentations mirror the reflexivity of PCP, demonstrating our ability to apply construct theory both to PCP itself and at the same time to show the wide range of applications of PCP and the continuing development of both new methodologies and ways of analysing data gathered using the original methods of inquiry created by Kelly. We think we can safely say that there is something for everyone in this programme - the problem may well be that people are spoilt for choice and could find that there are 2 sessions that they would like to go to which are taking place at the same time. Hopefully that disappointment will be mitigated if, as we hope, a book of the proceedings of this Congress is published.

We hope that you will all have an interesting, enjoyable, and constructive time whilst you are with us at the University of Hertfordshire.

Nick Reed
David Winter

Wednesday 15th July	9.00 - 10.10am Registration and Refreshments in the de Havilland Atrium area					
ROOM ▶	N001					
10.10 - 10.30	Opening remarks					
10.30 - 11.45	Keynote: John Shotter Turning Psychology inside-out again: From a geometry to a poetics of experience					
11.50 - 12.20	Trevor Butt: an appreciation					
12.20 - 1.10	LUNCH (In Club de Havilland)					
ROOM ▶	Room N001					
1.10 - 1.40	<i>Paper</i> Miller Mair and another way of knowing: Beyond PCP from within PCP Simon King-Spooner	<i>Paper</i> A person centred approach to organisational sensemaking Natalie Marguet	<i>Paper</i> Methodological synthesis: Using repertory grids to develop better grounded theories Gregory Hadley	<i>Workshop</i> In their shoes: Play as the scientific laboratory of children's growth Chiara Lui & Gabriele Bendinelli	<i>Paper</i> Carsick: Construing risk when moving in the urban environment David Dansky & Clare Morris	<i>Paper</i> Reconstructing a core role - building dwelling thinking Richard Casebow
1.45 - 2.15	<i>Paper</i> Highlighting intersubjectivity and recognition in Kelly's sketchy view of personal identity construction Gabriele Chiari	<i>Paper</i> The impact of the 'contract culture' on recruitment in voluntary organisations operating in the UK health and social care sector Jan Gough & Devi Jankowicz	<i>Paper</i> 'Through the reading web': From reviewing to critical reading in doctoral studies Britt-Marie Apelgren	<i>Workshop cont'd</i> In their shoes: Play as the scientific laboratory of children's growth Chiara Lui & Gabriele Bendinelli	<i>Workshop</i> Introduction to repertory grid work Martin Fromm	<i>Workshop</i> Enhancing resistance: Working with past, present and future conflicts Susanne Lakin

ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115
	<p><i>Paper</i></p> <p>Deconstructing Asperger syndrome using repertory grids</p> <p>Susan Tilki</p>	<p><i>Paper</i></p> <p>Toward an understanding of firms creating value for stakeholders: Using the repertory grid technique for exploring differences among ICT-sector firms at various organizational life cycle stages</p> <p>Muhammad Umair Shah & Paul Guild</p>	<p><i>Paper</i></p> <p>PCP, maths and the classroom: An exploration of what makes teaching constructivist</p> <p>Jenny Newland</p>	<p><i>Workshop cont'd</i></p> <p>In their shoes: Play as the scientific laboratory of children's growth</p> <p>Chiara Lui & Gabriele Bendinelli</p>	<p><i>Workshop cont'd</i></p> <p>Introduction to repertory grid work</p> <p>Martin Fromm</p>	<p><i>Workshop cont'd</i></p> <p>Enhancing resistance: Working with past, present and future conflicts</p> <p>Susanne Lakin</p>
2.20 – 2.50						
2.55 – 3.25	<p><i>Paper</i></p> <p>Constructivist perspective of the semantic system of patients suffering from dementia: proposals for psychotherapy</p> <p>Marianna Riello</p>	<p><i>Paper</i></p> <p>Management commitment to company reorganisation: A repertory grid project reveals surprises</p> <p>Martin J. Griffin</p>	<p><i>Paper cont.</i></p> <p>PCP, maths and the classroom : An exploration of what makes teaching constructivist</p> <p>Jenny Newland</p>	<p><i>Workshop cont'd</i></p> <p>In their shoes: Play as the scientific laboratory of children's growth</p> <p>Chiara Lui & Gabriele Bendinelli</p>	<p><i>Workshop cont'd</i></p> <p>Introduction to repertory grid work</p> <p>Martin Fromm</p>	<p><i>Workshop cont'd</i></p> <p>Enhancing resistance: Working with past, present and future conflicts</p> <p>Susanne Lakin</p>
3.25 – 3.45	Refreshment Break (in the Atrium)					

ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115
3.45 - 4.15	<p><i>Paper</i></p> <p>Coherence Therapy and its place on the constructivist landscape</p> <p>Michal Jasinski & Guillem Feixas</p>	<p><i>Paper</i></p> <p>"Constructing Ourselves" - reflecting on our discourses of construction</p> <p>Martin Weegmann</p>	<p><i>Paper</i></p> <p>Attempting to walk in the shoes of Neophyte Teenage Scientists through their explanations and the lens of Kelly</p> <p>Enda Carr, Odilla Finlayson, & Eilish McLoughlin</p>	<p><i>Paper</i></p> <p>Come back idiographic assessment. All is forgiven (nearly)</p> <p>David Green</p>	<p><i>Workshop</i></p> <p>Take a journey through change!</p> <p>John M Fisher & Nathalie Nguyen</p>	<p><i>Workshop</i></p> <p>Sliding Roles Technique: A new supervision tool based on Personal Construct Psychology</p> <p>Elena Bordin, Jessica Dagani, & Marco Ranieri</p>
4.20 - 4.50	<p><i>Paper</i></p> <p>The dialectics of recognition: Theoretical and clinical considerations. A hermeneutic approach to the paths of dependency</p> <p>Mara Ognibeni, Alessandro Piattoli, & Cristina Sassi</p>	<p><i>Paper</i></p> <p>But we want to know the truth</p> <p>Spencer A. McWilliams</p>	<p><i>Paper</i></p> <p>Tales from the Watershed: Using repertory grids in the study of teachers' mid-career identity</p> <p>Alison Kington, Branwen Bingle, Colin Howard, & Catriona Robinson</p>	<p><i>Paper</i></p> <p>An extension of procrustes analysis to aggregate idiographic attribute datasets</p> <p>Mark Heckmann</p>	<p><i>Workshop cont'd</i></p> <p>Take a journey through change!</p> <p>John M Fisher & Nathalie Nguyen</p>	<p><i>Workshop cont'd</i></p> <p>Sliding Roles Technique: A new supervision tool based on Personal Construct Psychology</p> <p>Elena Bordin, Jessica Dagani, & Marco Ranieri</p>
4.55 - 5.25	<p><i>Paper</i></p> <p>I wonder if anything is going to happen here: creating a conversation between cultures</p> <p>Adele Pile</p>	<p><i>Paper</i></p> <p>Uncompleted intersubjective recognition as the basis for the development of personal disorders</p> <p>Gabriele Chiari</p>	<p><i>Paper</i></p> <p>Physical education and multiculturalism. Reconstructing physical education teachers' beliefs about cultural heterogeneity in school.</p> <p>Jonas Steiger</p>	<p><i>Paper</i></p> <p>Looking at research methodology through PCP lenses: reflections from a PhD student</p> <p>Deborah Harding</p>	<p><i>Workshop cont'd</i></p> <p>Take a journey through change!</p> <p>John M Fisher & Nathalie Nguyen</p>	<p><i>Workshop cont'd</i></p> <p>Sliding Roles Technique: A new supervision tool based on Personal Construct Psychology</p> <p>Elena Bordin, Jessica Dagani, & Marco Ranieri</p>

ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115
	<i>Paper</i> Psychotherapy as an art of small expectations Vladimir Musicki	<i>Paper</i> The structure of social reality Djamel Bentrar	<i>Paper</i> What can PCP offer research into spiritually-aware-practice in education? Janet Monahan	<i>Paper</i> “Well nobody wants to see a hairy fanny do they?”: Exploring the everyday narratives of young women’s perceptions and practices around genital appearance and sexual identities Lesley-Ann Smith, Callum Cooper, Rachel Evenden, Laura Reed, & Laura Hickenbotham	<i>Paper</i> PCP in a hostile world Sally Robbins	<i>Workshop contd</i> Sliding Roles Technique: A new supervision tool based on Personal Construct Psychology Elena Bordin, Jessica Dagini, & Marco Ranieri
	5.30 – 6.00					
	Evening Reception and Posters (In the Atrium - all delegates are welcome to attend)					
	6.15 – 8.00					

ROOM ▶	Room N001	Room N002	Room N003	Room N110	R010	Room R110	Room R115
11.35 – 12.05	<p><i>Paper</i></p> <p>A constructivist perspective on the family organization of a chronically ill child</p> <p>Sabrina Cipolletta</p>	<p><i>Paper</i></p> <p>Present and future forms of leadership - making implicit theories tangible</p> <p>Jan Christopher Pries</p>	<p><i>Paper</i></p> <p>Tacit relationships between biology and mathematics teachers content knowledge (CK) and their pedagogical content knowledge (PCK)</p> <p>Rozensajn Ronit & Anat Yarden</p>	<p><i>Workshop cont'd</i></p> <p>Using the Pictor technique</p> <p>Nigel King & Viv Burr</p>	<p><i>Paper</i></p> <p>Convergent validity of cognitive complexity indices and their association with clinical and personality variables</p> <p>Juan Herran-Alonso, Luis Ángel Saúl, María Angeles López-González, & Rafael Perea-Luque</p>	<p><i>Workshop cont'd</i></p> <p>Philosophy workshop: Constructs and habits</p> <p>Harry Procter</p>	
12.10 – 12.40	<p><i>Paper</i></p> <p>Credulous listening providing an authentic therapeutic voice for the child client</p> <p>Deborah Truneckova</p>	<p><i>Paper</i></p> <p>Discovering factors that impact the non-financial health of a company</p> <p>Martin J. Griffin</p>	<p><i>Paper</i></p> <p>To think up a new educational role</p> <p>Ambra Signori</p>	<p><i>Workshop cont'd</i></p> <p>Using the Pictor technique</p> <p>Nigel King & Viv Burr</p>	<p><i>Paper</i></p> <p>How psychology students construe different types of coursework assessment</p> <p>Nick Reed & Sue Anthony</p>	<p><i>Workshop cont'd</i></p> <p>Philosophy workshop: Constructs and habits</p> <p>Harry Procter</p>	
Lunch (In Club de Havilland)							
12.40 – 2.00							
2.00 – 2.30	<p><i>Paper</i></p> <p>Radicalisation and deradicalisation as elaborative choices: Explorations of the construing of Salafists</p> <p>Aitemad Muhanna-Matar & David Winter</p>	<p><i>Workshop</i></p> <p>New generation of repertory grid software</p> <p>Matthias Rosenberger</p>	<p><i>Workshop</i></p> <p>The face of decision – The look of love</p> <p>Richard Casebow</p>	<p><i>Paper</i></p> <p>Being a foreigner: schemes of interpretation</p> <p>Djamel Bentrar & Rabah Benali</p>	<p><i>Paper</i></p> <p>Personal constructions of museum exhibits</p> <p>Martin Fromm</p>	<p><i>Workshop</i></p> <p>Drawing a comprehensive picture of a person's mind, body, spirit construct system</p> <p>Gina Selby</p>	<p><i>Workshop</i></p> <p>Exploring personal constructs through literature</p> <p>Carmen Dell'Aversano</p>

ROOM ▶	Room N001	Room N002	Room N003	Room N110	R010	Room R110	Room R115
2.35 – 3.05	<i>Paper</i> Democracy without generalized trust: A condition for violence? Finn Tschudi	<i>Workshop cont'd</i> New generation of repertory grid software Matthias Rosenberger	<i>Workshop cont'd</i> The face of decision – The look of love Richard Casebow	<i>Workshop</i> Understanding and working with relationships: Family constructs and semantic polarities Harry Procter & Valeria Ugazio	<i>Paper</i> Exploring how people construe the natural world and their relationship with nature Jamie Sutcliffe	<i>Workshop cont'd</i> Drawing a comprehensive picture of a person's mind, body, spirit construct system Gina Selby	<i>Workshop cont'd</i> Exploring personal constructs through literature Carmen Dell'Aversano
3.10 – 3.40	<i>Paper</i> Polemics, pre-emption & peril Bob Green	<i>Workshop cont'd</i> New generation of repertory grid software Matthias Rosenberger	<i>Workshop cont'd</i> The face of decision – The look of love Richard Casebow	<i>Workshop cont'd</i> Understanding and working with relationships: Family constructs and semantic polarities Harry Procter & Valeria Ugazio	<i>Paper</i> Who's on your mind? A PCP exploration of the profile image in Facebook Alessandro Busi	<i>Workshop cont'd</i> Drawing a comprehensive picture of a person's mind, body, spirit construct system Gina Selby	<i>Workshop cont'd</i> Exploring personal constructs through literature Carmen Dell'Aversano
Refreshments (In the Atrium)							
4.00 – 4.30	<i>Workshop</i> Intervening in meaning Robert A. Neimeyer & Eric Sween	<i>Workshop cont'd</i> New generation of repertory grid software Matthias Rosenberger	<i>Paper</i> Self-Characterization in childhood: Toward a narrative method to investigate the development of personal constructs Marco Castiglioni, Rossella Procaccia, & Guido Veronese	<i>Workshop cont'd</i> Understanding and working with relationships: Family constructs and semantic polarities Harry Procter & Valeria Ugazio	<i>Paper</i> Personal Construct Psychologists; The next generation? Susan Anthony & Nick Reed	<i>Workshop cont'd</i> Drawing a comprehensive picture of a person's mind, body, spirit construct system Gina Selby	<i>Workshop</i> Working with reluctant clients Jenny Newland (NB. This workshop is limited to 8 places. Please see abstract for other requirements)

ROOM ▶	Room N001	Room N002	Room N003	Room N110	R010	Room R110	Room R115
4.35 – 5.05	<i>Workshop cont'd</i> Intervening in meaning Robert A. Neimeyer & Eric Sween	<i>Workshop cont'd</i> New generation of repertory grid software Matthias Rosenberger	<i>Paper</i> Adolescence in adolescence: Exploring Laura Gelli	<i>Workshop cont'd</i> Understanding and working with relationships: Family constructs and semantic polarities Harry Procter & Valeria Ugazio	<i>Paper</i> Using PCP methods to teach reflexivity in Social Work education Viv Burr, Nigel King, & Jamie Sutcliffe	<i>Workshop cont'd</i> Drawing a comprehensive picture of a person's mind, body, spirit construct system Gina Selby	<i>Workshop cont'd</i> Working with reluctant clients Jenny Newland
5.10 – 5.40	<i>Workshop cont'd</i> Intervening in meaning Robert A. Neimeyer & Eric Sween	<i>Workshop cont'd</i> New generation of repertory grid software Matthias Rosenberger	<i>Paper</i> Kaleidoscopic Adolescence: New hues from different perspectives Elena Bordin & Massimo Giliberto	<i>Workshop cont'd</i> Understanding and working with relationships: Family constructs and semantic polarities Harry Procter & Valeria Ugazio	<i>Paper</i> The subjectivities of trainers in Personal Construct Psychotherapy training Silvia Carattoni & Alessandra Petrolati	<i>Paper</i> Alfred Schutz's social phenomenology and George Kelly's PCP Djamel Bentrar	<i>Workshop cont'd</i> Working with reluctant clients Jenny Newland

Regional meetings: Club de Havilland bar + Room R110 + Room R115

Gala dinner (pre-booking essential) followed by Creative Construing

Comet Room, Club de Havilland

**7.30
onwards**

Friday 17th July										
ROOM ▶	N001									
9.15 – 10.30	Keynote Debate: Robert A. Neimeyer and Jonathan D. Raskin PCT in the dusty crystal ball: name branding and the challenge of sustainability									
10.30 – 11.00	Refreshments (In the Atrium)									
ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115				
11.00 – 11.30	<p><i>Symposium</i></p> <p>Symposium Title: Repgrid indices and their applications to psychotherapy and research</p> <p>(N.B. Since there are 4 papers in this symposium, timings of individual papers will not conform with times of other sessions)</p> <p><i>Paper 1</i></p> <p>Assessing the change of implicative dilemmas and self-construction after therapy</p> <p>Clara Paz, Marta Salla, Adriana Trujillo, Eliana Ortiz, & Guillem Feixas</p>	<p><i>Paper</i></p> <p>Personal construct theory and emotions</p> <p>Desley Hennessy</p>	<p><i>Workshop</i></p> <p>Constructing your strengths-focused identity</p> <p>Jerald R Forster</p>	<p><i>Paper</i></p> <p>I killed my child(ren): A qualitative study exploring the phenomenon of paternal filicide in the South African context</p> <p>Precious Sedumedi</p>	<p><i>Workshop</i></p> <p>OctoQuest - a goal oriented interviewing method</p> <p>Wolf Lejuene & John M Fisher</p>	<p><i>Workshop</i></p> <p>Non-verbal construing and psychotherapy: Is verbalising your construing necessary for change?</p> <p>Clare Morris</p>				

ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115
<p>11.35 – 12.05</p>	<p><i>Symposium cont'd</i> Symposium Title: Reprgrid indices and their applications to psychotherapy and research <i>Paper 2</i> Attachment styles and self-and-other-representations Luis Ángel Saúl, M. Ángeles López-González, Juan Rafael Perea Luque, Eva Maria Martinez Yunta, & Fernando Rubio-Garay</p>	<p><i>Paper</i> To love and feel loved: A PCP perspective on loving relationships Giovanni Stella</p>	<p><i>Workshop cont'd</i> Constructing your strengths-focused identity Jerald R Forster</p>	<p><i>Paper</i> How children and young people self-construe following a psychological trauma Amy D'Sa</p>	<p><i>Workshop cont'd</i> OctoQuest - a goal oriented interviewing method Wolf Lejuene & John M Fisher</p>	<p><i>Workshop cont'd</i> Non-verbal construing and psychotherapy: Is verbalising your construing necessary for change? Clare Morris</p>
<p>12.10 - 12.40</p>	<p><i>Symposium cont'd</i> Symposium Title: Reprgrid indices and their applications to psychotherapy and research <i>Paper 3</i> Self-esteem and sexism. How grid technique contributes to understanding the construction of gender roles. Jesús García-Martínez <i>Paper 4</i> De-constructing self-esteem Joan Miquel Soldevilla-Alberti</p>	<p><i>Paper</i> Interpersonal construing processes and quality of couple relationships: Time matters Marta Salla, Danilo Moggia, & Guillem Feixas</p>	<p><i>Workshop cont'd</i> Constructing your strengths-focused identity Jerald R Forster</p>	<p><i>Paper</i> Stories of (extra)ordinary disability Luisa Maria Padorno</p>	<p><i>Workshop cont'd</i> OctoQuest - a goal oriented interviewing method Wolf Lejuene & John M Fisher</p>	<p><i>Workshop cont'd</i> Non-verbal construing and psychotherapy: Is verbalising your construing necessary for change? Clare Morris</p>

Lunch (In Club de Havilland)							
12.40 – 1.45	ROOM ►	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115
		<p><i>Symposium</i></p> <p>Symposium Title: Construing through the body: dance therapy experiences</p> <p><i>Paper 1</i></p> <p>The BodyMindApproach to working with people with persistent physical symptoms with no medical explanation (formerly termed psychosomatic conditions)</p> <p>Helen Payne & YuChi Lin</p>	<p><i>Paper</i></p> <p>Social experiences of youth with Autism Spectrum Disorder: An exploration based on Personal Construct Psychology</p> <p>Shivani Sharma, Jamie Churchyard, Nicola Collingwood, & David Winter</p>	<p><i>Paper</i></p> <p>Flow of time or flow of experience? Working with children from their point of view</p> <p>Marco Ranieri</p>	<p><i>Workshop</i></p> <p>Construing alternatives in teaching Personal Construct Psychology: revisiting Fay Fransella's carousel model and the use of QUEG to evaluate the experience of a 6 day, 3 unit Foundation Course</p> <p>Claire Morris, Cathy Sparkes, Jen Angharad, Carys Bracken, Monica Ceccon, Adele Pile, Barbara Stephens, & Linda Tullet</p>	<p><i>Workshop</i></p> <p>Immunity to change: When core constructs impede our best intentions</p> <p>Kathy Story</p>	<p><i>Discussion</i></p> <p>Constructivist practice in teaching and learning - inspirations and experiments</p> <p>Mary Frances & Massimo Giliberto</p>
1.45 – 2.15							
		<p><i>Symposium cont'd</i></p> <p>Symposium Title: Construing through the body: dance therapy experiences</p> <p><i>Paper 2</i></p> <p>The association between tight construing and rigid movement in Taiwanese women</p> <p>YuChi Lin, Helen Payne, & David Winter</p>	<p><i>Paper</i></p> <p>Midpoint ratings of the ideal self. Are dilemmatic constructs really dilemmatic?</p> <p>Luis Ángel Saúl, María de los Angeles López-González, Miriam Carolina Velasco Fuentes, & Sergi Corbella</p>	<p><i>Paper</i></p> <p>Look who's talking: giving voice to the language(s) of children</p> <p>Chiara Lui & Chiara Centomo</p>	<p><i>Workshop cont'd</i></p> <p>Construing alternatives in teaching Personal Construct Psychology: revisiting Fay Fransella's carousel model and the use of QUEG to evaluate the experience of a 6 day, 3 unit Foundation Course</p> <p>Claire Morris, Cathy Sparkes, Jen Angharad, Carys Bracken, Monica Ceccon, Adele Pile, Barbara Stephens, & Linda Tullet</p>	<p><i>Workshop cont'd</i></p> <p>Immunity to change: When core constructs impede our best intentions</p> <p>Kathy Story</p>	<p><i>Discussion cont'd</i></p> <p>Constructivist practice in teaching and learning - inspirations and experiments</p> <p>Mary Frances & Massimo Giliberto</p>
2.20 – 2.50							

ROOM ▶	Room N001	Room N002	Room N003	Room N110	Room R110	Room R115	
	<i>Symposium cont'd</i> Symposium Title: Construing through the body: dance therapy experiences <i>Paper 3</i> Beyond mind and body: person in (inter)action Sabrina Cipolletta & YuChi Lin	<i>Paper</i> Cognitive Profiles of fibromyalgia and frequent- user patients Jesús Garcia-Martínez, Francisco Javier Cano- García, & Sandra Fernández-Cadalso	<i>Paper</i> A PCP construction for adolescence: preliminary results Susan Bridi	<i>Workshop cont'd</i> Construing alternatives in teaching Personal Construct Psychology: revisiting Fay Fransella's carousel model and the use of QUEG to evaluate the experience of a 6 day, 3 unit Foundation Course Clare Morris, Cathy Sparkes, Jen Angharad, Carys Bracken, Monica Cecon, Adele Pile, Barbara Stephens, & Linda Tullet	<i>Workshop cont'd</i> Immunity to change: When core constructs impede our best intentions Kathy Story	<i>Discussion cont'd</i> Constructivist practice in teaching and learning - inspirations and experiments Mary Frances & Massimo Giliberto	
	2.55 – 3.25						
	ROOM ▶	Comet Room, Club de Havilland					
		Philo Café (Includes a statement entitled "PCP: Past and Future" from Al Landfield, Chair of the 1st International Congress on PCP)					
3.30 – 4.45		Franz Epting (Refreshments will be available)					
4.45 – 5.30	Business Meeting (including details of next International Congress)						

List of Delegates

Lucia Andreatta	Peter Cummins
Sue Anthony	Jessica Dagani
Britt-Marie Apelgren	David Dansky
Gabriele Bendinelli	Carmen Dell'Aversano
Djamel Benrar	Pam Denicolo
Annie Beresford	Jasbir Dhillon
Branwen Bingle	Amy D'Sa
Andrew Blaylock	Franz Epting
Elena Bordin	Guillem Feixas
Dorota Bourne	Alessandro Ferrari
Susan Bridi	Naika Ferruccio
Rachael Brown	John Fisher
Viv Burr	Jerald Forster
Dennis Bury	Kate Forster
Alessandro Busi	Mary Frances
Silvia Carattoni	Martin Fromm
Enda Carr	Jesús Garcia-Martínez
Richard Casebow	Laura Gelli
Marco Castiglioni	John Gibbens
Chiara Centomo	Massimo Giliberto
Gabriele Chiari	Ian Gillman-Smith
Sabrina Cipolletta	Jan Gough
James Clayson	Bob Green
Rebecca Connabeer	Dave Green
Janet Connelly	Martin Griffin
Clare Coppock	Gloria Gurrola

Gregory Hadley	Mary McWilliams
Deborah Harding	Stephanie Minchin
Mark Heckmann	Janet Monahan
Desley Hennessy	Veronica Mormina
Juan Herran-Alonso	Clare Morris
Becky House	Vladimir Musicki
Colin Howard	Patricia Naves Piraino
Sebastian Hupfer	Bob Neimeyer
Tazvin Ijaz	Jenny Newland
Devi Jankowicz	Camilla Nguyen
Michal Jasinski	Nathalie Nguyen
Helen Jones	Elizabeth Odusanya
Dave Kenyon	Marie-Louise Österlind
Nigel King	Luisa Padorno
Simon King-Spooner	Mark Paris
Alison Kington	Helen Payne
Susanne Lakin	Rosalind Payne
YuChi Lin	Clara Paz
Trevor Long	Elisabetta Petitbon
Jenny Lorimer	Alessandra Petrolati
Chiara Lui	Alessandro Piattoli
Sarah MacLean	Adele Pile
Ingrid Mair	Bob Preedy
Stefania Maretti	Jan Christopher Pries
Natalie Marguet	Harry Procter
Mary Marsh	James Randall-James
Magni Martens	Marco Ranieri
Aitemad Matar	Jon Raskin

Shenaz Rawat	Lesley-Ann Smith
Nick Reed	Joan Miquel Soldevilla-Alberti
Marianna Riello	Cathy Sparkes
Sally Robbins	Jonas Steiger
Joanne Robinson	Giovanni Stella
Catriona Robinson	Kathy Story
Matthias Rosenberger	Jamie Sutcliffe
Nicole Rossotti	Elizabeth Takla
Ronit Rozenszajn	Susan Tilki
Jessica Saffer	Deborah Truneckova
Marta Salla Martinez	Finn Tschudi
Luis Saúl	Valeria Ugazio
David Savage	Miriam Velasco
Joern Scheer	Guido Veronese
Elisa Secco	Beverly Walker
Precious Sedumedi	Rachael Ward
Gina Selby	Bill Warren
Muhammad Shah	Martin Weegmann
Shivani Sharma	David Winter
John Shotter	Sarah Wolfe
Ambra Signori	Alessandro Zumerle
Richard Smith	

Congress Committee Members

Trevor Butt*

Peter Cummins

Mary Frances

Pieter Nel

Harry Procter

Nick Reed

Precious Sedumedi

David Winter

Consultant:

Joern Scheer

***The late Trevor Butt was a member of the Committee until ill-health compelled him to retire from the Committee.**

Student Volunteers

Clare Coppock

Stephanie Minchin

Camilla Nguyen

Elizabeth Odusanya

James Randall-James

Jessica Saffer

Team leader: Precious Sedumedi

Keynote Speakers



Guillem Feixas

Universitat de Barcelona, Spain

Guillem Feixas is Professor of Psychology at the University of Barcelona, where he teaches and conducts research in the area of personality and psychotherapy, and directs a variety of postgraduate master courses. He has published a dozen books and over 100 articles, and he has led various research projects. His investigations have focused on interpersonal construing and its role in health (both mental and physical), and on the process of psychotherapy.



Robert A. Neimeyer

University of Memphis, U.S.A.

Robert A. Neimeyer, Ph.D., is Professor 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 27 books, including *Techniques of Grief Therapy: Creative Practices for Counseling the Bereaved* and *Constructivist Psychotherapy* (both with Routledge), and serves as Editor of both the *Journal of Constructivist Psychology* and *Death Studies*. The author of over 400 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. The recipient of the MISS Foundation's *Phoenix Award: Rising to the Service of Humanity*, Neimeyer served as Chair of the International Work Group for Death, Dying, & Bereavement and President of the Association for Death Education and Counseling. 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 Lifetime Achievement Awards by both the Association for Death Education and Counseling and the International Network on Personal Meaning.

Keynote Speakers (cont'd)



Jonathan D. Raskin
SUNY New Paltz, U.S.A.

Jonathan D. Raskin is a professor of psychology and counseling at the State University of New York at New Paltz. His scholarship focuses on constructivist theory, particularly as it pertains to the practice of psychotherapy and conceptions of abnormality. Dr. Raskin's published work includes six co-edited books, including the five constructivist-focused *Studies in Meaning* volumes. The latest volume, *Studies in Meaning 5: Perturbing the Status Quo in Constructivist Psychology*, was just published and is the basis for his presentation at the congress; the book examines the current and future status of constructivist psychology. In addition to being a past president of the Constructivist Psychology Network, Dr. Raskin currently serves as managing editor for the *Journal of Constructivist Psychology*. He is licensed as a psychologist in New York and is a fellow of the American Psychological Association.



John Shotter
University of New Hampshire, U.S.A.; Open University, U.K.; Leeds University, U.K.

John Shotter is Emeritus Professor of Communication in the Department of Communication, University of New Hampshire; Research Associate, Centre for Philosophy of Natural & Social Science (CPNSS), London School of Economics, London, UK; Visiting Professor, Open University Business School, Milton Keynes, UK, and University of Leeds Business School, Leeds, UK. He is the author of *Social Accountability and Selfhood* (Blackwell, 1984), *Cultural Politics of Everyday Life: Social Constructionism, Rhetoric, and Knowing of the Third Kind* (Open University, 1993), *Conversational Realities: the Construction of Life through Language* (Sage, 1993), *Conversational Realities Revisited; Life, Language, Body, and World* (Taos Publications, 2009) and *Getting It: Witness-Thinking and the Dialogical... in Practice* (Hampton Press, 2011).

ABSTRACTS

1. KEYNOTES

Whatever became of PCT and to what extent can it contribute to contemporary psychology?

Guillem Feixas¹

¹Universitat de Barcelona, Spain (email: gfeixas@ub.edu)

Personal Construct Theory (PCT) was presented as a global alternative to existing psychological theories by George Kelly in 1955. However, mainstream psychology apparently did not explicitly embrace Kelly's invitation nor pay much attention to it. But looking at the developments that have occurred since, we can appreciate that many of those forming part of the current psychological panorama incorporate many of the tenets of PCT although with little mention of it. In the presentation I will review the most relevant developments in contemporary psychology that can be seen as incorporating (or validating) PCT assumptions and examine which other contributions derived from PCT have yet to be incorporated. It is outstanding that after 60 years Kelly's intuitions, principles and techniques have still some potential to contribute to the advancement of the knowledge and understanding of human beings. Finally, I want to discuss what should be our role as personal construct based scientists and practitioners in participating actively in our academic and service-based communities, and to what extent does it make sense to continue to define our work using the PCT "brand" in the future.

PCT in the dusty crystal ball: Name branding and the challenge of sustainability

Robert A. Neimeyer¹ & Jonathan D. Raskin²

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Personal Construct Psychology has a celebrated past, but does it have a sustainable future? Bob considers this question by first reviewing the sociohistorical development of the field from a *normal science* stage characterized by a few colleague, apprentice and coauthor relations to a *network* stage in which such patterns begin to appear, a *cluster* stage ushered in by a publication explosion and local thickening of relationships, and finally a *specialty* stage in which such relations weaken, and the distinctiveness of the theory group's contributions blur and blend into the normal science themes characterizing the parent discipline. Next Jon examines four challenges that personal construct psychologists specifically and constructivists more broadly face going forward. These challenges are (a) resisting epistobabble, (b) herding the Groucho Marx brigade, (c) harnessing our mojo, and (d) using it instead of losing it. Putting *constructive alternativism* into practice, we close by opening a dialogue with the audience about the uncertain prospects for the theory group, in the service of first loosening and then tightening our predictions about our collective future.

Paper 1: Robert A. Neimeyer

Back to the Future: Recurring Crises in the Construction of PCP

Paper 2: Jonathan D. Raskin

Personal Construct Psychology: Where Do We Go From Here?

Turning Psychology inside-out again: From a geometry to a poetics of experience

John Shotter¹

¹University of New Hampshire, U.S.A.; Open University, U.K.; Leeds University, U.K.
(email: jds12@btinternet.com)

“... to know who and what and where we are in the world and how we are to understand ourselves as children of the universe” (Mair, 2015, p.3).

“... the principal achievement of the founders of modern psychotherapy: to turn the relation of person to world inside out, such that the former became the creator of the latter” (Smail, 2005, p.7).

“... my body [is] a *spontaneity which teaches me what I could not know in any other way except through it*” (Merleau-Ponty, 1964, p.93).

Is a new Reformation in capital ‘P’ psychology possible, as both David Smail (2005) and Miller Mair (2014) believed? Along with both David and Miller, I think it is, and like them both, have also thought so for a very long time. Like them both, I think it is rather obvious that rather than us making the world, the world made us. Further, it also seems obvious to me, that we grow up immersed in intra-mingling streams of unceasing activity that affect us, much more than we can affect them. Thus it also seems obvious to me, that we must distinguish between the thinking that we do *deliberately*, and know of ourselves as doing, and the thinking that *just comes to happen* in us, unconsciously, with our being aware of its *origins* or of its *limited and limiting nature*. I thus want, in my talk, to distinguish between what I will call *geometric* or *Cartesian* forms of thought, and *poetic* or *Wittgensteinian* forms; that is, between 1) ways of thinking in which people commit themselves to using a ‘framework’, ‘perspective’, ‘theory’, or ‘model’, that they take as *corresponding* with reality, and *through* which they perceive and act in the world around them — what I have called *aboutness*-thinking; and 2) forms of thought in which people make use of *particular understandings* — what Wittgenstein (1953) called “*objects of comparison*” (no.130) — that enable them to sense *in relation to* such understandings both similarities as well as differences. In this kind of thinking — that elsewhere I have called *withness*-thinking (Shotter, 2010) — people may feel free to use of a whole set of such ‘poetic comparative devices’ without feeling committed to any of them. For our task is to explore *unique possibilities* not to establish *general facts*. Yet the thinking that spontaneously just happens within us is of the Cartesian, geometric kind, and as Miller (2014) points out, it often leads to our using PCP “largely within the framework of our conventional psychological assumptions and values,” so that we “are ending up posing no radical challenge at all” (p.3). Thus, to move further away from the atomized, mechanized Cartesian world, and to embrace the assumption that we live within the midst of intra-mingling strands of turbulent activity, we must also give up all efforts at formulating new *concepts*. Why? Because all our concepts are *deliberately* defined and fixed by us *after-the-fact*, so to speak, while the *dynamic stabilities* of interest to us are created and sustained due solely to their *relations* to the fluid and flowing contexts within which they exist. It is *not new concepts* that we need. We need a more basic, *before-the-fact* kind of poetic understanding of, I think, a *dialogical* and *hermeneutical*

kind. As David Smail (2005) put it: “Brain, body and environment flow into and out of each other, and what we do is by no means simply the result of the deliberations of a rational conductor sitting somewhere inside us” (p.45). Something else is at work in us shaping our conduct *before* all our more deliberate thinking occurs.

