



# 39th Annual Meeting Society for Descriptive Psychology



**October 5-8, 2017**  
**American Mountaineering Center**  
**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.

This year's topics are notably diverse and address a variety of clinical, social, and philosophical issues using concepts from Descriptive Psychology. One panel of presenters will discuss how their collaboration with the late Anthony Putman, Ph.D. brought aspects of Descriptive Psychology to life in the areas of artificial intelligence and rehabilitation. Clinical topics include strategies for case formulation/treatment, status perspectives on leadership in organization, working with couples to move past infidelity in marital relationships, and conceptualizing socio-economic status (SES).

Presenters will also speak about timely topics that go to the heart of current societal concerns. One presentation is on the nature of bystanders in genocide and what differentiates bystanders (both individuals and nations) from those who become involved and take action. Another presentation addresses science denialism and the increasingly relative notions of *Truth* that are voiced in our society. Another presentation takes the well-developed notion of *historical trauma* and applies it to a new area-GLBTQ+ communities.

Other presenters will be tackling some fundamental issues about how psychology and psychological science are conceptualized and applied. These topics include psychological research on free will, conceptualizing the notion of daydreaming, and looking at the basic models for psychological science and examining alternatives.

The goal of this year's conference is 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, 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, However, the **target audience** for this conference includes participants in all clinical, behavioral, computational, and theoretical disciplines, including participants with either little or extensive knowledge of DP. 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](#)**

Full Conference Registration (including banquet) for Society Members: \$290

Full Conference Registration (including banquet) for Non-Members: \$320

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

Registration on or before September 15th includes the Banquet and meals.

The fee for a guest at the Banquet will require a separate payment of \$80 prior to that date.

Please note: In the event of any necessary cancellations, the Program registration fee will be refunded in full up until the September 15th registration deadline. After that, no refunds will be offered for cancellations.

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

## **Continuing Education Information**

This year, continuing education will be offered as part of the program registration fee, including for half day portions of the conference. Separate registration for continuing education will not be required.

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.



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.

# 2017 CONFERENCE SCHEDULE

## October 5-8

**The American Mountaineering Center, Golden, CO**

### **THURSDAY, OCT 5th, EVENING SESSION**

2:30 - 5:20 *Board Meeting* (AMC Drumwright Board Room)

5:30 - 6:30 *Check in/Meet and Greet* (AMC Conference Room)

A light dinner buffet will be served

6:30 - 7:00 *Conference convenes:*

*Announcements*

*Introduction of the President*

7:00 - 8:30 ***Presidential Address: Herding Tigers 2.0: A Status Dynamic Perspective on Leadership in Organization*** (1.5 hours CE)

Bryan Harnsberger, Psy.D., Clinical Psychologist, Boston, MA

Abstract: This presentation will review Tony Putman's "B-Side" articles that should be in his collection of greatest hits. "Herding Tigers" and "Leading" are a pair of unpublished papers that effectively disseminate the concept of "leadership" and how a person effectively leads. These papers provide a better understanding of the new psychological buzzword "adaptive leadership." In this talk, I will discuss some conceptual limitations of "adaptive leadership," unpacking concepts of "followership." Utilizing Tony Putman's work on Leadership Coaching, I will also discuss how Heifetz's (2009) concept of adaptive challenges shares a family resemblance to Tony's work on Intractable Value Problems and how to apply these concepts to clinical and/or consultation work in mental health.

#### Learning Objectives:

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

1. Summarize Tony Putman's research regarding leadership.
2. Apply key Descriptive Psychology concepts from Tony Putman's work to communities and organizations requiring adaptive leadership.

## References:

1. Heifetz, R., Grashow, A. & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools & Tactics for Changing Your Organization and the World*. Cambridge, MA: Harvard Business Review Press.
2. Putman, Anthony. (2003). "Herding Tigers: Leading the 'On-Behalf-Of' Organization." Unpublished manuscript.
3. Putman, Anthony. (1990). Organizations. In A.O. Putman & K. E. Davis (Eds.). *Advances in Descriptive Psychology*, (Vol. 5, pp. 11-46). Ann Arbor, MI: Descriptive Psychology Press.
4. Putman, Anthony. (2009). "Leading." Unpublished manuscript.
5. Putman, Anthony (2013). When Worlds Collide: The Source of Intractable Value Conflicts. In K. E. Davis., R. Bergner, F. Lubuguin, & W. Schwartz, (Eds.). *Advances in Descriptive Psychology*, (Vol. 4, pp. 81-112). Ann Arbor, MI: Descriptive Psychology Press.

## FRIDAY OCT 6th, MORNING SESSION

### 8:15 - 9:00 **Breakfast**

(served in the AMC Conference Room)

### 9:00 - 10:00 *Have experiments shown we have no free will?* (1.0 hours CE)

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

Abstract: My aim in this presentation is to argue that those who argue against deliberate action -- i.e., that there's "no such thing as free will"-- have not successfully made their case. In the talk, I do the following: (1) discuss the significance of belief vs. disbelief in choice for the quality of our individual and collective lives, with emphasis on the disempowering effects of non-belief on our therapy clients; (2) briefly state the standard arguments in favor of causal determinism of human behavior, with an emphasis on the work of Benjamin Libet, whose experiments are claimed by many to disprove free will; and (3) present a series of counter-arguments against the determinist position.

