Conference Program

10-13 April 2014

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We ... set out ... in 1959 to reform Psychology as a human science, envisioning a goal that beckoned from the future... a dynamic for action awakening us to the reality of our freedom and transcendence. We hope we have helped to create a psychology congruent with that reality. May history in its judgment be benign [Father David L. Smith, “Fearfully and Wonderfully Made”, p. 143]
Philosophical Psychology: Implications for the Academy, the Clinic, and Commons

AN ALUMNI CONFERENCE OF THE DEPARTMENT OF PSYCHOLOGY AT DUQUESNE UNIVERSITY – APRIL 10-13, 2014

Preconference Talks and Events:

**Wednesday, 9 April:**

3pm – 6pm: **Morley, Jim [D'88]: The Phenomenology of Yoga and the Yoga of Phenomenology**  
(Venue: Silverman Center of Phenomenology)

6pm – 9pm: **Sipiora, Mike [F’10]: An Introduction to Metabletic Research**  
(Venue: 223 College Hall)

**Thursday, 10 April:**

3pm – 4.30pm: **Scott Churchill [D’84] & Fred Wertz [D’82]: Qualitative Research Q & A**  
(Venue: Berger Gallery, College Hall)
Conference Schedule

Thursday, 10 April [Venue – Africa Room, Student Union]

4.30pm - 5.30pm: Welcome Reception and Registration

5.30pm: (Session Facilitator: Dr. Suzanne Barnard [CF])
Dean’s Welcome: Dean James Swindal
Keynote Address: DR. MICHAEL SIPORA [F’10]:
THE HUMANITIES, THE WORLD, AND THE PRACTICE OF PSYCHOThERAPY

7.00: COCKTAIL HALF HOUR

7.30 – 9.00: CONVERSATION ROUNDTABLE: MEMORIES, DREAMS, REFLECTIONS
(Session Facilitator: Will Adams [D’93])

Dr. Constance (Connie) Fischer [Professor Emeritus, F’12]
Dr. William (Bill) Fischer [Professor Emeritus, F’03]
Dr. Anthony (Tony) Barton [CF]

I am actually not at all a man of science, not an observer, not an experimenter, not a thinker. I am by temperament nothing but a conquistador — an adventurer, if you want it translated — with all the curiosity, daring, and tenacity characteristic of a man of this sort.

[Freud, Letter to Flies]
Friday, 11 April [Venue – 307 Rockwell Hall]

Panel A: Phenomenological Psychology: Surviving and Thriving in the Academy

Session Facilitator: Nisha Gupta [CS]

8.30-9.00: Churchill, Scott [D’84]: Being True to Your School: Reflections on 40 Years of Carrying the Flag of Phenomenology

9.00-9.30: Aanstoos, Chris [D’82]: Phenomenological Psychology and the West Georgia Project

9.30-10.00: Morley, Jim [D’88]: Home and Abroad: Reflections on the Current Landscape

10.00-10.30: Wertz, Fred [D’82]: A Personal Journey in Phenomenological Psychology: 1982-2014

Break

Paper Presentations:

Session Facilitator: John Verbos [CS]

10.45 – 11.15: Mruk, Chris [D’81]: Integrated Description: A Qualitative Method for an Evidence-Based Era

11.15-11.45: DeVries, Michael [D’86]: Evidence Based Clinical Practice: What would Martin Buber say?

11.45-12.15: Goicoechea, Jessie [D’02]: Drawing Inspiration from Richard Avedon: Existential-Humanistic Links between his Portrait Photography and Individualized Assessment

Lunch
Panel B: Duquesne Clinicians at Our Learning Edges: Clinical Presentations

Session Facilitator: Jonathan Yahalom [CS]

1.30 – 2.00: Taylor, Amy [D’12]
2.00 - 2.30: Hennessy, Kristen [D’09]
2.30 – 3.00: Gregson, Joshua [D’09]
3.00 – 3.30: Laurita, Cristina [D’10]

Break

Paper Presentations:

Session Facilitator: Seth Young [CS]

3.45 – 4.15: Sherman, Glen [D’91]: Refocusing the Self in Higher Education: A Phenomenological Perspective
4.15 – 4.45: Vargo, Stephanie [M’82]: The Soothsayer
4.45 – 5.30: Stanton, Marlan [D’81]: From Faust to Roethke: Beginning and ending in a dark time, from dispair to the Lumen Naturae

Analytic Flicks [With Pittsburgh Psychoanalytic Center] – 6.30, Venue, College Hall 104

The psychology department co-hosts a film series with the Pittsburgh Psychoanalytic Center. This month’s film is We Need to Talk about Kevin. Continuing Education credits are offered (3), and the screening is followed by discussion, facilitated by Eleanor Irwin, Ph.D., Chair of the Child Analysis Committee, and Matt Markon, Psychoanalytic Training Candidate.
**Saturday, 12 April [Venues are in College Hall – 104, 105, 222]**

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<tr>
<td>Venue, Room 104 CH</td>
<td>Venue, Room 105 CH</td>
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<tr>
<td><em>An Interpretive Phenomenological Analysis of Secular, Spiritual, and Religious Pathways of Long-term Addiction Recovery</em></td>
<td><em>Relaxation and Mindfulness Interventions for Emotional and/or Physical pain</em></td>
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<td><strong>Flaherty, Michael T. [D’90]</strong></td>
<td><strong>Hritz, Elizabeth [D’11]</strong></td>
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<td><strong>Larson, Ariel [CS]</strong></td>
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<td>(Ernest Kurtz and William L. White participated in the research and preparation for this workshop)</td>
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<td><strong>WORKSHOP C [10.30 – 12.00]</strong></td>
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<td>Venue, Room 105 CH</td>
<td><em>Making the case for Psychotherapy: Philosophical Psychology and Common Factors</em></td>
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<td><strong>Mente, David [M’82]</strong></td>
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**LUNCH**

**Panel B: Children Overcoming the Odds: Lessons from Trauma-Informed Psychodynamic Treatment of Children and Adolescents.**

*(Venue, 104 CH)*

*Session Facilitator: Rebecca Gimeno [CS]*

1.30 – 2.00: **Geib, Melissa [D’12]:** *A blanket of his own: The treatment of symbiosis and transition to separation*

2.00 - 2.30: **Hennessy, Kristen [D’09]:** *The Psychodynamic Treatment of a Traumatized Cell Phone: The Case of Clarence*

2.30 – 3.00: **Melissa Geib [D’12]/Kristen Hennessy [D’09]:** *Children Leading the Way: Learning from Traumatized Kids and Teens in Treatment*
BREAK

PAPER PRESENTATIONS (Venue 104 CH)

Session Facilitator: Leah Boisen [CS]

3.15 – 3.45: **Pope, Alan [D’00]**: *From Natural Science to Contemplative Science: Applying Indo-Tibetan Buddhism as a Metapsychology*

3.45 – 4.15: **Churchill, Scott [D’84]**: *Participatory Observation as a ‘Bodily Reflexive’ Way of Knowing Animal (and Human) Others*

4.15 – 4.45: **Beshai, James [F’70]**: *Psychological Training at Duquesne – A personal and historical overview*