2. PAPERS

Personal Construct Psychologists: The next generation?

Author 1: Susan Anthony¹

Author 2: Nick Reed¹

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In 2012, we introduced a new undergraduate module entitled “ Understanding Individuals: Personal Construct Psychology” as an option for second year students on the BSc (Hons) Psychology at the University of Hertfordshire. For students undergoing training in experimental psychology, in which individual differences are rigorously controlled for, this module offers an unique opportunity to consider how behaviour may be understood using a completely different framework. The challenge of introducing a group of up to 60 students to PCP theory, methods and applications in a ten-week course is discussed with a particular focus on designing and delivering appropriate assessments. Student feedback, in the form of self-characterisations, has shown the course to be well-received and especially valuable in raising levels of self-reflection for students whilst opening them up to the wide range of possibilities for applying PCP as part of their personal and professional lives.

‘Through the reading web’: From reviewing to critical reading in doctoral studies

Author: Britt-Marie Apelgren¹

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While academic writing in relation to research development in doctoral education is an area well researched, studies on academic reading in this area are fewer. This paper explores the role of academic reading during one PhD student’s doctoral studies and it highlights the learning process and transformation from being a student reader to becoming a critical researcher. Using a specific interview technique within personal construct psychology, river interview, it is shown that there are certain times during the PhD journey when a change occurs in the way the student understands, explores and reviews his/her reading of the literature. These changes suggest that reading challenges a person’s current constructs and thereby stimulates new ways of perceiving the world. The article argues for the use of narrative, explorative and participant-centred interview techniques in order to deepen the understanding of significant changes in academic reading during a student’s PhD studies.

Psychosocial functioning: Alfred Schutz's social phenomenology and George Kelly's PCP

Author: Djamel Benrar¹

¹Habiter le Monde Laboratory, UPJV, France (email: bentrardjamel@yahoo.com)

This paper aims at analyzing the question of psychosocial functioning. The exposition of Alfred Schutz's works will provide us with the necessary basis of what we call the models' psychosocial functioning. This model helps us to conceptualize individuals' psychological and social functioning within their social context. In this contribution, I will incorporate the concepts of reification and empowerment within the model. I will also use George Kelly's personal construct psychology to develop the psychological aspects of social functioning. I can affirm that the integration of the two ways of thinking is possible because of the strong phenomenological base.

The structure of social reality

Author: Djamel Benrar¹

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This paper aims at presenting the contribution of Alfred Schutz's multiple realities theory in understanding human conduct within the social sphere. We intend to analyze in this contribution many ideas and concepts like "the stock of knowledge, multiple realities, the natural attitude, kulturwelt and idealtyp". All construing of events, is a socially creative act as Schutz affirmed many times. All knowledge is socially constructed in other words; it is gained through communal interchange. These concepts have profoundly influenced the social theories especially those related to human action in social world as a kind of personality structure. The socially derived knowledge is a real example of this constructivism. Many ideas will be developed in this contribution to understand the functioning of human behavior.

Being a foreigner: Schemes of interpretation

Author 1: Djamel Bentrar¹

Author 2: Rabah Benali²

¹Habiter le Monde Laboratory, UPJV, France (email: bentrardjamel@yahoo.com)

²Dysola Laboratory, University of Rouen, France

In this contribution to the congress, we would like to analyze the feeling of being a stranger in a society in which one is an immigrant. We will therefore ask many questions about the behavior to adopt in such situation and how the stranger manages to interpret the social reality, how he acts to be accepted in the society. Many theories have been developed in order to understand this phenomenon. We will focus on the questions of behavior, culture, schemes of interpretation, intersubjectivity, social reality, immigration, integration, social order, social framework and individual interpretation. We will also analyze many qualitative results collected about the question. The main aim of this contribution is to show the importance of the immigrant's psychological constructs in conducting their everyday life in the society to which they have emigrated.

Kaleidoscopic adolescence: New hues from different perspectives

Author 1: Elena Bordin¹

Author 2: Massimo Giliberto¹

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If adolescence were not only one stage of development, but rather it represented a process as well: what characteristics would it have? What implications would this different perspective produce in the protagonists which are involved in this experience? With this work we seek to look at adolescence from teenagers' point of view first, and secondly from parents' point of view, trying to understand how this process changes according to each different perspective. Interested in the way parents and teenagers construe their relationship, we will try to understand adolescence as a relational process which includes them both.

A PCP construction for adolescence: Preliminary results

Author: Susan Bridi¹

Padua University, Institute of Constructivist Psychology, Italy (email: susan.bridi@gmail.com)

The Psychology of Personal Construct (PCP) does not provide a systematic theory of development. Children and adolescents, as well as adults, are described as 'forms of motion', constantly engaged in the activity of meaning-making. I have been working on a doctoral research whose purpose is to systematize a series of considerations about adolescence from a PCP perspective, drawing from the contributions of psychologists, practitioners and researchers who adopt this theoretical approach and deal with adolescents in their professional activities. Using an online form I had prepared on the topic, I have collected ideas from 109 PCP professionals, from 10 different countries. During this presentation I will present the preliminary results of my research. I will be focusing on what are the most recurrent themes in the personal construction of adolescents of the participants and what could be, according to their opinion, some ideas about a possible construction of adolescence in PCP terms. I will also describe what they identified as the main resources, limits and potentials of working with adolescents using a PCP perspective.

Using PCP methods to teach reflexivity in Social Work education

Author 1: Viv Burr¹

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Author 3: Jamie Sutcliffe¹

¹University of Huddersfield, U.K. (email: v.burr@hud.ac.uk)

This paper presents research in which PCP methods were introduced to social work students to help them develop into 'reflexive practitioners'. Focussed reflection is now required in many professions within health and social care, and is intended to aid the development of core practice values. In their education and training, students are often required to reflect upon their own practice as part of their course work. Construct elicitation and laddering help people reflect on their own conduct. We piloted construct elicitation and laddering with four social work students and subsequently designed a teaching session for two large classes. We report on students' feedback, which suggested that they found the methods engaging and thought-provoking. We also discuss some of the challenges and difficulties in using PCP methods for such purposes.

Who's on your mind? A PCP exploration of the profile image in Facebook

Author: Alessandro Busi¹

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This work is aimed to explore the constructions from which we choose our Facebook profile image. Beginning with the idea that the "virtual life" is a field of living in which we, as Inquiring Men (Kelly, 1991), experiment with our personal construction system, I used a revisitation of Hinkle's Resistance To Change Grid (Hinkle, 1965) to interview 21 people in order to explore how they construe their Facebook profile image. I found that Core Constructs (Kelly, 1991) are involved in this choice, most of which related to the self image and the "Hoped For Possible Self" (Zhao, 2008). Following this, I attempted to find the commonalities and superordinate constructions (Kelly, 1991) that can link the personal constructs to one another. I believe this work could be useful for psychologists as it provides elements that are helpful to anticipating this part of the patients' life, which is so common in day-to-day life, and deserves greater examination in PCP research.

The subjectivities of trainers in Personal Construct Psychotherapy training

Author 1: Silvia Carattoni¹

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¹CESIPc-School of Specialization in Constructivist-oriented Psychotherapy, Italy (emails: s.carattoni@alice.it + alessandrapetrolati@hotmail.com)

The aim of our work is to propose some reflections about some highlights of the training to become a PCP psychotherapist. Learning, in a constructivist epistemological framework, is considered a co-construction process that starts and develops itself in the teacher-student interaction of reciprocity and recursion; as closed and autonomous systems, they will give shape to a unique history. This premise implies that a training course, although structured according to established programs, must consider the subjectivity and the personal responsibility of the protagonists involved. In this article we shall report some considerations about how the trainer subjectivity participates in the training in the same constructivist epistemological framework: we will focus on the role played by the trainer premises on the proposed activities, experiences, and on the processes they will promote in the groups. We shall base our work on some semi-structured interviews to trainers involved over many years in psychotherapy schools.

Attempting to walk in the shoes of Neophyte Teenage Scientists through their explanations and the lens of Kelly

Author 1: Enda Carr¹

Author 2: Odilla Finlayson¹

Author 3: Eilish McLoughlin¹

¹DCU, Ireland (email: enda_carr@hotmail.com)

This is an exploratory study where in conjunction with Personal Construct Psychology (PCP) we investigate explanations given by Irish first year secondary school students to questions that formed part of an exam in which they were asked to think critically in response to a novel problem scenario. This work forms a considered approach towards the development of an understanding of student answers (including alternative conceptions). It integrates PCP with research on explanations and representation of ideas. It attempts to create an assessment instrument that can be used to visualise and comprehend a student's chemistry drawings in a more holistic way than a binary judgment of wrong or right. It simultaneously endeavours to explain the development of, and explore the potential of, this assessment tool. In order to do this, repertory grid technique is employed.

Reconstructing a core role - building dwelling thinking

Author: Richard Casebow¹

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A reflexive accounting of reconstructing a core role following a year in which my father died, my marriage ended and my godmother, who inspired me how to live, also died. Clowning, dancing, Alexander Technique and Personal Construct Psychology have been intertwining strands, with PCP providing the psychological stance to construe the philosophical reconstructing of what it means to dwell in the world. PCP is too often thought to be a cognitive psychology and rebuttals of this have often been cognitive affairs rather than elaborations of PCP possibilities in terms of embodiment, which in relation to others, forms its focus of convenience. The professional constructs of PCP in terms of constriction, dilation, permeability/impermeability and sociality, to name a few, provide psychological constructs that have great utility in reconstructing what it is to dwell in the world, to be, and to have a core role.

Self-Characterization in childhood: Toward a narrative method to investigate the development of personal constructs

Author 1: Marco Castiglioni¹

Author 2: Rossella Procaccia²

Author 3: Guido Veronese¹

¹Department of Human Sciences "R. Massa," University of Milano-Bicocca, Milan, Italy (email: marco.castiglioni@unimib.it)

²Faculty of Psychology, University eCampus, Novedrate, Italy

The paper has the aims of evaluating the self-characterization technique as a research instrument with school-age children and investigating whether and how representations of self and others vary as a function of age, gender, and attachment style. Self-characterizations completed by 180 Italian children, equally distributed by gender, attending primary school, were analyzed using an ad hoc coding grid. The Separation Anxiety Test was administered to evaluate children's attachment style. Age predicted the process of construing as well as specific content features of the texts, such as level of abstraction and the type of construct used. In addition, gender was related to the construing process and the expression of emotion, whereas attachment style was associated mainly with stability of self-image and representation of relationships, and in consequence, the emotional aspects of identity.

Highlighting intersubjectivity and recognition in Kelly's sketchy view of personal identity construction

Author: Gabriele Chiari¹

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The notions of intersubjectivity and recognition are strictly linked to each other. Broadly speaking, intersubjectivity transcends both objectivity and subjectivity by positing the fundamental role of one's relationship with others in order to achieve self-consciousness and self-respect through mutual recognition. They have their roots in the philosophical movement of German idealism, pervade phenomenology, hermeneutics and existentialism, appear in pragmatism, and enter psychology through object relations theory and relational psychoanalysis. In social constructionism intersubjectivity takes the meaning of shared understanding, and recognition turns into social construction of identity. My paper aims at highlighting the presence of the idea of intersubjectivity and recognition in Kelly's theory, more specifically in the notions of role relation and core role.

Uncompleted intersubjective recognition as the basis for the development of personal disorders

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¹School of Specialization in Constructivist Psychotherapy, CESIPc, Florence, Italy (email: gchiari@me.com)

Kelly's personal construct theory and psychotherapy can be read according to a hermeneutic constructivism which highlights its affinities with the phenomenological tradition in philosophy. On this basis, it is argued that people presenting a disorder (defined as a nonvalidational choice) had experienced a lack of mutuality in their early intersubjective relationship with parents, with prejudice to the completion of the process of recognition as described by Ricoeur. Two forms of uncompleted recognition, regarded as ontogenetic drifts of different developmental trajectories, are outlined. Such forms are centred around peculiar core narratives, and steer disordered people towards the replacement of the feeling of misrecognition with the search for social visibility. Implications for psychotherapy are briefly outlined.

A constructivist perspective on the family organization of a chronically ill child

Author: Sabrina Cipolletta¹

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The aim of this presentation is to explore illness experience in a family perspective, to read this experience in PCP terms, and to propose a method of choice for this kind of inquiry. A study conducted with 20 families of a child in care at a hospice in northern Italy is presented as an exemplification. Medical records of the chronically ill children were examined and semi-structured interviews were carried out with 33 parents and the physician who cared for the child. Data analysis was based on the grounded theory approach, and families were grouped on the basis of their illness experience. These experiences were construed in terms of Kelly's transitions: aggressiveness, constriction, threat, and guilt. The child's illness progression changed according to these different ways with which families experienced the illness, thus highlighting the family role in the construction of illness trajectories.

Carsick: Construing risk when moving in the urban environment

Author 1: David Dansky¹

Author 2: Clare Morris²

¹Cycle Training UK

²Independent Psychotherapist, U.K. (email: clmrms@me.com)

A collaboration with Cycle Training UK has elaborated the role of PCP in thinking about reconstruing road space in relation to society's goal encouraging active travel, i.e. getting people out of cars and onto bicycles and walking. There is Fragmentation in relation to this goal and the construing of urban road planners prioritising car traffic movement rather than active travellers. Car drivers often construe themselves as more legitimate road users while cyclists are marginalised, physically, riding at the edge of the road, and culturally often considered transgressive (jumping red lights etc.). Cycling is often construed as dangerous and driving as safe but the statistics do not reflect this construing. Cycling training frequently involves working with core existential issues with implications for a person's core construing and Aggression in their life as a whole.

How children and young people self-construe following a psychological trauma

Author: Amy D'Sa¹

¹Lancaster University, U.K. (email: aled3487@hotmail.com)

Research explored how children and young people (CYP) construe self following trauma. To encourage a creative developmentally appropriate exploration of self, a pictorial self-characterisation was used, informed by the work of Kelly (1955) and Ravenette (1997). Individual constructs, elicited using PCP techniques within a semi-structured interview, were categorised according to commonality with constructs elicited from other CYP. Overarching themes were developed using thematic analysis (Braun & Clarke, 2006). Themes include: Inferior Self, Misfortunate Self, Protective Self and Enhanced Self. Themes reflect how CYP perceive past, current and future self as being comparably inferior and unlucky. CYP were strongly motivated to protect self and others from painful experiences and correspondingly presented a 'pretend happy' self to others. Meaning derived from trauma experience leads CYP to construe current and future self as enhanced and motivated to care for others. Implications include the essential nature of exploring CYP's perspective when undertaking post-trauma work.

Personal constructions of museum exhibits

Author: Martin Fromm¹

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The tradition of visitor studies in museums is long but unrewarding if one is interested in the effects museum exhibits have on visitors' minds. Most of the studies in the past counted and measured observable behaviour or answers to multiple choice questions. As a result we know the mean time of a museum visit, etc. but almost nothing about its effects. So it remains uncertain to what extent a museum successfully "exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment" as the ICOM definition of a museum states. Over seven years we conducted several small studies in a museum of ethnology to explore the visitors' personal constructions of museum exhibits. In most of the cases we studied pupils. This paper is about our diverse methodological attempts and the difficulties of understanding what happens in museums.

Cognitive Profiles of fibromyalgia and frequent-user patients

Author 1: Jesús García-Martínez¹

Author 2: Francisco Javier Cano-García¹

Author 3: Sandra Fernández-Cadalso¹

¹University of Seville (email: jgm@us.es)

Fibromyalgia is one of the most usual diseases related with pain; frequent-using is a medical condition that supposes a great cost in resources, time and money. Both are illness situations with an unclear diagnostic and so badly known from a psychological point of view. In this study we compare two samples - 43 fibromyalgia patients and 30 frequent users - through the main indexes of grid technique: polarity, complexity, potency, intensity, self-esteem and presence of dilemmas using an inter-subject design. Results show that fibromyalgia patients shows a higher complexity, but frequent users have a higher polarity, a greater presence of dilemmas (43.3% vs. 20.9%) and a better self-esteem. This implies that fibromyalgia patients have a worse self-perception but frequent-user patients construe themselves in a more rigid and simple direction. Results are discussed in terms of personal construct theory.

Adolescence in adolescence: Exploring

Author: Laura Gelli¹

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How do adolescents live within the construct "adolescence"? Does the construction change if we hypothesize other experiences in their lives? If we form groups of adolescents united within the same superordinate construct what will happen to the idea of other constructs? We will try to provide answers to these questions by means of a survey to be carried out at the first level of a senior secondary school (14-15 years) in Italy on 132 pupils. The results of the survey can lead to reflections on the theme of constructive alternativism and some corollaries.

