



**Welcomes You...**

**Our Associates, Colleagues, Students and Friends  
to**

***The 25<sup>th</sup> Anniversary Silver  
Jubilee and Conference***

*25 Years of Social Construction Practices  
Around the World*

November 8-10, 2018  
Cancun, Mexico

In collaboration with Kanankil Institute, a postgraduate institution, offering M.A. programs in socioconstructionist, relational, and collaborative practices.





# A Brief History of the Taos Institute

Committed to the belief that social constructionist ideas have powerful and positive implications for human life and well-being, a group of scholars and practitioners came together to found the Taos Institute in the early 1990s. Founders Harlene Anderson, David Cooperrider, Mary Gergen, Kenneth Gergen, Sheila McNamee, Suresh Srivastva and Diana Whitney met through various relational connections and shared such enthusiasm for the ideas of social construction that they wanted to create a space to explore these ideas and how they could be lived out in practice. Their first few gatherings took place in Taos, New Mexico, a locale of rich symbolic significance (and close to the home of Diana Whitney). Thus, the Taos Institute was born and named. With special attention initially directed to organizational development and family therapy, the Institute held international conferences in Taos, and provided consultation grounded in social constructionist theory to individuals and organizations. Since this early period the Taos Institute has acquired status as a non-profit, educationally-oriented organization. Institute activities have expanded dramatically. An appreciation of these multiple initiatives can be acquired by exploring the Institute website. ([www.taosinstitute.net](http://www.taosinstitute.net))

The Taos Institute is a “space” of learning and exploring, not a “place.” There is no physical structure or office located in Taos, New Mexico. We have an administrative office in Ohio, USA.



## Taos Founders in 1993

- David Cooperrider
- Diana Whitney
- Harlene Anderson
- Sheila McNamee
- Ken Gergen
- Mary Gergen
- Not pictured: Suresh Srivastva

# Thank you!

**Thank you to all of you who have made the Taos Institute what it is today, and through the past 25 years of amazing and inspiring friendships, collaborations, and initiatives.**

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We want to thank Kanankil Institute, especially Papusa Molina and Rocio Chaveste, for all their help over this past year in working with us to make this gathering happen.

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Thank you to Luis Castellanos and Rebeca Vela Núñez, our local associates in Cancun, for all their support and help.

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**Thank you to our Conference Planning Team members:**  
Mary Gergen, Dawn Dole, Celiane Camargo-Borges, Monica Sesma, Sally St. George, Ellen Barry, Rocio Chaveste, Christine Dennstedt, Papusa Molina, Peter Whitehouse, Mette Larsen

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We extend a heartfelt THANK YOU to those who donated generously to support the “scholarship fund”:

*Margi Brown Ash, Jan DeFehr, Glenn Boyd, Tom Strong, Philip Messent, Kristin Bodiford, Glenda Fredman, Gary Mangioficio, Louisa Putnam*

\*\*\*\*\*

*Thank you to Dr. Shi-Jiuan Wu and the Center for Creative Dialogue in Taiwan for donating the beautiful flowers for our stage area.*

\*\*\*\*\*

Thank you to Haesun Moom for supporting the work of our Graphic Facilitator, Martina Chen.

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**Thank you to all the presenters and session facilitators for contributing to this outstanding program for learning and exploring together!**

# Useful Information

**Wi-Fi for our conference** – Network: *Fiesta Rewards* and Password: TAOS25

**Social Media** – Help us spread the news, around the world, of what we are doing here together in Cancun by sharing on social media. #taos25, #taosinstitute - post on Twitter, Facebook, Instagram, LinkedIn.

<https://www.facebook.com/TaosInstitute/>

<https://twitter.com/taosinstitute>

<https://www.linkedin.com/company/taos-institute/>

<https://www.instagram.com/thetaosinstitute/>

**Conference Check-In** – Located in the lobby in front of the Condessa Ballroom. Pick up your nametag and conference materials on Thursday from 2:00 – 5:30 pm or on Friday morning from 8:00 – 8:30 am.

**Bookstore** – Located in the **Maria Fernanda** room. We will have the bookstore open at various times throughout the day: at breaks, lunches, before and after sessions.

**The Resort** – The Fiesta Americana Condessa is among the top 4 resorts in Cancun. It is recommended that you stay on the resort property for the next few days with us.

**Inclusions** - Meals, drinks and refreshments are all included in your stay at this resort.

**Group Dinners** – We will be having two group dinners together and we are planning that everyone who is attending the conference will also attend the dinners with us. A few of the conference participants also have ‘guests’ joining us for these two dinners. For a smooth catering service and to avoid additional fees, please contact Dawn Dole at [info@taosinstitute.net](mailto:info@taosinstitute.net) or in person as soon as possible to let her know if you do not plan on attending one of our dinners.

**Plenary – General Sessions** – We have two plenary/general sessions each day in the Condessa 2/3 Ballroom. For the morning presentation, please plan to be in the ballroom by 8:30 am. We will do some announcements and then begin promptly with the keynote presentation. For the afternoon plenary sessions, please check the schedule and plan to return to the Condessa 2/3 Ballroom promptly so we can get started. Thank you.

**Conference Office** – If you need anything during the conference you may come to the conference office located in the **Maria Mercedes** room. Open at various times. If it is not open, please find Dawn Dole or one of the volunteer staff members.

# Schedule of Activities

## The Taos Institute Silver Jubilee 25 Years of Innovation in Social Construction Around the World

### Pre-Conference Events

#### Tuesday, Nov. 6 – Thursday, Nov. 8 – Pre-conference workshop

Social Construction Theory and Practice with Sheila McNamee and Harlene Anderson  
Tues. 4:00 – 7:00 pm, Wed. 9:00 – 6:00 pm, Thurs. 9:00 – 1:00 pm. Condessa 1a room

#### Wednesday, Nov. 7 – Pre-conference workshops

9:00 – 12:00 noon Constructing Intersections: Social Justice and Relationality with Duane Bidwell and Monica Sesma.

Maria Beatriz room

9:00 – 12:00 noon Relational Practices in Positive Organizational Change with Diana Whitney.  
Condessa 1b room

3:00 – 6:00 pm Improving our Practice of Relational Leading with Ginny Belden-Charles.  
Maria Beatriz room

3:00 – 6:00 pm Relational Theory and Practice with Ken and Mary Gergen.  
Condessa 1b room

#### Thursday, Nov. 8 - Pre-conference workshops

9:00 – 12:00 noon Quiet Leadership: Building on Teamwork, Collaboration, and Relationships with Tojo Thatchenkery.

Condessa 1b room.

9:00 – 12:00 noon Relational Research: Transformational Possibilities with Relational Practices in Research with the Kristin Bodiford, Rocio Chaveste, Monica Sesma, and Paloma Torres-Davila

Maria Beatriz room.

**Taos PhD Program meeting** – Open to Taos PhD students, graduates and advisors/supervisors.

2:00 – 3:30 pm Condessa 1a room

**Taos Diploma program informational meeting** – Open to Everyone. Come learn about the new Diploma in Social Construction and Professional Practices.

4:00 – 5:00 pm Condessa 1b room

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*Special community workshops presented in the Cancun Community and organized by Rebeca Vela Núñez and Luis Castellanos*

**Tuesday, November 6**, 6:00 -9:00 pm - Research with Daily Practice with Dan Wulff and Sally St George

**Wednesday, November 7**, 6:00 – 9:00 pm - Round of Community Therapy with Marilene Grandesso

# Conference Program – Schedule at a Glance

## Thursday, Nov. 8

5:30 – 7:30 pm	Opening Plenary – <i>Taos Under Construction</i> Welcome to all, meet the founders, about Taos	Condessa 2/3 Ballroom
8:00 – 9:30 pm	Welcome Dinner (together as a whole group)	Iguana Garden

## Friday, November 9

8:45 am	Plenary and Keynote with Ken Gergen, Emerson Rasera, and Jasmina Sermijn	Condessa 2/3 Ballroom
10:00 – 10:20 am	Coffee break	Condessa Foyer
10:30 – 11:30 am	Breakout sessions 1	See p. 10-14 for room
12:00 – 1:00 pm	Breakout sessions 2	See p. 10-14 for room
1:00 – 2:00 pm	Poster and Paper Presentations	Condessa 2/3 Ballroom
2:00 – 3:30 pm	Lunch: self-organized at the many restaurants on the resort property	
3:30 – 4:30 pm	Breakout sessions 3	See p. 10-14 for room
4:30 – 4:50 pm	Coffee break	Condessa Foyer
5:00 – 6:00 pm	Breakout sessions 4	See p. 10-14 for room
6:15 – 7:30 pm	Plenary and Keynote with Harlene Anderson, Monica Sesma, Sally St. George, and Dan Wulff	Condessa 2/3 Ballroom
7:30 – 9:00 pm	Dinner on your own	
9:00 – 11:00 pm	Show and Tell – Taos Style!	Condessa 2/3 Ballroom

## Saturday, November 10

8:45 am	Plenary and Keynote with Diana Whitney and Amanda Trosten-Bloom	Condessa 2/3 Ballroom
10:00 – 10:30 am	Coffee break	
10:30 – 11:30 am	Breakout sessions 5	See p. 10-14 for room
12:00 – 1:00 pm	Breakout sessions 6	See p. 10-14 for room
1:00 – 2:00 pm	Art session - <i>“creating with images”</i>	Condessa 2/3 Ballroom
2:00 – 3:30 pm	Lunch: self-organized at the many restaurants on the resort property	
3:30 – 4:30 pm	Breakout sessions 7	See p. 10-14 for room
4:30 – 4:45 pm	Coffee break	Condessa Foyer
4:45 – 5:45 pm	Breakout sessions 8	See p. 10-14 for room
6:00 – 7:30 pm	Keynote and Closing Plenary with Sheila McNamee, Duane Bidwell, and Celiane Camargo Borges	Condessa 2/3 Ballroom
8:00 pm	Gala Dinner – A Mexican Celebration Mariachi Band to entertain after dinner	Main pool area

## **An Invitation to Dialogue throughout the Conference**

**Let's come together to co-create our future projects, practices and ideas about social construction.**

***With Kristin Bodiford, Celiane Camargo-Borges, Jasmina Sermijn, Peter Whitehouse***

**How can YOU participate?**

**Where: Maria Luisa Room.**

**When:** *Open all day! Come in and leave your reflections and ideas anytime.* Facilitated dialogue session will be hosted from 1:00 – 2:00 pm Friday and Saturday

### **Invitation to the Dialogic Open Space**

You are invited to co-create a Dialogic Open Space with a focus on future forming processes at the Taos 25th Silver Jubilee! The Dialogic Open Space will provide an opportunity for us to collectively share what we are learning and doing together at the Jubilee and dream about future projects, practices, and ideas that the Taos Institute can explore over the next 25 years.