BREAK

CONVERSATION HOUR - From Student to Psychologist: Navigating The Early Post-Doctoral Years (Venue 222 CH)

5.00 – 6.00: **Hunt, Ryan [D’07]**
              **Kumler, Kurt [D’06]**
              **Williams, Nick [D’06]**

ALUMNI GALA DINNER @ 7.00PM IN THE AFRICA ROOM, STUDENT UNION 3RD FLOOR. WELCOME AND WINE BAR FROM 6.30 PM.
Sunday, 13 April

Bagel & Coffee Breakfast in Hallway – 222 and 220 CH

Current Students Presentations (Venues 222 and 220 CH)

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<th>PAPER PRESENTATIONS A (222 CH)</th>
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<tr>
<td>Session Facilitator: Dr. Leswin Laubscher [CF]</td>
<td>Session Facilitator: Dr. Eva Simms [CF]</td>
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<td>9.00 – 9.30: Frank Pittenger [CS]</td>
<td>9.00 – 9.30: John Verbos [CS]</td>
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<td>Intolerable Inheritance: Debts, Departures, and Derivations in Freud’s Development of the Death Instinct</td>
<td>The Terrible Birth of a Dead man: The Failure of the Text in the Face of Certain kinds of Silence</td>
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<td>Fluidity and Intersubjectivity: A Feminist perspective on Embodying Uprightness</td>
<td>The Journey of an Orphan: Across Personal and Mythical Terrains</td>
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<td>10.00 – 10.30: Will Hasek [CS]</td>
<td>10.00 – 10.30: Arvin Simon [CS]</td>
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<td>A Human Science approach to Neurocognitive Assessment</td>
<td>The Transcendence of Living Speech and the Alterity of the Written Word</td>
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BREAK

Contrary to what phenomenology – which is always phenomenology of perception – has tried to make us believe, contrary to what our desire cannot fail to be tempted into believing, the thing itself always escapes.

[Derrida]
Panel D: Ecopsychology - Three Perspectives in the Spirit of Duquesne (222 CH)

Session Facilitator: Laurent Turgeon-Dharmoo [CS]

10.45 – 11.15:  **Aanstoo, Chris [D’82]** - Humanistic Contributions to Ecopsychology

11.15 – 11.45:  **Beyer, Jeff [D’99]** - Intimate Relating and Transpersonal Identification vs. The Most Enviable Life of a Common Land Mollusk

11.45 – 12.30:  **Adams, Will [D’93]** - Embodying a Response to Nature’s Cry: Merleau-Ponty and Levinas as Allies for Ecopsychology
CHRIS AANSTOOS received his Ph.D. in psychology from Duquesne in 1982, completing his dissertation on the phenomenology of thinking under the supervision of Amedeo Giorgi. After having taught for three years at Penn State, he has been on the faculty of the University of West Georgia since 1982, where he is a Professor and graduate faculty member in the Department of Psychology. He has lectured extensively on four continents, and has published over a hundred articles and chapters, and edited the books *Exploring the Lived World* and *Studies in Humanistic Psychology*. He has served as President of the Division of Humanistic Psychology of the APA, and as Editor of that division’s journal, *The Humanistic Psychologist*. At West Georgia, he teaches primarily doctoral courses for the “Consciousness and Society” Psychology Ph.D. program, including “Consciousness and Experience,” “Phenomenology of Consciousness,” and “Humanistic Foundations of Psychology.” Other recent graduate courses he has taught include: Ecopsychology, Psychology of the ‘60s, Heidegger Seminar, and Qualitative Research Methods. Having fallen in love with Pittsburgh while he lived there, he will always be a Steelers fan.

WILL W. ADAMS completed a B.S. at the University of North Carolina - Chapel Hill, an M.A. in Psychology at West Georgia College, and a Ph.D. in Clinical Psychology at Duquesne University. He previously served as a Clinical Fellow in Psychology at McLean Hospital/Harvard Medical School. He works as an Associate Professor of Psychology at Duquesne University, and a psychotherapist and ecopsychologist in private practice. Dr. Adams is a member of the Editorial Board of *The Humanistic Psychologist* and *The Journal of Humanistic Psychology*. His work has appeared in those journals as well as the *Journal of Transpersonal Psychology*, *Journal of Phenomenological Psychology, Existential Analysis,* ReVision, and *Psychoanalysis and Contemporary Thought*. Dr. Adams’ special interests include ecopsychology, contemplative/meditative spirituality (especially Zen Buddhism and Christian mysticism), and psychotherapy. He may be reached at adamsw@duq.edu, 412-396-6520, and at Duquesne University, Department of Psychology, 544 College Hall, Pittsburgh, PA 15282.

JAMES A. BESHAI, Ph.D., is the Staff Psychologist at the Veterans Administration Hospital in Lebanon, Pennsylvania. Following graduation from the American University in Cairo in 1947, he taught social studies at Al-Ummah College, Jerusalem, Palestine before leaving for Egypt in 1948. A Fulbright scholarship in 1950 enabled Dr. Beshai to earn a master’s degree in psychology from the University of Pennsylvania, which he followed with two years of teaching at the College of Arts in Baghdad, Iraq, and five years at the American University in Cairo. In 1966, he received his Ph.D. in Clinical Psychology from the University of Kentucky. Dr. Beshai taught at Duquesne University from 1966 – 1970, and has published extensively in philosophy and psychology in Arabic and English. He has also played a key role as an English-Arabic translator, bringing into Arabic concepts from American cognitive and behavioral psychology as well as authors as diverse as Skinner and Fromm.
SCOTT D. CHURCHILL is Professor of Psychology and Human Sciences at the University of Dallas, where he has served as Chair and Founding Director of its Masters Programs in Psychology. A Fellow of the American Psychological Association, he is currently Editor-in-Chief of The Humanistic Psychologist and past President of the Society for Humanistic Psychology. Dr. Churchill earned his doctorate in “clinical phenomenological psychology” at Duquesne University in 1984, and since then has made numerous presentations at professional conferences both nationally and internationally, and has authored articles and book chapters in the fields of phenomenological research methodology, human-bonobo communication, and second-person perspectivity. He has developed courses in phenomenological psychology, hermeneutics, depth psychology, projective techniques, primate studies, and cinema studies, and has been regularly invited to be a moderator and discussant at film festivals in Dallas as well as in programs offered by the Dallas Institute of Humanities and Culture, which recently named him as a Fellow. The APA recently presented him with its “2013 Mike Arons and E. Mark Stern Award for Outstanding Lifetime Service to the Society for Humanistic Psychology.” Later this year, he will be co-named with the University of Dallas Psychology Department as recipient of the APA’s “2014 Charlotte and Karl Bühler Award for Outstanding and Lasting Contributions to Humanistic Psychology.”

MICHAEL DEVRIES graduated with a Ph.D from Duquesne in 1986. His dissertation, completed under Amedeo Giorgi, focused on an empirical-phenomenological study of prospective memory through a comparison of quantitative and qualitative methodologies. He has taught at Trinity Christian College in Palos Heights, Illinois since 1977 and currently serves as Professor of Psychology and Director of the Graduate Program in Counseling Psychology. Michael is a licensed clinical psychologist in Illinois and practices at Olive Branch Counseling Associates, in partnership with his wife Louella, a marriage and family therapist. Michael remains deeply committed to the project of psychology as a human science and to the exploration of the philosophical foundations of psychology. His scholarly interest in the work of Martin Buber developed through teaching an Interpersonal Relations course to undergraduates for over thirty years. He continues to explore the implications of Buber’s dialogical approach for understanding the therapeutic relationship and the spiritual aspects of psychotherapy. He lives in Tinley Park, Illinois and is passionate tennis player and fan.