The impact of the 'contract culture' on recruitment in voluntary organisations operating in the UK health and social care sector

Author 1: Jan Gough¹

Author 2: Devi Jankowicz²

¹Age UK Hertfordshire, U.K. (email: jan.gough@tiscali.co.uk)

²Edinburgh Business School, Heriot-Watt University

The issues examined included: brand, formal structures, skills, pay, rewards/benefits, intrinsic vs. extrinsic rewards, cuts in benefits, impact on psychological contract, uncompetitive benefit packages, and tenure. It is reasonable to suppose from the literature that the problems identified empirically for the management of recruitment for care providers are likely to be general across the UK. The bulk of these issues are matters of perception on the part of employees. In the exercise of ingenuity that managing scarce resources demands, how the pressures are construed by the people involved is as important as the constraints themselves. How employee constructions might be shaped would also have a part. This made a constructivist approach appropriate in the empirical work, and the use of grid interviews relevant. The findings showed issues with: pay, brand, attracting graduates, skills gaps, work-life balance, fixed-term contracts and a lack of inter-sector partnership working due to contract dependency

Polemics, pre-emption & peril

Author: Bob Green¹

¹Australia (email: bgreen@dyson.brisnet.org.au)

A key philosophical and practical component of PCT is the notion of Constructive Alternativism and the associated respect for differing ways of seeing the world. Some newspaper columnists make a living by doing the opposite. Various groups in society may be demonised and views not in accord with the columnists are denigrated. This paper seeks to examine the construing of one such commentator, exploring both the construing of the columnist, as well as considering some methodological issues in analysing such data and relevant PCT concepts.

Come back idiographic assessment. All is forgiven (nearly)

Author: David Green¹

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The notion of practice-based evidence and tracking clients' progress and experiences through the course of psychotherapy is an idea whose time has undoubtedly come. The pioneers of this approach, most noticeably Michael Lambert, have advocated the use of generic nomothetic measures which can provide an empirical basis for alerting therapists when things are going "off track". However there is a strong case to be made that personalised idiographic instruments that are more specific and sensitive to change will be better at promoting meta conversations about how treatment is going. This approach fits well with Kelly's recognition that our clients are the "real experimenters" and should be good news for wider use of repertory grids in clinical settings. However, in common with other idiographic measures, traditional repgrids are generally construed as too cumbersome and time-consuming to be incorporated into everyday practice. Are there any alternatives?

Discovering factors that impact the non-financial health of a company

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The overwhelming majority of board members and senior executives say they need incisive information on their companies' key non-financial drivers of success. They find such data is lacking and, when available, is often of little value. More than 90% say a number of areas of their business, where health cannot be measured in monetary terms, are in fact 'critical' drivers of success. These include customer satisfaction, product/service quality, operational performance, employee commitment, and governance and management processes. A look into ongoing research for a doctoral study, and how rep:grid can potentially fill this gap.

Management commitment to company reorganisation: A repertory grid project reveals surprises

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Following the takeover of a local cement company by a large multinational corporation, upper management wanted to find out how committed their mid-level managers were to the newly reorganised organisation. Were they looking back to pre-takeover days or accepting the new structure and embracing the future? What should management focus on when creating a strategy for the future? A repertory grid project revealed interesting insights as well as some surprises: the threat was coming from somewhere they hadn't expected!

Methodological synthesis: Using repertory grids to develop better grounded theories

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This paper explores the use of personal construct repertory grids during a Grounded Theory-based study on critical issues affecting British, North American, and Japanese higher education systems (Hadley 2014). While the presenter concludes that use of repertory grids can be both time-consuming and difficult to administer in the field, it is believed that the methodology nevertheless has great potential for enabling grounded theorists and other qualitative researchers to transcend their own biases early in the research process. Grounded Theorists not only gain a better understanding of the concerns and constructs of their research informants, but when used judiciously, repertory grids provide grounded theorists with informant generated codes, greater focus in subsequent interviews, and a means for justifying the decisions taken later during the process of grounded theory construction.

Looking at research methodology through PCP lenses: Reflections from a PhD student

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The research methodology literature often acknowledges that the choice of available approaches for those undertaking qualitative research studies can seem baffling. PhD students and viva 'survivors' often tell of challenging questions faced regarding methodological considerations. Developing confidence in one's methodological position seems fundamental for the PhD student undertaking qualitative research. This paper describes the methodological exploration undertaken by a PhD student in the early stages of research development. The research focus is on the meaning of supervision for the Allied Health Professions. This short paper illustrates how an awareness of the insights possible by adopting a personal construct psychology perspective informed methodological decisions and supported the defence of these decisions at transfer viva. It will demonstrate how, beginning with contrasting definitions of supervision, ontological and epistemological assumptions were explored by drawing on techniques such as laddering and pyramiding; ultimately identifying a grounded theory inquiry as appropriate for this study.

An extension of procrustes analysis to aggregate idiographic attribute datasets

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The repertory grid is a technique that yields data with idiographic dimensions, i.e. the constructs. Generalized procrustes analysis (GPA) is a technique that can be used to aggregate this type of idiosyncratic data structure. It has been used extensively in the field of sensory research but less often in the field of PCP. At its core, GPA is purely quantitative and builds on element rating patterns. The semantic information supplied in the form of the constructs is not included in this process. In this paper, we briefly outline the rationale of GPA and present an extension that allows the semantic information from a construct content analysis to be additionally included into the aggregation procedure.

More madness in our method? - Differential effects of element combinations on evoked construct content across and within persons

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Several papers have discussed the effect of variations in the grid procedure on measures derived from repertory grid data. Largely unexplored in contrast is the effect of a more subtle variation inherent in the grid procedure itself: the choice of specific element comparisons in the elicitation procedure. This study investigates the differential effects of element pairs on construct content. Using a cross sectional and a longitudinal within-person sample it is shown that a specific element pair and the evoked construct content are not independent from each other.

Personal construct theory and emotions

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Over the past sixty years Personal Construct Theory has, on occasion, been accused of ignoring emotions - of being quite simply, a purely cognitive theory. Of course, arguments have been made against this idea through the years, and attempts made to further Kelly's theory, for example, with the addition of other "emotional" definitions. Emotional Intelligence is a term that appeared 25 years ago, but one that is still difficult to define. This paper aims to stimulate a discussion of the idea that aspects of emotional intelligence may be explained using PCT. For example, is it possible that being able to use emotional information to guide thinking and behaviour is part of what we do when "one person construes the construction processes of another"? Are there other aspects of PCT that can inform the way we look at emotional intelligence? And, finally, is this something worth pursuing?

Convergent validity of cognitive complexity indices and their association with clinical and personality variables

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Over the years, numerous repertory grid based methods for measuring the complexity of construct systems have been proposed. In the present paper these measures are factor analysed in order to examine their convergent validity using a sample of 100 non-clinical Spanish individuals. The paper also explores the relationships of each of these measures with scores on clinical problems, personality, attachment and anxiety. The overall results are articulated through Landfield's bidimensional model of cognitive complexity (1977). It is argued that the main gap in the model seems to be the absence, still today, of a valid integration measure. Future directions of research are suggested in line with those made by Neimeyer, Anderson & Stockton (2001).

Construct systems of runaways, abandoned and home living children on dimensions of self and family.

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This study explores and compares the construct system of runaway, abandoned and non-runaway children. It aims to explore the way these children view their family, and their own selves. The sample consisted of 28 institutionalized runaway children (22 Boys, 6 girls), 40 (20 boys and 20 girls) abandoned children and 50 home living children (25 boys and 25 girls). The research tools included A Semi Structured Demographic Interview, and The Grid Technique. Grid data was analyzed using Idiogrid (Grice, 2002). Results indicated that runaway children perceived their families as more rejecting and unloving as compared to abandoned and home living children. Also, the runaway children construed themselves as isolated when it comes to family. Results of the study depicted that runaway children experience a substantial degree of pull towards the external world or other people and the family was found to be pushing the child into the world of unknown.

Coherence Therapy and its place on the constructivist landscape

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This paper will present a recent constructivist experiential approach – Coherence Therapy (CT, Ecker & Hulley, 1996), formerly known as Depth-Oriented Brief Therapy. Moreover, its similarities with Personal Construct Psychotherapy and, especially, with Dilemma-Focused Therapy (Feixas et al., 2000) will be discussed. CT's theoretical background, principles of practice, techniques, and its convergence with the crucial neuroscientific discovery of memory reconsolidation will be presented. The implications of this convergence for psychotherapy will be suggested and a new possible framework for psychotherapy integration will be proposed as well.

Miller Mair and another way of knowing: Beyond PCP from within PCP

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Miller Mair had a key role in promoting Personal Construct Psychology in Britain in the 60s and 70s. His engagement with and development of George Kelly's ideas took in their full range, from the Fundamental Postulate and its corollaries to the relatively neglected later writings, and used them as a base for explorations that never lost connection with its source. His themes included, among others: 'psychological processes' as essentially conversational, taking place in a (politically charged) 'conversational world'; an understanding of life as quest; and – always in the background – 'spirituality' and its relation to that quest. He hit on the phrase 'another way of knowing' for his anti-scientistic mode of reflection, one characterised by fluidity, attentiveness, being 'personal', a resistance to premature and rigid construal. A possible rapprochement is suggested between this 'other way of knowing' and conventional, quantification-based psychology.

Tales from the Watershed: Using repertory grids in the study of teachers' mid-career identity

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The Tales from the Watershed project is a small-scale, mixed method study of primary teachers' identity which seeks to understand and explore factors influencing and contributing to the professional identity of teachers in the mid-phase of their career. This phase, which covers between 8 and 15 years of teaching, has been described as a 'watershed' period during which a teacher can experience a number of changes in their professional and/or personal lives (Day et al, 2007). This presentation gives an overview of the innovative combination of critical event narrative and repertory grid interviews used with teachers, and explains how it will contribute to our understanding of the complexities that underpin primary teachers' professional identity as well as the influences that shape mid-career primary teachers' professional lives.

Look who's talking: Giving voice to child language(s)

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How many times, as psychologists, have we heard adults (parents, teachers, caregivers...) saying something like "I don't understand that pupil!", "I should know my son, but it's so difficult!". Kelly's so-called First Principle - If you do not know what is going on in a person's mind, ask him - can help us undertake an experiment: giving voice to both children's and adults' points of view. Indeed, as psychologists and psychotherapists we have to understand the child's world, but also the adult's efforts. What kind of challenge is this? We believe it deals with inquiring into and, especially, listening to children's meanings before or beyond the use of language. And how can we do this taking off our adult shoes? Personal Construct Psychology, with its focus on processes, can provide useful tools to help our exploration.

But we want to know the truth

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Having difficulty communicating with your mainstream colleagues? Conventional psychology rests on a realist or objectivist view that truth exists independently of human processes and that humans have the capacity to know that truth. When constructivists, who view knowledge as a transitory human achievement, attempt to interact with conventional objectivists they often feel that they live in a different, incommensurable world. This presentation will apply Kelly's credulous approach to articulating assumptions of this objectivist viewpoint and their origins as the dominant view in Western civilization. We will then contrast them with constructivist assumptions. This exercise may help improve our understanding of mainstream objectivists, reaffirm constructivist commitments, see the residual objectivism among constructivists, and enable us to explain and more effectively advance Personal Construct Psychology and convivial constructivist perspectives.

A person centred approach to organisational sensemaking

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Placing managers and their meaning making at the centre of organisational research is considered critical for understanding organisational life more fully. Managers are enactors that continuously strive to make sense of their reality, relying upon meaning to provide insights, make decisions and generate action. Over time managers' experiences and meaning are stored within a system of unconscious, often describe as a 'gut feeling', simple 'intuition' or merely 'the way in which something has always been done'. Meaning becomes restricted through routinised actions, institutional mechanisms and taken-for-granted assumptions. This deprives managers of opportunity and choice or a chance of change, as connections and patterns of meaning making become fixed, hidden or even lost. This study seeks to empower managers to explore, elaborate, share and modify their own meaning through the use of individual and group repertory grids, subsequently articulating the level of coherence or fragmentation that may exist between individual(s) and group(s).

What can PCP offer research into spiritually-aware-practice in education?

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Teachers (England and Wales) are required by law to promote the spiritual development of children yet there is scant guidance for teachers on how to meet this requirement. The researcher believes that spiritually-aware-practice (SAP) is embodied in constructivist teaching and aims to research the nature of such practice in education. This doctoral research plans a RGT approach to collect data from practicing teachers who claim to be spiritually-aware-practitioners. Data will be collected in 2 stages: stage 1 will collect elements of SAP and stage 2 will collect constructs.

Radicalisation and deradicalisation as elaborative choices: Explorations of the construing of Salafists

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Radicalisation and deradicalisation can be viewed from a personal construct perspective as an individual's attempts to provide meaning in, and anticipate, their world, seeking validation following experiences of major invalidation. Such an analysis has been used, for example, to explain the development of the constructions that led Anders Breivik to engage in mass murder in defence of Western values perceived to be threatened by 'Islamification' and multiculturalism. The present paper will explore the applicability of a similar analysis to people with very different, but in some cases equally extreme, views, namely radicalised Salafist Muslims in Tunisia, on the basis of interviews and repertory grids. Two individuals who had been very committed to, but now question, radical Salafism will be considered in detail and briefly compared with another who retains this commitment. Their trajectories of self-construction will be viewed in terms of the cycles of experience that they have undergone.

Psychotherapy as an art of small expectations

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Psychotherapy is usually seen as an activity which deals with core structures and identity-related issues. It is a kind of activity that involves hours of conversation that hopefully result in deep meaningful transformation of the client. While this article does not dispute this notion, it nonetheless proposes its further investigation. An effect of a large amount of work can sometimes be quite small and the outcomes hardly visible. I argue that these small changes in the core structure which might be evaluated as incidental and insignificant can change the way that the client thinks, acts and behaves. Small steps in altering our hypotheses about ourselves could produce larger changes in subsystems of constructs that can trigger movements in the superordinate hierarchy. A case study will be presented demonstrating how outcomes that are sometimes perceived as pessimistic might in fact be viewed as significant therapeutic change, if both the therapist and the client adopt a more modest framework.

PCP, maths and the classroom : An exploration of what makes teaching constructivist

Author: Jenny Newland¹

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Inspired by a workshop by Mary Frances on Constructivist Education at the EPCA Conference in Brno last year, this presentation aims to explore the idea of constructivist teaching methods, with a particular emphasis on PCP and its application to teaching, looking at what would make teaching methods constructivist, what these methods might look like in practice and the implications for the role of the teacher. There will be time for discussion and sharing of ideas as well as a short interactive presentation using maths education as a context to play with.

The dialectics of recognition: Theoretical and clinical considerations. A hermeneutic approach to the Paths of Dependency

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Starting from several considerations on the nature of self-other differentiation from a developmental point of view, we will trace some trajectories of development by imagining their possible implications on Role in adults. To conceive living systems in terms of the process that realizes them, instead of explaining them simply through their relationship with the environment, implies abandoning a deterministic view of development in favour of a more modern conception in which mother and child mutually define each other. We wish to contribute to Chiari's conceptualization of the Forms of Uncompleted Recognition; forms in which two or more actors, in the attempt to maintain their relationship with one another, exclude aspects of themselves and of the other at the expense of realizing an individualization and/or interdependency. We will illustrate the implications of uncompleted recognition in clinical psychology and psychotherapy.

Construing teachers' quality work: A team perspective

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This paper explores teachers' possibilities and difficulties to perform quality work. Ten (10) teacher teams participated in self-directed reflection meetings supported by a task-focused team-reflection-protocol. Successful quality work and job satisfaction were related to the constructs: sufficient time, peace and quiet, and efficacy, whereas lack of time and staff, enforced work tasks, technical problems, and the work organisation were perceived as hindering. Lack of time and difficulties to perform a good job caused stress and guilt. Malfunctioning or deficient technical equipment was considered beyond their control. Two "pictures" composed from the teacher team reports elucidate the results. The results evoke questions regarding how to support teachers' quality work. Which problems can the teachers resolve, and which need to be resolved on higher systemic levels? Other important questions are related to the construction of teacher tasks. Are certain tasks non apparent? If so how can they be made visible?

Stories of (extra)ordinary disability

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To look at the disabilities through medical or biopsychosocial models could limit the way we look at these people and the possibilities of intervention. Why do we look only at something that is defective and deviant according to what we regard as norms? Why do we decide to intervene as if these differences have to be reduced, changed, filled even before they are understood? What are the possible alternatives? These are the questions that inspire this work with the aim of rereading the approach to disability in the light of the Theory of Personal Constructs. I interviewed people with disabilities, through an approach that attempts to understand, rather than structure. These experiences allowed me to glimpse a possible alternative: tuning in, going beyond what seems “evident”, choosing not to look at what is defective, accessing their way of constructing reality and trying to understand how both their construction and our interpretation are choices.

I wonder if anything is going to happen here: Creating a conversation between cultures

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This paper was inspired by my work with a young man of Gypsy heritage who had a severe stammer. His decision to seek help was an aggressive step triggered by feelings of rejection of, and by, his community and a desire to find a new place in society. I will focus on his personal story and how his conversations reflect his transitions. These conversations rippled outwards from the clinic setting to acquaintances, family members, teachers, receptionists, police, social workers. Some conversations were validating, others not. From an initial position where speaking to strangers represented a threat to his constricted sense of self he has moved to a position where he enjoys talking and expects other people to listen. Sometimes he decides to remain silent. All these experiments have provided opportunities for elaboration of his core role construing.

Present and future forms of leadership - making implicit theories tangible

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Several papers have employed personal construct psychology as theoretical framework and the repertory grid as method to study phenomena in the context of business and organizations. Comparably few studies have been conducted on leadership though. That holds especially true for the German speaking countries. This study (n = 400) investigates the implicit leadership theories of managers in Germany. It can be shown that the respondents are critical towards present forms of leadership and hierarchies. Overall, the construction of future forms of leadership is rather vague. Network-organizations are perceived as the most adequate organizational concept for future forms of leadership.