### **What is the Dialogic Open Space?**

The Jubilee will open with an invitation for our collective co-creativity to envision the future of the Taos Institute. Each day of the Jubilee, a space will be available for us to come together to be in dialogue and to share insights. In this Dialogic Open Space, we will collectively capture all the happenings, pictures, interviews, small movies, and art pieces and create a visual collage for sharing at the closing plenary.

The space will be open all day and will remain in the same room throughout the Jubilee in order to continue co-creating our story. Each day, there will be a facilitated dialogue to make sense of what is emerging, what we are making together, and how we are making it.

Furthermore, Taos Associates who are passionate about the ideas that emerge will help lead teams to make them happen after the Jubilee!

# Detailed Program

## A word about the type of activities:

- **Keynote/Plenary Session** – Presentations and group involvement that is provocative, new, challenging – focusing on how social construction impacts our work and the world around us.
- **Dialogue Sessions** – Creates a space to have a dialogue around a particular topic, with full engagement and participation. Small group conversations are encouraged.
- **Playshop** – A “playshop” introduces a performative practice that the presenter has found to be meaningful/impactful/generative in bringing about positive change.
- **Practice Showcase** – The facilitator/presenter explains or demonstrates a unique and creative skill or practice that has applicability across various situations and offers participants an opportunity to become involved with the showcased practice.
- **Future Forming Open Space** – Facilitator will host an “*open space session*” around a particular topic or focus with the goal of envisioning the future – the future of social construction, the future of the Taos Institute, or the future of a particular practice, initiative, research or project.
- **TAD Talks** – TAD Talks are short presentations with slides (images only) followed by a 5 minute Q&A. There will be three TAD Talks presented in a 1-hour breakout session.
- **Poster Presentation** – Visual representations of a project, practice, inquiry, or case study. These will be displayed on Friday from 1 pm – 2 pm in the ballroom. Poster presenters will be present at their posters to share and be available for conversation.
- **Paper Presentation** – The presenter will have copies of his/her paper available to participants. Presenters will be available on Friday from 1 pm – 2 pm in the ballroom and will be at a table – everyone is invited to visit the presenter, get a copy of the paper, and converse with the author.

**Note:** Please refer to pages 15 - 27 for detailed descriptions of the breakout sessions and to pages 28 – 31 for descriptions of papers and posters.



# The Program

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**Thursday, Nov. 8, 5:30 – 7:30 pm**

**Opening Plenary**

**Condessa 2/3 Ballroom**

**Mary Gergen, Diana Whitney, Sheila McNamee, Harlene Anderson, Ken Gergen, Sally St. George and Dan Wulff**

***The Taos Institute Under Construction***

Recounting, reminiscing, riffing and rapping on the silver anniversary. Serious, surprising, and sometimes silly, Mary Gergen leads Founders and funsters in co-creating 25 years of growth and global flowering.

Activity: Mayan colors in the north, south, east, west and center of the world.

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**Friday, Nov. 9, 9:00 – 10:00 am (announcements at 8:45 am)**

**Plenary & Keynote**

**Condessa 2/3 Ballroom**

**Ken Gergen, Emerson Rasera and Jasmina Sermijn**

***Social Construction: The Unfolding Drama***

Ken Gergen sketches the historical significance of constructionist ideas and practices, and the dramatic implications of their development through the present. He is then joined by Emerson Rasera and Jasmina Sermijn to discuss emerging horizons.

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**Friday, Nov. 9, 10:30 – 11:30 am**

**Breakout Session 1**

Condessa 1a	What are the connections between 'Post-Truth' and social constructionism?
Condessa 1b	Developing your Appreciative Intelligence® for innovation
Peninsula 3	Radical not knowing: mindfulness as an embodied relational resource in generative dialogue
Condessa2/3	On the Road from Being to Becoming: What honeybees continue to teach me about mindset and a dialogical life
Condessa2/3	New Common Factors School Research Provides Profound/Provocative Support for Social Constructionism
Condessa2/3	Navigating collaborative interaction
Peninsula 1	Accommodating diversity in qualitative inquiry
Peninsula 2	Including art in the conversation: How to incorporate art in the dialogic process
Maria Beatriz	What about Taos? What about social construction? Come join the conversation!
Peninsula 4	Intergenerational schools as communities of construction

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## Friday, Nov. 9, 12:00 – 1:00 pm

### Breakout Session 2

Condessa 1a	Constructing activism: dialogue and advocacy
Peninsula 3	Resisting trauma-informed care: troubling current notions of trauma intervention
Maria Beatriz	Intergenerational Collaboration: Me Power, See Power, We Power, and Do Power
Condessa2/3	Building collaborative capacity (while getting real work done)
Condessa2/3	From the ethics of hope to the aesthetics of meaning
Condessa2/3	"We're doing this together": Relational processes of feminist counselor professional identity
Peninsula 1	Considering therapy "evidence" and "competencies" from a constructionist lens
Peninsula 2	Smartphones are here to stay: The challenges of technology in relational learning
Peninsula 4	Mattering as the heart of human services
Condessa 1b	Safe Outside the System (SOS): Using restorative justice to keep youth safe and out of custody

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## Friday, Nov. 9, 1:00 – 2:00 pm

### Poster and Paper presentations – Condessa 2/3 Ballroom

#### Papers

- How Chinese old people were treated: The social construction of value of the old
- "What Is Love?": Talking Collaboratively About Constructions of Marriage, Divorce, and the Relational Self
- Grief is not a noun; it is the title that holds the story of relationship
- Dialogic Social Inquiry: Attuning to the Occasion
- ¿Supervisión en conversaciones dialógicas?
- Queering Safety Manual: Navigating Trauma-Impacted Relationships Among Queer, Trans, Gender-Diverse, and Two-Spirit Community
- Reflexive Questions as Constructive Interventions
- Grief as Disorders: Canadian Practitioners Negotiating New DSM and ICD Diagnoses

#### Posters

- The role of the Psychology in the restorative justice processes for adolescents
  - Research interview as a reflective context for people who lived child sexual abuse
  - Preschool children's pieces of art as "artifacts" which enabled varieties of children's actions and interactions: A case study of "witch's broom" activity
  - The power of 'shift': Analyzing the collaborative practice of Japanese calligraphy handwriting
  - Creative Cruelty: Challenging dominant discourses on the nature of artists and the role of suffering in arts practice
  - Social construction and community work in Latin America
  - The discourse on science in the work of Kenneth Gergen
  - The FIT as a Starting Point for a Generative Dialogue in Psychotherapy
  - Lo que dicen los jóvenes acerca de su escuela en Brasil y en México
  - Making Change Together Teaching Resource
  - Undergoing "FLUX": Art-Medicine Collaborative Practice for Social Change
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## Friday, Nov. 9, 3:30 - 4:30 pm

### Breakout Session 3

Peninsula 4	Dialogic social inquiry: Generating process and content through "spontaneous embodied response"
Peninsula 1	Playing on purpose (what, why, & how)
Peninsula 2	Meditation and improvisation: Responsive relationships for action and play
Condessa2/3	Strategies for thriving in stressful environments: The power of reframing and mindfulness
Condessa2/3	Conversations for collaboration
Condessa2/3	Reir pa' no llorar (laugh so we don't cry): Healing after hurricane María
Peninsula 3	Towards relational and poetic forms of social activism in professional practice and everyday life
Condessa 1a	Reconstructing conflict between home and school—a narrative & relational approach
Condessa 1b	Relational creativity: Conversations & practices
Maria Beatriz	The relational landscape of dialogic OD and creating change

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## Friday, Nov. 9, 5:00 – 6:00 pm

### Breakout Session 4

Condessa 1b	"Breaking the fourth wall": improvisational, performative engagement in the health humanities
Maria Beatriz	What is this? A Joke: On Humor and Social Construction
Peninsula 3	Envisioning a better future for recovery practices
Condessa 1a	Creative intergenerational mentoring: Routes for social construction
Condessa 2/3	Walking with and working with others as collaborative inquiry/engagement: Creating exemplars
Peninsula 1	Writing practices: Creating dialogic consultation & supervision spaces through narrative
Peninsula 4	Mapping possibilities
Peninsula 2	Pandora's gifts: Awakening the "feminine" leader within all of us using RICC (relational impulse cultural collaborative process)

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## Friday, Nov. 9, 6:30 – 7:30 pm

### Plenary & Keynote

#### Condessa 2/3 Ballroom

**Harlene Anderson, Monica Sesma Vazquez, Sally St. George and Dan Wulff**  
**"Real" Dialogue?**

What do you notice about the ways we talk about conversations and the actual ways we converse? Join us in conversing about conversing.

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## Friday, Nov. 9, 9:00 – 11:00 pm (after dinner)

### **Show and Tell! Taos Style!**

#### Condessa 2/3 Ballroom

You are invited to a night of performances: singing, dancing, telling a good joke, poetry reading, spoken word, skits, playing a musical instrument, feats of strength or dexterity, showing artwork, storytelling, testimonials, improvisation, or anything else that people want to perform

and share. (Proposals were accepted ahead of time, if you did not propose a performance, you may see Dan Wulff or Sally St. George for information.)

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## **Saturday, Nov. 10, 9:00 – 10:00 am (announcements at 8:45 am)**

### **Plenary & Keynote**

#### **Condessa 2/3 Ballroom**

**Diana Whitney and Amanda Trosten-Bloom**

#### ***From Principle to Practice: Giving Rise to Systemic Positive Change***

In this interactive session, we will explore the application of social constructionist concepts to vital issues of our time. Diana and Amanda will invite dialogue and practice sharing that draws upon our strengths and successes. Together, we will bring to light relational practices that give rise to systemic positive change.