### Learning Objectives:

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

1. Describe the psychological consequences of belief vs. disbelief in free will for therapy clients and others.
2. Describe why it is not true that "science has established we have no free will".
3. List and describe the fallacies inherent in standard interpretations of the classic and influential Libet experiments.
4. Describe the limitations of the "Universal Causal Principle" that states that every event is the inevitable and necessary consequence of causal factors obtaining at inception.
5. Describe and summarize arguments demonstrating the claim that "science requires determinism" is false.

## References:

1. Ossorio, P.G. (2013). *The Behavior of Persons*. Ann Arbor, MI: Descriptive Psychology Press.
2. Bergner, R. (2016). What is “behavior?” And why is it not reducible to biological states of affairs? *Journal of Theoretical and Philosophical Psychology*, 36, 41-55.
3. Bergner, R., & Ramon, A. (2013). Some implications of belief in love, free will, and non-reductionism. *Journal of Social Psychology*, 153, 1-21.
4. Libet, B. (2005). *Mind Time: The Temporal Factor in Consciousness*. Cambridge, MA: Harvard University Press.
5. Hofer, C. (2016). Causal Determinism. E.N. Zalta (ed.). *The Stanford Encyclopedia of Philosophy*, URL = <<https://plato.stanford.edu/archives/spr2016/entries/determinism-causal/>>.

## 10:00 - 10:10 **Break**

10:10 - 11:10 *From bystanders to rescuers during genocide: The status changes of persons, communities and political states.* (1.0 hours CE)  
Charlie Kantor, Ph.D., Private Practice (retired), Rochester, NY

Abstract: Writers and researchers describing different roles of persons during genocide typically refer to victims, rescuers, bystanders, and perpetrators. For Descriptive Psychologists, these roles correspond to statuses and these statuses come to be by virtue of a social practice called status assigning. In a previous presentation for the Society for Descriptive Psychology, I looked at how ordinary persons become perpetrators of genocide.

In this presentation, I will utilize the systematic and interrelated concepts of status, world, community, and judgment to increase our understanding of the rescuers and bystanders of genocide. Various researchers have chronicled the incredible courage of individuals who rescued Jews during the Holocaust. Others have tried to explain those persons who either stood by and did nothing to harm victims or rescue them. Although these bystanders did not necessarily participate as perpetrators, many researchers have seen this as a sin of omission. Bystanders are described typically as passive individuals. But historians and political scientists have also struggled with political states that have been in position to rescue genocide victims only to remain on the outside as the slaughter continued.

This presentation will utilize major concepts of Descriptive Psychology developed in particular by Tony Putman. His concepts of community and organization and his descriptions of world/status conflicts, both interpersonal and intrapersonal, will help us not only to understand individual bystanders and rescuers, but also political states that mostly fail to intervene.

Two cases of political states failing to intervene adequately in genocide, the Clinton administration in Rwanda and the Roosevelt Administration in the Holocaust, will be studied.

## Learning Objectives:

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

1. Describe and utilize conceptual tools that are used to evaluate the judgments of ordinary citizens as they face decisions whether to rescue in genocide or remain bystanders.
2. Describe and utilize conceptual tools to evaluate political states as they make decisions to intervene as rescuers in genocide or remain as bystanders.
3. Describe and utilize such Descriptive Psychology concepts as “status”, “world”, “community”, “social practices”, “judgment” among others, in understanding the behavior of persons and states faced with genocide.
4. List, describe and apply Descriptive Psychology concepts that contribute to an activist approach toward genocidal political states and that increase the likelihood of intervention during genocides

## References:

1. Fogelman, E. (1994). *Conscience and Courage: Rescuers of Jews during the Holocaust*, New York: Anchor Books.
2. Ossorio, P. (2012). *Place*, Ann Arbor, MI: Descriptive Psychology Press.
3. Feingold, H. (1970). *The Politics of Rescue; the Roosevelt administration and the Holocaust, 1938-1945*, New Brunswick, NJ: Rutgers University Press.
4. Staub, E. (2012). The psychology of morality in genocide and violent conflict: perpetrators, passive bystanders, rescuers. In M. Mikulincer, & P. Shaver (Eds.). *The social psychology of morality*. Washington, DC: American Psychological Association Press.
5. Power, S. (September, 2001). “Bystanders to Genocide”, *The Atlantic*.
6. Putman, A. (2013) When Worlds Collide: The Source of Intractable Value Conflicts, In K.E. Davis., R. Bergner, F. Lubuguin, and W. Schwartz (Eds.), *Advances in Descriptive Psychology*, (Vol. 4, pp. 81-112). Ann Arbor, MI: Descriptive Psychology Press.

### 11:10 - 11:20 **Break**

### 11:20 -12:20 ***Using parameters of the Personal Way of Life in case formulation and treatment.*** (1.0 hours CE)

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

**Abstract:** Clinical behavioral problems are often embedded in "a way of living." This presentation will unpack the features and the significance of this fact and identify ways to exploit, within a clinical domain, the heuristic value of this articulation. A parametric analysis of the personal way of life will be presented. Uses of the parameters in clinical case formulation and treatment will be illustrated through case examples.

## Learning Objectives:

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

1. Identify the parameters essential to articulate a Personal Way-of-Life (PWOL).
2. Utilize these parameters to articulate any given known individual’s PWOL
3. Identify and describe the PWOL parameters that are integral to particular scenarios of psychopathology.

4. Identify and describe the PWOL parameters that are maintaining or contributing to particular behavioral pathology.
5. Identify and describe the central and contributory parameters of a PWOL in a scenario of psychopathology.
6. Utilize PWOL formulations in psychotherapeutic treatment and clinical decision-making.
7. Utilize the “cost-of-living” formulation derived from a particular PWOL in psychotherapeutic treatment and clinical decision-making.
8. Describe PWOL parameters that are integral to the identification of relapse or relapse potential.