SUGANDH DIXIT was born in India and finished her bachelor’s and master’s degrees in clinical psychology at University of Delhi. She practiced as a university counselor for a year and as a hypnotherapist for a few years, after which she decided to pursue her Ph.D. at Duquesne University. Her continued interests are analytical psychology, myths, early childhood deprivation, culture and bodies, post-colonial histories, children as co-researchers, and psychodynamic practice.

MICHAEL FLAHERTY, (MA, ’74; PhD, ’90), traversed from working in prisons to becoming the first non-MD head of the St. Francis Institute for Psychiatry and Addiction Services in Pittsburgh, Pa. In 1999 he founded and led Institute for Research, Education and Training in Addictions, a national center seeking to align policy, science and practice. He authored and implemented over 20 Federal /Foundational grants and
published over 40 articles, monographs and chapters ranging from treating the pregnant addicted woman and her child to his most recent “Psychological Aspects of Substance Use Disorders, Treatment and Recovery” (Oxford, 2014). In 2005 he led a panel of national experts who redefined addiction as a chronic (not acute) disorder which is changing policy and practice of prevention, intervention and treatment of addiction in America. Today he focuses on understanding the core themes of recovery, seeking ways to qualitatively build wellness, resiliency and recovery in individuals, families and communities. He serves on numerous national Boards and committees and is the co-founder and Member of the local UPMC Community Care Behavioral Health Organization. The father of three children and now four grandsons, he is also a retired U.S. Naval Reserve Captain.

MELISSA GEIB received her Ph.D. from Duquesne University’s Psychology Department in 2012. She completed her predoctoral internship at the Albany Psychology Internship Consortium and her dissertation explored the complex responses women have to early childhood sexual experiences. For the past year and a half, she has been working towards licensure at a private practice in central Pennsylvania under the supervision of fellow alumnus, Dr. Kristen Hennessy. Melissa’s postdoctoral work has focused on play and talk psychotherapy—conducted from a broad psychodynamic orientation—with severely traumatized children and adolescents. Melissa is looking forward to continuing her specialization in complex trauma post-licensure, with the dream of eventually creating her own private practice. She’s grateful for the resilience, creativity, and hope that the kids and teens she works with embody on a daily basis-- they have helped her find her niche in the field of clinical psychology. Outside of work, Melissa enjoys spending time with her curiously adorable cats, traveling to new places, and practicing the art of attempting to be artistic.

JESSIE GOICOECHEA received a B.A. in psychology from the University of Dallas and her M.A. and Ph.D. in clinical psychology from Duquesne University. She completed her predoctoral internship at Clinton–Eaton–Ingham Community Mental Health Center in Lansing, Michigan and her post-doctoral training at Persad Center, the nation’s second oldest community mental health center specifically for the LGBT community. In 2003, Dr. Goicoechea joined the faculty at Duquesne as Director of the Psychology Clinic, the primary training facility for the doctoral students. She enjoys the combination of overseeing the community clinic and participating in the students’ clinical training, including providing individual and group supervision and teaching courses on assessment, ethics, and child and couples therapy. Dr. Goicoechea is a licensed psychologist and maintains a private practice for children, adults, and couples. Clinical interests include child-centered play therapy, therapy with sexual minorities, and couples therapy. She has conducted qualitative research on the impact of psychiatric, diagnostic discourse on patient-staff relationships in psychiatric settings and she’s currently investigating clients’ experiences of collaborative assessment.

JOSHUA GREGSON graduated with a PhD in Clinical Psychology from Duquesne University in December 2009. His dissertation, "The characteristics and functions of humor in psychotherapy: a qualitative study," is being published as a book with Scholars Press in Germany. He is a licensed psychologist practicing at Cognitive Dynamic Therapy Associates in Pittsburgh. He works with adults individually, primarily
informed by existential, humanistic, and psychodynamic approaches to psychotherapy. He has been President of the Greater Pittsburgh Psychological Association since September 2012.

WILLIAM HASEK completed his undergraduate education at St. Mary’s College of Maryland, where he studied philosophy and mathematics. Upon graduation, he was presented with the William James Award by the philosophy department in recognition of his engagement with philosophical scholarship and discussion. In 2010, he began his studies in the clinical psychology doctoral program at Duquesne University. He is interested in research that addresses issues that intersect the fields of psychology and philosophy, such as the nature of human flourishing. His clinical work is guided by the belief that treatments should have both a rigorous and well-established body of evidence that demonstrates their effectiveness, as well as a philosophically articulated vision of what it means to live a good life.

KRISTEN HENNESSY is a licensed psychologist and certified trauma consultant in private practice in Huntingdon, PA. Dr. Hennessy specializes in psychodynamic treatment of children and adolescents coping with histories of complex trauma. In addition to her private practice, Dr. Hennessy runs ZINA (Emerging Voices), a series of recurring trainings in Nakuru, Kenya designed to empower female orphanage caregivers to form healing relationships with the traumatized girls in their care. She has had the fortune of working with fellow Duquesne alumni both in Huntingdon and in Kenya.

ELIZABETH HRITZ, Ph.D., is a Clinical Psychologist at the Cleveland VA Medical Center with previous service in Primary Care Mental Health Integration of the Women’s Health Clinic at the Orlando VA. She completed her Ph.D. at Duquesne University in 2011 with a certificate in Qualitative and Interpretive Research. She completed a fellowship in behavioral medicine with an emphasis on specialty medicine including sleep disorders, pain disorders, and infectious disease at the Cleveland VAMC. Professional interests include enhancing collaborative self-management of complex pain within a rehabilitative model of care, recovery with complex/interpersonal trauma, and interpersonal aspects of psychotherapy. Frequently utilized modalities of therapy include Motivational Interviewing, Acceptance and Commitment Therapy, and brief cognitive behavioral interventions for sleep and pain difficulties. Personal interests include trail running, strength training, and cooking.

RYAN HUNT earned his doctorate in clinical psychology from Duquesne University in 2007. He completed his clinical post-doctoral work at Carnegie Mellon University’s counseling center, followed by two research post-docs in psycho-oncology at Hillman Cancer Center and UPMC Montefiore’s Liver Cancer Center. Dr. Hunt has also worked as the Program Director of the general adult inpatient unit at Western Psychiatric Institute and Clinic. He is currently in full-time private practice in outpatient psychotherapy with Spiegel Freedman Psychological Associates.

KURT KUMLER is the director of Counseling and Psychological Services at Carnegie Mellon University and a licensed clinical psychologist in private practice. He received his Master’s in Clinical Psychology at Seattle University and his Ph.D. at Duquesne. Kurt has trained and worked in the mental health field for 18 years as a therapist in
community mental health and university counseling centers in Kentucky, Washington, Ohio and Pennsylvania.