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## **Saturday, Nov. 10, 10:30 – 11:30 am**

### **Breakout Session 5**

Maria Beatriz	Relational Governance: Reimagining Political and Institutional Leadership Using a Collaborative-Dialogic Framework
Condessa 1a	Watch your language: Making social construction visible in your practice with the Dialogic Orientation Quadrant
Peninsula 3	Catalyzing Complex Collaboration: A mash up of AGILE, Appreciative Inquiry, and Mapping Living Systems
Peninsula 4	Empoderamiento y Comunicación: Una metodología de realización de talleres para la cooperación. - <i>Empowerment and communication: A methodology for holding workshops for cooperation</i>
Condessa 2/3	Imagining a dialogical way of responding to "risk"
Peninsula 1	Frameworks for inspiring change: Lessons learned from 25 years of Imagine practice
Condessa 1b	Nourishing the strengths and potentials of youth on the edge
Peninsula 2	When collaboration is not enough

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## **Saturday, Nov. 10, 12:00 – 1:00 pm**

### **Breakout Session 6**

Maria Beatriz	Generative dialogues and identity politics: What can social constructionist ideas and ideals offer?
Peninsula 2	Learning in realtime: Reconstructing higher education and healthcare
Peninsula 3	Supervision as a "single session": a "unique" conversational experience
Condessa 2/3	The wisdom of communities
Condessa 1b	Values—socially constructed and phronetic capacity
Peninsula 4	Tree Doctoring as an ecopsychosocial reconstruction through intergenerative metaphor
Condessa 1a	From generative moments to reflexive pragmatics, De los momentos generativos a una pragmática reflexiva
Peninsula 1	The Decolonialization of Knowledge

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**Saturday, Nov. 10, 1:00 -2:00 pm**

**Experiential art session**

**Condessa 2/3 Ballroom**

***“Creating with images” with Sara London***

Creating a collage - This experiential art session invites participants to use printed images to connect ideas, words, concepts and experiences. Materials will be provided.

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**Saturday, Nov. 10, 3:30 – 4:30 pm**

**Breakout Session 7**

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| Condessa 2/3  | Community-based research for the liberation of Black men   |
| Peninsula 1   | Relational leadership and intergenerativity: creating possibility through artistic disruption  |
| Condessa 1b   | The future of cultural dialogue in a globalized world: Encountering with humor<br>El desafío de los cambios de paradigmas en las Ciencias Sociales: Su impacto en la búsqueda de los productos a lograr en las investigaciones y las técnicas más adecuadas para obtenerlos<br><i>The challenge of the paradigm changes in the social sciences: The search for methods that can achieve results in inquiries and the most adequate techniques to obtain them</i> |
| Condessa 1a   |  |
| Maria Beatriz | Upside down conversations (and other ways to challenge truth and create possibilities in business)   |
| Peninsula 4   | It’s not just about the –isms, it’s also about the –ings: bringing social justice into the therapy room  |
| Peninsula 2   | Dialogue with percussion instruments—creating "we" beyond language   |
| Peninsula 3   | Dialogue: An endangered species in healthcare?   |
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**Saturday, Nov. 10, 4:45 – 5:45 pm**

**Breakout Session 8**

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| Peninsula 1   | Leading dialogues for individuals haunted by traumatic events, historical or current |
| Condessa 2/3  | Relational interviewing with conflicted couple relationships                         |
| Maria Beatriz | Let’s perform our lives (engaging the dialectics of development)                     |
| Peninsula 2   | Collaborative Governance: From Systems to Relational Practice                        |
| Peninsula 3   | How might John Shotter's work inform clinical supervision?                           |
| Condessa 1b   | Voice lessons: The seven literacies of appreciative voice                            |
| Condessa 1a   | The social construction of couples relationships                                     |
| Peninsula 4   | Restorative Justice for Oakland Youth and Oakland, CA as a Restorative City          |
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**Saturday, Nov. 10, 6:00 – 7:30 pm**

**Keynote & Closing Plenary**

**Condessa 2/3 Ballroom**

**Sheila McNamee, Duane Bidwell and Celiane Camargo Borges**

***Becoming Pragmatic Idealists: Future-forming and the Taos Institute***

In this closing plenary we explore the possibilities and opportunities of our future together as the Taos community. Who do we want to become together? How do we continue to be poetic activists and pragmatic idealists? We will move between conceptual ideas on the topic and exploration for opportunities to work together in creating collaborative capacity.

# Breakout Session Descriptions

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**Friday, 10:30 – 11:30 am**

## Breakout Session 1

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**What are the connections between 'Post-Truth' and social constructionism?**

***Karl Tomm, Saliha Bava***

Are insights from Social Constructionism being co-opted by current purveyors of 'Post-truth' to gain political advantage and power? Polarizing oppositionality about 'fake news' and what is 'true' appears to be generating more conflict. Can social constructionists co-create Post-oppositional strategies to counter these negative effects and contribute to more common ground?

*1a - Dialogue - Condessa 1a*

**Developing your Appreciative Intelligence® for innovation**

***Tojo Thatchenkery, Laura Isanta***

Creating innovation is one of the most pressing challenges faced by organizations today. The presenters will introduce the new concept of Appreciative Intelligence® and show how the ability to reframe and see the generative potential in challenging situations will go a long way for creating new products and services in profit and nonprofit organizations.

*1b - Practice Showcase - Condessa 1b - Bi-lingual*

**Radical not knowing: mindfulness as an embodied relational resource in generative dialogue**

***Edgardo Morales***

In this playshop, we will examine and experience how in generative dialogue, mindfulness can serve as an embodied relational presence, a way of engaging self and other that may help create an accepting, playful and transformative conversational space that can engender life affirming possibilities in the lives of its participants.

*1c - Playshop - Peninsula 3 - Bi-lingual*

**On the Road from Being to Becoming: What honeybees continue to teach me about mindset and a dialogical life**

***Rob Koonce***

Two years ago, I set off on a journey to become a certified beekeeper. Little did I know where that journey would lead. In this talk, I will share what I continue to learn from Western honeybees about mindset and the rewards of a dialogical life.

*1d - TAD Talk - Condessa2/3*

**New Common Factors School Research Provides Profound/Provocative Support for Social Constructionism**

***Stephen Bacon***

The refutation of the medical model by the Common Factors group is shaking psychotherapy's beliefs that techniques have inherent power; moreover, it sees interventions as therapeutic rituals. This session explores the ways social constructionism explains these provocative findings and pragmatic recommendations for integrating constructionism into therapist training and development.

*1d - TAD Talk - Condessa2/3*

**CANCELED - Navigating collaborative interaction**

***Renee Heath***

Centered on inter-organizational relationships, but applicable in any shared decision-making context, this session will introduce the Pyramid of Collaborative Interaction. The talk will focus on how dialogue forms the foundation

of collaborative decision-making. It is at the heart of discovering mutual interests, working through conflict, finding consensus, and landing on solutions.

*1d - TAD Talk - Condessa2/3*

### **Accommodating diversity in qualitative inquiry**

***Tomas Pernecky***

There is an increasing demand on students to possess sound knowledge of various philosophical perspectives and to demonstrate the ability to apply these to research. In this dialogue session we will focus on the ontological and epistemological conundrums students and researchers often face in the domain of qualitative research.

*1e - Dialogue - Peninsula 1*

### **Including art in the conversation: How to incorporate art in the dialogic process**

***Deborah Nathan, Sandev Handy***

In this practice showcase, participants will learn how to utilize the creative process (in this case visual arts, however other modalities may be used) within a dialogic context, in order to develop new understandings about difficult topics. During the “showcase”, participants will create a piece of art that speaks to a particular question, followed by conversation in ways that will allow for new possibilities for meaning to emerge.

*1f - Practice Showcase - Peninsula 2*

### **What about Taos? What about social construction? Come join the conversation! New people to Taos especially welcome**

***Mary Gergen, Monica Sesma***

We designed this anniversary celebration not only to recognize our 25th year as the Taos Institute, but also to invite new people to join in our activities and our intellectual pursuits. As a non-profit, educational organization, we are committed to sharing our viewpoints and professional practices with friends, colleagues, and the curious around the world. This session will offer a brief description of social constructionist ideas, and the Taos Institute. And as is our Taos custom, we welcome questions, comments, and above, all, collegiality.

*1g - Dialogue - Maria Beatriz*

### **Intergenerational schools as communities of construction**

***Peter Whitehouse, Catherine Whitehouse***

The Intergenerational Schools’ philosophy and practices will be described focusing on narrative, relationship building, and learning activities. The impact on children and elders will be outlined in the context of learning goals and life purpose. Two projects including environmental activism and social construction using the arts will be described.

*1h - Practice Showcase - Peninsula 4 - Bi-lingual*

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## **Friday, 12:00 – 1:00 pm**

### **Breakout Session 2**

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#### **Constructing activism: Dialogue and advocacy**

***Jack Lannamann, Renee Guarriello Heath***

Can dialogic practices include advocacy? Do dialogic moments neutralize activism? In this session, we explore this challenge using a modification of Blaire’s essay in two voices (Blair, 2011) to create a performative enactment of thinking together about the difficult tension between dialogue and advocacy. Session participants will be invited to join the presenters in this exploration.

*2a - Dialogue - Condessa 1a*

## **Resisting trauma-informed care: troubling current notions of trauma intervention**

**Monica Sesma Vazquez, Jan DeFehr**

Human services work is smitten with trauma discourse. Two Euro-American trauma frameworks dominate the global landscape. In this Practice Showcase, we consider Indigenous, anti-colonial, critical trauma, and social constructionist critique. Sharing stories from our work, along with counter-hegemonic zines, we honor "local" alternatives to trauma model-based work.

*2b - Practice Showcase - Peninsula 3*

## **Intergenerational Collaboration: Me Power, See Power, We Power, and Do Power**

**Marge Schiller, Kristin Bodiford**

Join us in a prototyping session to co-create ideas around the design question: "How might we create opportunities that foster intergenerational dialogue and collaboration?". Marge and Kristin will provide some context and then we will engage our "we power" and "do power" in proposing opportunities for intergenerational collaboration that may lead to something magical or new. Our Participant Action Research will result in an article.

*2c - Dialogue - Maria Beatriz*

## **Building collaborative capacity (while getting real work done)**

**Karen Dawson**

A fast-paced introduction to our research and boots-on-the-ground stories helping organizations build collaborative capacity (quickly) while they get their real work done. I'll share the three "drivers" of collaborative intelligence and concrete examples of what those drivers look like in action. I promise there will be fewer than 10 slides, fewer than 20 words, and one playful game you can take away and build upon.

*2d - TAD Talk - Condessa2/3*

## **From the ethics of hope to the aesthetics of meaning**

**Jacqueline Sigg**

This TAD talk will invite the audience into a brief journey where social constructionism, narrative practices and art come into partnership to create micro revolutionary acts of hope which defy the intents to restrain and prevent the emergence of new alternative and creative modes of existence for people who have been forcedly displaced due to state, systemic and criminal violence

*2d - TAD Talk - Condessa2/3*

## **"We're doing this together": Relational processes of feminist counselor professional identity**

**Vanessa Vegter**

What does it mean to be a feminist counsellor? How is this identity constructed, performed, negotiated, and maintained? In this session I aim to explore the messiness of feminist counsellor professional identity as a dynamic process of ongoing relational negotiations.