### References:

1. Ossorio, P. G. (2013) *The Behavior of Persons*, Ann Arbor, MI: Descriptive Psychology Press.
2. Powers, R. & Griffith, J. (1987). *Understanding Life-Style: The Psycho-Clarity Process*. Chicago, IL: Americas Institute of Adlerian Studies. [ISBN 0-918287-03-02](https://doi.org/10.1177/02673231020170040301).
3. Putman, A. O. (1981). Communities. In K.E. Davis (ed.), *Advances in Descriptive Psychology*, Vol 1. Greenwich, CT: JAI Press, Inc.
4. Shideler, M. M. (1968). *Persons, behavior, and the world: The descriptive psychology approach*. Lanham, MD: University Press of America.
5. Vyncke, P. (2002). Lifestyle segmentation: From attitudes, interests and opinions, to values, aesthetic styles, life visions and media preferences. *European Journal of Communication*, 17:4, 445-463.  
DOI:<https://doi.org/10.1177/02673231020170040301>

12:30 - 1:30 **Lunch** (served in the AMC Conference Room)

### **FRIDAY OCT 6th, AFTERNOON SESSION**

1:30 - 2:30 ***Extramarital affairs: Beyond morality to understanding and (perhaps) healing***  
(1.0 hours CE)

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

Abstract: There are many stereotypic assumptions about extramarital affairs, both about the people who have them and about the ability of couples to recover from them. People assume that marriages cannot survive infidelity, that betrayed spouses can never truly trust their partners again, and that people who have affairs will do so again in the future. Other assumptions include the notion that marriages never fully recover; that they can never rebuild a truly satisfying relationship.

And yet, many marriages survive after infidelity occurs and is discovered. How do relationships survive? Can they do more than just survive but actually develop into stronger relationships? What are the differences between marriages that survive infidelity and those that don't? This presentation will utilize the Judgment Diagram to analyze why people have extramarital affairs and whether and how the couple can recover from one. It will be based on both extensive experience working with such couples and on relevant materials from the descriptive psychology literature.



## Learning Objectives:

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

1. Use Ossorio's judgment diagram to identify a variety of circumstances, reasons and weights that lead to extramarital affairs.
2. Use the judgment diagram to assess and describe the probability of a couple's ability to heal from the discovery of infidelity.
3. Describe the concept of forgiveness in the healing process and its relationship to Descriptive Psychology concepts such as the Judgment Diagram.
4. List ways in which Descriptive Psychology tools such as the Judgment Diagram can generate interventions a therapist can use to help couples recover from the discovery of infidelity.

## References:

1. Bergner, R.M., (2009) Trauma, Exposure and World Reconstruction, *American Journal of Psychotherapy*, 63, 267-282.
2. Bergner, R. M. (1995). *Pathological Self-criticism* (pp.117-120). New York: Springer Publishing.
3. Bowen, M., (1978). Family Reaction to Death. *Family Therapy in Clinical Practice*, New York: Aronson.
4. Camden, M. L. (1993). *Forgiving in Psychotherapy*. Paper presented at 15th Annual Conference of the Society for Descriptive Psychology, Breckenridge, Colorado.
5. Ossorio, P. G. (2013). *The Behavior of Persons*, Ann Arbor, MI: Descriptive Psychology Press.

## 2:30 - 2:40 **Break**

## 2:40 - 3:40 ***A parametric description of socioeconomic status*** (1.0 hours CE)

Tricia Kennedy, M.A., Doctoral Candidate in Clinical Psychology; University of Denver School of Professional Psychology

Abstract: There is a connection between mental health problems and low socio-economic status (SES). For instance, prior research notes the increased incidence of depression and schizophrenia among those with low SES. However, the concept of low SES is not a clear one, as there can be many different circumstances and statuses for people with limited means. My doctoral project developed a parametric analysis of socioeconomic status as a means of better examining the range of facts associated with being in a low SES. Goals of the session include providing a description of these possible facts associated with being in a low SES. The parametric descriptions will be anchored in behavior potential. The session will also include clinical case examples drawn from presenter's clinical training.

## Learning Objectives:

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

1. List specific factors of SES.
2. Describe how being in a low SES may impact a person's place in the world.
3. Apply the parametric description to a clinical case.
4. Utilize the parametric description of SES to identify if SES is too restrictive on a person's world.

## References:

1. Diemer, M., R. Mistry, M. Wadsworth, I. Lopez, & F. Reimers. (2013). Best Practices in Conceptualizing and Measuring Social Class in Psychological Research. *Analyses of Social Issues and Public Policy* 13(1), 77-113. DOI: 10.1111/asap.12001
2. Lasater, L. (1983). Stress and Health in a Colorado Coal Mining Community. In K.E. Davis & R. M. Bergner (Eds.). *Advances in Descriptive Psychology*, Vol 3. Greenwich, CT: JAI Press Inc.
3. Lubuguin, F. (1998). Presidential Address given at The Twentieth Annual Conference of The Society for Descriptive Psychology: Beyond Melting Pot and Tossed Salad. Retrieved from <http://www.sdp.org/publications/papers/lubuguin.html>
4. Lubuguin, F. (2010). Teaching culturally competent psychotherapy: A descriptive psychology approach. In K. E. Davis, F. Lubuguin, & W. Schwartz (Eds.), *Advances in Descriptive Psychology*, 9, 41-85). Ann Arbor, MI: Descriptive Psychology Press.
5. Ossorio, P. (2013). *The Behavior of Persons*. Ann Arbor, MI: Descriptive Psychology Press.
6. Ossorio, P. (1998). *Place*. Ann Arbor, MI: Descriptive Psychology Press.
7. Pine, C.J., Cervantes, J., Cheung, F., Iijima, C., Holroyd, J., LaDue, R., Robinson, L., & Root, M.P.P.. (1990). American Psychological Association, *Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations*. Washington, DC: American Psychological Association. Retrieved from <http://www.apa.org/pi>
8. Putnam, A.O. (1981) Communities. In K.E. Davis (Ed.) *Advances in Descriptive Psychology*, (Vol 1, pp. 195-210). Greenwich, CT: JAI Press Inc.