**ARIEL LARSON** is a fourth year doctoral candidate in the Psychology Department at Duquesne University. She earned a multidisciplinary bachelors degree from the University of Washington and holds a Masters degree in existential-phenomenological psychology from Seattle University. She has worked and studied in the field of chemical dependency treatment for the past ten years and is currently in the early stages of a dissertation project which looks at the experience of women in Alcoholics Anonymous and the ways in which women appropriate and style individual paths to long term recovery. Her longstanding interests also include constructionist and feminist theory and she recently published *Instead of Transcendence: Thinking Outside the Gender Dichotomy in the Work of Straus and Young* (in the Humanistic Psychologist)

**CHRISTINA LAURITA**, Ph.D. earned her Ph.D. in psychology at Duquesne University, prior to which she had completed a master’s degree in psychoanalysis and literature at the Center for the Study of Psychoanalysis and Culture at the University at Buffalo. She completed her internship and post-doctoral fellowship through the University of Pennsylvania Health System/Pennsylvania Hospital. As an active scholar, she is a member of the Philadelphia Lacan Reading Group, Affiliated Psychoanalytic Workgroups (APW—an international Lacanian group), and is a recent Fellow of the Psychoanalytic Center of Philadelphia. She currently maintains a full-time private practice in Princeton, NJ, in which she works from within a variety of modalities, such as individual therapy (adults, adolescents, and children), play therapy, infant-parent and child-parent therapy, and couples and family therapy. Additionally, she conducts intensive (multiple sessions per week) psychodynamic/psychoanalytic treatment in person and by phone.

**STANTON MARLAN**, PhD, ABPP is a Jungian Psychoanalyst in private practice in Pittsburgh and an adjunct Clinical Professor of Psychology at Duquesne University. He is a training and supervising analyst and President of the Pittsburgh Society of Jungian Analysts. He is Board certified in both clinical psychology and psychoanalysis by The American Board and Academy of Psychoanalysis where he is also its President elect. He is the editor of four books, including Archetypal Psychologies: Reflections in Honor of James Hillman. He was a Fay lecturer at Texas A&M and the author of The Black Sun: The Alchemy and Art of Darkness. Dr. Marlan has lectured at Jungian and Archetypal conferences in the United States and abroad, including the first International Conference on Jungian Analysis and Chinese Culture in Guangzhou, China; the IAAP International Congresses in Cambridge and Barcelona; and the first international conference of the Society for Psychology as the Discipline of Interiority in Berlin. He was a keynote speaker for the Guild of Pastoral Psychology held at Oxford University in Oxford, England, and keynote speaker for the Jung Society at the University of Toronto. He has taught at the C. G. Jung Institut-Zürich and other Jungian institutes and universities.

**DAVID MENTE** moved to Pittsburgh in 1981 to study Phenomenological Psychology at Duquesne University. Pittsburgh has been my home since that time. I have worked as a
clinician consistently since that time with a couple of brief sojourns not far away. After 5 years of working with adults with “severe and persistent” mental health problems, I took the opportunity to learn and do family therapy, working with high risk children and their families. I started to self-identify as a family therapist at that time and often still do that today. I have worked as a psychotherapist, family therapist, trainer and supervisor at UPMC, then TCV MH/MR inc from 1993 to 2013. Currently I am in private practice in Pittsburgh. My clinical focus as clinician, supervisor and trainer for the past ten years has been on Feedback Informed Treatment. I have been a Licensed Professional Counselor since 2003. To find out more about all of this, you can visit my website at: Pgh-familytherapist.com

JIM MORLEY Completed his doctorate at Duquesne in 1988, then taught psychology in Connecticut, India and the UK before returning to his native New York Area in 2002. He is currently Professor of Clinical Psychology at Ramapo College of New Jersey where he has served as faculty president and teaches and conducts research from the standpoint of Phenomenological Psychology. His publications and research interests are the foundations of psychology as a science, qualitative methodology, and the application of continental thought to topics such as imagination, psychopathology and South Asian contemplative traditions. He is the Editor-in-Chief of the Journal of Phenomenological Psychology. (For sample pubs see: https://ramapo.academia.edu/MorleyJames).

CHRISTOPHER MRUK, Ph.D. is a professor of psychology at Bowling Green State University, Ohio, where he has received his college’s Distinguished Teaching and its Distinguished Scholarship awards. He began training in psychology at Michigan State which stressed the power of naturalistic psychology and then finished at Duquesne where Drs. Tony Barton, Connie Fischer, and Andy Giorgi, among others, influenced his development. Dr. Mruk’s publications include two books, one of which is now in its 4th edition, and over two dozen chapters or articles on self-esteem, positive psychology, and methods. He also is an Associate Editor of The Humanistic Psychologist. Prior to becoming an academic, Chris had “real jobs,” as his wife often reminds him. They include supervising a methadone program in Detroit, Michigan; serving as a crisis intervention specialist in one of the nation’s first 24-hour comprehensive emergency services in Lansing, Michigan; functioning as a staff psychologist for a community mental health center in Monessen, Pennsylvania; and directing the counseling center at St. Francis College in Pennsylvania. Today he fulfills his real world obligation as a consulting psychologist for the Firelands Regional Medical Center in Sandusky, Ohio, and is working on a book concerning self-esteem, humanistic, and positive psychology.

CAMILLE O’CONNOR is a fourth year student just completing her coursework. She is from Pittsburgh. Her dissertation, a case study of and theoretical dialogue with dissociative identity disorder, will allow her to delve deeply into her central interests: dissociation and self-multiplicity, healing relationship, and Jungian and post-Jungian theory. Past “selves” in her life include an aspiring opera singer and an aspiring English professor. She looks forward to a life beyond Duquesne that integrates her passions into interpersonal, embodied, lively, creative work.
FRANK PITTENGHER is a doctoral candidate in the Psychology Department at Duquesne University and a student therapist at the Duquesne University Psychology Clinic, where he is also the Coordinator for Military Psychological Services. He holds degrees in religion from Haverford College and Florida State University, where his work focused on the relationship between this history of American religion and pre-war literature and literary theory. At present he is in the early stages of a dissertation addressing the rise, demise, and afterlife of biogenetic recapitulationism in Continental and Anglo-American psychology and psychoanalysis. His current interests also include the relevance of religious thought for clinical practice, the historiography of psychoanalytic theory, and comparative psychoanalysis generally.

ALAN POPE, Ph.D., is Professor of Psychology at the University of West Georgia. He received his Ph.D. in clinical psychology at Duquesne University in 2000 following advanced graduate studies in computer science and artificial intelligence. In addition, he has been studying and practicing Tibetan Buddhism since 1991. His recent research examines various aspects of Western psychology and culture through the lens of Indo-Tibetan Buddhist philosophy, with particular interest in the phenomenon of modern consumerism. Alan’s graduate seminars include Consciousness and Experience, Buddhist Psychology, Psychology of Loss, and Psychology of Meditation. Alongside numerous articles and book chapters, he is the author of From Child to Elder: Personal Transformation in Becoming an Orphan at Midlife (2006, Peter Lang). He was the 2009 recipient of the American Psychological Association Division 32’s Carmi Harari Early/Mid-Career Award for Outstanding Contribution to Inquiry in Humanistic and Transpersonal Psychology, and he is a Georgia Governor’s Teaching Fellow.