*2d - TAD Talk - Condessa2/3*

## **Considering therapy "evidence" and "competencies" from a constructionist lens**

**Lynda Ashbourne, Olga Smoliak**

Therapy practice and training are increasingly informed by evidence-based practice and competency-based education. This dialogue session will provide opportunities to reflect on how these influences may be seen in therapy training contexts and explore ways to navigate tensions between constructionist and prevailing cultural and professional concepts and language.

*2e - Dialogue - Peninsula 1*

### **Smartphones are here to stay: The challenges of technology in relational learning**

**Sylvia London, Richard De la Cuadra, & Tamara Richter**

Drawing from the experiences in our schools in Houston, Texas and Mexico City, this workshop invites participants to experiment and interact while reflecting on relational learning and the imminent presence of technology and smartphones in our communities and our schools.

*2f - Practice Showcase - Peninsula 2*

### **Mattering as the heart of human services**

**William Madsen**

Mattering (engaging clients in ways that they feel welcomed, honored, and treated as active participants with influence on helping efforts) is at the heart of human services. This session introduces mattering, engages participants in examining their own best practices of mattering, and highlights mattering as profoundly transformative of life stories.

*2g - Practice Showcase - Peninsula 4*

### **Safe Outside the System (SOS): Using restorative justice to keep youth safe and out of custody**

**Ellen Barry, Teiahsha Bankhead, & Nelly Ndirangu**

This practice showcase will discuss the implementation of Restorative Justice (RJ) practices and principles at work with juvenile justice involved youth in a United States urban center. We will discuss a juvenile justice re-entry program implemented by Restorative Justice for Oakland Youth that holds circle space for youth while they are incarcerated, teaching them RJ practices, principles and philosophies.

*2h - Practice Showcase - Condessa 1b*

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## **Friday, 3:30 - 4:30 pm**

### **Breakout Session 3**

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#### **Dialogic social inquiry: Generating process and content through "spontaneous embodied response"**

**Jan DeFehr, Papusa Molina, & Cynthia Sosa Infante**

Graduate students inherit a plethora of qualitative research methodologies. Methodology can automate inquiry, enabling research on or for others. This bilingual Dialogue Session invites engagement with an ancient, dialogically-structured alternative to methodologically-driven qualitative research. A Master's thesis from The Kanankil Institute will provide an exemplar. Experienced and novice researchers welcome!

*3a - Dialogue - Peninsula 4 - Bi-lingual*

#### **Playing on purpose (what, why, & how)**

**Karen Dawson, Saliha Bava**

Participants will take away 3.5 things: 1. A shared experience co-creating a deliberately playful space (including new activities to take away and build upon) 2. Insight into two different contexts (Saliha's and Karen's) in which play makes a difference 3. New possibilities for adaptation and application 3.5 Even stronger relationships with each other as conference attendees.

*3b - Practice Showcase - Peninsula 1*

#### **Meditation and improvisation: Responsive relationships for action and play**

**Jerry Gale**

This program will share a framework for incorporating Buddhist meditation with improvisation. Presenting meditation as a relational practice that addresses our interbeing connection to each other and the world, improvisation structures will be used for activities to experience different ways of engaging with the others (and the world) maintaining aspects of concentration, mindfulness, compassion, loving kindness, joy and equanimity.

*3c - Playshop - Peninsula 2*

## **Strategies for thriving in stressful environments: The power of reframing and mindfulness**

### ***Tojo Thatchenkery***

Developments in socio-cognitive neuroscience and social constructionism show that it is possible to reframe challenges in a way to bring out new possibilities that may have been embedded in them but not available to the conscious mind. I will share concrete approaches for developing the practice of reframing and mindfulness as an antidote to stress and burnout.

*3d - TAD Talk - Condessa2/3*

## **Conversations for collaboration**

### ***Carlos Felipe Villar Guhl***

This TAD talk focuses on the creation of new conversation patterns among professionals that work for the Ministry of Justice in Colombia and presents applied social constructionist ideas that have been developed in order to increase the collaboration and efficiency of the justice system in rural areas.

*3d - TAD Talk - Condessa2/3*

## **Reir pa' no llorar (laugh so we don't cry): Healing after hurricane María**

### ***Paloma Torres-Davila***

How do you heal when you're the healer? As a Puerto Rican psychologist specializing in trauma, I was called to work in psychological first aid when Hurricane María hit. This TAD talk will speak of the healing power of stories through my own story: "Reir pa' no llorar: healing post-María".

*3d - TAD Talk - Condessa2/3*

## **Towards relational and poetic forms of social activism in professional practice and everyday life**

### ***Emerson Fernando Rasera, Celiane Camargo-Borges***

This Dialogue Session is an opportunity to reflect on how we are living the present political tensions in the world and what resources social constructionism offers to face it. We believe that different forms of relational and poetic activism can be developed in our everyday relationships and professional life.

*3e - Dialogue - Peninsula 3 - Bi-lingual*

## **Reconstructing conflict between home and school—a narrative & relational approach**

### ***Tahereh Barati***

In this session, we look at "school" as a social construction and "language" as a deliberate construction that facilitates transfer of knowledge, expertise, and experiences. Inspired by Vygotsky and social construction ideas, the presentation includes a relational map that support practitioners in bridging the gap between home and school.

*3f - Practice Showcase - Condessa 1a*

## **Relational creativity: Conversations & practices**

### ***Gabrielle Donnelly, Jeff Torbert***

This session explores relational creativity, making connections with education and leadership. A scholar and musician will guide a blend of playshop and dialogue, where we will learn about creativity research through a social construction lens, engage in small group conversations, and learn improvisation practices.

*3g - Playshop - Condessa 1b*

## **The relational landscape of dialogic OD and creating change**

### ***Gary Mangiofico***

This talk will explore an emerging dialogic OD change model and the relational consciousness necessary in facilitating organizational change. This model proposes four primary sources of an organization's meta-narrative and six possible elements that could support the relational influence needed to foster effective change initiatives.

*3h - Dialogue - Maria Beatriz*

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**Friday, 5:00 – 6:00 pm**

**Breakout Session 4**

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**“Breaking the fourth wall”: improvisational, performative engagement in the health humanities**

***Pamela Brett-MacLean, Minn Yoon, & Patrick von Hauff***

An open, performative conversation on improvisational art-design-medicine collaborative praxis. We will share insights about the importance of audiences and "creating space" for collaboration, including what we have learned by being responsive to emergent possibilities, and also from the times we recognized when (and why) we almost shut opportunities down.

*4a - Dialogue - Condessa 1b - Bi-lingual*

**What is this? A Joke: On Humor and Social Construction**

***Kermit Cole***

Humor is the feeling that comes with the realization there is another perspective, another story, and with that the awareness we are not alone. It is the experience of new meaning arising — and with it, new possibilities. It is, therefore, intrinsic to the human experience - and to social construction.

*4b - Playshop - Maria Beatriz*

**Envisioning a better future for recovery practices**

***Tanya Mudry, Emily Doyle, & Tom Strong***

Join us in an open space session focused on envisioning the future of addiction treatment and recovery that is more postmodern, relational, collaborative, recovery-oriented. Experiences and ideas of practices invited.

*4c - Future Forming Open Space - Peninsula 3*

**Creative intergenerational mentoring: Routes for social construction**

***Ángela María Estrada Mesa***

This dialogue session will share with you local experiences about the integration of new generations to social construction and the creative routes to take it into practice: emotional and experiential learning, career exploration, professional networks, and innovation development, among other practices will be explored. Conversation will be supported by sharing two concrete experience.

*4d - Dialogue - Condessa 1a - Bi-lingual*

**Walking with and working with others as collaborative inquiry/engagement: Creating exemplars**

***Arlene Katz, Rocío Chaveste***

We invite you to share your experiences of your daily practices with others. We begin in an unusual way – by inviting participants to introduce themselves by sharing a moment that has struck them, moved them, touched them. The session leads to the creation of a multi-voiced dialogue that could lead us to new experiences, reflections, research projects on our daily practice, as we create a resourceful community. Participants are invited to bring with them exemplars of moments and/or events that strike them as images, stories, etc.

*4e - Dialogue - Condessa 2/3 - Bi-lingual*

**Writing practices: Creating dialogic consultation & supervision spaces through narrative**

***Karen Gold***

What might a clinical supervision group informed by collaborative helping principles, dialogic practices and narrative methods look like? Using a reflective writing activity as a jumping-off point, we will explore how narrative creates a unique supervision-consultation space to enhance mutuality, reflexivity and the preferred practices of therapists and clinicians.

*4f - Practice Showcase - Peninsula 1*

### **Mapping possibilities**

***Carlos Felipe Villar-Guhl, Eduardo Villar Concha, & Ana Maria Salom***

How can we move forward as a team/organization when we feel stuck? This playshop introduces a performative practice inspired by social constructionism and language philosophy to create preferred organizational futures.

*4g - Playshop - Peninsula 4*

### **Pandora's gifts: Awakening the "feminine" leader within all of us using RICC (relational impulse cultural collaborative process)**

***Margi Brown Ash, Leah Mercer***

Part performance, part workshop, this playshop will reimagine what constitutes leadership by adding 'inner' and 'feminine' to its definition. Using embodied creative collaborative processes and employing the lens of a reinterpretation of the 'first woman' Pandora, this playshop will awaken stories of confidence, capabilities and hope in the participants.

*4h - Playshop - Peninsula 2*

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## **Saturday, 10:30 – 11:30 am**

### **Breakout Session 5**

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#### **Relational Governance: Reimagining Political and Institutional Leadership Using a Collaborative-Dialogic Framework**

***Rocio Chaveste, Monica Sesma***

Worldwide we are experiencing different political leadership styles, sometimes feeling overwhelmed by the social consequences that many ways to govern are causing locally and globally. Our invitation is to reimagine and redesign political and leadership practices using social construction and collaborative dialogic perspectives. We will share examples of relational governance to reflect other forms to engage in political and social action.

*5a - Dialogue - Maria Beatriz - Bi-lingual*

#### **Watch your language: Making social construction visible in your practice with the Dialogic Orientation Quadrant**

***Haesun Moon, Angela Bo Yon Koh***

In this session, we introduce a simple tool that makes the invisible process of social construction visible. Responding to the question, "how does social construction work", this session provides an inductive approach to making you an observer of your own work. This is intended for advanced practitioners, researchers, and facilitators.

