



41st Annual Meeting of the Society for Descriptive Psychology



September 19-22, 2019
American Mountaineering Center
710 10th Street
Golden, Colorado

The Society for Descriptive Psychology is a Community exploring the *Person Concept*, an interdependent conceptual framework of *Person, Behavior, Language, and World* to create common ground for the Human Sciences. The Annual Meeting of the Society is intended to be an opportunity to share advances in and applications of Descriptive Psychology within this community.

Topics to be presented at this 41st Annual Meeting are notably diverse and address a variety of clinical, social, and ethical issues using concepts from Descriptive Psychology (DP). A particular emphasis on clinical topics will be provided with an emphasis on Status Dynamic psychotherapy. Clinical topics include the use of images in psychotherapy, working to make involuntary clients voluntary participants in therapy, and a conceptualization of “demisexuality” and discussion of its clinical considerations. Clinical case presentations utilizing a Descriptive framework will provide practical examples of the utility of the conceptual system and its Elements of Personal Change. A review of psychotherapy cases supervised by the founder of Descriptive Psychology, Dr. Peter Ossorio, will be also offered.

Presentations will also address current concerns in organizations, society, and communities. Status dynamics will be utilized to discuss the tendency of political states to not respond to genocide. A new version of the person concept will be presented and elaborated on. One such presentation is on ethical decision making and why it is difficult to instruct others in making ethical decisions. An exploration of historical trauma and its present day impacts will be provided. Other presenters will be confronting fundamental

issues about how psychology and psychological science are conceptualized and applied. These topics include understanding and treating psychotic and delusional thought disorders as well as a discussion of empiricism and naturalism in psychological science. A phenomenological examination of off-task thoughts will also be presented.

The primary goals of this conference are to continue the exploration of Descriptive Psychology as a conceptual approach to a broad range of topics within the behavioral sciences, neurobehavioral sciences, social sciences, and humanities, to continue building the Descriptive Psychology Community, and to promote further discussion about new approaches to disseminating Descriptive Psychology concepts and applications. This conference will include introductory, intermediate, and advanced presentations.

The **target audience** for this conference includes participants in clinical, behavioral, computational, and theoretical disciplines, including participants with either little or extensive knowledge of DP. A broad range of topics within the behavioral sciences will be addressed. In order to assist those with a developing interest in DP, participants with more comprehensive knowledge will be available for mentoring. The Society particularly encourages attendance by emerging professionals who are interested in a new, comprehensive conceptual approach to their clinical or research interests.

[Click here to register for the Conference](#)

Registration information can also be found on www.SDP.org

Full Conference Registration (including banquet) for Society Members: \$300

Full Conference Registration (including banquet) for Non-Members: \$330

Full Conference Registration (including banquet) for graduate students who are Society members: \$160

Full Conference Registration (including banquet) for graduate students who are Non-Members: \$180

Half-Day Conference Registration: \$100

Banquet Only Registration: \$80 for adults; \$40 for children

Registration on or before September 2nd includes the Banquet and meals. Meal availability cannot be assured following the registration deadline.

Registrations received after September 2nd will require a separate payment of \$80 for the banquet on a space-available basis.

In-person registration will be available at the American Mountaineering Center on the days of the program.

Please note: In the event of any necessary cancellations, the Program registration fee will be refunded in full up until the September 2nd registration deadline. After that, no refunds will be offered for cancellations.

Continuing Education Credit Information

This program is approved for 12 hours of continuing education. The University of Denver, Graduate School of Professional Psychology (GSPP) is approved by the American Psychological Association to sponsor continuing education for psychologists. GSPP maintains responsibility for this program and its content. Fees for continuing education credits are included in the registration fees.

The American Mountaineering Center is an accessible building. Please notify SDP conference organizers at the time of registration if any accommodations, including dietary restrictions, are needed.



Conflict of Interest Disclosure: The Society for Descriptive Psychology is a not-for-profit volunteer organization. The Society and all speakers at this conference specifically have no other personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest, relative to the content of presentations. In addition to assuring the conflict free status of speakers, the purpose of this statement is also to protect the Organization's tax-exempt status when contemplating a transaction or arrangement that could benefit an officer, director, or employee. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest that apply to non-profit organizations.