GLEN L. SHERMAN earned his doctoral degree in Clinical Psychology from Duquesne University in 1991. He attended the program from fall, 1984 - spring 1987. After completing an internship at the University of Pittsburgh’s Counseling Center, he began his career as a university counselor at Carnegie Mellon University. He then worked in the Pittsburgh area as a psychologist at Weirton Medical Center, Allegheny General Hospital and Gateway Rehabilitation Services, as well as in the area of managed behavioral health care. He left the Pittsburgh area in 2002 to return to higher education as Director of Counseling, Health and Wellness at William Paterson University. After three years, he was promoted to Associate Vice President and Dean of Student Development.

ARVIN SIMON was born in Malaysia and immigrated to Canada, where he lived for 22 years. He completed his Masters degree in Counseling Psychology and practiced as a therapist in Alberta, Canada for 4 years before coming to Duquesne to begin a PhD in Clinical Psychology. He is currently in the second year of the program. Arvin’s research interests are: spatiality and ecology, philosophy of technology, ecopsychology, liberation psychology and psychodynamic practice. Outside of student activities, Arvin’s interests are gardening (organic urban agricultural development), exploring nature, playing soccer, chess and spending time with his wife and pets. He also likes to socialize with his friends but often enjoys spending time in solitude!

MICHAEL P. SIPIORA is a Core Faculty Member at Pacifica Graduate Institute where he teaches in the Clinical, Depth Psychology, and Mythological Studies programs.
Previously he was on the psychology faculty at Duquesne University for over twenty years. Areas of his teaching and publication include phenomenological psychology and philosophy, archetypal psychology, and the rhetorical tradition. He earned a Bachelors and Masters in Philosophy at San Jose State University. His Masters and Doctorial studies in Psychology with a concentration in Literature were carried out at the University of Dallas. Sipiora is a licensed clinical psychologist who has practiced in both private and community mental health settings.

**AMY TAYLOR** is a postdoctoral fellow at the Austen Riggs Center, a top-ranked residential psychiatric hospital built around coherent, dignified treatment in a voluntary, open and non-coercive community. She provides four-times weekly psychotherapy, adjunctive family work, psychological testing, and process group consultation with adult patients up against serious and often life-threatening trouble. Prior to this, she completed her predoctoral internship at Cornerstone Behavioral Health near the Wyoming-Utah border where she engaged patients dually diagnosed with intellectual disabilities and psychiatric disorders in intensive psychoanalytic psychotherapy. She completed her PhD and additional certification in Women & Gender Studies in 2012 with a dissertation about how sexual and gendered bodily experience is constituted in interpersonal and cultural contexts (“Embodying technology: A hermeneutic inquiry into corporeality and identity as manifested in a case of strap-on dildo use”), and maintains her interest in the relationships between identity, gender, sexuality, technology, and embodiment. She can be contacted at amy.taylor@austenriggs.net.

**STEPHANIE M. VARGO** has been a member of the adjunct faculty in the Humanities Department at Point Park University in Pittsburgh since 1983. She teaches courses in Abusive Behavior, Existential and Phenomenological Psychology, Counseling Theories and Practice and has presented original courses on the Sociology of American Cool and Existentialism and Film where she focused on the existential themes of the Spaghetti Western. For close to 30 years, Stephanie has worked in community mental health and currently serves as the supervisor of a drug and alcohol treatment center on the South Side of Pittsburgh. She has presented papers at The Husserl Circle, The Jean Gebser Society, The International Society for the Study of Dissociation, and the American Psychological Association on such topics as trauma and dissociation, criminal thinking and behavior, and the psychology of women. Stephanie is a bass player and singer songwriter and performed and recorded with the band The Deliberate Strangers from 1994 to 2008. Since that time she has appeared in several rare performances as a solo artist. She is also a creative writer and poet. Stephanie is a 1982 graduate of the Masters program in Psychology at Duquesne University. She completed her undergraduate work at Ohio University in Philosophy and English. Over the years she has had the opportunity to learn philosophy from Algis Mickunas, Alphonso Lingis, David Wood, and Mary Rawlinson. She has training in Ericksonian therapy and has participated in trainings with Bill O’Hanlon, David Kessler, Judith Herman, Bessel van der Kolk, David Kessler and others.

**JOHN VERBOS** is a first-year graduate student in Duquesne’s clinical psychology program. He comes to Duquesne from six years teaching English and philosophy courses at an all-girls independent school outside of Cleveland. In the last two years,
John got interested by and began training in gestalt therapy at the Gestalt Institute of Cleveland. He is also a published and anthologized author of short fiction, earned an MFA in creative writing at Emerson College in Boston, and got his BA in English from Washington College. More importantly, however, he’s been practicing yoga for just over a year and can do some crazy arm balances and can stand on his head in at least one kind of way.

FREDERICK J. WERTZ, Professor of Psychology at Fordham University. Scholarship focuses on the philosophical foundations, history, research methodology, qualitative analytic methods, theoretical problems, cultural context, and scientific status of psychology. He has written about psychoanalysis, cognitive psychology, psychometrics, humanistic psychology, and qualitative research. Empirical investigations have contributed to the development of phenomenological methods. He co-edited Advances in Qualitative Research in Psychology: Themes and Variations (1987, Swets North America); edited The Humanistic Movement: Recovering the Person in Psychology (1994, Gardner Press); and coauthored Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry (2011, Guilford Publications). Former editor of the Journal of Phenomenological Psychology and The Bulletin of Theoretical and Philosophical Psychology; guest editor of The Humanistic Psychologist; Past President of the Society for Theoretical and Philosophical Psychology (APA Division 24), which presented him its Distinguished Service Award, and the Society for Humanistic Psychology (APA Division 32), which will present him the Rollo May Award for pioneering scholarship in humanistic psychology; and president of the Interdisciplinary Coalition of North American Phenomenologists. He received the Distinguished Teaching Award in the Sciences and the Outstanding Graduate Professor Award at Fordham, where he chaired the Department of Psychology and served on the Institutional Review Board.

NICK WILLIAMS, Ph.D. is the Senior Program Director on the Comprehensive Care Services and Integrated Health and Aging inpatient units at Western Psychiatric Institute and Clinic. In 2006 Nick earned his Ph.D. in Developmental Psychology from Duquesne University, and his background is in client-centered, humanistic, and community psychology, all of which translate well in his work designing and implementing inpatient programs founded on the principles of Recovery and Psychiatric Rehabilitation. Nick also serves as part-time faculty at Carnegie Mellon University, teaching personality, social psychology, and a seminar in intervention. In both settings Nick sees his work as an opportunity to increase the dialogue between the social/medical/cognitive science approach and the human science approach.
Presentation, Workshop & Panel Abstracts


This panel will explore the relatively new, evolving, and timely field of ecopsychology. Given today’s precarious relationship between humankind and the rest of nature, we are hearing a clear call for psychological theory/practice that is innovative, ethically responsive, and transformative (of consciousness and culture). The panelists will offer complementary perspectives in response to this crucial call, perspectives that are imbued with and carry further the philosophically oriented, human science psychology they each developed as doctoral students at Duquesne University. Conversation with conference participants will follow short talks by each presenter.