*5b - Practice Showcase - Condessa 1a*

#### **Catalyzing Complex Collaboration: A mash up of AGILE, Appreciative Inquiry, and Mapping Living Systems**

***Ellen Raboin, Gillian Haley***

Join us to explore a way of finding "what to do next" in a seemingly unpredictable complex social system. We invite you to experience what it's like to become part of a living relational system map that uses appreciative questions to explore future scenarios for an actual social change project.

*5c - Playshop - Peninsula 3*

#### **Empoderamiento y Comunicación: Una metodología de realización de talleres para la cooperación. - Empowerment and communication: A methodology for holding workshops for cooperation**

***Patricia Arenas, Angela Casana, & Maudel Cabrera***

Invitamos a los participantes a reflexionar sobre cómo el construccionismo social y la cooperación contribuyen al desarrollo de la sociedad. Comenzamos con el reconocimiento de que el empoderamiento individual es el

principal recurso que tenemos. Durante el tiempo de la tienda, llevaremos a cabo un ejercicio de psicodrama que se puede utilizar para crear espacios de empoderamiento en las organizaciones.

We invite participants to reflect on how social constructionism and cooperation contribute to the development of society. We start with the recognition that individual empowerment is the main resources we have. During the time of the playshop, we will carry out a psychodrama exercise that can be used to create empowering spaces in organizations.

*5d - Playshop - Peninsula 4 – Bi-lingual*

### **Imagining a dialogical way of responding to "risk"**

***Philip Messent***

The session will first describe the problematic way that 'risk' is thought about in the UK. Then participants will be invited to envision together how we can 'do' risk assessment and management in ways that are dialogical, contextual, open, collaborative and appreciative of the strengths of people we work with.

*5e - Future Forming Open Space - Condessa 2/3 - Bi-lingual*

### **Frameworks for inspiring change: Lessons learned from 25 years of Imagine practice**

***Bliss Browne***

What has the Imagine movement learned in 25 years about what inspires hope and community engagement? Those frameworks will shape dialogue groups for people to share their own stories of those practices. Imagine Chicago is one of these initiatives and it designs, manages and facilitates intergenerational and intercultural networks and partnerships which cultivate hope and civic engagement and harness imagination for public good.

*5f - Practice Showcase - Peninsula 1*

### **Nourishing the strengths and potentials of youth on the edge**

***Ingebjorg Meland, Tone Haukvik***

We will give a presentation of our practices in a school for adolescents on the edge. Our school, Yung Invest (AIB) has transformed the culture by applying Appreciative Inquiry and strength-based tools in the organization. You will hear how this development work has made a difference in the life of the youth. The participants will get to experience how we have applied both the theory behind Appreciative Inquiry and social construction in practice.

*5g - Practice Showcase - Condessa 1b*

### **When collaboration is not enough**

***Sylvia London, Sally St. George, & Dan Wulff***

We would like to invite others to step out of our familiar and comfortable zones to explore those situations in which conversations are particularly difficult and proceeding collaboratively seems questionable. We would like to consider what social constructionist ideas can offer us at times such as these.

*5h - Dialogue - Peninsula 2*

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## **Saturday, 12:00 – 1:00 pm**

### **Breakout Session 6**

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#### **Generative dialogues and identity politics: What can social constructionist ideas and ideals offer?**

***Marie Hoskins***

Some people who have been marginalized want to believe there is an essential self, yet more recent post-structurally oriented theories emphasize the value of fluid, evolving identities. How might we reconcile such distinctions and what might be at stake when decisions have to be made during therapy, research and education? What can we draw from Social Constructionist theories to navigate what is often risky terrain?

*6a - Dialogue - Maria Beatriz*

### **Learning in realtime: Reconstructing higher education and healthcare**

***Ilene Wasserman, Jeffrey Branch, & Celeste Collins***

We will use collaborative team processes, storytelling and alternative forms of inquiry as we engage in an activity used in our graduate course with health care and social service leaders. We will elevate the intersectionality of co-constructed identities and relational leading. Facilitators will include faculty, and students who recently graduated.

*6b - Practice Showcase - Peninsula 2*

### **Supervision as a “single session”: a “unique” conversational experience**

***Irma Rodríguez J., Luz María Rodríguez***

This playshop invites participants to experience a “live single session supervision”. The conversational experience will show the principles and the application of Single Session (Talmon, Bobele, Slive) as well as Collaborative-Dialogic practices (Anderson) in therapy and supervision. Participants will have the opportunity to discuss the theoretical principles and the practices.

*6c - Playshop - Peninsula 3*

### **The wisdom of communities**

***Sylvia London, Marilene Grandesso***

The Wisdom of Communities Drawing from Community Therapy (Barreto, Brasil) and Reflective Processes (Andersen, Norway), this playshop invites participants to an experience where these two traditions merge and enrich each other to create a community experience for the individual and the collective. Reflections on the practice will follow the experience.

*6d - Playshop - Condessa 2/3*

### **Values—socially constructed and phronetic capacity**

***Reinhard Stelter***

Our current times promote a sense of restlessness where life is not always perceived as meaningful but instead makes us slaves to self-control and our own performance drive. We need to reflect upon who we are, whom we want to be and at the end of the line reflect upon moral values as a guiding source for our action.

*6e - Dialogue - Condessa 1b*

### **Tree Doctoring as an ecopsychosocial reconstruction through intergenerative metaphor**

***Peter Whitehouse***

The Tree Doctor is a metaphorical performance character to help people learn about biological and cultural aspects of ideas of health. Named after Sylvanus, the Roman God of borders and forests, he/she explores the intergenerative energies between words and concepts looking for transdisciplinary approaches to addressing both wicked problems and wonderful opportunities. Metaphors are seen as bridges to creating ecosocial reconstructions of relationship-based learning and health concepts and values.

*6f - Playshop - Peninsula 4 - Bi-lingual*

### **From generative moments to reflexive pragmatics, De los momentos generativos a una pragmática reflexiva**

***Dora Fried Schnitman, Edgardo Morales***

In this showcase we will examine how a generative practice can serve as a way of engaging participants (practitioners and clients) in the cocreation of resources and new possibilities in the face of problems, conflicts and challenges; and, also enact them in a renewal of self, relationships, and a sustainable future. Examinaremos de qué manera una práctica generativa involucra a los participantes —operadores y consultantes— en la co-creación de recursos y nuevas posibilidades frente a problemas, conflictos y desafíos. Simultáneamente, la práctica generativa pone en acción esos nuevos recursos y posibilidades para favorecer una transformación del sí mismo y las relaciones, y la construcción de un futuro sustentable

*6g - Practice Showcase - Condessa 1a - Bi-lingual*

## **The Decolonialization of Knowledge**

***Madelyn Blair, Papusa Molina***

A discussion of the issues of how our knowledge bases continue to colonize those who participate less than the Western and Northern worlds. The discussion will explore the history of global knowledge sharing and the various ways in which Western thought continues to dominate methods, repositories, and future uses. The audience will be asked to participate fully in the discussion.

*6h - Dialogue - Peninsula 1*

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## **Saturday, 1:00 -2:00 pm**

### **“Creating with images” with Sara London**

Creating a collage - This experiential art session invites participants to use printed images to connect ideas, words, concepts and experiences. Materials will be provided.

Special session – Condessa 2/3

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## **Saturday, 3:30 – 4:30 pm**

### **Breakout Session 7**

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#### **Community-based research for the liberation of Black men**

***Nicholas Grier, Duane Bidwell***

How can communities support the survival, liberation, and healing of Black men in a genocidal social system? This session puts the experiences of Black men in Chicago into dialogue with social construction, critical race theory, womanist thought, and Black spirituality to identify and promote practices for the flourishing of Black men.

*7a - Dialogue - Condessa 2/3*

#### **Cancelled - Relational leadership and intergenerativity: creating possibility through artistic disruption**

***Peter Whitehouse, Shoshana Helfenbaum***

Arts-based improvisation and collaborative team building/cooperative games are used in this relational education playshop to encourage the suspension and re-consideration of socially constructed patterns of team practice. Simulation-based education and appreciative inquiry will guide reflection on applying learning about intergenerativity and relational leadership into various fields and collaborative practices.

*7b - Playshop - Peninsula 1*

#### **The future of cultural dialogue in a globalized world: Encountering with humor**

***Corina Ahlers***

This session includes a 10 minutes video of our workshops of the Cultural Dialogue with Arabic Migrants - mostly refugees - in Vienna (2017-2018). After that, all participants collaborate on the elaboration of a best practice model for unique prototypes of encountering the "otherness" in cultures. For that I rely heavily on auto-ethnographic self-reflection on the experiences.

*7c - Future Forming Open Space - Condessa 1b - Bi-lingual*

#### **El desafío de los cambios de paradigmas en las Ciencias Sociales: Su impacto en la búsqueda de los productos a lograr en las investigaciones y las técnicas más adecuadas para obtenerlos**

**The challenge of the paradigm changes in the social sciences: The search for methods that can achieve results in inquiries and the most adequate techniques to obtain them**

***Jorge Sanhueza, Jorge Leiva, & Roberto Aristegui***

El objetivo de nuestra presentación es dar cuenta del marco metateórico, metodológico y teórico de la aplicación de la indagación apreciativa realizada en una de las comunas con más alta tasa de pobreza y marginalidad, sosteniéndose que la emoción, como fuerza de vida y la articulación de las intenciones de acción en el lenguaje (entendido como coordinación de acciones), genera los espacios para la vida social conjunta.

The objective of our presentation is to give an account of the metatheoretical, methodological and theoretical framework of the application of the appreciative inquiry carried out in one of the communities with the highest rate of poverty and marginality, sustaining that emotion, as a force of life and the articulation of the intentions of action in language (understood as coordination of actions), generates spaces for joint social life.

*7d - Dialogue - Condessa 1a – Bi-lingual*

### **Upside down conversations (and other ways to challenge truth and create possibilities in business)**

***Cathy Salit, Lois Holzman***

Performance of a Lifetime uses theater, improvisation and performative psychology to help leaders and teams grow as communicators and collaborators. We create environments that generate new ways of seeing, speaking, listening and making meaning with each other. Come play with the usual ways we talk (and assumptions about language that underlie them). Come improvise entirely new (and sometimes weird) conversations.

*7e - Playshop - Maria Beatriz*

### **It's not just about the –isms, it's also about the –ings: bringing social justice into the therapy room**

***Emily Doyle, Sally St. George, & Dan Wulff***

Social Justice can be embodied and recognized in the everyday practices of counselors (their do-ings) in therapy. While taking the concerns related to “Justice” into consideration (the –isms), we focus on how we can see, name, and respond (the –ings) to the “Social” that influences and oppresses family therapy work.