Flow of time or flow of experience? Working with children from their point of view

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Time is a dimension of experience that is often taken for granted in our everyday life. But what happens if we change perspective, not conceiving of time as flowing in its own way and independent from the observer, but instead adopt a more qualitative approach? What if we begin to consider it as a construct, as a way to discriminate events? Working from Kelly's idea that the dimension of time is a significant way of measuring the universe, we will attempt to explore different meanings of time, giving prominence to the quality of the personal experience. I will focus on work with children and the usefulness of helping them to construe their study and leisure time not as a repetition of mechanical actions given by adults, but as an opportunity to experience something of themselves and of the world, regardless of the time that it might take.

A PCP practitioner perspective on the challenges of individuality and leadership in Corporate Cultures - a PCP exploration of "Who impacts on what?" in organisational cultures.

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Over the last 8 years I have worked in leadership programmes where senior executives were encouraged to 'become' aware of the impact of their own individual leadership on the 'culture' of their organisation. Through 'leadership coaching' many clients choose to change certain aspects of their leadership behaviours - and through this, build and consciously shape their organisational culture that is encouraging and motivating. I would like to explore this 're-shaping' of both individual and organisational cultures through my construing as a PCP practitioner and occupational psychologist.

How psychology students construe different types of coursework assessment

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This paper describes research that explored how psychology students construe the ways in which their coursework is assessed. Personal construct psychology methods were used to conduct the research. Bipolar constructs used by students to construe the ways in which their coursework is assessed were elicited from a sample of students (n = 9). Those constructs were then categorised and put in a repertory grid. The repertory grid was used to conduct a survey with a sample of students (n = 60) to see how they rated the various means of assessment. Participants were also asked to rank order the constructs and a mean grid was also created. The results of the analyses indicated that students did not always favour what, to some, might appear to be the most desirable features of ways of assessing coursework and also suggested areas where some ways of assessing coursework might usefully be modified.

Constructivist perspective of the semantic system of patients suffering from dementia: Proposals for psychotherapy

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The notion that concepts and meanings are equipped with a hierarchical organization in the brain might represent a fertile field for the meeting-point between neuroscience and psychotherapy. Well-documented studies of patients with semantic impairment suggest that the central properties of conceptual knowledge are organized in a subsystem of amodal representations by way of a semantic hub linking conceptual information that is modality-specific and widely distributed throughout the brain. Within this framework, we can speculate a parallelism between neuroanatomical models of semantic memory and the organized construction system of PCP represented by ordinal relationships between constructs and, in particular, by the core constructs, which, located deep in the hierarchy, are the most resistant to change. Interpreting the semantic system of dementia patients through the lenses of PCP's professional constructs could lead to the development of new lines of research and psychotherapy approaches, aiming at implementing non-pharmacological interventions and delaying cognitive decline.

PCP in a hostile world

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For people who are attracted to PCP in England, there is no contextual encouragement; universities largely ignore it, while the situation in the NHS and in psychotherapy actively discourages participation in PCP. Despite this, there are large numbers of people showing an interest. This paper outlines some of the actions taken by the Coventry group to widen access to PCP, and some of the results of these actions.

Therapeutic aims: Working with children who have experienced trauma

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This presentation reflects the child's view of self following trauma and is based on empirical evidence from therapy sessions. From a personal construct perspective a trauma is so frightening that the core construct system is threatened and the structure of self collapses. For some children the trauma becomes integrated into their view of self and a 'traumatic self' develops. Empirical evidence shows a change in the child's self-trauma relationship during the therapeutic process. To support the child and therapist in the collaboration of meaning making and exploration of the child's view of self in relation to the trauma, 4 therapeutic aims have been developed. These are 1) Establishing safety, 2) Understanding the child's current perspective, 3) Constructing an alternative perspective and facilitating change, and 4) Connecting to the future and new possibilities. Future research is needed to provide an evidence base for the change in self construal during post-trauma therapy.

Tacit relationships between biology and mathematics teachers' content knowledge (CK) and their pedagogical content knowledge (PCK)

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Content knowledge (CK) and pedagogical content knowledge (PCK) are considered as critical professional development resources for teachers, each requiring special attention during teacher training and classroom teaching practice. It has been shown that the distinction between CK and PCK is helpful in identifying the kinds of knowledge that play an important role in teachers' learning. We focused on the tacit relationships between CK and PCK using the repertory grid technique (RGT), which was specially designed for probing implicit tacit knowledge. Our study shows that while high-school biology teachers tend to distinguish between CK and PCK, mathematics teachers tend to connect between CK and PCK. Therefore, we suggest that the discussion about the relationships between CK and PCK should first relate to the discipline concerned.

Interpersonal construing processes and quality of couple relationships: Time matters

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In the study of couples interest in interpersonal construction is increasing because of its implications for the quality of the relationship. The processes involved in construing self and others may play a key role and the length of the relationship may be decisive in this interaction. Using the Couple's Grid to obtain interpersonal perception measures and the Actor-Partner Interdependence Model to analyse the bidirectional effects of partners' observations, we explore the impact of interpersonal construing processes on the quality of relationship in a sample of 26 heterosexual couples considering gender and the length of the relationship. Results and the potential of the Couple's Grid for contributing to enhancing the quality of couple relationships will be discussed.

Midpoint ratings of the ideal self. Are dilemmatic constructs really dilemmatic?

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Dilemmatic constructs are defined as those constructs that do not provide for the subject a clear course of action, since the subject is unable to position their ideal self on either of the two poles of the construct. The question that arises is whether all constructs rated on their intermediate position in the ideal self element are really dilemmatic, or conversely, that situation could be considered the best choice for the subject (In medio, virtus). For this study we used an ex post facto prospective design in which we analyze 410 midpoint rating constructs of the ideal self. These constructs were extracted from 169 grids of a community sample of 306 people. The constructs were categorized by three expert evaluators to assess the degree of agreement when categorizing a construct as really dilemmatic or not. In the first evaluation, the agreement among the three evaluators through Fleiss Kappa index was 0.89. After establishing a total bargaining agreement, judges concluded that only half of the midpoint ratings of the ideal self (51.5%) could be categorized as genuine dilemmatic constructs.

I killed my child(ren): A qualitative study exploring the phenomenon of paternal filicide in the South African context

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Paternal filicide is under-researched in South Africa. Drawing on personal construct theory, this study explored the personal constructs, and experience of the family life and interpersonal relationships of four male filicidal prisoners. A semi-structured interview schedule which adopted the Experience Cycle phases, the Perceiver Element Grid, and the ABC Model were used to collect data. Interpretative Phenomenological Analysis and the Experience Cycle Methodology categories were employed to analyse the data. The decision to commit homicide-filicide seemed to be impulsive. The participants appeared to construe their relationship difficulties as unsolvable, and failed to use different constructs and the positive and negative pole of a construct to find an alternative solution. They appeared to be angered and threatened by their long-standing problems and perhaps used violence to protect their identity. In conclusion, persistent marital/intimate relationship issues which are construed as irresolvable and threaten one's core structure seem to contribute to paternal filicide.

Toward an understanding of firms creating value for stakeholders: using the repertory grid technique for exploring differences among ICT-sector firms at various organizational life cycle stages

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The understanding of how firms create value for their stakeholders is important for advancing empirical stakeholder theory body of knowledge, especially in the exploration of technology companies operating at different organizational life cycle (OLC) stages. We used a partial repertory grid method to interview eighteen business experts from the information and communications technology (ICT) sector. Selected sample groups comprised of three scholars and three practitioners from the start-up, growth and mature OLC stages. RepGrid and RepSocio features of the Rep 5 enterprise software were used to conduct idiographic and nomothetic data analyses to establish how firms at OLC stages perceive value-creation for their stakeholders. Evidence from this exploratory study suggested that start-up stage firms tend to consider factors beyond creating economic value for both primary and secondary stakeholders, whereas growth and mature stage firms tend to consider socioeconomic (consisting of financial as well as non- financial) scenarios for value creation.

Social experiences of youth with Autism Spectrum Disorder: An exploration based on Personal Construct Psychology

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Children with Autism Spectrum Disorder (ASD) often struggle to develop peer relationships due to difficulties in social and communicative domains. The current study explored the social experiences of youth within the framework of Personal Construct Psychology (PCP). Eighteen children (M=11; SD=1.9) with a diagnosis of either High Functioning Autism or Asperger syndrome participated and completed measures of anxiety, social worries, and loneliness and social dissatisfaction. Additionally, children were interviewed to complete a repertory grid that aimed to understand their construals of self versus others, including peers at school. Anxiety and feelings of worry and loneliness were high in the study sample. Findings in relation to personal constructs suggested that youth applied four types of judgements when considering the characteristics of others: moral, social, emotional, and adaptability. The largest element distance emerged between self and a peer the child did not get along well with, and conversely, the smallest element distance was between self and a peer perceived as a friend. There was a significant association between the self and friend element distance and child reported social worries. This suggests that construing oneself as similar to a friend affords some degree of protection. Implications are discussed for the use of repertory grids as a tool to foster peer integration.

To think up a new educational role

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To be a constructivist educator. What does it mean? Which new point of view can it bring? This experimental work supposes PCP can support the change from a first-order cybernetics to a second-order cybernetics in "infant observation". This work compares a classical observation tool (Kuno Beller's TAB) with a classical PCP tool (GRID-REP). Which one better improves sociality and auto-reflexivity with our babies day by day? Which one allows us to play a role (in PCP terms) with our babies?

“Well nobody wants to see a hairy fanny do they?”: Exploring the everyday narratives of young women’s perceptions and practices around genital appearance and sexual identities

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With the rising use of social media and in particular the visual elements of ‘selfies’ by young adults, recent research has explored the ways in which the images of the female body are scrutinised and stigmatised if non-conformity towards an idealised body image is apparent (Chrisler, 2011). This trend of social media surveillance and self-regulation has led to recent moves towards young females removing their pubic hair with clinicians claiming that it is now unusual to examine a female under the age of 30 years who still has pubic hair (Braun, Tricklebank & Clarke, 2013; Riddell, Varto & Hodgson, 2010). These are ways in which the intimate appearances of genitalia have become socially constructed and subsequently embedded within everyday life. This research uses one-to-one, semi-structured interviews analysed using a discursive analysis with females aged 18 to 30 years old, with differing sexual orientations to explore their own social/personal constructions and ensuing practices around this particular grooming regime.

Physical education and multiculturalism. Reconstructing physical education teachers' beliefs about cultural heterogeneity in school.

Author: Jonas Steiger¹

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Teachers' beliefs play a significant role in the quality of teacher performance. They influence and regulate the choice of learning targets, the perception and interpretation of situations as well as the subsequent didactic and communicative acting and problem solving in class (Reusser et al., 2011). As a result of processed experiences these beliefs can be recognized as teacher thinking based on subjective constructions (Pope & Denicolo, 1993). On the occasion of reported excessive demands of physical education teachers of culturally heterogeneous classes (Edelmann, 2008), this study aims to reveal physical education teachers' constructions of physical and multicultural education as well as their implicit theories of students with an immigrant background. Triadic elicitation and full context form were conducted with (N = 23) Swiss secondary school teachers. Methodological considerations and first results (based on qualitative content analysis and quantitative principal component analysis) will be presented and discussed.

To love and feel loved: A pcp perspective on loving relationships

Author: Giovanni Stella¹

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This paper discusses love from a personal construct theory perspective. It proposes a distinction between two different experiences of human life: "feel loved" and "to love". These experiences are governed by different processes: "feel loved" is considered a transition with a mixture of validation and invalidation of core constructs while "to love" is viewed as an elaborative choice in order to define or extend one's construct system. Finally the paper discusses loving relationships.

Exploring how people construe the natural world and their relationship with nature

Author: Jamie Sutcliffe¹

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This paper presents the use of PCP methods and theory in research exploring how people understand their relationship with nature and how this relationship developed. As environmentalism and conservation become an ever growing topic of concern in Western society, particularly the U.K., it is important to try and understand the complex relationship between humans and nature. Ultimately, this further understanding of people's connections with the natural world will hopefully aid the environmental conservation movement. A PCP approach to this topic was taken so as to gain an understanding of the way people construe nature. Where past research has focused on samples from within specialist conservationist occupations, my sample includes 15 participants with a variety of different relationships with nature, from fishermen and farmers, to animal rights activists and wildlife photographers. The participants have been interviewed using PCP methods and this paper reports the preliminary findings of this research.

Deconstructing Asperger syndrome using repertory grids

Author: Susan Tilki¹

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Comparatively little is known about the experience of receiving a diagnosis of Asperger syndrome in adulthood. The article presents findings from a doctoral research exploring the cognitive structure of people diagnosed with Asperger Syndrome in adulthood. According to a nomothetic paradigm, a key symptom of Asperger syndrome is inflexibility of thinking. It might therefore be logical to assume people labelled with Asperger syndrome may be more likely to present with a tight cognitive structure. Using the repertory grid technique to explore the sense of self and others, this research found participants with tight and loose cognitive structures. In addition, participants were found to have experienced traumatic life experiences and mental health difficulties. In this paper we explore how these findings may suggest the diagnostic label of Asperger syndrome may be more helpfully deconstructed. Recommendations for psychological support which helps adults newly diagnosed with Asperger syndrome through the complex process of deconstructing Asperger syndrome as it applies to the self and elaborating the sense of self are presented.

Credulous listening providing an authentic therapeutic voice for the child client

Author: Deborah Truneckova¹

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In personal construct psychotherapy by adopting a credulous attitude, the therapist is willing to take what they see and hear at face value from the child. While the therapist is in a process of accepting the child, the therapist is subsuming the constructs of the child within their own professional constructions; a process of making sense of the meanings children create of how they understand their own experience. An attitude of credulity requires very careful listening by the therapist to the unique meanings of each child. Credulous listening involves containing the meaning-making of the therapist while acknowledging the child's role of expert on their own meanings. Clinical material will highlight the role of credulous listening in creating the therapeutic relationship of acceptance and how credulous listening then directs the meaning-making process. It is a process in which the child and therapist witness previously unvoiced meanings, and where both become an author of future possibilities.

Democracy without generalized trust: A condition for violence?

Author: Finn Tschudi¹

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A healthy democracy requires voting: furthermore a non corrupt, impartial government and basic equality. This leads to trust: an overwhelming yes to "in general people can be trusted". Trust may be defined as "the expectation of validation of one's core construing", adding "accepting uncertainty", alternatively "leaving part of one's life in the hands of another person". Malaki was elected president in Iraq (2006-2014) and continued the long standing wars of the Shia against the Sunni. Since most of the Sunnis in key position were discharged after Saddam's death, the suffered humiliations may be more important than recent Sunni movements in instigating civil war. Another example (starting in the 1960's): Jamaica is a democracy with poor living conditions and two powerful parties where a chief aim is to kill or injure opponents. On the other hand there is arguably no democracy in Singapore but a healthy government and living conditions are good.

"Constructing Ourselves"- reflecting on our discourses of construction

Author: Martin Weegmann¹

¹National Health Service; Institute of Group Analysis, U.K. (email: weegmann.martin@gmail.com)

This paper addresses the language, and rhetorical functions of 'construction', and what this reflects about ideas of modern selfhood and our therapeutic culture. It is argued that constructivism, in its varied guises, is a combination of old wisdom and new formulations. Ideas from Foucault are used to illustrate the creative deployment of construction and from 'dialogical self-theory' to demonstrate the anchoring of constructivism within the reflective conditions of modern social life.

3. SYMPOSIA

First Symposium: Repgrid indices and their applications to psychotherapy and research

The use of computer software in the analysis of repertory grids has allowed researchers to operationalize some characteristics of personal construct systems through various indices and measures. In this regard, polarization, Euclidean distances between elements and/or constructs, the actual self and ideal-self discrepancy, or the proportion of implicative dilemmas are some examples of these indices and measures. Their contributions in the study of construct systems are clear at both the idiographic and nomothetic level.

Indeed, the inclusion of these indices in the analysis of a client's grid can provide a greater understanding of the whole case and can help to define some guidelines of the treatment. Yet, reviews of these indices have proved to be useful in research with clinical and non-clinical samples.

This symposium will reflect on contributions, limitations and future lines on this topic. Discussants will present research focusing on specific indices in different areas.

Paper 1: Assessing the change of implicative dilemmas and self-construction after therapy

Author 1: Clara Paz¹

Author 2: Marta Salla¹

Author 3: Adriana Trujillo¹

Author 4: Eliana Ortiz¹

Author 5: Guillem Feixas¹

Universitat de Barcelona, Spain (email: clarapaz@ub.edu)

The Multi-Center Dilemma Project has studied the notion of implicative dilemma as a constructivist conceptualization of internal conflict in which desired change in a personal construct implies undesired change in another construct. This form of conflict has been operationalized using the interpersonal repertory grid and it has been considered as a relevant factor in the development and maintenance of depression. The present study assesses change in the personal construct system of depressive patients who participated in a randomized controlled trial testing two therapy approaches. The changes after therapy in specific indexes defining different characteristics of implicative dilemmas are presented and contrasted with repertory grid measures of self-construction. The main goal of this work is to stimulate the debate about the measurement of implicative dilemmas in order to enhance its utility for clinical and research purposes.