Statement of accommodations: The conference venue, the American Mountaineering Center (AMC), is fully accessible to persons using wheelchairs, including elevator access to all floors. All bathrooms have a wheelchair accessible stall, and braille is included on all bathroom and conference room signs. Wheelchair access into the building is available from the parking lot on the north side and a ramp on the east side off Jackson Street. Handicapped parking spaces are located in the parking lot near the building entrances. Anyone requiring other accommodations, including special diets, is encouraged to contact Hap Cox, Ph.D., Secretary/Treasurer (emailhap@yahoo.com) or Tricia Kennedy, Psy.D., President-Elect (triciamariekennedy@gmail.com) to discuss their needs.

CONFERENCE SCHEDULE

September 19-22, 2019

American Mountaineering Center, Golden, CO

THURSDAY, SEPT 19TH, EVENING SESSION

2:30 – 5:20 *Board Meeting* (Location TBD)

5:30 – 6:30 *Check in/Meet and Greet* (AMC Conference Room)
Casual dinner fare will be served

6:30 – 7:00 *Conference Convenes:*

Welcoming Announcements
Introduction of the President

7:00 – 8:30 *Presidential Address:*

Traversing Surreal Worlds: Using Descriptive Psychology in the clinical treatment of persons with psychotic and delusional thought disorders.

(1.5 hours CE credits)

Erol Zeybekoglu, Psy.D., Clinical Psychologist, Boston, MA

In ‘Meaning and Symbolism’ (2010), Peter G. Ossorio describes how three conceptually linked systems (i.e. State of Affairs (SA), Individual Differences (ID) and Intentional Action (IA)) are used together to make rational sense out the person concept. However, the clinical utility of Ossorio’s ‘Three-system system’ also provides a framework for understanding otherwise entirely *exclusive* worlds, behaviors, and person characteristics. Descriptive Psychology offers clinicians practical tools to adequately map the bizarre, convoluted, and outright surreal worlds inhabited by persons who experience the kind of fundamental break from “reality” that often result from conditions such as schizophrenia, schizoaffective disorder, and other affective disorders with delusional psychotic features. This presentation will review Ossorio’s work on the ‘three-system system’, clarify the value of his Descriptive Psychology re-conceptualization of ‘objectivity’ as it applies to ‘reality-testing’ based interventions, and illustrate precisely how using an entirely normative method of making sense of persons, their behaviors, and their worlds, can be utilized with equal efficacy in the treatment of persons with psychotic and delusional thought disorders.

Learning Objectives:

Participants will, at the completion of this activity, be able to:

1. Apply Ossorio's "Three System System" to formulate baseline functioning of persons diagnosed with psychotic and delusional thought disorders.
2. Differentiate diagnostic features of thought disorders and major mental illnesses with psychotic features using Descriptive Psychology concepts.
3. Explain clinically defined features of psychosis and delusional thought disorder(s) in layman's terms when working with clients and supports.
4. Assess risk and protective factors when working with persons diagnosed as having psychotic and delusional thought disorder(s).

References:

1. Ossorio, P.G. (2006/2013). *The Behavior of Persons*. Ann Arbor, MI: Descriptive Psychology Press. (Previously published as Ossorio, P.G. (2006). *The Behavior of Persons: The Collected Works of Peter G. Ossorio (Vol. V)*. Ann Arbor, MI: Descriptive Psychology Press.)
2. Ossorio, P.G. (1969/1978/2010). *Meaning and Symbolism. The Collected Works of Peter G. Ossorio (Vol. VI)*. Ann Arbor, MI: Descriptive Psychology Press. (Original work published as LRI Report No. 15. Boulder, CO: Linguistic Research Institute.)
3. Ossorio, P.G. (1987/1997). Cognitive deficits in schizophrenia. In *Essays on clinical topics. The collected works of Peter G. Ossorio, Vol. II*, (pp. 165-193). Ann Arbor, MI: Descriptive Psychology Press. (Original work published 1987 as LRI Report No. 39a. Boulder, CO: Linguistic Research Institute.)
4. Ossorio, P.G. (1997). *Essays on Clinical Topics. The Collected Works of Peter G. Ossorio (Vol. II)*. Ann Arbor, MI: Descriptive Psychology Press.
5. Ossorio, P.G. (2013). *Seminar on Clinical Topics. Collected Works of Peter G. Ossorio (Vol. VII)*. Ann Arbor, MI: Descriptive Psychology Press. (Originally published as LRI Report No. 11. Boulder, CO: Linguistic Research Institute).