*7f - Playshop - Peninsula 4*

### **Dialogue with percussion instruments—creating "we" beyond language**

***Helge Löbler***

A session mainly without talking but doing 'music' together (no musical skills or knowledge required! No instruments required!). We will use percussion instruments to create a rhythm of the people participating (an intuitive process). Former experience shows that participants enjoyed the 'we-feeling' without talking. Music, and particularly rhythm, go beyond intellect.

*7g - Dialogue - Peninsula 2*

### **Dialogue: An endangered species in healthcare?**

***Arlene Katz, Sheila McNamee***

Though there is a push for dialogue in practice domains, there is often a push back, citing factors such as time constraints, 'efficiency', and the urgency of coming to a quick consensus. We wish to build a case for dialogue and collaboration in healthcare, inviting multiple voices to articulate what matters.

*7h - Dialogue - Peninsula 3*

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## Saturday, 4:45 – 5:45 pm

### Breakout Session 8

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#### **Leading dialogues for individuals haunted by traumatic events, historical or current**

***Gita Arian Baack***

This session is aimed at individuals who want to effectively and sensitively lead group dialogues. It will in fact be a genuine dialogue interspersed with points for reflection. Learn experientially to create a safe space, build group cohesiveness, use tools such as Appreciative Inquiry and Creative Arts for moving forward.

*8a - Dialogue - Peninsula 1*

#### **Relational interviewing with conflicted couple relationships**

***Stephen Madigan***

The intention of a Relational Interviewing practice is to make allowances for a critically reflexive and creative re-engagement with the couple relationships ethical and moral principles once important to relational life. Stephen guides participants through multiple video sessions of him working with conflicted couple relationships (filmed in four different countries).

*8b - Practice Showcase - Condessa 2/3*

#### **Let's perform our lives (engaging the dialectics of development)**

***Lois Holzman, Cathy Salit***

Social therapeutics is a form of “non-knowing growing” that reinitiates human development-community development through the relational, meaning-making activities of play, performance and improvisation. Meet core concepts, learn about work carried out world-wide by the East Side Institute and Performance of a Lifetime, and observe and participate in improv activities, including the Performance of a Lifetime signature exercise.

*8c - Practice Showcase - Maria Beatriz*

#### **Collaborative Governance: From Systems to Relational Practice**

***Jacob Storch***

Governing bodies from the local to the international typically generate the policies and practices for the populations they are supposed to serve. However, while they deeply affect the lives of these populations, the rules, regulations, and policies are largely determined without the opinions, advice, and values of these populations. The result is often frustration, alienation and anger. Working from developments in Denmark, the UK and other countries, we wish to launch a movement toward collaborative governance - governing with the people. Active dialogue will be invited.

*8d - Dialogue - Peninsula 2*

#### **How might John Shotter's work inform clinical supervision?**

***Glenn Boyd, Tom Strong***

The late John Shotter was always helping us identify different ways of thinking about what we do. In this conversation we are interested in understanding better how some of John's key emphases might be relevant for clinical supervision of future mental health professionals.

*8e - Dialogue session - Peninsula 3*

#### **Voice lessons: The seven literacies of appreciative voice**

***Sallie Lee***

Imagine if we were always speaking into a microphone. What if our everyday voices carried over a great distance, heard by many? What choices might we make about how we use our remarkable voices? How might this change how we connect and be in relationship with each other? Let's talk about the seven literacies of Appreciative Voice and the choices they bring us in the moment.

*8f - Practice Showcase - Condessa 1b*

## **The social construction of couples relationships**

***Karin Taverniers***

In this Dialogue Session we will reflect upon the social construction of couple relationships. What does it mean "to be in a relationship"? While it is often used in the singular, we will instead reflect upon the vast diversity of couples that have existed throughout history and in the present.

*8g - Dialogue - Condessa 1a - Bi-lingual*

## **Restorative Justice for Oakland Youth and Oakland, CA as a Resorative City**

***Ellen Barry, Teiahsha Bankhead & Nelly Ndirangu***

The workshop will be conducted in circle format and will include multimedia and interactive elements. Ellen and Teiahsha will act as circle keepers and facilitators. We encourage participants to join us in the traditional restorative justice healing circle format, using circle keepers, a talking piece, circle agreement and circle process.

*8h - Practice Showcase - Peninsula 4*

# Poster and Paper Presentations

Friday, Nov. 9, 1:00 – 2:00 pm

Condessa 2/3 Main Ballroom

## Paper Presentations

**Canceled: Tianfang Liu and Liping Yang**

***How Chinese old people were treated: The social construction of value of the old***

The old people were treated differently by their younger counterparts in Chinese history, as the value of being old is quite distinct from primitive society to feudal society, and to modern society. This paper is, firstly, to describe how Chinese old people were regarded by the young group or manipulated by the Tribe or the Empire and figure out what was the reason for the constructed value of being old, and then to deconstruct the process of valuation and thus to create new possibilities for the multiple values of being aged.

**Laurie Budlong-Morse**

***"What Is Love?" - Talking Collaboratively About Constructions of Marriage, Divorce, and the Relational Self***

"What is love and who am I?" These questions are at the heart of my work with clients exploring the possibility of divorce. In this paper, I describe the ways a Collaborative Therapy stance informs and is informed by the conversations I have with clients in my private practice. I also share a tentative framework for categories of conversations that most consistently emerge in this work and describe how my experiences have influenced me on both personal and professional levels.

**Deborah Deeter**

***Grief is not a noun; it is the title that holds the story of relationship***

This paper discusses the stories told by bereaved siblings who were 60 years old and older when a sister or brother died. It expands the concepts and narratives of sibling grief into mature adulthood by challenging the long standing assumptions of aging and grief narratives in an older sibling system. The silence of grief narratives from mature sibling systems is evident in the lack of acknowledgement in adult bereavement. Existing research and literature on grief and bereavement in sibling relationships has focused on the developmental stages of childhood, adolescence, young adult and middle adult experiences.

**Jan Defehr**

***Dialogic Social Inquiry: Attuning to the Occasion***

In this brief article, I revisit a memorable conversation sparked by student colleagues during my dissertation experience in the Taos-Tilburg doctoral program. Our conversation concerned social constructionist research methodology: To summarize, we wanted to find one. But more than wishing for the certainty and ease of a pre-approved research process, we longed to facilitate social inquiry in ways that would cohere with the social constructionist, dialogic, premises underpinning our everyday collaborative professional practices.

**Mille Themsén Duvander**

***Energy led research***

Energy led research is inspired by future forming research (Gergen, 2015). If we are to transform our current understanding of research as mirroring the world - into the understanding of research co-creating the future - we need to develop new methodological approaches. Energy led research is one suggestion for a new approach concerned with the researcher's micro-management of the time and tasks in a research project.

**Maria Camila Ospina Alvarado, Sara Victoria Alvarado, María Alejandra Fajardo**

***Subjetividades políticas de la primera infancia en contextos de conflicto armado: Narrativas colectivas de agencia / Political subjectivities of early childhood living in the context of armed conflict: Agency collective narratives***

Investigación enfocada en comprender cómo niños y niñas de primera infancia cuyas familias provienen de contextos de conflicto armado, y sus agentes relacionales, construyen memorias y aportes a la paz. Teóricamente parte del construccionismo social, desde las narrativas colectivas como generadoras de realidades; y de la socialización política,

para la comprensión de subjetividades políticas.

Research project oriented towards the comprehension of how children in early childhood, whose families come from contexts of armed conflict, and their relational agents, create memories and promote peace-building processes. Theoretically, the study uses Social Constructionism, and its orientation to collective narratives to create realities; and Political Socialization to comprehend political subjectivities.

**Luz María Rodríguez and Irma Rodríguez**

***¿Supervisión en conversaciones dialógicas?***

El ser humano ha desarrollado más la comunicación en lo que va en los últimos décadas del siglo XXI. Esta transformación se ha dado mucho sobre las nuevas tecnologías y como las personas iniciamos diálogos o monólogos en esas conversaciones. Nunca dejamos de tener ese proceso en nuestro cerebro y va sucediendo en el momento que vamos conversando y/o tecleando cada letra del computador. En este mismo orden la supervisión de la terapia en general como lo menciona Lebl (2000) es en sí el proceso el “conocimiento de la teoría, métodos y técnica... que se aprende en el hacer, no tanto en el teorizar” (p. 87).

**Evren Salja**

***Queering Safety Manual: Navigating Trauma-Impacted Relationships among Queer, Trans, Gender-Diverse, and Two-Spirit Community***

When counselling groups represent microcosms for society, what does co-creating inclusive spaces for community, accountability, and healing look like within the queer, trans, gender-diverse, and Two-Spirit community impacted by Toxic Masculinity, Femmephobia, Homophobia, Transphobia, and Misogyny through gender-based violence? Guided by social constructionist ideas, we propose alternate healing practices for the TGD2S communities.

**Olga Smoliak, Shari Couture, Tom Strong, and Joaquin Gaete Silva**

***Reflexive Questions as Constructive Interventions***

In this Practice Showcase, we will explore reflexive questions as a practice that can be used to co-construct preferred understandings of clients' experiences. Participants will have opportunities to apply discourse analytic procedures to examine how descriptions of clients' experiences are interactionally produced and negotiated, with the focus on therapists' contributions to discourse.

**Kaori Wada**

***Grief as Disorders: Canadian Practitioners Negotiating New DSM and ICD Diagnoses***

In light of the developments in DSM-5 and ICD-11, this study aimed to unpack systems of meanings and practices embedded in the act of 'diagnosing' grief. Practitioners shifted their subjected positions while enacting, drawing, and resisting medicalization discourse, indicating their ideological dilemma inherent in the idea of grief as disorders. Underlying practitioners' ambivalence about diagnosing grief, there appears to be what Billing et al. (1988) called “an ideological dilemma”—opposing values, systems of ideologies, and common sense that preconditions social thinking.

## **Poster Presentations**

**Esther González Ovilla**

***The role of the Psychology in the restorative justice processes for adolescents***

My investigation intends to show the adolescent's experience within a restorative justice process from the adolescent's built narratives identifying those factors that might be intervening in the conformation of the subjective processes of the adolescent and the implications that this may have with his/her thinking, feelings and actions in respect to the crime.