Paper 2: Attachment styles and self-and-other-representations

Author 1: Luis Ángel Saúl¹

Author 2: M. Ángeles López-González¹

Author 3: Juan Rafael Perea Luque¹

Author 4: Eva Maria Martinez Yunta¹

Author 5: Fernando Rubio-Garay¹

¹UNED, National Distance Education University, Spain (email: lasaul@psi.uned.es)

This paper explores the relationship between patterns of adult attachment and adults' self-and-other-representations through the fit between Bartholomew and Horowitz's adaptation of Attachment Style Prototypes (1991), and the approach of "tentative profiles of Construction of Self" (Feixas and Cornejo, 1996), in a community sample of 306 participants. The repertory grid technique (Kelly, 1955) and the Adult Attachment Questionnaire (Melero and Cantero, 2005) were used as assessment tools. Participants' valuation differences were measured through Euclidian distances between the "present self" and "ideal self" (dissimilarity present self-ideal self) and "present self" and "others" (dissimilarity present self-others). Results indicated that 60.8% of participants showed a secure attachment versus 39.2% for insecure attachment. In addition, a relationship of attachment patterns and tentative profiles in self construction was found and also significant differences in the profiles of positivity and isolation.

Paper 3: Self-esteem and sexism. How grid technique contributes to understanding the construction of gender roles.

Author 1: Jesús Garcia-Martínez¹

Author 2: Carmen Muñoz-González-Deleito¹

¹University of Seville (email: jgm@us.es)

Self-esteem is measured using grid technique as a multiple correlation between self, ideal and others. Stereotypical gender construction is a process in which self-esteem plays a main role. In this study we use a sample of 90 high school students (60% women). Instruments are a repertory grid and the ASI inventory to assess sexism, an inventory that differentiates between traditional and benevolent sexism. Selected variables of the grid are self-esteem values and categories, polarity, and presence of dilemmas. Method: relationships of self-esteem values and categories with dilemmas, polarity and sexism are studied through an inter-subjects design (men-women) using anova and multivariate statistics. Although some results are expected (higher values of traditional sexism in men), the relationships between self-esteem and sexism are more complex. These results are discussed in terms of constructivist and gender theories.

Paper 4: De-constructing self-esteem

Author: Joan Miquel Soldevilla-Alberti¹

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The assumption that self-inconsistencies are related to emotional problems has a long tradition in psychology. Interrelations among self-states converge into the concepts of “self-esteem” or “self-concept”. Although self-concept has been understood as being entirely cognitive whereas self-esteem has been assumed to be merely affective, this distinction has been dismissed. Both terms have been operationalized by personal construct theory as the discrepancy between the view of the self (usually called present, actual or real self) and the view of the desired self (called ideal self). Following the analysis of repertory grids, both the “self-ideal dissimilarity”, estimated using the Euclidean distance, and the “self-ideal correlation” can be considered as quantifications of this discrepancy. Subsequently, they can be used to explore the relationship between it and emotional discomfort. The influence of these indexes on clinical practice and research will be further discussed in this paper, as well as their relationship with other measures and approaches.

Second Symposium: Construing through the body: Dance therapy experiences

Personal construct psychology is increasingly opening up to other perspectives, which identify the centrality of experience, body and action. In this symposium we want to share different theories and practices on embodiment. Departing from the presentation of a model termed The BodyMind Approach (TBMA)TM informed by group psychotherapy and dance movement therapy (Helen Payne) and of a study on the use of TBMA with depressive female patients (YuChi Lin), we shall present a PCP perspective on embodiment and read the presented experiences in PCP terms (Sabrina Cipolletta). Personal growth and the difficulty of transposing certain meanings in words show that meanings are first created and expressed through the body. We propose that passing through the body may be a way to access these constructs. Moreover, we believe that presence is central in the therapeutic process and we consider presence as the acted and embodied subjectivity in the relationship. The symposium aims to be a space of reflection and discussion on embodiment in psychotherapy.

Paper 1: The BodyMind Approach to working with people with persistent physical symptoms with no medical explanation (formerly termed psychosomatic conditions)

Author 1: Helen Payne¹

Author 2: YuChi Lin¹

¹University of Hertfordshire, U.K. (email: h.l.payne@herts.ac.uk)

This paper will raise awareness of the nature of bodily symptoms, or signals, which have no known medical aetiology. Clients are likely to present with persistent bodily symptoms if they are anxious and/or depressed. The bodily symptoms can be related to the traumatised experiences which have been either construed pre-verbally, or/and have been suspended. To have an understanding of the symbolic messages the body's wisdom expresses enables us to explore these pre-verbal constructs and suspended events which are at a low level of awareness. The presentation will report on some aspects of a recent research study using The BodyMind Approach as an intervention in Taiwan with women who suffer these symptoms and co-occurring clinical depression and women without these conditions. PCP was employed as the methodology to discover factors involved and movement observation conducted as a form of analysis.

Paper 2: The association between tight construing and rigid movement in Taiwanese women

Author 1: YuChi Lin¹

Author 2: Helen Payne¹

Author 3: David Winter^{1, 2}

¹University of Hertfordshire, U.K. (email (YuChi Lin): ninia0731@gmail.com)

²University of Padua, Italy

Body and mind are inseparable, because people construe in not only verbal but also non-verbal ways and therefore constructs are not necessarily in a verbal form. Previous research shows that people with depression tend to have a higher level of tightness than people without depression, and depressives tend to have more rigid movement than non-depressives; however, research about the connection between the two is rare. Therefore, this paper examines whether the characteristics of movement for depressives are associated with tight construing. Results: movement with vertical dimension and free movement quality are found to be correlated to tight construing.

Paper 3: Beyond mind and body: person in (inter)action

Author 1: Sabrina Cipolletta¹

Author 2: YuChi Lin²

¹University of Padua, Italy (email: sabrina.cipolletta@unipd.it)

²University of Hertfordshire, U.K.

The aim of this presentation is to conceptualise some dance therapy experiences in PCP terms by referring, in particular, to Kelly's transitions and notion of the distribution of dependency. Data derived by the Laban Movement Analysis (LMA) of two intervention groups of women and a case study will be presented to discuss how our anticipations in relation to others are embodied (e.g. using constriction in order to avoid getting in touch). These experiences exemplify some fundamental theoretical questions, like what we mean by movement and how we can conceptualize interaction. Therefore, knowledge will be transposed in action, within an approach that considers theory and practice to be inevitably linked. Finally, we will overcome the distinction between mind and body by putting presence at the centre of the therapeutic relationship.

4. WORKSHOPS

Sliding Roles Technique: A new supervision tool based on Personal Construct Psychology

Author 1: Elena Bordin¹

Author 2: Jessica Dagani¹

Author 3: Marco Ranieri¹

¹ICP - Institute of Constructivist Psychology, Italy (email: bordin.elena@gmail.com)

How many different therapists are we able to be with our patients? What happens when a therapist enacts his role in a rigid and impermeable way? We tried to creatively play with techniques such as “Who are you” and “Community of Self”, merging them into a supervising technique, called SRT. Our aim is to promote Kelly’s Constructive Alternativism, helping therapists to embody it through direct experience of different possible “Therapeutic Selves”, allowing for a more fluid and versatile use of them. This workshop will first give a brief description of the technique and its theoretical background; the focus will then shift towards its practical aspects, giving the participants the chance of a direct experimentation, starting from their own experiences. Finally it will be possible to discuss multiple fields of SRT's application, as well as its usefulness, risks and limits, and future developments.

The face of decision - the look of love

Author: Richard Casebow¹

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An elaboration of the ‘face of decision’ as a constriction following invalidation as a propositional basis for construing, and contrasting it with the look of love as a basis of core sociality. Where the look of love construes the ‘preciousness beyond reason’ of another and their construing and the spaces between their construing, constructs and construct systems. The look of love connects us directly to our hearts and brings us to dwelling and being in the world, to the task of being human, moving us beyond propositional construing to a more relational way of being with others. This experiential workshop will invite participants to become aware of their own ‘face of decision’ and look of love. Construing them and elaborating their own personal meanings within their own construct systems providing them with a more elaborated and embodied understanding of the potential of Personal Construct Psychology.

Exploring personal constructs through literature

Author: Carmen Dell'Aversano¹

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In PCP therapeutic practice, professional constructs always and necessarily interact with personal constructs, which act as the lens through which the “empty forms” of professional constructs are applied to concrete situations. This is why self-reflexivity is a central methodological tenet not only of theorization about PCP but also of PCP clinical practice; it follows that the eponymous concept of PCP should also be the central object of self-reflexivity for all PCP practitioners. In this workshop we will explore some ways in which our reflexive awareness can be heightened, and the development of our personal construct systems can be facilitated, by the use of a set of abilities which are implicitly but pervasively evoked in Kelly’s own modelling of therapist functioning and excellence: those which make up literary competence. One reason for this is that the constructedness of our experience of a literary text is much more evident, much more prevalent and therefore much easier to analyze and verbalize than the constructedness of the experience of primary reality. We will start from some key formulations of phenomenological literary theory, discuss the ways they resonate with PCP, and then apply them, in exercises and extensive group discussion, to literary texts selected by the workshop participants. In so doing we will both become more aware of the makeup, structure and functioning of our own construct system and become able to socialize a number of constructs which normally lie outside our verbal system of anticipations.

Take a journey through change!

Author 1: John M. Fisher¹

Author 2: Nathalie Nguyen²

¹C2D, U.K. (email: john@c2d.co.uk)

²Kaospilots

Organisations don’t change!, people do. So in order to manage effective change we must identify how people feel about the change, what the impact (and implications) are for them as part of the change. We should then look at what we can do to engage with them and get them to accompany us on the journey. This highly interactive session will use the Process of Transition curve and Nathalie Nguyen’s positional questions in order to allow attendees to explore where they are on a current change and what they need to do to move into a more positive place.

Constructing your strengths-focused identity

Author: Jerald R. Forster¹

¹University of Washington, USA (email: j_forster@comcast.net)

This workshop combines practices found in Constructivist Psychology and Positive Psychology. The goal of the session is to have the participants sample a series of exercises that will increase their abilities to articulate, and therefore to construct, personal identities that increasingly reflect their self-identified strengths. The exercises include: reflecting on past experiences that were particularly satisfying and meaningful; articulating words and phrases that describe personal qualities or self-identified strengths that may have influenced or caused the positive feelings previously experienced; further reflecting, articulating, and prioritizing several self-identified strengths; listing at least three strengths, which can eventually be expanded to an ever-evolving listing of My Current Top Ten Strengths. The workshop leader will provide a rationale for the exercises, citing supportive literature that elaborates on the practices being suggested. He will provide examples of positive identity statements articulated by participants in previous workshops.

Introduction to repertory grid work

Author: Martin Fromm¹

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The workshop will give an introduction to repertory grids with an emphasis on the advantages of qualitative vs. quantitative analysis. After that general approaches to the interpretation of grids that can be used with the software GridSuite will be explained. The steps of the analysis and their results will be demonstrated and discussed in detail based on examples of grids.

Using the Pictor technique

Author 1: Nigel King¹

Author 2: Viv Burr¹

¹University of Huddersfield, U.K. (email: n.king@hud.ac.uk)

The Pictor technique is a visual research method developed from PCP-based work in family therapy. It uses a participant-generated visual representation to explore roles and relationships in situations where people need to collaborate around a particular goal or task. Specifically, participants are asked to use arrow-shaped Post-It notes to represent people and/or agencies involved in the case they wish to discuss, and lay them out on a large sheet of paper in a way that helps them tell the story of the case. While it initially was used in studies of inter-professional collaboration in health and social care, there is clear potential for much wider utilisation. This workshop will introduce delegates to the technique, and provide them with a hands-on opportunity to try it out. It will conclude with reflection on their experiences of the exercise, leading into a discussion of how and where Pictor may be used in future.

Enhancing resistance: working with past, present and future conflicts

Author: Susanne Lakin¹

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The incidence of chronic disease including cancer is increasingly common. Working physically and emotionally without addressing associated unresolved psychological/energetic conflicts often results in only temporary relief. It is important to uncover the 'message' behind the problem and release the stress linked to 'stuck' patterns and conflicts on all energy levels. This workshop provides an opportunity for participants to: explore their construing of 'fear' and its polar opposite using laddering; highlight any ambivalences or conflicts; use simple techniques from kinesiology to identify the most stressful area of construing and relate this to past, present and future experiences; release the stress associated with this conflict on all energy levels using symbols (icons) from Optimum Health Balance, OHB (a branch of kinesiology); enhance resistance and therefore the immune system using OHB icons.

OctoQuest - a goal oriented interviewing method

Author 1: Wolf Lejuene¹

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¹AMKAT

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OctoQuest: is a dialogical solution focused method for interviewing people in either a coaching or a goal setting session and helps them construe, reframe and reformulate dysfunctional elements in their constructs. The method uses a structured process of interrelated questions to clarify the individual's blockers and drivers. These questions are intended to get the client thinking about the validity of their own perception of self and others. OctoQuest gives concrete form to the Circumspection, Pre-emption and Control cycle in a self directed, solution oriented process. A dialogical process is leading the client to an interpretation of own responsibility for critically appraising own assumptions, leading to re adjust these and thus to change behaviour.

In their shoes: Play as the scientific laboratory of children's growth

Author 1: Chiara Lui¹

Author 2: Gabriele Bendinelli¹

¹Institute of Constructivist Psychology - Padova, Italy (email: chiaralui@gmail.com)

Play is not an incidental experience in children's life, but rather a dimension of experience that shapes their world. Furthermore, it can be intended as a language that they use to speak to adults. This implies that it is up to us to grasp what the child wants to say instead of asking them to speak our language. Especially as psychologists, like a musical instrument we have to tune and re-tune ourselves continuously, staying conscious of ourselves in order to be useful to the children we relate to. In a continued game of reciprocity, we can be fully present with the child if, at the same time, we are fully present with ourselves. In this workshop we will make the effort to step into children's realm of play, exploring the language that they use to be the heroic scientists of their lives.

Construing alternatives in teaching Personal Construct Psychology: Revisiting Fay Fransella's carousel model and the use of QUEG to evaluate the experience of a 6 day, 3 unit Foundation Course

Author 1: Clare Morris¹

Author 2: Cathy Sparkes¹

Author 3: Jen Angharad & Carys Bracken²

Author 4: Monica Cecconi & Adele Pile²

Author 5: Barbara Stephens & Linda Tullet²

¹Applying PCP with Cathy & Clare, U.K. (email: clmrrs@me.com)

²U.K.

This workshop will ideally include people in training; people who would like to be interested but are new to PCP; and experienced PCP trainers in order to mirror the carousel and explore the role of studying with the same people vs introducing new role relationships; learning about PCP with people at different levels of experience; learning and applying PCP intensively or absorbing its value over a longer period; identifying what needs to be learnt first in order for PCP to be meaningful to a newcomer to this theory and how this relates to people with more experience; the problems of geography and economic climate; and the role of technology in contrast to the importance of face to face interaction. Circumspecting the issues, loosening and tightening our ideas about sharing this highly creative theory for working with people and ideas may help to elaborate new alternatives for training.

Non-verbal construing and psychotherapy: Is verbalising your construing necessary for change?

Author: Clare Morris¹

¹Independent Psychotherapist, U.K. (email: clmrrs@me.com)

I have been elaborating the process of the practice of yoga in relation to psychotherapeutic change. Mind-body practices and mindfulness bring about fundamental changes in the individuals that practise them and there is increasing research demonstrating parallel effects in the brain and in cognitive function. The process of 'taking notice' of sensations and changes in sensation following yoga practice leads to an increased awareness and an increased ability to describe physical sensations in the body. Core changes in construing at a superordinate but non verbal level are evident in the anticipations and experimentation in daily life but the verbal insights remain illusive, or can be hard to retain and recall over time. This experiential workshop will build on the workshop given at an earlier PCP conference in Brno to elaborate the nature of non verbal construing and the role of finding verbal labels for construing at a low level of awareness in psychotherapeutic change.

Intervening in meaning

Author 1: Robert A. Neimeyer¹

Author 2: Eric Sween²

¹University of Memphis, U.S.A. (email: neimeyer@memphis.edu)

²U.S.A.

This workshop will explore the key assumptions, therapeutic stances, and techniques of Meaning-Centered Therapy. We are fascinated by how our clients express, symbolize, and re-negotiate the meanings they live by. This approach is phenomenological, experiential, and straightforward. People are meaning-makers, not information-processors. This assumption distinguishes this approach from Cognitive Behavioral Therapies. Each person's life is inscribed by unique experiences. That lived experience then gets compressed into stories and patterns and meaning. Returning to the core of experience offers a vast array of possibilities. Our goal is to intervene in the very real, immediate, and living process of making meaning. Experience is the engine of change. In therapy sessions, we invite clients into emotional intensity, experiential remembering, and role-playing the future or past. When new experiential connections are made, the possibilities for making new meaning open up. We inquire about turning points, important relational legacies, and meaning-filled stories. How do new stories and new identities become so compelling they become real? This workshop will include discussion, lecture, case examples, videos from sessions, and experiential role-plays.

Working with reluctant clients

Author: Jenny Newland¹

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As therapists, we all at some point find ourselves working with a client who seems to be reluctant to participate in their therapy. There can be many possible reasons for their 'reluctance' - perhaps they don't want to be there or maybe they feel uncomfortable talking about themselves, or maybe it isn't 'reluctance' at all, but something completely different. As PCP practitioners, how do we go about finding a way to work with apparent 'reluctance'? This workshop is an opportunity to come together and share our experiences of working with someone whose engagement in therapy might appear 'reluctant'. Please bring with you at least one example of working with a client who seemed to you to be reluctant to participate in therapy, that you would be willing to talk about in the group. This can be a current client or a past one, a situation in which you were happy with the outcome or not so happy. This workshop will be limited to 8 spaces.