FRIDAY SEPT 20TH, MORNING SESSION

8:15 – 9:00 ***Breakfast***

Served in the AMC Conference Room

9:00 – 10:00 ***Ideas for Enabling Involuntary Clients to Engage Voluntarily in Therapy*** (1.0 hour CE credit)

Ray Bergner, Ph.D., Professor, Clinical-Counseling Psychology Program, Department of Psychology, Illinois State University, and Private Practice, Normal, IL

This talk presents a set of ideas for how to work with persons who have not come to therapy of their own accord, but have been pressured or compelled to do so. The ideas are ones designed to enable these individuals to become voluntary clients; i.e., to get to a place where they can voluntarily commit themselves to work in collaborative alliance with us on their problems. In part one of the presentation, some common views of their coerced situation held by many involuntary clients are described, as well as the reasons that these views give them to be reluctant to participate in therapy. In part two, several

broad recommendations for engaging these individuals are offered that transcend every aspect of our work with them. In part three, a set of more specific, narrowly defined recommendations are presented.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Identify ways to work with involuntary clients who genuinely need psychotherapy.
2. Describe the typical fears, reservations, and other reluctances such clients typically have to engaging with us as therapists.
3. Create a therapeutic atmosphere, including concrete ways of proceeding, that will help involuntary clients to abandon their involuntary stance and commit themselves to participating in therapy.
4. Summarize the central place that Peter Ossorio's ideas (e.g., the relationship change formula and the policy to "appeal to what matters") can have in work with involuntary clients.

References:

1. DeJong, P., & Berg, I. (2013) *Interviewing for solutions*. Belmont, CA: Brooks-Cole.
2. Miller, W., & Rollnick, S. (2013). *Motivational interviewing*. New York: Guilford.
3. O'Hanlon, W., & Weiner-Davis, M. (2003) *In search of solutions*. New York: Norton.
4. Rooney, R. (2009). *Strategies for work with involuntary clients*. New York: Columbia University Press.
5. Ossorio, P. (2013a). *Seminar on clinical topics*. In P. Ossorio (Ed.), *The collected works of Peter G. Ossorio (Vol. 7)*. Ann Arbor, MI: Descriptive Psychology Press.
6. Bergner, R. (2007). *Status enhancement: A further path to therapeutic change*. Ann Arbor, MI: Burns-Park Publishers.

10:10 – 10:20 **Break**

10:10 – 11:10 **Lessons from Pete - Remastered** (1.0 hour CE credit)

Moderated by Walter Torres, Ph.D., Private Practice, Denver, CO

Two psychotherapeutic cases supervised by Dr. Peter G. Ossorio, the founder of Descriptive Psychology will be presented. In doing so, specific psychotherapeutic Status Dynamic Psychotherapy principles and strategies instantiated in Dr. Ossorio's supervisory recommendations, and the applicability of these to current clinical cases of the presenter involving injury and impairment will be demonstrated. Additional presenters will also review specific psychotherapy supervisory sessions they underwent with Dr. Ossorio. In this context, each presenter will identify the particular Status Dynamic Psychotherapy principles and strategies suggested by Dr. Ossorio in relationship to the clinical problem presented by the client.

The diversity of cases will illustrate a range of applications of Status Dynamic Psychotherapy. In collaboration with the primary presenter, the presenters will identify psychotherapeutic strategies and choice principles exemplified by Dr. Ossorio's supervision, and these will be compared with and integrated into current Cognitive

Behavioral models.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Identify Status Dynamic Psychotherapy principles and strategies.
2. Enact specific strategies for shifting persons who are in compromised positions into positions of strength.
3. Assist patients in distinguishing suffering from self-degradation, and to cease self-degradation in the face of suffering.
4. Integrate Status Dynamic Psychotherapy into Cognitive Behavioral Therapy

References:

1. Bergner, R.M. & J. Staggs. (1992). The positive therapeutic relationship: An accreditation perspective. In Roberts, M.K., & Bergner, R.M., (Eds.), *Advances in Descriptive Psychology, Vol. 6* (pp. 185-201). Ann Arbor, MI: Descriptive Psychology Press.
2. Bergner, R. (2007). *Status Dynamics: Creating New Paths to Therapeutic Change*. Ann Arbor, MI: Burns-Park Publishers.
3. Driscoll, R. (1981). Self-Criticism: Analysis and treatment, *Advances in Descriptive Psychology, Volume 1* (pp. 321-355). JAI Press Inc.
4. Holmes, J.R. (2013) *Depression Doesn't Always Have To Be Depressing*. Pensacola, FL: Pelican Press.
5. Ossorio, P.G. (1987/1997). Cognitive deficits in schizophrenia. In *Essays on Clinical Topics. The Collected Works of Peter G. Ossorio, Vol. II*, (pp. 165-193). Ann Arbor, MI: Descriptive Psychology Press.
6. Torres, W.J. & R.M. Bergner (2012). Severe Public Humiliation: Its Nature, Consequences and Clinical Treatment. *Psychotherapy* 49(4):492-501. Doi: 10.1037/a0029271.

11:10 – 11:20 **Break**

11:20 – 12:20 ***Why It Is So Hard to Train Ethical Decision Making – A Judgment Diagram Approach*** (1.0 hour CE credit)

Paula Holt, JD, MBA, MS, Attorney at Law and Associate Professor at the University of Denver, Daniels College of Business, Department of Business Ethics and Legal Studies, Denver, CO.

One challenge to teaching ethical decision making is that moral decisions can easily be resolved in a classroom or during training exercises but are far more difficult to successfully resolve when confronted during actual day-to-day decision making in the real world. Many of the corporate scandals in the last decade involved decisions by persons who are highly intelligent and strategic-minded individuals, but when faced with a moral dilemma in practice, they failed. Corporations and universities seek to close the gap between ethics trainings and ethical decision-making in practice. This session proposes to borrow from the work of Descriptive Psychology, offering educators and corporations the Judgment Diagram as a tool to better train employees and executives to increase ethical decision-making of employees.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Identify at least three significant obstacles to ethical decision-making in corporate business environments.
2. List two ways to help corporate leadership become more competent at moral judgment.
3. State three distinctions in the Judgment Diagram that are effective in training employees to make better judgments.
4. Explain how the Judgment Diagram can be used to evaluate executive and employee progress with ethical decision-making.

References:

1. Ossorio, Peter G., "Appraisal" (1986). Peter G. Ossorio Collection. 36. *Advances in Descriptive Psychology, Vol. 5* (pp. 155-171). Ann Arbor, MI: Descriptive Psychology Press.
<https://scholar.colorado.edu/ossorio/36>
2. Holt, S.B. (1990). "Appraisal and competence in moral judgment and behavior." In K.E. Davis, (Ed.), *Advances in Descriptive Psychology, Vol. 5* (pp. 173-197). Ann Arbor, MI: Descriptive Psychology Press.
3. Soltes, Eugene. (2017). "Why it's so Hard to Train Someone to Make an Ethical Decision." *Harvard Business Review*. <https://hbr.org/2017/01/why-its-so-hard-to-train-someone-to-make-an-ethical-decision>
4. Woiceshyn, Jaana. (2011). "A Model for Ethical Decision Making in Business: Reasoning, Intuition, and Rational Moral Principles." *Journal of Business Ethics*, Vol. 104 (pp 311-323).
5. Zhilla, Fabian, Layal Abou Daher, Cenk Lacin Arikan, and Moufid El-Khour. (2018). Conceptualizing the Determinants of Ethical Decision Making in Business Organizations." *Problems and Perspectives in Management*, Vol. 16 (pp. 30-41).

12:30 – 1:30 **Lunch**

Served in the AMC Conference Room

FRIDAY SEPT 20TH, AFTERNOON SESSION

1:30 – 2:30 ***Therapeutic Images Revisited*** (1.0 hour CE credit)

Laurie Bergner, Ph.D., Private Practice, Normal, IL

This talk has three parts. First, will be a review of basic descriptive ideas about the use of stories and images in psychotherapy, as originated by Peter Ossorio. This will include, among other things, a description of how images can be used as actual diagnoses and the advantages of doing so. Second, a briefly review a number of classic descriptive images developed by Ossorio will be provided. Third and finally, participants will be invited to share other images and stories they have found useful in psychotherapy, especially ones they have created themselves and so would be new to audience members.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Discuss how images may be utilized as actual diagnosis and the advantages of doing so.
2. Discuss other uses and advantages of providing images in psychotherapy.
3. Identify clinical situations where the use of images may be beneficial.
4. Identify three images used in therapy with individual clients.
5. Identify three images used in therapy with couples.