**Alma Vanessa Guzmán Díaz and Patricia Trujano Ruiz**

***Research interview as a reflective context for people who lived child sexual abuse***

We will show part of a doctoral research - from a relational perspective - where we use a semi-structured interview as a reflective context and practice. We co-construct with participants who have experienced childhood sexual abuse some reflections about their relational responses to child sexual abuse and therapeutic process. We participate with

adults who lived in Mexico City. We are hoping to understand: a) how have people responded relationally to/with this experience throughout their lives? And b) how does the therapeutic contexts help them? In our study, we have four women and two men participating. In the interview process we introduced questions to generate a reflective context for people's stories, in order to not only collect information but to participate in the re-signification of the participants narratives.

**Tomoko Hashimoto-Higashimura**

***Preschool children's pieces of art as "artifacts" which enabled varieties of children's actions and interactions: A case study of "witch's broom" activity***

This presentation aims to clarify how children's pieces of art ("witch's broom") and their materials enabled various actions and interactions. Analysis of the video data of a play activity in a preschool class based on the notions of artifacts and affordance revealed the process in which children collaboratively created play. Children's actions with their brooms, their images to them, and utterances which expressed the images were intricately communicated in interactions and yielded new actions and images which activated play. Teacher's support and play settings affected whether an action was imitated by other children or not. This study relates to social construction because it demonstrated how children collaboratively create and re-create their play through their actions and interactions with artifacts.

**Naoki Kawai**

***The power of 'shift': Analyzing the collaborative practice of Japanese calligraphy handwriting***

The positive effect of Japanese calligraphy workshops on creating new discourses that express active attitude will be discussed by mentioning monthly workshops that I have conducted for the victims of the huge earthquake and Tsunami devastating Tohoku-district of Japan in 2011. What Japanese calligraphy is like will be demonstrated by the presenter. In the presentation, I will also demonstrate how to enjoy Japanese calligraphy by using a writing brush and Indian ink, helping the audience to understand what Japanese calligraphy is like and encouraging the discussion.

**Carmen Ostrander**

***Creative Cruelty: Challenging dominant discourses on the nature of artists and the role of suffering in arts practice***

Speculation and research into correlations between 'madness and creativity' remain inconclusive despite extensive study. There is considerably less enthusiasm and interest in measuring the effect of the persistent construction of unhelpful identity conclusions about artists; evident in tropes such as 'the starving artist, the tortured artist' and the notion of 'suffering for one's art'. Common tropes romanticize hardship, substance use, poor mental health and suffering as acceptable (and seemingly preferred) aspects of creative practice, as evidenced by pervasive stereotypes such as 'the starving artist, the tortured artist' and the notion of 'suffering for one's art'. I hope to challenge the largely uncontested reality of poor working conditions, and unfavorable biases that remain a part of the life of contemporary artists

**Emerson Rasera and Ana Flávia Nascimento Manfrim**

***Social construction and community work in Latin America***

The objective of this study was to investigate the community of Latin American associates of the Taos Institute. The analysis of the Institute's website and the associates' publications showed the profile of the community (membership, locality, professional training) and the uses and contributions of social constructionism in community work (CNPQ/FAPEMIG). The profile of the Institute's 90 Latin American associates in December of 2017 indicated that they are predominantly psychologists, from Mexico and Brazil, who work in training institutions, and have scientific publications.

**Emerson Rasera and Ederglenn Nobre Vieira Jr.**

***The discourse on science in the work of Kenneth Gergen***

In this theoretical study, we analyze the discourse on science in Kenneth Gergen's work. Besides the centrality of social constructionism, we point to its antecedents and later developments, that is, the critics to the empirical-positivist epistemology, and the path toward the construction of a performative social science (CNPQ/FAPEMIG). Specifically, we seek to understand the critics to science constructed throughout his work, identifying the different proposals for psychological science as well as their transformations. Methodologically, this research is based on the notion of

internal critic proposed by Gergen himself, which promotes the rhetorical analysis of the descriptions, images and explanations present in the work analyzed.

**Gabriela Reyes**

***The FIT as a Starting Point for a Generative Dialogue in Psychotherapy***

This poster discusses the use of the Feedback Informed Treatment from a social constructionist standpoint. I will share several vignettes to illustrate how my clients and I co-constructed the meanings of these scales in our relationship, focusing on an ongoing generative dialogue rather than numerical results. The following questions guided me along the way: 1) What does my client think about me and about therapy? 2) Is what we're doing together being effective for him or her? Is it helping? 3) What am I going to do with that information? In addition, I will discuss what was required from me to be able to respond to their feedback in an appropriate, sensitive and timely manner, highlighting the use of coordinated and theoretically-based improvisation, performance and language resources, including metaphors, irony and humor.

**Rita de Cassia De Souza**

***Lo que dicen los jóvenes acerca de su escuela en Brasil y en Mexico***

Este trabajo presenta una analisis de la realidad de escuelas publicas en Brasil y en Mexico desde el punto de vista de jóvenes que estan en el último año de la escolarización obligatoria. La metodologia del trabajo incluyo observaciones en las escuelas y en clases y un grupo focal con los estudiantes. Creemos que la investigación fue una oportunidad para que los estudiantes reflexionaren acerca de la razon de ser de la escuela y de lo que hacen en este espacio. Nuestro objetivo no era buscar la verdad que los estudiantes piensan de la escuela, además porque algunos de ellos talvez no lo tendrian reflejionado sobre seo, pero construir juntos un momento de conversar acerca de esa institución donde quedaran gran parte de sus vidas. El construcionismo social es el aporte teorico de la metodologia y para el análisis de los datos.

This paper presents an analysis of the reality of public schools in Brazil and Mexico from the point of view of young people who are in the last year of compulsory schooling. The methodology included observations in the schools and in classes and a focus group with the students. We believe that the research was an opportunity for students to reflect on the reason for being in the school and what they do in this space. Our goal was not to seek the truth that students think of the school, also because some of them may not have reflected on it, but together build a moment to talk about that institution where they will spend much of their lives. Social construcionismo is the theoretical contribution of the methodology and for the analysis of the data.

**Pattie Thomas and Flora R. Woratschek**

***Making Change Together Teaching Resource***

Making Change Together is an open source teaching wiki collecting case stories of social change, with an eye for understanding how social change is constructed in everyday life. This poster introduces the project, explains how the wiki will work, and outlines the constructionist approach to these cases.

In the same way, Kituse and Spector, Loseke and Best among others have developed a "natural history" of social problems which strives to understand how social problems are constructed and successfully regarded as problems, we believe social change has a constructed natural history that can be examined, analyzed, taught and reproduced. See website: <http://makingchangetogether.org>. The poster will explain the wiki and the documentary and we hope, generate discussion and feedback that can further the project.

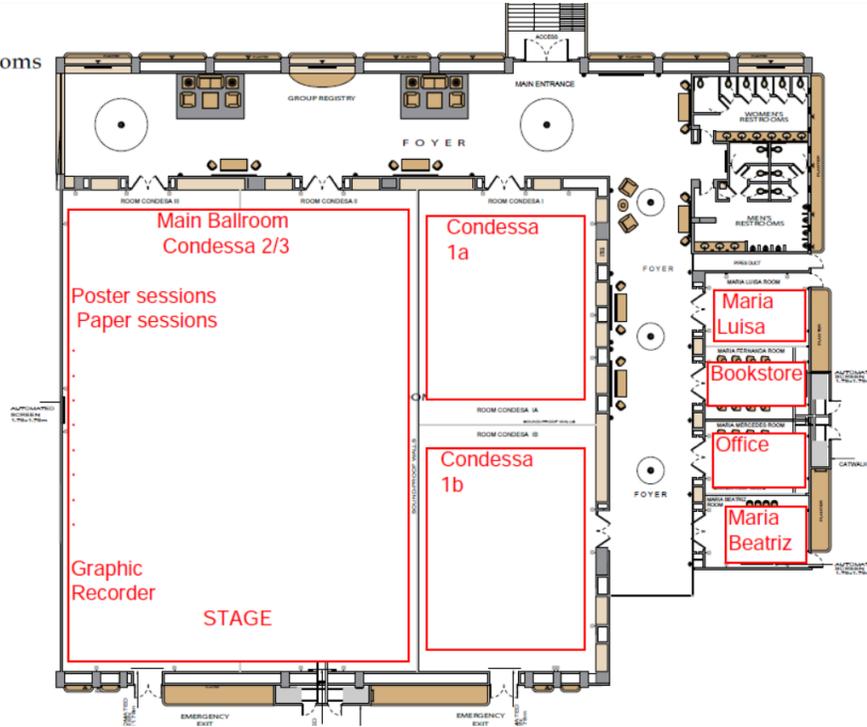
**Minn Yoon and Pamela Brett-MacLean**

***Undergoing "FLUX": Art-Medicine Collaborative Practice for Social Change***

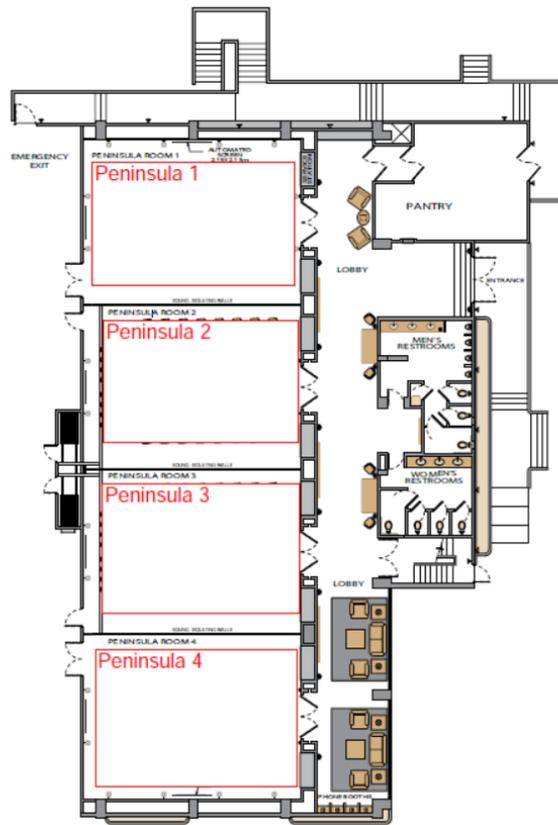
This poster will focus on art-medicine collaborative practice as a mode of inquiry that blurs the distinction between research and social change, a form of "future-forming research" (Gergen, 2015) conducted in alliance with those affected by the condition under study. Since 2015, artists, researchers and health care providers have been listening to, learning from, and collaborating with people whose lives have been impacted by head and neck cancer. Our collective journey through a series of workshops, interviews, personal meetings, and group studio visits built the social and intellectual foundations for the ambitious interdisciplinary "see me, hear me, heal me" project ([www.seemehear-mehealme.com](http://www.seemehear-mehealme.com)).