3:40 - 3:50 **Break**

3:50 - 4:50 ***Science, truth, and democracy: On empirical truth in a post-truth age***

(1.0 hours CE)

Timothy Doyle, Ph.D., Assistant Professor of Religion and Philosophy, Northland College, Ashland, WI

Abstract: We live in a ‘Post-Truth’ age where ‘alternative facts’ gain acceptance and the veracity of science is under attack even by those charged with creating public policy. Descriptive Psychology sees the sciences as person-centered practices in which ‘truth’ is part of a pre-conceptual framework that must be in place before we can develop and use facts. It is critical that both teachers and clinicians understand and adopt techniques for addressing skepticism concerning the notion of truth in conceptual frameworks, since strong positions about this may have an impact on classroom discussion, or a client's ability to adopt constructive behavioral change. Ossorio looked at legitimate skeptical doubt of empirical scientific claims, and concluded that the status of an ‘objective, universal principle’ comes with a price; the formula under consideration is non-empirical. At this point, he said, ‘discovery’ and ‘invention’ become nearly synonymous. This presentation looks at the notion of ‘truth’ as found in Ossorio’s influences (Carnap and Wittgenstein), his own writings, and those of his successors, and we ask how adequate our understanding of ‘truth’ is for the challenges of our times.

## Learning Objectives:

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

1. Trace the 20<sup>th</sup> century historical roots of the concept of 'Truth' as it pertains to the development of Descriptive Psychology
2. Describe and discuss the dual functions of 'empirical' statements; how they can serve sometimes as hypothetical statements, other times as 'framework propositions' which, as part of the conceptual scheme, are not open to falsification.
3. Discuss the fuzzy boundaries of 'empirically true' vs. 'conventionally true' statements in postmodern thought.
4. Discuss Ossorio's 'rule-following' approach to theoretical scientific inquiry, and be able to compare and contrast this with the more traditional 'truth-based' (or 'confirmation-based') approach.

## References:

1. Ossorio, P. G. (1981). Explanation, falsifiability, and rule-following. In K. E. Davis (Ed.), *Advances in Descriptive Psychology* (Vol.1, pp. 37-55). Greenwich, CT: JAI Press, Inc.
2. Ossorio, P. (2006). *The Behavior of Persons*. Ann Arbor, MI: Descriptive Psychology Press.
3. Carnap, R. '(1949). 'Truth and Confirmation'. In H. Feigl & W. Sellers (Eds.), *Readings in Philosophical Analysis*. New York: Appleton-Century-Crofts, Inc.
4. Wittgenstein, L. (1973). *Philosophical Investigations*. (3<sup>rd</sup> ed.) G.E.M. Anscombe (translator). Pearson.
5. Wittgenstein, L. (1972). *On Certainty*. G.E.M. Anscombe and G.H. von Wright (translator, editor). New York: Harper and Row.
6. Bergner, R. (2010). What is Descriptive Psychology? An Introduction. In K.E. Davis, F. Lubuguin, and W. Schwartz (Eds.), *Advances in Descriptive Psychology*, (Volume 10, pp. 325-359)  
<https://psychology.illinoisstate.edu/rmbergn/whatisdescriptive.htm>
7. Wynn Schwartz. 'Objectivity, Subjectivity, and the Gospel Truth'  
[freedomliberationreaction.blogspot.com/2014/.../objectivity-subjectivity-and-gospel.html](http://freedomliberationreaction.blogspot.com/2014/.../objectivity-subjectivity-and-gospel.html)

**5:00 - 7:00 Free time for dinner on your own and enjoying Golden!**

## **FRIDAY OCT 6th, EVENING SESSION**

**7:00 - 7:30 *And the Beat Goes On***

*(No CE credits will be offered for this session)*

Moderated by Ned Kirsch, PhD, Past President  
Associate Professor Emeritus, Physical Medicine and Rehabilitation,  
University of Michigan School of Medicine

Abstract: This is an informal opportunity for conference participants to briefly share the ways they are using Descriptive Psychology, invite discussion or just give an update on their continuing work.

**7:30 - 8:30 *Society Business Meeting***

*(No CE will be offered for this session)*

Moderated by Bryan Harnsberger, Psy.D.  
SDP President

The major topic, as introduced and moderated by Bryan Harnsberger, President, SDP, will be discussion of strategies for fostering the survival of Descriptive Psychology and the Society for Descriptive Psychology. Also, to be discussed is the status of Descriptive Psychology publications.