1. Chris Aanstoos: Humanistic Contributions to Ecopsychology
This presentation will overview the Ecopsychology course I teach in the graduate program in humanistic psychology at the University of West Georgia. I have found the overlapping perspectives of the humanistic and the ecological to share a foundational basis in holism that offers the ground for very fertile collaborations. I will summarize these in three dimensions: conservation, ecotherapy, and deep ecology.

2. Jeff Beyer: Intimate Relating and Transpersonal Identification vs. The Most Enviable Life of a Common Land Mollusk
The advantages and disadvantages of these two ways of being—the first characterized by the experience of a permeable and expansive sense of self, the second by the habitual experience of a constricted and impermeable, presumed separate, sense of self—will be explored using a phenomenology of the experience of intimate relating in nature. Implications for Ecopsychology will be discussed, specifically, that psychological health and the health of the rest of nature are inextricably intertwined.

Responding to the glory and peril of the natural world is one of the great ethical imperatives of our era, and the practice of ecopsychology is one distinctive reply to this urgent plea. Phenomenological philosophy can serve as a key ally for ecopsychology. Thus, this presentation will consist of descriptions of several lived encounters with various beings and presences of nature, along with reflections on the relational/ethical significance of these encounters via the phenomenology of Maurice Merleau-Ponty and Emmanuel Levinas.


Four Duquesne doctoral alumni educated in phenomenological psychology will each give accounts of their careers as academics. Each will discuss the impact of the mission of phenomenology on psychology during the span of their careers and will reflect upon its potential in the academic world of the next decade.
We will reference such issues as the current STEM initiative of the APA, and how this challenges any psychology program that would include the humanities and arts within the purview of its curriculum. We will also address the charge that phenomenology is inherently “individualistic” - a charge that has come from several sources including representatives of positive psychology and social constructionism.

Questions we will raise for audience participation include: What are the affordances for developing the contribution of phenomenological psychology in the broader current situation, which includes developments in critical theory, neuroscience, and sociology of knowledge? How do we understand the recent move towards what is being referred to as the “naturalization” of phenomenology?

1. Scott Churchill: Being True to Your School: Reflections on 40 Years of Carrying the Flag of Phenomenology
   This presenter will reflect back to his earliest experiences at Duquesne, those which served as inspiration for taking up the path of phenomenology in his professional life, as a “calling.” He will share some anecdotes about the influence of our teachers - Rolf von Eckartsberg, Bill and Connie Fischer, Andy Giorgi, Chuck Maes, Tony Barton, Frank Buckley, Paul Colaizzi - as well as the European scholars brought to Duquesne to share their wisdom. He will jump fast forward to the present, where we face the challenges of psychology being marketed now by the APA as a STEM Discipline; where a new generation of “phenomenologists” has lost sight of the original “relational” ground from which this movement sprung; and where the question of the relevance of phenomenology in the contemporary world has become an issue.

2. Chris Aanstoos: Phenomenological Psychology and the West Georgia Project
   The graduate programs at the University of West Georgia have approached psychology from a human science vantage point since the late 1960’s, prominently including phenomenology among a variety of post-positivistic perspectives. This paper will provide a history of that project.

   I will give a brief account of the role of phenomenological psychology in my academic career as a teacher, scholar, and colleague in an environment dominated by naturalism. In my case, I spent a good part of my career overseas in both India and Europe and may share a few observations from those experiences. Time permitting, I would offer some optimistic observations on the position of phenomenological psychology vis a vis the current intellectual landscape, particularly: 1. Phenomenological psychology’s natural congruence with the mindfulness movement, 2. Applying phenomenology to clarify the boundaries of naturalism and to establish a more ‘mutually’ productive relation to neuroscience, 3. The new Husserl scholarship and the decline of postmodernism, 4. The qualitative movement in psychology, the STEM backlash, and phenomenology’s remedial role with regard to qualitative ideography and relativism.

   A window on the historical place of phenomenology in American psychology from the career of one Duquesne graduate. The presentation will focus on the institutional affordances and challenges developing phenomenology in a mainstream psychology department and in APA divisions 24, 32, and general implications for the current and future position of phenomenological psychology will be drawn out of this history.
Dixit, S.: Journey of an Orphan: Along Personal and Mythical Terrains (Paper)

The word ‘orphan’ has been neglected in psychoanalytic literature (Akhtar, 2011). However, narratives of orphanhood tend to dominate the world of myths and tales. The present paper tries to explore, via Jungian psychology, the symbolic meaning of orphanhood in myths. By engaging with the Indian mythological figure Karna, this paper focuses on understanding the relevance of abandonment in human self-development. The analysis is an effort to engage deeply into the symbolism that the legendary Indian mythological figure Karna reveals about our psychological struggle towards the realization of what Jung calls the Self—our wholeness and feeling of being at home. The paper is dedicated to all the times we have felt abandoned in our lives and the psychological growth that such an absence can bring. In this paper the word ‘orphan’ is used symbolically and does not necessarily refer to parental loss in childhood.

DeVries, M.: Evidence Based Clinical Practice: What would Martin Buber say? (Paper)

Martin Buber had a deep respect for the existential reality of psychotherapy as a healing profession. Much of his thinking addresses the philosophical foundations of humanistic and existential approaches to psychotherapy. Yet contemporary discourse in clinical and counseling psychology largely ignores the humanistic and existential dimensions of psychotherapy. The movement currently in vogue to base the practice of psychotherapy on an empirical foundation continues to capture the public discourse in mainstream clinical psychology. This paper will demonstrate the totalizing and ideological tendencies within the Evidence Based Practice (EBP) movement from the resources of Buber’s thought. The paper will highlight key ideas from Buber’s work that offer a critical perspective on the natural science model underlying much of the evidence based practice movement. The paper argues that the starting point for research aiming to legitimate the effectiveness of psychotherapy must acknowledge the existential reality of human encounter as the foundation for all healing relationships.

Hritz, E.: Relaxation and Mindfulness interventions for emotional and/or physical pain (Workshop)

Workshop description: This workshop will describe brief interventions of relaxation and mindfulness to support patients in coping and improving quality of life when struggling with emotional difficulties and/or chronic pain. We will practice relaxation techniques and grounding skills that can be offered to patients when they ask for support while feeling overwhelmed, worried, or in acute distress. We will discuss introductory principles of mindfulness with practice of brief techniques including attention to the present moment and cognitive defusion. Recent innovations in managing chronic pain with a biopsychosocial approach will be reviewed with corresponding interventions presented. Presentation of information is tailored to discussion with patients who have minimal previous exposure to these techniques.

The emergence of the experience of recovery as an organizing construct is transforming the historical and current pathology focused understanding of addiction and addiction treatment. It has also sparked interest in mapping the varieties of addiction recovery experience. The presentation will summarize a study that used an Interpretive (qualitative) Phenomenological Analysis (IPA) to examine six diverse pathways of long-term addiction recovery. Semi-structured interviews were conducted with six subjects representing natural recovery, Twelve-Step (AA/NA) recovery (2), secular recovery, faith-based recovery, and medication-assisted recovery. Common and distinct features of these pathways of addiction recovery were found and will be discussed with key implications for the design of addiction treatment, recovery support services and the understanding of recovery as an emerging new science itself. Qualitative research of addiction and the recovery experience are noted as the invaluable tool in the elucidation of addiction recovery pathways and this new science and understanding.