References:

1. Ossorio, P.G. (1976). *Clinical topics* (LRI Report #11). Whittier, CA and Boulder, CO: Linguistic Research Institute.
2. Bergner, R.M. (2007). Therapeutic storytelling revisited. *American Journal of Psychotherapy*, 61, 149-162.
3. Bergner, R.M. (2007). *Status Dynamics: Creating New Paths to Therapeutic Change*. Ann Arbor, MI: Burns Park Publisher
4. Rennie, D. (1994). Storytelling in psychotherapy: The patient's subjective experience. *Psychotherapy*, 31, 234-243.
5. Bergner, R.M. (1979). The use of systems-oriented illustrative stories in marital psychotherapy. *Family Therapy*, 6, 109-118.

2:30 – 2:40 **Break**

2:40 – 3:40 **Reactions to the North Tulsa Race Massacre: A Narrative Study** (1.0 hour CE credit)

Steven Byers, Ph.D., Associate Professor, Northeastern State University Broken Arrow, OK

Gregory Myer, Ph.D., LPC, Visiting Associate Professor of Professional Counseling, Oral Roberts University, Tulsa, Oklahoma

Chris Carver, Ph.D., LPC, Assistant Professor, Missouri State University, Springfield, MO

John Sassin, Ph.D., Assistant Professor, Langston University, Langston, OK

Max Malcom, Research Assistant, Northeastern State University Broken Arrow, OK

Our presentation is an application of the historical trauma model to the African American community in North Tulsa victimized by planned and strategic attacks on their community in 1921. The events known as the 1921 Race Massacre were devastating and led to collective trauma that reverberates within the community on this day. Our presentation is focused on research and outcomes based on a narrative study of how present day psychological representations of the 1921 trauma manifests and pervades the consciousness of African Americans living in the North Tulsa community.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Identify major deficits regarding mental health research in marginalized and African American communities.
2. Identify and become familiar with Descriptive Psychology driven conceptualization of oppressive and trauma-based psychological phenomena in African American groups.
3. Define Praxis Methods of marginalized community engagement as a remedy to culturally biased mental health research.
4. Describe the utility of narrative method as an auxiliary methodology to Descriptive Formulations and conceptualizations germane to paradigm care formulations and related scenarios.
5. Utilize basic skills in marginalized community engagement, culture broker function, and outcomes germane to ecologically driven mental health study and interventions.

References:

1. Fralich-LeSarre, N.M. (2013). Beyond cultural competency: Understanding contemporary problems with historical roots using an African-centered/Black psychology lens. Dissertation Abstracts International: Section B: The Sciences and Engineering, Vol 74(2-B)(E), 2013.
2. Howell, A., Nathaniel, W. (1999). The poisoning of nostalgia: Commentary. *Journal of Applied Psychoanalytic Studies*, Vol1(2), pp. 163-167.
3. Milton, Barbara E. (2010). Reconnecting to resilience: A historical study of slave narratives with implications for social work practice with African American youth from high-risk environments. Dissertation Abstracts International: Section A: Humanities and Social Sciences, Vol 70(8-A), pp. 3193.
4. Gone, J.P. (2013). A community-based treatment for Native American historical trauma: prospects for evidence-based practice. *Spirituality in Clinical Practice*, 1, pp. 78-94.
5. Whitbeck, L.B., Adams, G.E., Hoyt, D.R., Chen X. (2004). Conceptualizing and measuring historical trauma among American Indian people. *American Journal of Community Psychology*, 33(3-4), pp. 119-130.

3:40 – 3:50 ***Break***

3:50 – 5:00 ***Society Business Meeting***

(No CE credits will be offered for this session)

Moderated by Erol Zeybekoglu, Psy.D.

SDP President

The major topics, as introduced and moderated by Erol Zeyekoglu, SDP President, will be outreach to relevant academic and clinical organizations, recognizing effective uses of DP in existing practices, and utilizing online forum capabilities to connect geographically disparate society members and interested others.