### **SATURDAY, OCT 7th, MORNING SESSION**

8:15 - 9:00 **Breakfast**

(served in the AMC Conference Room)

9:00 - 10:30 ***Collaborations with Tony Putman, Ph.D.: Bringing DP to Life***

*(No CE will be offered for this session)*

Ralph Wechsler, Ph.D. (Moderator),  
Staff Psychologist, Denver VA Medical Center

Tony Putman made lasting contributions to Descriptive Psychology through his work on organizations, communities, and other fundamental concepts. He also was pivotal in other ways, such as his contributions to the Society for Descriptive Psychology through the Descriptive Psychology Press and the Descriptive Psychology Institute. However, he made a real difference in the personal and professional development of individual Descriptive Psychologists. This panel of presenters will discuss how their collaborations with Tony Putman provided the foundation for their respective work. Dr. Aylesworth will speak to his work on Oriental Martial Arts Rehabilitation. Dr. Jeffrey will describe his work with Dr. Putman in developing AI applications, including work at Bell Labs that captured the social practices of software engineering. After the formal presentations, there will be a question and answer session with the presenters and the audience will be invited to share how their collaborations with Dr. Putman or his writings have influenced their work in Descriptive Psychology or their lives.

#### ***MENTOR and Beyond: Tony Putman, Descriptive Psychology, and Collaboration***

Joe Jeffrey, Ph.D., Professor of Computer Science, Northern Illinois University,  
DeKalb, IL

**Abstract:** In 1979, Tony Putman and I began a collaboration that, over the next 10 years, provided an extended example of the value of Descriptive Psychology as a premier device for collaboration between communities that would otherwise be unable to communicate the most basic of concepts.

The work began when I discovered the need to describe to the overall process and the many sub-processes of developing software in a large organization. No one had been able to meet the need with existing technologies; *Basic Process Units* (BPUs) were clearly the answer. I invited Tony to work on the project, as someone with more

experience in Descriptive. We began the descriptive task, using BPUs, and the work over the 3 years illustrated the collaborative nature of the task: I was better with technical and programming aspects, while Tony was better with how the Descriptive concepts apply to the real world. Any number of times he would say, “Well, you could add that technical fix to the BPU, but it would be violation of the concept of a process, as articulated in the BPU.”

It was Tony’s insight that we would need a program to use the BPUs to answer user questions and his algorithms were central to several capabilities – algorithms that were far simpler than otherwise due to the power of the BPU concept. I wrote that program, Mentor, the first frame-based expert system. Four years later, building on the understanding from MENTOR, Tony created Aide de Camp and a language, Diamond, for writing Social Practice Descriptions (SPDs) that added explicit specification of Knowledge and Skills to the BPU. This became one of the foundations of a company, Management Support Technology, and I and several others wrote descriptions of management practices in the SPD format. Tony wrote the first version of Aide de Camp, which was expanded by Paul Zeiger and myself. Finally, Paul and I expanded Aide de Camp to Aide de Camp+, a program that could actually carry out social practices, rather than just advise the user. Because the it used the concepts of Social Practice, Aide de Camp+ had artificial intelligence capabilities that exceed current capabilities to this day.

What we see here is the passing-back-and-forth nature of key contributions to the work, first in the MENTOR project, then Aide de Camp, and then Aide de Camp+ and elaborate sets of Social Practice Descriptions, something Tony and I had envisioned 10 years earlier in MENTOR. Each person who was part of this work contributed crucial knowledge and skills unique to them, and each person was able to achieve things they never could have alone. Tony's unique contribution was of course his mastery of Descriptive, which was then transferred to others and fed back to him, improving his mastery and enabling further Descriptive-based achievements by himself and others.

This collaboration illustrates two kinds of contributions: that of Tony, with his mastery of Descriptive, and of Descriptive Psychology, which we can see functioning here in a paradigm case of a lingua franca for collaboration between radically different communities.

#### References:

- 1 Jeffrey, H.J., & Putman, A.O. (1983). The Mentor Project: Replicating the functions of an organization. In K.E. Davis & R Bergner (Eds.), *Advances in Descriptive Psychology*, Vol. 3, Greenwich, CT: JAI Press.

***Collaborations with Tony in the Evolution of Oriental Martial Arts Rehabilitation (OMAR) as a Clinical Intervention for Restoring Lost Behavior Potential in Clients following their Traumatic Events***

Laurie Aylesworth, Ph.D., Director, Asian Psychological Services, Denver, CO

Abstract: Since recovering from my own family's traumatic car accident in the late 1980's, I've worked to develop OMAR as a true mind-body clinical intervention for restoring lost Behavior Potential (BP) with Western clients following their traumatic events. It was in 2007 that I first asked Tony for his assistance in developing OMAR as a Status Dynamic intervention; following this request, he reviewed my OMAR writings to that point, resulting in the first of a series of discussions of OMAR's application as an effective psychotherapeutic intervention for restoring lost BP following trauma, paradigmatically, the car accident.

Over the last year, through March of 2016, these collaborations shifted to a dialogue on some of the possibilities and limitations in applying OMAR in group settings for different populations (weight gainers; road ragers; ex-soldiers readjusting to their former communities) and other groups, in need. I was aware of Tony's deep understanding of Descriptive Psychology and interest in communities and organizations. But Tony as well was an excellent clinician and dedicated practitioner of yoga, more relevant competencies for our collaborations and understanding, for example, of the "secret sauce" and the role of OMAR procedures in contributing to energy flow. A lifelong student and practitioner of martial arts, including a traditional form of jujitsu based on and understanding of meridians and energy flow, we were able to relate to similar concepts.