Goicoechea, Jessie: Drawing Inspiration from Richard Avedon: Existential-Humanistic Links between his Portrait Photography and Individualized Assessment (Paper)

Humanistic psychologists have long conceived of psychotherapy as both science and art, citing distinctly human processes such as therapist intuition and presence, spontaneity, and embodiment. Humanistic psychology has not however, so readily or uniformly embraced psychological assessment as both science and art, identifying assessment, specifically diagnostic, test-based and information-gathering models as reductionist, artificial, judgmental, and dehumanizing. Individualized, collaborative assessment situates itself as fully consistent with humanistic psychology and as science and art. This paper will discuss links between Richard Avedon’s portrait photography and collaborative assessment. Three thematic areas will be discussed: a) Avedon’s portraits and assessment reports as representational, as speaking to an individual’s style of being-in-the-world, as offering the viewer/reader a glimpse of persons in process; b) the dissolution of subject and object in both collaborative assessment and Avedon’s photos and style of building rapport; and c) the attunement to existential themes in Avedon’s work and individualized assessment. This paper, most broadly, encourages reflection on drawing inspiration from art for clinical practice.

Hasek, William: A human science approach to neurocognitive assessment (Paper)

Until recently, neuropsychologists have adhered to the information-gathering model of assessment. According to this model, the purpose of the assessment is to have an expert administer a series of tests that quantify the client’s behaviors and cognitive abilities. The client is passive throughout the testing and reports are written in language intended to facilitate communication among professionals, not personal insight on the part of the client. Over the past 15 years, the collaborative/therapeutic model of neuropsychological assessment has emerged as an alternative. This model encourages clinicians to enlist the client as an active participant in the assessment and to write reports in accessible language, so the client can use the results to further her self-exploration. In this presentation, I draw on
neurophenomenology to present a theoretical and empirical justification for collaborative/therapeutic neuropsychological assessment, and I outline some of the techniques that clinicians can use to make neuropsychological testing adhere to this model.

Hennessy, K., Geib, M.: Children Overcoming the Odds: Lessons from Trauma-Informed Psychodynamic Treatment of Children and Adolescents (Panel)

We explore what we have learned from children/adolescents in trauma-informed psychodynamic therapy who make particularly good use of the therapeutic space, through case presentations and reflection. Dr. Geib presents the case of Kasseem, a child from a highly dysfunctional family system who uses the cutting of paper as an introduction to being with, rather than for, another. Dr. Hennessy then prevents the case of Clarence, a teenager presenting to treatment incessantly invaded by the horror of his history of physical abuse and incest, spontaneously allows his cell phone to take up the role of the unconscious in order to symbolize material that was otherwise be unspeakable, thus alleviating his distress. Our third paper seeks to explore what we can learn about trauma and recovery from our young, resilient patients.

1: Geib, M. A blanket of his own: The treatment of symbiosis and transition to separation
Six-year-old Kaseem, the youngest in a highly dysfunctional and severely mentally ill family, begins to experience separation for the first time by playfully cutting paper with his therapist: serving as a metaphorical separation from his family members and an introduction to being with, rather than being of or for, another. This paper examines the beginning stages of treatment with Kaseem as he creatively carves his way out of engulfment—showing both terror and excitement in the process—to an existence and identity of his own.

2: Hennessy, K.: The Psychodynamic Treatment of a Traumatized Cell Phone: The Case of Clarence
Clarence, a teenager presenting to treatment incessantly invaded by the horror of his history of physical abuse and incest, spontaneously allows his cell phone to take up the role of the unconscious in order to symbolize material that was otherwise be unspeakable. Through his phone, he creates a way in which he is able to engage in the therapy so that he can begin to inhabit a way of being beyond the intrusion of trauma.

3. Geib/Hennessy: Children Leading the Way: Learning from Traumatized Kids and Teens in Treatment
Together, we discuss what resilient children and adolescents have taught us about trauma and recovery. We explore the shared characteristics of our most resilient children while also discussing what these children can teach us about providing therapeutic spaces and relationships that can facilitate healing.

Marlan, S.: From Faust to Roethke: Beginning and ending in a dark time, from despair to the Lumen Naturae (Paper)
Beginning with a reading of Goethe’s long lament in Faust, my paper reflects on disappointments and inspirations in my study of philosophical psychology. From the Pre-Socratics to Deleuze, then to psychoanalysis (with a nod to Freud and Lacan), I turn to a daimonic reading of Jung and alchemy. The paper moves to a dialogue with archetypal psychologist James Hillman, and the importance of sorting out one’s own point of view—in this instance, with the help of a humorous and supervisory dream.

Mente, D.: Making the Case for Psychotherapy: Philosophical Psychology and Common factors (Workshop)

Taking the theme of ‘psychology as a human science’ and making the case that psychotherapy must be understood and delivered as a human interaction. This will include research findings that support a common factors understanding of psychotherapy’s effectiveness. Critique of the medical model of mental health treatments (and specifically the pharmaceutical industry), and encourage my psychotherapist comrades to make the case for psychotherapy over pharmacology.

Mruk, C.: Integrated Description: A Qualitative Method for an Evidence-Based Era (Paper)

Based on the 4th edition of Self-Esteem and Positive Psychology: Research, Theory, and Practice by Chris Mruk (Springer Publishing Company, 2013), this presentation begins with brief description of a step-by-step qualitative research method first developed at Duquesne University. This particular phenomenological approach aims at capturing the general structure of many types of human experience and behavior, but can also be used in ways that generate practical as well as theoretical results. The phenomenon of self-esteem, which is a central theme in humanistic psychology from its beginnings, is presented as an example. Then, it is shown how results from this qualitative research approach can be used to develop real-world applications. A five-step practical method of increasing authentic self-esteem in group or individual settings called, “Competence and Worthiness Training,” developed in this way is examined in order to illustrate the point. Finally, the value of this phenomenologically based way of increasing authentic self-esteem and, therefore, psychological well-being, is tested with traditional quantitative methods. The results show that this qualitatively based research and clinical approach is not only “evidence-based,” but evidence-based both qualitatively and quantitatively. Such methods as integrated description, which may combine the best of both paradigms, could be of considerable value to humanistically oriented therapists and educators practicing in a future that appears to be less than friendly to our basic orientation.

O’Connor, C.: Fluidity and intersubjectivity: A feminist perspective on embodying uprightness (Paper)

In “The Upright Posture,” Strauss argues that “we first become our true selves” in opposition to nature and one another (1960, p. 141). Though this anthropology expresses truths about human existence, it also conceals truths. Through John Welwood’s (1990) description of intimate relationships and Iris Marion Young’s (2005) phenomenology of female embodied experiences, we can see a different vision of
human embodiment, one that honors Straus’s insights while highlighting that which is latent, shadowy, even repressed in his account: the human being as fluid and intersubjective—in communion with the earth and the human other—rather than as rigid, resistant, and primarily upright.