SATURDAY, SEPT 21ST, MORNING SESSION

8:15 – 9:00 *Breakfast*

Served in the AMC Conference Room

9:00 – 10:00 *Off-Task Thought: A Descriptive Psychological Approach*

To Its Phenomenology and Content (1.0 hour CE credit)

Ian Newby-Clark, Ph.D., Professor of Psychology, University of Guelph,
Guelph, Ontario, Canada

There is good reason to believe that a great deal of people's everyday thought can be characterized as 'off-task'—that is, thought that is not of immediate relevance to the task at hand. The nature of people's off-task thought, though, is much less well-known. Moreover, little to no work has been done on the phenomenology of moving into off-task thought. On-task and off-task thought will be contrasted via a parametric analysis. Next, the Daydreaming Lab's methodology for eliciting off-task thought will be explained. The results of a DP-based approach to coding over 250 participants' off-task thought content will be described.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Explain the strengths and weaknesses of past research on off-task thought.
2. Explain the presenter's parametric analysis of on versus off-task thought.
3. Critique the presenter's parametric analysis of on versus off-task thought.
4. Give a detailed description of the presenter's methodology for eliciting off-task thought.
5. Describe the presenter's findings on the frequency and nature of various kinds of off-task thought.

References:

1. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*, 497–529.
2. Blouin-Hudon, E-M. C., & Zelenski, J. M. (2016). The daydreamer: Exploring the personality underpinnings of daydreaming styles and their implications for well-being. *Consciousness and Cognition*, *44*, 114–129. doi: <http://dx.doi.org/10.1016/j.concog.2016.07.007>
3. Dorsch, F. (2015). Focused daydreaming and mind-wandering. *Review of Philosophy and Psychology*, 791–813. doi: 10.1007/s13164-014-0221-4
4. Honeycutt, J. M. (2003). *Imagined interactions: Daydreaming about communication*. Cresskill, NJ: Hampton Press, Incorporated.
5. Huba, G. J., Aneshensel, C. S., & Singer, J. L. (1981). Development of scales for three second-order factors of inner experience. *Multivariate Behavioral Research*, *16*(2), 181–206. doi: 10.1207/s15327906mbr1602_4
6. Imaginal processes inventory: Short form. (2016, October 10). Retrieved from http://socrates.berkeley.edu/~kihlstrm//ConsciousnessWeb/Meditation/IPI_Short.htm

10:00 - 10:00 *Break*

10:10 – 11:10 ***Descriptive Psychology and the Person Concept*** (1.0 hour CE credit)

Wynn Schwartz, Ph.D., Lecturer, Harvard Medical School; Associate Professor,
William James College, Boston, MA

Descriptive Psychology and the Person Concept (Academic Press-Elsevier, 2019) maps the common ground of behavioral science. The absence of a shared foundation has given us fragmentation, a siloed state of psychological theory and practice. And the science? The integrity of choice, accountability, reason, and intention are necessary commitments at the cornerstone of civilization and any person-centered psychotherapy, but when taught along with a “scientific” requirement for reductionism and determinism, reside in contradictory intellectual universes. Peter Ossorio developed the Person Concept to remedy these problems. This book is an introduction to his work and the community of scientists, scholars, and practitioners of Descriptive Psychology.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Describe the purpose of The Person Concept as a foundation for behavioral science.
2. Discuss the inter-dependent foundational Person Concepts.
3. Discuss the difference between pre-empirical formulations and theory.
4. Describe some uses of The Judgment Diagram and The Relationship Formulas.
5. Discuss the status dynamic maxims as a guide to behavioral logic.

References:

1. Anscombe, G. E. M. (1957/1966) *Intention*. Ithaca, NY: Cornell University Press.
2. Arnheim, R. (1969). *Visual thinking*. Berkeley: University of California Press.
3. Asimov, I. (1950). *I, Robot*. Greenwich, Conn: Fawcett Publications.
4. Austin, J. L. (1962). *How to do things with words*. Cambridge: Harvard University Press.
5. Barber, T.X. (1969). *Hypnosis: A Scientific Approach*. New York: Van Norstrand-Reinhold Co.
6. Bateson, G. (1972). *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology*. San Francisco: Chandler Pub. Co.
7. Bergner, R.M. (2010). "What is behavior? And so what?". *New Ideas in Psychology*, doi:10.1016/j.newideapsych.2010.08.001
8. Bergner, R.M. (2000). Love and barriers to love: An analysis for psychotherapists and others. *American Journal of Psychotherapy*. 54 (1) 1-17
9. Bergner, R.M. (1997). What is psychopathology? And so what? *Clinical Psychology: Science and Practice*. (4) 235-248.
10. Bergner, R.M. (2013). All the world's a stage: A person-centered view of science. In K.E. Davis, R.M. Bergner, & F. Lubuguin, & W. Schwartz, (Eds.), *Advances in Descriptive Psychology: Vol.10* (pp. 7-18). Ann Arbor, MI: Descriptive Psychology Press.