# Venue Map

## Condesa and Maria's Rooms



## Peninsula Rooms



## TIMELINE - 25 YEARS OF THE TAOS INSTITUTE

- 1993: First Taos Institute Conference in Taos, NM - *Realities and Relationships: Social Construction in Therapy and Organization Development*
- 1994: Second Taos Institute Conference in New Hampshire – *Inquiries in Social Construction*
- 1995: Conference in Taos, NM - *Leadership and the Global Challenge: A Radical Relational Approach*
- 1996: Conference in Taos, NM – *Pro/fusion of Practice*
- 1997: First International Conference in Louven, Belgium - *Organizing in a Multi-Voiced World: Social Construction, Innovation and Organization Change*
- 1997: First Workshop with David Cooperrider and Diana Whitney on *Appreciative Inquiry: A Constructive Approach to Organization Transformation and Social Change*
- 1998: Conference in collaboration with the Institute for Creative Change - *Change Practices: Constructing the Future through Relational Inquiry*
- 1998: Taos Institute Granted Non-Profit Status (501©3) as an Educational Organization
- 1999: Conference in New Hampshire - *Social Construction and Relational Practices Conference*
- 1999: Conference in New York - *The Spirit of Social Construction: Spirituality in Organizations, Therapy, and Social Construction*
- 1999: The First *Appreciative Inquiry Summit* workshop presented by David Cooperrider and Diana Whitney
- 2000: Dawn Dole Becomes Executive Director
- 2001: First PhD Granted To Madelyn Blair
- 2001: First Focus Book Published by Taos – Appreciative Leaders, by Marge Schiller
- 2001: Second Focus Book Published– The Appreciative Organization, by the Taos Founders
- 2001: First Edition of The Positive Aging Newsletter
- 2001: Conference in collaboration with UNH - *Harboring Hope in a Sea of Change: Transforming Families, Communities, Organizations and Education*
- 2001: Workshop with Ken and Mary Gergen, and Bob and Sharon Cottor - *The Rebirth of Aging: The Challenge of Creative Growth*
- 2002: Conference with Taos, KCC, and U. of Luton - *Systematic Social Constructionism in Action: An International Conference Celebrating Hope through Dialogue*
- 2003: Bob Cottor joins the Taos Institute Board, as the first non-founder member
- 2003: 10th Anniversary Celebrated In Cleveland with a Spring Jamboree

2003: Conference in collaboration with HGI - *Transforming Dialogues: Changing Practice*

2004: The Taos Professional Books Series publishes the first book

2004: First workshop offered by Ken and Mary Gergen in *Social Construction, Relational Theory and Transformative Change*

2005: First workshop offered by Sheila McNamee and Harlene Anderson in *Social Construction, Relational Theory and Transformative Practice*

2005: Conference in Taos, NM - *Social Construction: A Celebration of Collaborative Practices*

2005-2008: The Dharma Scholarship Fund Created – Donations from the Yu Family

2006: Sally St. George and Dan Wulff join the Taos Institute Board

2006: Jane Watkins joins the Taos Institute Board

2007-2008: Grants from The Whitman Foundation

2007: Summer Institute at UNH, New Hampshire – *Transformative Dialogues*

2008: First workshop on *Social Constructionist Inquiry*, with Sheila, Sally and Dan

2008: A Taos conference in Sarasota, FL – *Dialogues that Deliver: Generative Practices in Collaboration, Conflict and Community*

2008: Taos Tempo Series book publications begin

2009: Taos Institute Associates' Council Formed (TIAC)

2009: Issue 1 of the *International Journal of Collaborative Dialogic Practices*

2010: TAG (Taos Associates Grant) Created

2010: Taos conference on a cruise ship in collaboration with HGI - *Play with Purpose: Relational and Performative Practices in Everyday Living*

2010: ICCP Program Begins (International Certificate in Collaborative Practices)

2010: Taos conference in Cancun, MX - *Collaborative and Dialogic Practices in Therapy and Social Change: Honoring the Past and Creating the Future* with Houston Galveston Institute, Grupo Campos Eliseos, Kanankil Institute

2011: WorldShare Book Series Created: English & 12 Other Languages

2011 - 2017: Summer Institute in Denmark

2012: Jason Wolf joins the Taos Institute Board

2012: Taos conference in San Diego – *Exploring Relational Practices in Peacebuilding, Mediation and Conflict Transformation*

2013: 20<sup>th</sup> Anniversary Celebration and conference in Taos, NM

2013: Taos Institute Europe (TIE) Created

2014: Ginny Belden-Charles and Ronald Chenail join the Taos Board

2014: Taos conference in Dramen, Norway, *Beyond the Therapeutic State Collaborative Practices for Individual and Social Change* with many collaborators

2014: Taos Institute Latin American Council (TILAC)

2016: Taos Institute China Created

2016: Relational Research Network official created. Core planning team meets regularly

2016: First Virtual - 2<sup>nd</sup> International Relational Research Symposium – a 2-day online

2016: A conference - *International Learning Festival* – Oslo, Norway, in collaboration with Lent Consulting and Arbeidsinstituttet Buskerud

2016: Taos conference on *Relational Practices in Health and Healthcare: Healing through Collaboration* in Cleveland, Ohio

2017: Duane Bidwell, Celiane Camargo-Borges and Monica Sesma invited to join the Taos Board

2017: *3<sup>rd</sup> International Conference on Collaboration and Dialogic Practices* (ICCP conference) in Tenerife, Spain

2017: A conference - *International Learning Festival: Innovations in Education*, in Roskilde, Denmark, with Arbeidsinstitutt in Buskerud and University College Zealand

2017: 100<sup>th</sup> PhD Granted to a Taos Institute Student

2017: Diploma Program Established

2017: A total of 35 Books Published By Taos Institute Publications

2018: 3<sup>RD</sup> International Relational Research Symposium offered online - a virtual 2-day event

**2018: TAOS 25<sup>TH</sup> Anniversary Celebrated In Cancun, Mexico**



## International Diploma in Social Construction and Professional Practice

**Your education re-imagined...**

*Explore your curiosity*

*Expand your interests*

*Set your own goals*

*Open doors to innovation*

***Deliberate with a seasoned “thought companion”***



The Taos Institute is pleased to offer a two-year program of study, culminating in the awarding of a **Diploma in Social Construction and Professional Practice**. The program will enable you to take your professional life and capabilities to the next level. The program allows you to achieve the goals to which you aspire, and enough structure to insure a high-quality learning experience and an innovative, culminating project.

The primary outcome of the two years of study will be a capstone project. This may be a book manuscript, a paper (or series of small papers), a video, a journal article, or web-work. The capstone project should reflect systematic, reflective inquiry in the candidate’s area of practice.

The course of study consists of four semesters of six months each. Learning activities during any given semester may include:



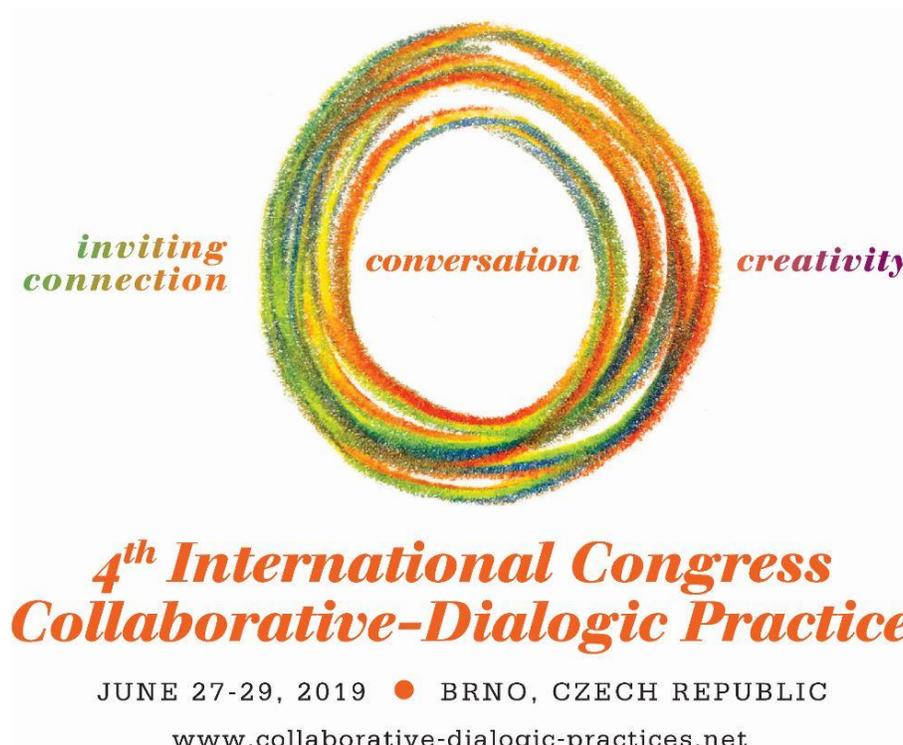
- One-on-one discussions with the Taos Advisor (typically electronic)
- Participation in a Taos Institute workshop, seminar, conference, or on-line courses
- Participation in on-line discussions and webinars within the Taos community
- Selected readings and video lectures.

**For Further Information visit:** [www.taosinstitute.net/diploma-programs](http://www.taosinstitute.net/diploma-programs)

Contact Dr. Duane Bidwell – [diploma@taosinstitute.net](mailto:diploma@taosinstitute.net)

**Look for Duane Bidwell throughout the conference and ask him about the new Diploma Program!**





***Conversations with and between practitioners in education, research, health, social sciences, psychotherapy, organizations and other topics of interest that may emerge in the conference.***

Plenary speakers, workshops, poster sessions and dialogue spaces. Please join us and immerse yourself with colleagues from around the world as we explore and demonstrate: deepening and expanding Collaborative-Dialogic Practice across contexts, cultures and disciplines.

**For more information visit:**

<https://www.collaborative-dialogic-practices.net/congress2019>

### ***Call for Proposals***

Please join colleagues from around the world interested in Collaborative-Dialogic and related Practices at the 4th International Congress in historic Brno, Czech Republic, June 27-29. We will focus on the exploration and practice of Collaborative-Dialogic Practice across contexts, cultures, and disciplines. We invite you to submit a proposal addressing our theme: inviting connection, conversation, creativity.

Inviting connection, conversation, creativity in education, psychotherapy, research and organizations and other topics of interest.

Submit your proposal now at: <https://www.collaborative-dialogic-practices.net/the-invite>