These ongoing collaborations changed the focus of my OMAR development efforts in essential ways. I previously believed OMAR's clinical effectiveness in clinical settings to somehow reflect Eastern thinking and practices, including the oriental martial arts. What Tony revealed to me was that OMAR's therapeutic effectiveness was all about the OMAR sensei therapist being that powerful status assigning Descriptive Psychologist in the room, that tinkering rehabilitation clinician, relentlessly mulling and seeking out better ways for helping clients reclaim their lost BP, and as such, had little to do with martial arts. As Tony commented "If it was about being that martial arts master, then we have to ask what the OMA sensei could do to treat that traumatized client's condition?" This suggests that the Status Dynamic account of what is going on with the client must always be kept in the foreground, and that OMAR's oriental and martial arts terms and concepts had to be kept in the background, a figure-ground flip. The clinical accessibility and perspective provided by the "stance" of the OMA or Yoga teacher reveals a dramatic contrast to that afforded the DP in the room, from their "stance", or position, a couple of steps over, both in terms of perspective and accessibility. From this new perspective of the "DP in the room", I was no longer constrained by the various encumbrances and "baggage" that accompanies any, and all, of the OMA and other belief systems, and now free to push my shopping cart down the DP's rehabilitation aisle, picking and choosing

among the plethora of possibilities for most getting the client “back on the horse”, i.e., to who they were the day before their life altering event.

Tony continuously described the need for identifying and developing OMAR’s “secret sauce”, the OMAR therapist’s special effectiveness of specific therapeutic interventions, recognizing when, and how, the client was frozen of mind and body, completing the Status Dynamic case formulation, and then implementing an intervention based on that formulation.

#### References:

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#### 10:30 - 10:40 **Break**

#### 10:40 - 12:10 *Clinical Case Presentations: An Introduction* (1.5 hours CE)

Sonja Holt, Ph.D., 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 Psy.D. Program

**Abstract:** 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.

12:30 **Lunch** (on your own) and afternoon free for personal business, meetings, and recreation

### **SATURDAY, OCT 7th, EVENING**

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

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

### **SUNDAY, OCT 8th, MORNING SESSION**

8:15 - 9:00 **Breakfast**  
(served in the AMC Conference Room)

9:00 - 10:00 *Historical trauma in GLBTQ+ communities: A paradigm case formulation*

(1.0 hours CE)

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

Jordan Westcott, B.A., Graduate Student, Northeastern State University, Broken Arrow, OK

Abstract: Recently the concept of Historical Trauma has received notable attention in mental health and counseling psychology. Originally formulated to explain persistent and damaging aspects of collective and group trauma in Native American groups in the U. S., its application has been extended to other historically traumatized culture groups. The existing literature predominantly focuses on Historical Trauma that is transmitted through one's family or community of origin, which may lead to a different presentation than is seen in the GLBTQ+ community. Building on the recent scholarly activity around the application of historical trauma, our paper utilizes Paradigm Case Methodology and



Parametric Analyses to examine the utility and efficacy of viewing U. S. based GLBTQ+ communities as historically traumatized collectives towards assessments and interventions within such communities via PCF and parameters discerned.

Ecologically valid and robust conceptualizations are needed to conduct research on the mental health and trauma based encounters in U. S. GLBTQ+ communities. Existing data argues for trauma as a focal point for assessment and development of culturally efficacious counseling and mental health interventions. To enhance research pertaining to U. S. GLBTQ+ and trauma this paper and presentation will address PCF's and Parametric Analyses of GLBTQ+ cultures that inform a research project developed by Ms. Jordan. To demonstrate the efficacy of our conceptualizations and to solicit scholarly input and critique from the Descriptive Psychology Society audience, we will also present the research project. This paper employs the methods noted above to generate a set of PCF's of those in the GLBTQ+ community to differentiate exposure to individualistic formulations of trauma (driven by the plethora of research on Post Traumatic Stress type trauma). We then compare and contrast the idiographic conceptualization of trauma to PCF's of GLBTQ+ persons who experience Historical Trauma. Historical Trauma has recently received attention as a culturally efficacious framing of collective experiences of prejudice, discrimination, and targeted oppressive and suppressive acts in contrast to the PTSD model of trauma. Definitions and related parameters of Historical Trauma (nomothetic emphasis) and Idiographic models of trauma along with a set of definitions of GLBTQ+ culture will be presented. Mechanism of transmission of trauma will also be highlighted.

### Learning Objectives:

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

1. Recognize and summarize relevant parameters associated with displacement of marginalized communities of Lesbian, Gay, Bisexual, Transgender and Queer persons.
2. Analyze and compile parameters list related to marginalization and trauma associated with LGBTQ+ groups in U. S. culture.
3. Discuss and revise conventional framework and foci of mainstream mental health practice in relation to LGBTQ+ U. S. subcultures.
4. Design and analyze research and counseling practice hypotheses regarding Historical Trauma within LGBTQ+ subcultures in U. S.

### References:

1. Connolly, A. (2011). Healing the wounds of our fathers: Intergenerational trauma, memory, symbolization and narrative. *Journal of Analytical Psychology*, 56(5), 607-626. doi:10.1111/j.1468- 5922.2011.01936.x
2. Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, 2(1).
3. Roberts, A. L., Bryn Austin, S., Corliss, H. L., Vandermorris, A. K., & Koenen, K. C., "Pervasive Trauma Exposure Among US Sexual Orientation Minority Adults and Risk of Posttraumatic Stress Disorder", *American Journal of Public Health*, 100, no. 12 (December 1, 2010): pp. 2433-2441.