11:10 – 11:20 ***Break***

11:20 – 12:50 ***Clinical Case Presentations: An Introduction*** (1.5 hours CE credits)

Sonja Holt, Ph.D., Adjunct Professor, University of Denver Graduate School of Professional Psychology, Private Practice, Denver, CO,

Fernand Lubuguin, Ph.D., Clinical Director, Professional Psychology Clinic,
 Director of Diversity; Clinical Associate Professor, University of Denver
 Graduate School of Professional Psychology
Graduate Student Presenters from the University of Denver, Clinical
 Psychology Program

Descriptive Psychology provides a way to systematize what a psychotherapist does and what psychotherapy achieves. While Descriptive Psychology is a complex and comprehensive system for understanding persons and behavior, “The Elements for Personal Change” provide new and experienced psychotherapists with an approach to psychotherapy that is immediately accessible. These Elements provide an approach to psychotherapy that makes sense to the client, and is both effective and efficient. In this presentation, the presenters will discuss on-going cases in their current practice, noting the ways that Descriptive Psychology has been utilized to develop Individual Case Formulations and to generate and implement corresponding treatment plans.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Identify and describe the ways in which the use of Descriptive Psychology treatment policies and The Elements for Personal Change provide a foundation for psychotherapists to develop Individual Case Formulations and corresponding treatment plans.
2. Identify and describe ways in which introductory graduate level classes for the practice of psychotherapy can be organized, by utilizing the Elements for Personal change, as introduced by Descriptive Psychology.
3. Identify and describe components of Descriptive Psychology that are readily applied to the development of case formulations and implementing treatment strategies.
4. Identify and describe ways in which the General Policies and the Specific Policies of Descriptive Psychotherapy help to bring about change in the process of conducting psychotherapy.

References:

1. Bergner, R. (2007). *Status Dynamics: Creating New Paths to Therapeutic Change*. Ann Arbor, MI: Burns Park Publishers.
2. Ossorio, P. (1976, 2013). *Seminar on Clinical Topics: The Collected Works of Peter G. Ossorio, Vol. VI*. Ann Arbor, MI: Descriptive Psychology Press.
3. Ossorio, P. (1997). *Essays on Clinical Topics: The Collected Works of Peter G. Ossorio, Vol. II*. Ann Arbor, MI: Descriptive Psychology Press.
4. Ossorio, P. (2006). *The Behavior of Persons*. Ann Arbor, MI: Descriptive Psychology Press.

1:00 **Lunch** (on your own) and afternoon free for personal business, meetings, and recreation

SATURDAY, SEPT 21ST, EVENING

6:30 – 7:30 *Cocktail Hour (AMC Conference Room)*

7:30 *Society Banquet (AMC Conference Room)*
Announcements and Celebration

SUNDAY, SEPT 22ND, MORNING SESSION

8:15 – 9:00 *Breakfast*
 Served in the AMC Conference Room

9:00 – 10:00 *How Political States Respond to Genocide: Status Assigning, Social Practices, and The Politics of Rescue (No CE credits will be offered for this session)*
Charlie Kantor, Ph.D., Private Practice (retired), Rochester, NY

Political states have the resources to mount major interventions into other states committing atrocities. The world, in particular since the holocaust, has called for outside states to rescue innocent citizens who are victims of their own state's crimes. But these states have rarely intervened or have done so only marginally. The world since WWII has cried "Never Again" each time another genocide has occurred. And like family members who meet again at a funeral after not seeing one another for years and vow to see one another under better circumstances, there always appears to be a strong commitment to preventing future atrocities. The genocide convention of 1948 tried to codify this responsibility and more recently the UN has espoused the "Responsibility to Protect" (R2P) that grants outside political states legitimacy in intervening in genocide. But since then, there has been Sudan, Syria, and Myanmar.

I will utilize concepts of status, status assigning, judgement, and social practices (among others) to explore the tendency of political states to fail to rescue victims of genocide.