**Pittenger, F.: Intolerable Inheritance: Debts, Departures, and Derivations in Freud’s Development of the Death Instinct (Paper)**

In offering a cautious rebuke to a half-century of optimistic, progressivist social theory, the German invertebrate biologist Ernst Haeckel was among the first nineteenth-century evolutionists to insist upon allocating a substantial phylogenetic space for degeneration and decline. Six years after Haeckel’s own expression of skepticism, Sigmund Freud branded this kind of retrograde development “involution.” As his social theory evolved, Freud accorded increasing prominence to the involutionary potential of the human species. This shadow of the evolutionary telos found its most enduring expression as the death instinct in Beyond the Pleasure Principle. Metapsychological works published subsequent to this text were at once an application and an inversion of the same nineteenth-century evolutionary progressivism that Haeckel gradually denounced. But above all else Freud’s dizzying synthesis of fin-de-siècle biologist and German Romanticism was a philosophy of ambivalent history, an illumination of the shadows inherent in the process of progress. Whereas nineteenth-century recapitulationism was a necessary mechanism of heredity and progress—one in which newer traits could be added onto more ancient and ontogenetically earlier ones—Freud’s use of the concept directed the species away from progress and back toward its own non-existence. It is argued that the mark of Haeckel’s “tragic sense of life” upon Freud’s thought was such that the latter’s interwar social theory proceeded from the assumption that phylogeny is an essentially autocidal process. Precipitating events in the biographies of both figures are discussed.

**Pope, A.: From Natural Science to Contemplative Science: Applying Indo-Tibetan Buddhism as a Metapsychology (Paper)**

The field of contemporary psychology is conspicuously fragmented into highly specialized fields of inquiry, rendering it devoid of coherence and in want of a comprehensive theoretical basis. This state of affairs is the legacy of nineteenth-century materialism’s expulsion of philosophy from psychological inquiry and the commitment of the discipline to a natural science approach. Examining the failure of this approach suggests that any attempt to fully comprehend the mind—arguably the preeminent domain of psychological concern—cannot avoid the ultimate questions addressed by philosophy and religion, the very regions of human inquiry excised from contemporary scientific discourse. It is these ultimate questions that address the ground upon which we might successfully situate scientific psychology, replacing the unconscious metaphysical assumptions that presently plague it with an explicit ontological and epistemological foundation. In this paper, I suggest that the ancient yet living tradition of Indo-Tibetan Buddhism provides such a foundation in its capacity as a contemplative science. By virtue of rigorous mental training, this tradition overcomes the problems that plagued nineteenth-century introspection—making good on William James’s vision of a radical empiricism—and articulates a sophisticated theoretical understanding of the nature of mind with profound implications for deepening our understanding of issues addressed by contemporary psychology. The resulting view
effectively serves as a metapsychology through which we might critically examine and integrate insights of the various specialized fields. I examine the Indo-Tibetan Buddhist view as reflected in the principle of the two truths (relative and absolute) and the “tenet system” of progressively deeper philosophical and experiential understanding, before illustrating the metapsychological potential of the Tibetan Buddhist system as applied to contemporary neuroscience, the medical model, cognitive-behavioral therapy, and existential psychology.

Sherman, G.: Refocusing the Self in Higher Education: A Phenomenological Perspective

The presentation, based on a forthcoming book with the same title from Routledge Publications (April, 2014), will argue that Continental philosophy has been largely overlooked in higher education theory and what it would mean for higher education theory if phenomenological and deconstructive philosophy was considered as a ground for theory and practice. This theory is built upon foundation phenomenological concepts and the altered conception of the self which emerge from key continental philosophers like Husserl and Heidegger. Merleau-Ponty’s conceptions of lived experience and language, coupled with Paul Ricoeur’s analysis of meaning, language, and narrative are considered for their impact upon student experience. Jacques Derrida’s deconstructive philosophy is also important because his notions of différance and writing provide an important critique of the concepts of student identity and development, mainstays of traditional higher education theory and literature.

Students intentionally pursue their education, choosing majors and co- and extra-curricular activities. However, these choices and activities are engaged in and carried out with greater or lesser degrees of clarity. The explicit effort to enhance this clarity, to bring things more into focus for the subject herself, through educational, autobiographical narrative, is possible. Student writing is a means of capturing, gathering up what remains at a distance in order to attempt to bring greater coherence to a student’s life. It is for this reason that student writing based on phenomenological and deconstructive philosophy is the ideal model and means for helping students discover and reflect on the meaning of their educational experiences in a way not previously addressed.

Simon, A. The Transcendence of living speech and the alterity of the written word

My original and overarching aim is to explore Lévinas in the relation of his philosophy of transcendence and alterity of the Other to radical ecopsychology—a discipline that calls for humans to be responsible to and responsible towards the alterity of the more-than-human world. But I will begin by evaluating the very ecology of communication through which Lévinas communicates his ideas. Using Walter Ong’s seminal analysis of oral and literal ecologies, I argue that Lévinas’ philosophy is founded upon the transcendent openness of orality as well as the impenetrability—and spectral alterity—of the written word.

Taylor, A., Hennessy, K., Gregson, J., Laurita, C.: Duquesne Clinicians at Our Learning Edges: Clinical Presentations
In this panel, Duquesne alumni who are engaged in clinical practice in various settings offer vignettes from our own recent work. Our presentations focus on moments that present(ed) us with challenges that led to continued development as clinicians. These are “live” dilemmas; that is, our presentations highlight areas where we are still learning, rather than dilemmas that have been fully resolved. Our goals are to (a) showcase a variety of clinical thinking evolving from training at Duquesne and (b) open up a safe space in which we may consult with an audience of thoughtful and well-trained colleagues. Presenting moments in which we encounter the edges of our learning involves a high degree of vulnerability on the part of the presenters, but also maximizes our chances to learn from sharing our work.

Each of us will give some brief context for our vignettes (i.e., introducing ourselves, the setting, and the patient/family/group), share the vignette, and explain the learning edge we are up against. We plan to leave ample time for discussion and collaborative learning.

Vargo, S.: The Soothsayer

A soothsayer is one who tells the truth, beforehand. For Nietzsche’s Zarathustra she is the voice of a dream that foretells the fate of one who is forgotten, of one who is buried in an unmarked grave. How can we say “yes and again” to life if death obliterates all memory, all work, and all achievement so that we are rendered nameless and faceless, lost to history? Zarathustra’s demon embodied the fear that his teachings would be forgotten. He could fathom the eternal return but not obscurity for himself. He could not laugh with a child’s laughter at the finality of forgetting. This paper will explore the existential impact of obliteration and forgetting by incorporating the work of Friedrich Nietzsche, Alphonso Lingis, and the singer and poet, Patti Smith into an examination, through poetic prose, of Zarathustra’s dream of the night watchman who cannot find himself in the shallow depths of the black coffin.

Verbos, J.: The terrible birth of a dead man: The failure of the text in the face of certain kinds of silence

These words are about storytelling, about lies and truths, about language and its failure, about experiences that transcend all of these words. It is about how we can understand a great deal from what isn’t said, from those things that are said but never happened, and from those things that happened but that we cannot know. It is also about family, about fathers and sons and mothers and brothers and wives. It is about love and death and grief—what we can say about those things and what we cannot, and how these things speak us as much or more than we speak them.