**10:00 - 10:10 Break**

10:10 - 11:10 *A paradigm case formulation of day dreaming* (1.0 hours CE)

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

Abstract: People spend a good deal of their waking lives engaged in ‘task unrelated thought’ (though many other labels are used). The terms ‘mind-wandering’ and ‘daydreaming’ often are used interchangeably to refer to such thought. But consider the two kinds of mental activity in the following example:

A graduate student writing her dissertation might be distracted by her old grungy keyboard, leading her to think of obsolete electronics at garage sales, leading her to think of playing basketball on a driveway . . . .Or, noticing the keyboard could cause the graduate student to imagine an event: A newly-minted professor, she sits in her finely appointed yet functional office proofreading her in-press article on a state-of-the-art computer. The phone rings. It is the dean calling with an important request . . . (from Newby-Clark & Thavendran, 2016)

Thavendran and I agree with Dorsch (2015) that the two kinds of mentation differ in important respects, including purposiveness, coherence, and narrative structure. We contend that the first is best considered mind-wandering and the second daydreaming. Moreover, we argue that “To Daydream is to Imagine Events” (Newby-Clark & Thavendran, 2016). By defining a daydream as an imagined event, the key aspects identified by Dorsch are preserved and mind-wandering is ruled out. Yet, the full and varied nature of the mental events that I consider include related but distinct phenomena (e.g., plans). A Paradigm Case Formulation (PCF) of ‘daydream’ should improve matters.

In this talk, I will describe my engagement with the daydreaming and mind-wandering literatures and the need—on conceptual, theoretical, and empirical grounds—to distinguish the concept ‘daydreaming’ from the concept ‘mind-wandering’. I will then review a good deal of evidence that daydreams (as I define them) are predominantly of a social nature and that they largely involve people’s objectives and concerns. I will then present an initial paradigm case formulation (PCF) of daydreaming that intends to conceptually differentiate the phenomenon more effectively than existing definitional models.

**Learning Objectives:**

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

1. Explain the difference between daydreaming and mind-wandering and why the distinction is an important one.

2. Summarize the history of daydreaming research, in broad terms, beginning with Freud.
3. Critique, in writing, the paradigm case formulation of daydream given by the presenter.
4. Discuss the instructor's PCF of a daydream with fellow attendees.

## References:

1. Dorsch, F. (2015). Focused daydreaming and mind-wandering. *Review of Philosophy and Psychology*, 791–813. doi: 10.1007/s13164-014-0221-4
2. Freud, S. (1908). Creative writers and day-dreaming. *Standard Edition*, 9, 141–153.
3. Honeycutt, J. M. (2003). *Imagined interactions: Daydreaming about communication*. Cresskill, NJ: Hampton Press, Incorporated.
4. Killingsworth, M. A., & Gilbert, D. T. (2010). A wandering mind is an unhappy mind. *Science*, 330(6006), 932. doi: 10.1126/science.1192439
5. McMillan, R. L., Kaufman, S. B., Singer, J. L. (2013). Ode to positive constructive daydreaming. *Frontiers in Psychology*, 4, 1–9.
6. Poerio, G. L., Totterdell, P., Emerson, L-M., & Miles, E. (2015). Love is the triumph of the imagination: Daydreams about significant others are associated with increased happiness, love and connection. *Consciousness and Cognition*, 33, 135–144. doi: <http://dx.doi.org/10.1016/j.concog.2014.12.011>
7. Singer, J. L. (1975). *The inner world of daydreaming*. New York, NY: Harper & Row.

## 11:10 - 11:20 **Break**

## 11:20 - 12:20 ***Taking up the Gauntlet*** (1.0 hours CE)

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

Abstract: Professional psychologists are taking a renewed interest in the possibilities and challenges of a “unified clinical science”, as reflected in the recent dialogue in the *American Psychologist*. This presentation is designed to help practicing psychologists stay current on this “hot topic” by presenting the latest points of view on the topic and placing them in a wider perspective.

Melchert (2016) throws down the gauntlet when he claims that it is time to put aside traditional psychological theories, since the conceptual foundations of clinical education and practice should be consistent with the rest of the natural sciences, explaining human phenomena in light of “biopsychosocial mechanisms”. When this is accomplished, there will be one ‘correct’ philosophy of doctoral training for PP practice (p. 492), in contrast to the current APA guidelines that recognize the validity of multiple philosophies, models, and methods.

Tryon (2017) agrees with Melchert’s call for psychology to leave the past behind and move forward to being “a mature natural science” with only one training model. But he does not think we need to throw out traditional clinical orientations (cognitive, behavioral, cognitive-behavioral, psychodynamic, and existential). The problem is simply that “they all lack mechanism information that can explain how and why their empirically supported treatments work” (p. 400). He claims that his Bio↔Psychology Network explanatory system, a neural network model, provides the missing information, and offers it as the one, unifying model for psychological science.

Henriques (2017) also endorses Melchert's vision of a unified clinical science, and feels that something is wrong when "programs and doctoral students get to choose which theoretical orientation to operate from, as if the model of human psychology one uses as a professional is similar to choosing a preferred flavor of ice cream" (p. 393). Instead of unity at the level of neural mechanisms, however, he believes unity can only be achieved at a meta-theoretical level. He proposes a Tree of Knowledge System, based on the hierarchy of the sciences (physical, biological, psychological, and social), in which key concepts from traditional psychological theories can be assimilated.

Melchert's vision of unity also has its dissenters. Jackson (2017) warns of the problems and fallacies of reductionism inherent in Melchert's view, and criticizes the use of "accrediting and licensing authorities to force a paradigm change from the top down" (p. 396). Joseph (2017) rejects Melchert's claim that a naturalistic theory based solely on scientific research frees psychologists from philosophical assumptions. "Just because psychological researchers do not always articulate their philosophical first assumptions does not mean that they do not have them. Research is not outside looking in..." (p. 397)

On hearing these arguments, psychologists who were in the field thirty years ago may experience a sense of *deja vu* (cf. Harré, 2012). In light of the theory wars occurring then, there was a deep concern about fragmentation and a recognition of the need to articulate the fundamental, unifying concepts of the field. What is a person? What is behavior?