10:00 – 10:10 *Break*

10:10 – 11:10 *Demisexuality and Its Clinical Considerations* (1.0 hour CE credit)
Michael Fiorini, B.A., Graduate Student, Graduate School of Professional Psychology, University of Denver, Denver, Colorado
Fernand Lubuguin, Ph.D., Clinical Director, Professional Psychology Clinic, Director of Diversity; Clinical Associate Professor, University of Denver Graduate School of Professional Psychology

An exploration of the demisexual identity, the potential clinical implications of it, and what makes it distinct from asexuality. A Descriptive Psychology lens will be used to describe the relevant features of the identity based on narrative, observation, and context. By describing demisexuality, description of sexuality in general by contrast is also possible. This is the first such attempt to describe demisexuality theoretically for use by clinical psychologists, and so there is limited research available. Therefore, this presentation should be considered introductory and encouraging of further academic and scientific inquiry.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Summarize demisexuality as an identity.
2. Recognize differences between demisexuality, asexuality, and sexuality.
3. Utilize Descriptive Psychology to create treatment strategies for work with demisexuals and others with minority sexual identities.
4. Diagnostically assess clients presenting with a demisexual identity.

References:

1. Bergner, R. (1993). Psychopathology and psychotherapy from a Descriptive Psychological point of view. *Studies in Psychopathology* (pp. 3-8). Ann Arbor, MI: Descriptive Psychology Press.
2. Bogaert, A. (2015). *Understanding Asexuality*. Lanham, MD: Rowman and Littlefield.
3. Borgogna, N., McDermott, R., Aita, S., Kridel, M. (2018). Anxiety and depression across gender and sexual minorities: Implications for transgender, gender nonconforming, pansexual, demisexual, asexual, queer, and questioning individual. *Psychology of Sexual Orientation and Gender Diversity*, 6(1), 54-63.
4. Cover, R. (2018). *Emergent Identities: New Sexualities, Genders and Relationships in a Digital Era*. New York, NY: Routledge.
5. Kahan, B. (2013). *Celibacies: American Modernism and Sexual Life*. Durham, NC: Duke University Press.

11:10 – 11:20 **Break**

11:20 – 12:20 ***In a Naturalistic World: Is Anything of Value Lost?*** (1.0 hour CE credit)

Mary K. Roberts, Ph.D., Licensed Clinical Psychologist, Boulder, CO

The 1951 publication of Quine’s paper, “Two Dogmas of Empiricism”, had a decisive influence on the field of psychology, and many of Quine’s ideas are accepted without question in the field today. Philosophers, however, recognize that Quine’s paper provided a dogma of its own not supported by empirical findings. This talk presents the basics of Quine’s naturalism, and analyzes them from a wider human perspective.

Learning Objectives:

Participants, at the completion of this presentation, will be able to:

1. Explain Quine’s claim that everything is empirical.

2. State two fundamental beliefs of naturalists.
3. Identify two characteristics of persons that do not fit in a naturalistic world.
4. Discuss a heuristic useful in helping clients see the place of naturalism in a wider human context.

References:

1. Quine, W.V.O. (1951). Two dogmas of empiricism. *The Philosophical Review*, 60, 20-43.
2. Grice, H. & Strawson, P. (1956). In defense of a dogma. *The Philosophical Review*, 65, 141-158.
3. Creath, R. (1991). Every dogma has its day. *Erkenntnis*, 35, 347-389.
4. Ossorio, Peter G. (2006). *The Behavior of Persons. The Collected Works of Peter G. Ossorio, Vol. V.* Ann Arbor, MI. Descriptive Psychology Press.
5. Strawson, P. F. (1985). *Skepticism and Naturalism: Some Varieties.* London: Methuen

12:20 – 12:30 *Meeting Adjournment and Announcements*

12:30 – 2:00 *Lunch*

Served in the AMC Conference Room

12:45 – 2:45 *Board Meeting (Location TBD)*

Further Information about the Society, Descriptive Psychology, and Student Support

Information on The Society for Descriptive Psychology can be found on the Society's website: <http://www.sdp.org>. A wealth of publications, including books, articles, and presentations by Peter Ossorio as well as publications by SDP members are available on the website.

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Discounted lodging is available at the Hampton by Hilton. Denver-West/Gold

Call the hotel directly to make reservations or follow [this link](#) to receive a group rate.

Other hotels in the area that have competitive rates include:

Denver West Marriot: <http://www.marriott.com/reservation>

Table Mountain Inn: <http://www.tablemountaininn.com>

The Golden Hotel: <https://www.thegoldenhotel.com/>