Philosophy workshop: Constructs and habits

Author: Harry Procter¹

¹University of Hertfordshire, U.K. (email: harryprocter20@gmail.com)

Kelly's psychology grew out of the pragmatism of Peirce, James and Dewey. The concept of habit is central in the work of these three thinkers, particularly in Peirce and Dewey. It is a concept that covers the same broad ground and is seen to perform a similar function to Kelly's notion of construct. Kelly's use of the verb channelize to describe construing and a structured yet flexible network of constructs comes close to Peirce's vision of habits of interpretation and habits of action. In this session we will examine carefully the relationship between habits and constructs. Kelly's person-as-scientist metaphor is enormously enriched by looking at the compatible model of science, logic and inquiry that Peirce devoted his life to elaborating. The exercise allows us to understand more clearly the radical perspective which distinguishes Kelly's work and places it into the context of contemporary logic, semiotics and philosophy.

Understanding and working with relationships: Family constructs and semantic polarities

Author 1: Harry Procter¹

Author 2: Valeria Ugazio²

¹University of Hertfordshire, U.K. (email: harryprocter20@gmail.com)

²European Institute for Systemic-Relational Therapies, Italy

In parallel programmes, Valeria Ugazio and Harry Procter have developed approaches to understanding and working with the interpersonal processes occurring in families, teams and other groups, in terms of semantic polarities and family constructs. Ugazio draws more on social constructionism and Procter more on personal construct psychology, but both emphasise how in interaction and conversation, people form and maintain meanings and positions which govern the politics and problems in the group. We will focus on dyadic and triadic patterns of relating and the way the members construe these at monadic, dyadic and triadic levels. Firstly we will each present aspects of our model with exercises to illustrate methodology. Later, we will jointly explore similarities and differences of emphasis and allow the group to participate in a discussion about applications and future developments.

New generation of repertory grid software

Author: Matthias Rosenberger¹

¹elements and constructs, Germany (email: m.rosenberger@elementsandconstructs.de)

Giving Everyone a Say Using our rep:grid software, you can reliably and rapidly analyze opinions, convictions and attitudes on an individualized basis. rep:grid unites the depth of content of an interview with the professional clarity of a test. A Matter of Collective Intelligence Data about personality characteristics, visions and insights that used to be hard to access can be analyzed, summarized and compared in the shortest possible time using rep:grid. The result of a rep:grid inquiry is an attractive, intuitive, understandable three-dimensional graph with incomparably high content validity.

Drawing a comprehensive picture of a person's mind, body, spirit construct system

Author: Gina Selby¹

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Eliciting mind, body, spirit constructs. Disease affects the whole person, so it is important to explore a person's construing processes on all levels. This elegant technique incorporates PCP laddering (Kelly), Journey work (Bays) with NLP going to the source /core (Andreas) in one process. Working with the person to discover and establish his/her emotional, physical and spiritual elements of the issue offers greater understanding of where to focus and the way forward. Obtaining so much relevant information (an overall view) offers options to both therapist and client as to where to start and what treatment modality would be appropriate and beneficial.

Immunity to change: When core constructs impede our best intentions

Author: Kathy Story¹

¹Story Consulting, U.S.A. (email: kathystoryconsulting@gmail.com)

This experiential workshop will introduce participants to the Immunity to Change exercise developed by Robert Kegan, a developmental constructivist at Harvard University, and his colleague, Lisa Lahey. Although the language in which it is phrased differs, participants will note clear linkages to Kelly's conception of implicit core constructs and Ecker's work on pro-symptom positions deriving from unspoken higher order meanings. In the exercise, we will examine our attempts at personal change, including our commitments to change, behaviours that get in the way of our commitments, our hidden or competing commitments, and our Big Assumptions that prevent us from achieving the change we seek. Participants will reveal their own immunity to change roadmap and develop an action plan. Applications to counselling, coaching, and organizational development will be discussed.

5. DISCUSSIONS

Philo Cafe

Author: Franz Epting¹

¹University of Florida (email: frepting@hotmail.com)

Over wine, tea, coffee or whatever, a free ranging conversation about matters that matter most to us as constructivist thinkers. My role will be to serve as animator or facilitator and try to help the conversation develop.

Constructivist practice in teaching and learning - inspirations and experiments

Author 1: Mary Frances^{1, 2}

Author 2: Massimo Giliberto²

¹PCPA, U.K. (email: mary.frances@virgin.net)

²ICP Padua, Italy

We are particularly interested in the challenges involved in becoming teachers of constructivism-in-practice. In this participative session we hope to share our thinking and stimulate an exchange of ideas. Mary will offer reflections on what has influenced and inspired her practice, and will invite you to add your own ideas and experiences. We can use this space to think creatively together about the puzzles which emerge when we experiment with constructivist principles within the constraints of contemporary educational structures. Massimo will share the progress of a research project in the ICP School of Psychotherapy into students' experiences of learning. This research is part of an ongoing reflexive experiment into constructivist learning and teacher development, exploring and interrogating the process from multiple perspectives with an emphasis on student-led evaluation. We will welcome your comments and elaborations.

6. POSTERS

Who can quit? : An investigation of the construing of unhealthy behaviours in non-clinical samples.

Author 1: Rachael Brown¹

Author 2: John Gibbens¹

Author 3: Sue Anthony¹

¹University of Hertfordshire, U.K. (email: john@gibbens.co.uk)

We report on the relationship between two separate projects that explored non-healthy behaviours (smoking and failure to control weight) using the investigational approach and techniques of personal construct psychology. For each topic, personal constructs were elicited from 15 participants comprising 3 separate groups, i.e. those who have successfully shed the behavior; those who have unsuccessfully tried to shed the behaviour and those with no stated intention of changing the behavior. Repertory grids were completed for exploration at an individual level and the constructs from all were also categorised to compile a broader based survey, targeting respondents who were self-disclosed members of one of the original three groups. The findings are considered in terms of differences in the way the respondents think of themselves with regard to smoking/ weight and of others in the groups of interest and also in relation to commonalities in the constructs elicited around both behaviours.

Rivista Italiana di Costruttivismo: A new Italian journal for the promotion of constructivist theory and practice

Author 1: Chiara Centomo¹

Author 2: Eleonora Belloni¹

Author 3: Elena Bordin¹

Author 4: Alessandro Busi¹

Author 5: Sara Candotti¹

Author 6: Chiara Lui¹

Author 7: Marco Ranieri¹

¹Institute of Constructivist Psychology, Italy (email: info@rivistacostruttivismo.it)

This poster would like to present 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 aim is to give voice to Italian constructivists, but also to publish foreign authors' translated articles. The Journal houses works related to all those branches of knowledge in which Constructivism features; inspired by the passion of a group of psychologists, it offers a privileged space to papers developed in the field of Personal Construct Theory. For instance, the last issue includes the first Italian translation of Hinkle's Dissertation. Furthermore we explored the fields of knowledge connected to Constructivism, dedicating a whole issue to Italian cybernetician Silvio Ceccato and holding an interview with Nora Bateson about her father's thought.

Exploring the interpersonal construing of families affected by Acquired Brain Injury and the implications for familial and childhood adjustment

Author: Clare Coppock¹

¹University of Hertfordshire, U.K. (email: c.coppock@herts.ac.uk)

Acquired Brain Injury (ABI) has been associated with significant family disruption, yet there are few studies exploring the experiences of child-relatives. Clinical guidelines advocate support for family members, including children, however the evidence base for intervention is limited (Royal College of Physicians & British Society of Rehabilitation Medicine, 2003). Disrupted parenting, compromised parental wellbeing, and role changes have been associated with poorer familial adjustment and poorer future outcomes for children (Pessar, Coad, Linn & Willer, 1993; Urbach, Sonenklar & Culbert, 1993). The study is recruiting families containing a parent with moderate ABI (N=6) to complete individual and joint interviews facilitated by Perceiver Element Grids (PEG; Procter, 2002). The major aims are (1) to develop an understanding of the processes by which family members construe themselves, each other, and the ABI itself, and (2) to explore the implications of individual and interpersonal construing on familial, and childhood, adjustment to parental ABI.

Cross cultural constructions of acquired brain injury

Author 1: Jasbir Dhillon¹

Author 2: David Winter^{1, 2}

¹University of Hertfordshire, U.K. (email: jasbir_kaur_dhillon@hotmail.com)

²University of Padua, Italy

No research currently exists that examines and compares the constructions of brain injury held by individuals from Black and Minority Ethnic (BME) and British-White backgrounds. This proposed study will use personal construct methods to explore how individuals from these backgrounds construe their brain injury, and whether any differences exist between them. Individuals who have experienced a mild brain injury will be recruited to complete repertory grids to examine their construing of their injuries. Difficulties have been encountered by researchers recruiting individuals from 'hard to reach' backgrounds, such as BME individuals, and therefore quantitative analysis (group comparisons) or qualitative analysis (interpretative phenomenological analysis in conjunction with repertory grid analysis) will be conducted on the basis of the number of participants recruited. The implications of the results of this study will be discussed in regards to the provision of psychological interventions to diverse individuals with brain injury.

The order of mind among gifted adolescents in Saudi Arabia

Author: Wafaa Jan¹

¹Organization 1: Victory UN, Australia (email: wafaa_jan@yahoo.com)

The Subject-Object interview of Lahey, Souvaine, Kegan, et al. (1988), based on a constructive-developmental theory, has been applied to identify the order of mind of eighteen gifted adolescents in the Kingdom of Saudi Arabia. The study is part of PhD project and it aimed to understand the role of intellectual giftedness in the meaning-making process in the sociocultural context of Saudi Arabia. The result indicated that advanced cognitive ability plays an important role in the process of identity-making.

Dilemmatic constructs according to the treatment of people with Type 2 Diabetes

Author 1: Patricia Balcázar Nava¹

Author 2: Gloria Margarita Gurrola¹

Author 3: Alejandra Moysén Chimal¹

Author 4: Julieta Garay López¹

Author 5: Martha Cecilia Villaveces López¹

Author 6: Elizabeth Estrada Laredo¹

¹Universidad Autónoma del Estado de México, Mexico (email: pbalcazar_nava@hotmail.com)

The purpose of this study was to establish the differences in dilemmatic constructs between patients that adhered to treatment and those that did not; as well as to determine the relationship between these dilemmatic constructs and glycated hemoglobin levels. We worked with two groups with diabetes: 26 patients with glycated hemoglobin appeared to be adhering to the treatment and 26 did not. The repertory grid was applied to both groups; this technique allows us to detect people's cognitive conflicts, including the dilemmas preventing patients from determining a course of action that they consider to be better. The results show statistically significant differences between both groups with regard to dilemmatic constructs, and a weak positive correlation between the number of dilemmatic constructs and the number of those not adhering to the treatment. We also found that the construction problem areas are as follows, in decreasing order: emotional, health, relationship and personal.

Sociality in autism: Can LEGO® therapy increase social skills for adolescents with autism?

Author 1: Camilla Nguyen¹

Author 2: David Winter^{1, 2}

Author 3: Simon Baron-Cohen³

Author 4: Hannah Baron⁴

¹University of Hertfordshire, U.K. (email: c.nguyen2@herts.ac.uk)

²University of Padua, Italy

³University of Cambridge, U.K.

⁴CHUMS, Child Bereavement & Trauma Service, U.K.

Given that social competence is a predictor of long-term outcome for individuals with autism (National Research Council, 2001), a relatively new area in this field is the use of LEGO therapy to teach individuals with autism social skills. Currently, very little is known about processes involved in the development of sociality for individuals with autism using a PCP approach. The aims of this study are: 1) to evaluate a series of 8, weekly, clinic based LEGO therapy sessions for adolescents with ASC, and 2) to evaluate adolescents' abilities to engage in sociality. The study is recruiting adolescents with autism (N=25) from the Child and Mental Health Services in England. The researchers are particularly interested in understanding how changes in adolescents' construction of themselves and how they imagine other people see them might correlate with changes in other outcome measures used in this study over the course of LEGO therapy.

The experience of qualified clinical psychologists from black minority and ethnic groups: An interpretative phenomenological and repertory grid analysis

Author 1: Elizabeth Odusanya¹

Author 2: David Winter^{1, 2}

Author 3: Lizette Nolte¹

Author 4: Snehal Shah³

¹University of Hertfordshire, U.K. (email: elizabeth_odusanya@hotmail.com)

²University of Padua, Italy

³National Health Service, U.K.

The poor representation of BME practitioners in clinical psychology is well documented. According to Turpin & Coleman (2010), the diversity of clinical psychology as a profession is a key factor in facilitating access to services that reflect our clients' culture and personal identities. This proposed piece of research aims to provide an insight into the everyday lived experience of BME clinicians within the profession by tapping into their personal construct systems. It also endeavours to uncover how this group of individuals makes sense of their experience and how they negotiate their professional identity against the backdrop of their cultural identity. Purposive sampling will be employed to recruit 6-8 clinical psychologists. Semi structured and repertory grid interviews will be employed and analysed using interpretative phenomenological analysis and repertory grid analysis. Results may prove useful in attempts to diversify the profession and understand better the experience of BME groups in the profession.

Self evolution in women who live violence

Author 1: Gloria Margarita Gurrola¹

Author 2: Patricia Balcázar Nava¹

Author 3: Alejandra Moysén Chimal¹

Author 4: Julieta Garay López¹

Author 5: Elizabeth Estrada Laredo¹

¹Universidad Autónoma del Estado de México, Mexico (email: mgurrolaunid@hotmail.com)

The current research was aimed to determine women's self awareness before and after a violent relationship as well as a non-violent ideal future. 20 women who live in a violent marital environment and still live with their partners were given the repertory grid technique. The principal results show that if women started the couple relationship with a certain degree of non definition, this has been seen as doubly increased during the time of the relationship; also they consider that the changes in their self-definition have been in a negative sense and they do not know how to ideally define it. It was concluded that these women show signs of mistreated women syndrome in the sense of deterioration of their self-concept as well as a high percentage of constriction and dilemmatic constructs in the definition about themselves.

Body image and bodily self-esteem assessed in women subjected to mastectomy

Author 1: Marta Segura-Valverde¹

Author 2: Luis A. Saúl²

¹Hospital General de Villalba, IDC-Salud, Spain (email: msegurav@hgvillalba.es)

²Universidad Nacional de Educación a Distancia (UNED), Spain

We studied the body image built by patients with breast cancer after surgery, radical-mastectomy and partial-mastectomy, related to body parts directly involved in surgery and not directly related to it, and we investigated how this image affects bodily self-esteem. Our sample comprised 23 patients (12 radical-mastectomy and 11 partial-mastectomy) and 24 healthy women as controls. Participants were assessed with the Body Grid technique. We analyzed the differences between groups using one way ANOVA and non-parametric tests. Our findings show which are the most damaged aspects about self-esteem and body image in these patients, showing there are no significant differences in body image and bodily self-esteem between patients subjected to radical- and partial- mastectomy. However, we found differences between body parts directly involved in surgery and those not directly related to it. We found differences between both groups of patients and the control group regarding body image and self-esteem.

Alpine Tales 2015: A living constructivism experience

Author 1: Giovanni Stella¹

Author 2: Susan Bridi¹

¹Institute of Constructivist Psychology – Padua, Italy (email: gio_stella@yahoo.it)

The poster aims to document “Alpine Tales 2015”, the first PCP Winter School targeted to all PCP professionals (teachers, students, clinicians, scholars and researchers), coming from different countries, interested in exchanging ideas and experiences on PCP theories and practices! From the 5th until the 8th of February 2015, 34 people coming from Italy and the UK have been living together, contributing to the everyday house management, in an alpine house in the Italian Dolomites. The participants took part in a variety of formative activities, including experiential workshops and Open Space Technology. The result of this innovative experiment was a school without professors and without students, where everyone learns from the others. A school where leisure time is as important as structured moments. Informal occasions proved to be the perfect context to share ideas, experiences and to think about new projects and collaborations in an effective European network.

Female perspectives of a diagnosis of Asperger syndrome in adulthood: A PCP approach

Author: Susan Tilki¹

¹University of Hertfordshire / Barnet, Enfield & Haringey Mental Health Trust, U.K. (email: s.s.tilki@hotmail.com)

Comparatively little is known about the experience of receiving a diagnosis of Asperger syndrome for adult women. The article presents a thematic analysis of the experiences of three intellectually able women receiving a diagnosis of Asperger syndrome aged 48 to 50 years. Kelly’s (1955) repertory grid technique was used to explore the impact of the diagnosis on the sense of self. Findings were further elaborated using a semi-structured interview, which was analysed thematically. A major theme of difference pervaded the findings. Prior to diagnosis participants were aware of their difference. Following diagnosis their difference from others was confirmed but received with some difficulty. Pre and post-diagnostic support which helps women approaching and beyond diagnosis through the complex process of understanding AS as it applies to individual contexts and elaborating the self is recommended.

Useful Telephone Numbers

University of Hertfordshire main switchboard: 01707 284000

University security service (24 hours): 01707 281010 (1010 from an internal phone)

University Residential Services Office: 01707 251183 (82800/82801 from an internal phone)

Taxis: 01707 888888 (AAA Taxis)

National Rail Travel Enquiries: 08457 484950

Emergency Services: Police / Fire / Ambulance: To contact the emergency services you call 999 or 112. These calls can be made from any phone and are free of charge

ATM (Cash Point)

Club de Havilland offers a cash back service with all transactions over £5.00. Alternatively there is a cash machine located outside of the Learning Resource Centre on the opposite side of the campus. There is no charge for making standard cash withdrawals. The ATM in the main building is accessible between 7am and 10pm. There is an emergency call number on the side of the cash machine should any problems occur.

Pharmacy

There is a pharmacy in this supermarket:

Asda Hatfield Superstore
98 Town Centre
Queensway
Hatfield
AL10 0JP

Tel: 01707 630800

The Asda Superstore is a 20 - 25 minute walk from the de Havilland campus or a 10 minute bus journey. The pharmacy is open 7am to 11pm (Monday), 8am to 11pm (Tuesday to Friday), 7am to 10pm on Saturday and 10am to 4pm on Sundays.