Jan Smedslund (1988, 1997, 2002) and Peter Ossorio (1991, 1997, 2006), both practicing clinicians as well as clinical professors, developed systems addressing these questions. Their systems are examples of how a "unified clinical science" might be achieved without recourse to naturalistic, mechanistic, reductionistic, meta-theoretical, or imperialistic thinking. What methodologies did they use? What concepts did they take as primary? How are their systems applicable to clinical practice? These questions will be answered with specific examples.

### Learning Objectives:

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

1. Discuss the reasons why some professional psychologists are in favor of changing the current APA guidelines so there is only one valid model for doctoral training and practice.
2. Explain what it means to say that "Research is not outside looking in", and why it matters to professional psychologists.
3. Identify the methodology used by Jan Smedslund, and two of the methodologies used by Peter Ossorio, in designing their systems.
4. Explain why Gregg Henriques' Tree of Knowledge System is "meta-theoretical", but Ossorio's Person Concept is not, and the difference it makes for achieving a unified science.

## References:

1. Harré, R. (2012). Psychology's recovery of its proper projects and methods. *Europe's journal of psychology*, 8, 315-320. <https://doi.org/10.5964/ejop.v8i3.493>
2. Henriques, G. (2017). Achieving a unified clinical science requires a meta-theoretical solution. *American Psychologist*, 72(4), 393-394. <http://dx.doi.org/10.1037/amp0000143>
3. Jackson, M. R. (2017). Unified clinical science, or paradigm diversity? *American Psychologist*, 72(4), 395-396. <http://dx.doi.org/10.1037/amp0000125>
4. Joseph, S. (2017). The problem of choosing between irreconcilable theoretical orientations. *American Psychologist*, 72(4), 397-398. <http://dx.doi.org/10.1037/amp0000134>
5. Melchert, T. P. (2016). Leaving behind our preparadigmatic past: Professional psychology as a unified clinical science. *American Psychologist*, 71(6), 486-496. <http://dx.doi.org/10.1037/a0040227>
6. Ossorio, P. (1991). Naive baseball theory. *Psychological Inquiry*, 2, 352-355. [http://dx.doi.org/10.1207/s15327965pli0204\\_7](http://dx.doi.org/10.1207/s15327965pli0204_7)
7. Ossorio, P. (1997). What there is, how things are. *Journal for the theory of social behavior*, 27, 149-172. <http://dx.doi.org/10.1111/1468-5914.00032>
8. Ossorio, P. G. (2006). *The behavior of persons. The collected works of Peter G. Ossorio, Vol. V.* Ann Arbor, MI: Descriptive Psychology Press.
9. Roberts, M. K. (in progress). A place for persons: The formal systems of Smedslund and Ossorio. In T. Lindstad, E. Stänicke, & J. Valsiner (Eds.), *Respect for reasoning: Jan Smedslund's legacy for psychology*. New York: Springer.
10. Smedslund, J. (1988). *Psycho-logic*. Berlin: Springer-Verlag.
11. Smedslund, J. (1997). *The structure of psychological common sense*. Mahwah, NJ: Erlbaum.
12. Smedslund, J. (2002). From hypothesis-testing psychology to procedure-testing psycho-logic. *Review of General Psychology*, 6, 51-72. <http://dx.doi.org/10.1037/1089-2680.6.1.51>
13. Tryon, W. W. (2017). Basing clinical practice on unified psychological science. *American Psychologist*, 72(4), 399-400. <http://dx.doi.org/10.1037/amp0000133>

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** (AMC Drumwright Board Room)

(No CE credits will be offered for this session)

## **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>

Please consider supporting student presentations by donating to The Student's Fund. The Society for Descriptive Psychology is a 501(c)(3) organization. Donations are tax deductible, but please consult with your

tax advisor. A PayPal button that directs you to a donation site can also be found at: <http://www.sdp.org>

A brief orientation to Descriptive Psychology can be found in the postings, [People Make Sense: Foundations for a Human Science](#) and [A Short Course in Descriptive Psychology](#).

Peter Ossorio's masterwork, **The Behavior of Persons**, and his volume of status dynamic maxims, **Place**, have been available in paperback from the [Descriptive Psychology Press](#). The Descriptive Psychology Press is not publishing at this time, while legal issues are being clarified following the death of Tony Putman. At this time, provisions are being made for republication of these and other Descriptive Psychology Press publications.

### **Information about Lodging**

Lodging is available at the [Golden Hotel](#) and the [Hampton Inn](#). Call the hotels directly to make reservations.

Conference Discounts are available at:

The **Hampton Inn** ([303-278-6600](tel:303-278-6600)) for registrations by the deadline of 9/5/17, under the block held for the "Society for Descriptive Psychology". The rate is \$129/night for a room with a king or two queen beds.

The **Golden Hotel** ([303-279-0100](tel:303-279-0100)) for registrations by the deadline of 9/5/17 under the block held for the "Society for Descriptive Psychology". The rates are \$169/night for a King Suite, or for a Deluxe Double Queen room. Each of these rooms sleeps two persons.

Other hotels in the area that have competitive rates:

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

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

**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 either Hap Cox, Ph.D. Secretary/Treasurer (emailhap@yahoo.com), or Ralph Wechsler, Ph.D., President-Elect (ralph.wechsler@va.gov) to discuss their needs.

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