Travel Information

The full address of the de Havilland campus of the university is:

University of Hertfordshire
de Havilland Campus
Hatfield
Hertfordshire
United Kingdom
AL10 9EU

The university is well-placed for travelling to London with excellent train and bus connections. London is only a 20 minute train ride away from either Hatfield or St Albans stations, with access to all that the capital has to offer.

Train Services

Great Northern and Thameslink trains stop frequently at Hatfield and St Albans train stations, respectively. Please note that these stations are on different lines, so you can only use the return half of the ticket you buy on the line you used for your outward journey. For information about train services from Hatfield and St Albans visit this website:

<http://www.thameslinkrailway.com/>

Bus Services

There is a bus exchange to the rear of the de Havilland campus that you can use to go to Hatfield and St Albans using the university's own bus company, UNO buses. Visits to the College Lane campus of the university can be made using the inter-campus shuttle bus. An even greater choice of buses can be obtained by going to the bus stops in St Albans Road West which is the main road that you see from the bus exchange. Arriva bus services can be taken from those bus stops - the stop on one side of the road has buses going to St Albans whilst the one on the other side nearest the campus has buses going to Hatfield. The UNO buses that stop at the bus exchange can also be caught at those stops. For bus times visit these websites:

<https://www.arrivabus.co.uk/>

Arriva bus numbers 300 and 301 go to St Albans station and these buses also go (in the opposite direction) to Hatfield station.

<http://www.unobus.info/>

UNO bus numbers 601, 602, 653 (slow service) go to St Albans station. In the opposite direction the 602, 641 and 653 services run to Hatfield station.

Timetables can also be found at the bus stops.

Unless you are familiar with local bus services, always check with the driver that the bus is going to the destination you require.

Please note that after about 7.30pm buses become far less frequent. If you are planning to go out in the evening you should make sure that you have sufficient cash on you to get a taxi back to campus. By taxi it takes about 15 minutes to get to St Albans station and about 5 minutes to get to Hatfield station).

Taxis

Local taxi companies include:

AAA Taxis (tel: 01707 888888)

Details of other taxi companies can be found on the notice board in the Residential Services Office.

Things to do and local places of Interest

Tour of St Albans

“St Albans boasts a rich heritage spanning 2000 years. Join our fully trained guides and explore the fascinating history on one of our many walking tours. Discover the most picturesque and interesting areas of the city, such as the medieval Clock Tower built between 1403 and 1412 surviving over 600 years of use. Take an amble through the ancient marketplace where people have been walking for hundreds of years. Take the route to the Abbey that Kings and Queens have trod in times gone by. This magnificent building, containing the shrine of St Alban, the first British Christian martyr, stands proudly dominating the city’s skyline. Explore one of the finest examples of a Roman theatre in Britain. All this and much more can be seen on the guided walking tours.

The calendar lists all the walks and topics for the year and an outline of each walk can be found on the following page.

The City of St Albans Tour Guides was founded in 1964. A training programme is undertaken by guides covering both historical knowledge and practical guiding techniques. Meet the guide at the Tourist Information Centre in St Albans.”

Website: <http://www.stalbanstourguides.co.uk/>

Theatre productions

Romeo and Juliet at Abbey Theatre

Production Dates

Thu 16th Jul 8:00pm Fri 17th Jul 8:00pm

Website: www.abbeytheatre.org.uk/

Bugsy Malone (Youth Production at The Radlett Centre)

<http://www.radlettcentre.co.uk/>

Thursday - Saturday

Northanger Abbey at The Maltings Arts Theatre, Hertfordshire on Friday 17 July 2015

DOT Productions brings this witty adaptation of Northanger Abbey to the Maltings Arts Theatre in their usual comedic style.

Doors Open at 7:30pm

Starts at 8:00pm

Ticket Price: £10.00 - £12.00

Box Office: 0333 666 3366

Other attractions

Garden of the Rose

Founded in 1876, the Royal National Rose Society is a leading gardening charity (Registered Charity No. 1035848) dedicated to encouraging, improving and extending the science, art and practice of the cultivation and conservation of roses.

The Society still adheres to these principles and promotes growing roses, provides information and helps rose growers and enthusiasts across the world.”

Website: <http://www.rnrs.org.uk/>

Tel: 01727 850461

Old Gorhambury House

The remains of a once immense mansion built in 1563-8 by Sir Nicholas Bacon, Queen Elizabeth's Lord Keeper, and twice visited by the Queen. Its extravagantly showy two-storey porch survives, with parts of the hall, chapel and clock-tower.

Website: www.english-heritage.org.uk

St Albans South Signal Box Open Days (July 12th only)

Address: Next to Platform 4, St Albans City Station, Ridgmont Road, St Albans AL1 3AJ

Telephone: 01727 836131

Price: Free

Open days are on the second and fourth Sunday of each month. We will be giving signalling demonstrations where you can change the signals, ring box bells and 'send a train to Napsbury' The downstairs museum has a fascinating variety of old signalling equipment and artefacts on display, with tea & coffee - or you can stroll around the garden.

Watercress Wildlife Association

Address: Riverside Road, St Albans

Telephone: 01442 228385

Time: 2pm - 5pm

Price: Free

Website: www.watercress-net.org.uk

WWA is a small wildlife conservation area (4 acres) created and maintained by a local committee, aided by other interested people. It was granted Local Nature Reserve Status in 2003. Site access is adjacent to 236 Riverside Road, St Albans. Working parties meet at 11.00am, on the last Sunday of every month, but the site is open to visitors at all times (no dogs or cycles allowed).

It is of interest to all ages and there is a bird hide on the site.

Redbournbury Watermill

Address: Redbournbury Lane, Redbourn Road, St Albans. AL3 6RS

Opening hours: Every Sunday afternoon throughout the year from 1430–1700hrs

Bakery open Friday and Saturday mornings. Other special open days (contact for details)

Tel: 01582 792874

E.mail: redbrymill@aol.com

Web: www.redbournmill.co.uk

Redbournbury Mill is a fully restored 18th century working watermill on the River Ver just north of St Albans. The mill produces and sells stoneground organic flour. The recently opened bakery produces a variety of bread from the mill's organic flours. The river and surrounding countryside are a haven for wildlife and the mill is an ideal stop for walkers and cyclists. Attractions include milling demonstrations, an Oil Engine and other exhibits. Open for private groups and tours by arrangement (contact for details)

St Albans Cathedral

Address: Sumpter Yard, St Albans, Hertfordshire AL1 1BY

Telephone: 01727 860780

Website: <http://www.stalbanscathedral.org/>

Email: mail@stalbaniscathedral.org

The Cathedral stands over the place where Alban, Britain's first martyr, was buried, and is the oldest site of continuous Christian worship in the country. It is a building of contrasting architectural styles from the Saxon period through to the great Victorian restoration and a 20th century Chapter house.

At the heart of the building is the candlelit shrine of Saint Alban, a Roman Citizen who was put to death because of his faith in Christ. You can also see stunning and unique wall paintings, a very rare 15th century watching loft and walk the length of England's longest nave.

There are daily FREE guided tours, a book shop, gift shop and the Cafe at the Abbey. For younger visitors there are Children's Explorer Bags and regular family trails - see: www.stalbanscathedral.org or visit the Information Desk for more information.

ADMISSION IS FREE

The Hatfield Galleria

The Hatfield Galleria is the (very) large shopping mall across the road from the Campus. As well as having shops it has restaurants and a cinema.

website: <http://thegalleria.co.uk/>

A Selection of Pubs and Restaurants in St Albans

A Personal Construction of Eating and Drinking in St. Albans

In addition to its other attractions (the cathedral, Roman theatre and mosaics, Verulamium Park, market on Wednesday and Saturday, a historic cinema (<http://odysseypictures.co.uk/>), etc.), St. Albans has a very large number of restaurants, and is also reputed to have the greatest density of pubs of any British city. Very many of them are worth a visit, but a few of my favourites are:

Restaurants

Little Marrakech: 31 Market Place (01727 815144) www.littlemarrakech.co.uk

A cosy Moroccan restaurant with attractive decor. If you don't want to see a belly dancer, don't go on Thursday.

Anastasia: 97 St. Peters Street (01727 834155) www.anastasiasrestaurant.co.uk

A friendly Greek restaurant. The atmosphere gets very lively (it's famous for hen parties) on Thursdays and Saturdays, when you are likely to be persuaded to join in Greek dancing, including out onto the street, plate smashing, etc. If you mention that you're part of the congress, you may get special treatment, but it's not a place for constriction or tight construing. It has an infamous history, which the staff won't tell you about but I can.

Jamie's Italian: 22 Chequer St. (01727 221266)
www.jamieoliver.com/italian/restaurants/st-albans

I can't say that I've ever visited it, but this is one of a number of restaurants owned by a famous British chef.

Bua Thai: 99 St. Peter's St. (01727 841234)

St. Albans is blessed with several Thai restaurants, but this is one of Nick's and my favourites as it is cosy, attractive, good value, and has very friendly staff. If it gets too quiet for you, you can always join in the dancing in the street spilling out from Anastasia's next door (or pop in there afterwards for an ouzo or two).

Thai Rack: 13 George St. (01727 850055) www.thai-rack.com

A little larger than Bua Thai, but also with good Thai food.

Singhli Street Kitchen: 30 Holywell Hill (01727 839991) www.singhli.com

This restaurant serves typical Indian street food. Some people have been known to find the portions too small, but the food is authentic and very tasty.

Chilli Bar and Kitchen: 28-30 London Rd. (01727 840100)
<http://www.chilibarkitchen.com>

There are many Indian restaurants in St. Albans, but this one is good value (and usually has special deals on Thursday evenings).

Cafe Rouge: 29 Holywell Hill (01727 832777) www.caferouge.co.uk/french-restaurant/st-albans

This is one of a chain of French restaurants, and one reason that it is worth a visit is that it is in an attractive old art deco building that was once owned by Samuel Ryder, who initiated the Ryder Cup (the golf competition, first played in St. Albans, in which the Europeans always beat the Americans!)

Loch Fyne: 5 Verulam Rd. (01727 399050)
<http://www.lochfyneseafoodandgrill.co.uk/locations/st-albans>

Another restaurant in an old, listed building, this is one for those of you who are into fish.

Kamillos: 2 Marlborough Rd. (01727 855234) <http://www.kamillos.co.uk/>

Again, probably not one for Italian visitors, but continuing with the theme of interesting buildings, this is one of two Italian restaurants in St. Albans that have the distinction of being housed in converted public toilets.

Wagamama: Christopher Place (01727 865122) www.wagamama.com/restaurants/st-albans

A Japanese restaurant, but probably not the best place for a quiet, romantic meal.

The Waffle House: St. Michael's St. (01727 853502)
www.hardens.com/az/restaurants/st-albans/al3/the-waffle-house-kingsbury-water-mill.htm

If your appetite for waffle has not been sated by the congress, this is in the very attractive setting of an old water mill.

Pubs

I'm afraid that good British food doesn't feature too strongly in the above (or any) list, but you can always find a fish and chip shop or, better still, eat in a pub. St. Albans is the home of the Campaign for Real Ale, and there is no better place to sample the extensive varieties of British ale (don't be tempted to drink any of that watery lager stuff). The pubs are really too numerous to mention, but a few interesting ones are:

Ye Olde Fighting Cocks: 16 Abbey Mill Lane (01727 869152)
<http://www.yeoldefightingcocks.co.uk/>

Reputed to be Britain's oldest pub, dating back to the year 793, it is situated next to Verulamium Park and lakes.

The Boot: 4 Market Place (01727 857533) <http://www.thebootstalbans.com/>
A relative youngster, this one only dates back to the 15th. century.

The Blacksmith's Arms: 56 St. Peter's Street (01727 868845)
<http://www.lemonrock.com/blacksmiths>

Famous as the pub where The Zombies, a 60s pop group from St. Albans, was formed, this is one of several St. Albans pubs that has live music (on Thursdays,

Fridays, and Saturdays). It's a good place to start the evening if you're planning to go on to Anastasia's or Bua Thai restaurant opposite.

The Horn: Victoria St. (01727 853143) <http://thehorn.co.uk/>

Very close to St. Albans station, this pub is also famous for live music (mainly tribute bands).

The Rose and Crown: 10 St Michael's St. (01727 851903)
<http://whatpub.com/pubs/SHE/715/rose-crown-st-albans>

This is one of several pubs in St. Albans that hosts folk music sessions (on Thursday nights in this case).

The Plough: Tyttenhanger Green (01727 857777) <http://www.theploughph.co.uk/>

I have to confess that this is one of my regular haunts. It probably has the largest (and ever changing) selection of real ales in the U.K., together with a collection of 1500 bottles of ale from all over the world. It is situated in a small village not far from the university, but is almost impossible to reach by public transport (only two buses a day). However, you should be able to get there by taxi for less than £10 – but make sure that you go to the right Plough as there are at least three local pubs with this name.

Post-congress

If you're staying around after the congress, you could take in '*Folk by the Oak*' (www.folkbytheoak.com), a folk festival held in the grounds of Hatfield House (opposite Hatfield station) on Sunday, 19th. July.

I take no responsibility for any deleterious effects on your construing that might result from engaging in the experimentation listed above.

David Winter

A Selection of Restaurants in London

Roux

Website: <http://www.rouxatparliamentsquare.co.uk/>

Address:
RICS, Parliament Square
London, SW1P 3AD

Nearest tube station: Westminster

Reservations:
020 7334 3737
bookings@rouxaps.co.uk

Opening Times:
Monday - Friday
Lunch 12.00 - 14.00, Dinner 18.30 - 22.00

Cuisine: Contemporary European

Price Range:
Mains courses £25 - £32
£35 3-course set menu available for lunch.

The restaurant is contemporary and luxurious, combining period features and modern furnishings set in a listed building designed by Alfred Waterhouse, the architect of London's iconic Natural History Museum.

At Roux at Parliament Square you will find inspired classic dishes 're-visited' using modern techniques and stylish presentation.

“Roux at Parliament Square, an elegant restaurant in Westminster, is an exclusive dining destination - popular with London's politicians, socialites and high-powered business barons who love to linger over lunch. The brain-child of Michelin starred chef Michel Roux Junior – of Le Gavroche in Mayfair – Roux at Parliament Square boasts not only a luxurious and iconic location, but a light and inspired modern European menu that compliments the tasteful interior. With period features and modern furniture, the dining room at Roux at Parliament Square is a light-filled space perfect for business dining, and the restaurant's chic Pembury Bar is suitable for pre-dinner drinks and discreet cocktail dates.” (review from www.opentable.co.uk)

Blue Boar

Website: www.blueboardlondon.com

Address:

45 Tothill Street, Westminster
London, SW1H 9LQ

Nearest tube station: St James Park

Reservations:

020 3301 1400

reservations@blueboardlondon.com

Opening Times:

Monday – Friday

Breakfast 6.30am – 10.30am

Lunch 12pm – 2:30pm

Dinner 6pm – 10.30pm

Saturday

Breakfast 7am – 11am

Closed for Lunch

Dinner 6pm – 10.30pm

Sunday Breakfast 7am – 11am

Lunch 12.30pm- 3:00pm

Cuisine: Contemporary British

Price range:

3-course set lunch menu (£22.50)

A La Carte mains between £17- £24.

“Blue Boar offers contemporary British dining in the heart of Westminster. Head Chef Rob Stephens combines fresh, regional ingredients to deliver a mouth-watering menu that celebrates the very best of what each British season brings. Farm sourced succulent meats and freshly caught seafood from the Devon and Cornwall coastline feature on a menu that is as perfect for a light lunch as it is for a decadent dinner. Private dining at Blue Boar is particularly special with two exceptional spaces, connected to the main restaurant by a floor-to-ceiling wine wall.” (review from www.opentable.co.uk)

Quirinale

Website: www.quirinale.co.uk

Address:

North Court 1, Great Peter Street
London, SW1P 3LL

Nearest tube station: Westminster

Reservations:

020 7222 7080

Opening Times:

Lunch 12.00 - 14.30, Dinner 18.00 - 22.30

Cuisine: Italian

Price range:

2-course lunch and early evening set menu (£19)

3-course lunch and early evening set menu (£23)

A La Carte mains between £14 - £23.50.

Quirinale, appropriately named after Rome's Presidential Palace and also one of the seven hills of Rome, opened its doors in 2002 and since then has had consistently good reviews.

Head chef Stefano Savio has been at Quirinale since the restaurant opened. He is from Brescia in northern Italy and he is well versed in the creation of outstanding but unpretentious Italian food, importing many ingredients direct from Italy in pursuit of the finest possible raw materials.

Front of house is managed by Valentina Cassandro who is also our dedicated Sommelier. She has created and oversees an interesting wine list that offers a wide range of Italian wines and some French classic along with a good selection of wines by the glass and carafe.

“Virtually on the very banks of the Thames, Quirinale is a casually elegant restaurant with charming service and delectable Italian food. A favourite of discerning Londoners including a good number of politicians from the nearby Houses of Parliament, Quirinale is a simple, classy spot where you'll experience refined but attentive hospitality from the superb front of house staff. Known for producing some of London's best high end Italian food, Quirinale eschews the rustic in favour of contemporary elegance, offering delicately presented dishes created with a focus on simplicity, quality of ingredients and just a touch of imagination. Of note is Quirinale's cheese selection – the perfect ending to the perfect meal.” (review from www.opentable.co.uk)