

All Abstracts submitted for this publication were reviewed by the International Institute for Reminiscence and Life Review Abstract Committee

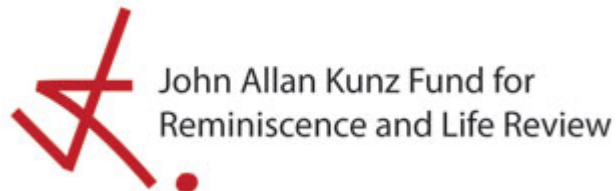
Philippe Cappeliez (United Kingdom)

Brian de Vries (USA & Canada)

Barbara Haight (USA)

Managing and Productions Editor: Donna Sislo

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Cheryl Svensson, MSG, PhD , Guided Autobiography, a tested and researched method created by Dr. James Birren, and is based on life theme writing and sharing in supportive small groups. Mary O’Brien-Tyrrell, MPH, BSN , Memoirs LLC, has helped hundreds of individuals to write their life stories in limited-edition hardcover books. The textbook, <i>Become a Memoirist for Elders</i> is used in a course at Bridgewater State University–Cape Cod. Paulette Stevens, BA , Life Story Library Foundation collects, saves and shares life stories as valuable recorded history, reviving the culture of listening and storytelling worldwide. Sarah White, BA , First Person Productions, helps individuals capture and share their stories through a coaching or write-by-conversation approach. The Practice of Life Review and Reminiscence: A collaborative approach	50

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Hanna K. Ulatowska, PhD, Professor, School of Behavioral and Brain Sciences. Her primary area of research is neurolinguistics and more specifically investigations of language in aging, aphasia, and dementia

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Reminiscence and Life Review Conference 2018
Final Program

Monday, November 12, 2018

Pre-Conference Sessions (Optional)

08:45 AM—09:00 AM **(Register separately)**

09:00 AM—11:00 AM Reminiscence Therapy for Persons with Alzheimer’s disease and Other Cognitive Impairments
 Alison Kris, RN, PhD, Fairfield University, PA

12:45 PM—01:00 PM **(Register separately)**

01:00 PM—03:00 PM Cultural differences in reminiscence and life review
 Sharon McKenzie, PhD

02:00 PM - 3:30 PM Advisory Board Meeting

Reminiscence Conference - DIVERSITY IN MEMORIES

03:00 PM—3:30 PM Poster Setup

03:30 PM—04:30 PM All Poster Sessions Begin/Conference Registration

04:30 PM - 4:40 PM Welcome Message
 Juliette Shellman, PhD, IIRLR President

04:40 PM - 5:40 PM Keynote Speaker: “The Varieties of Remembered Experience: Illustrating the Utility of Reminiscence Research”
 Jefferson Singer, PhD, MPhil, MS

05:40 PM - 05:50 PM Break

05:50 PM - 06:15 PM Student Award Presentation
 “Personal and vicarious life stories in patients with borderline personality disorder”, Majse Lind

06:15 PM - Award Presentations, Video with Faith Gibson and Reception

Tuesday, November 13, 2018

- | | |
|---------------------|---|
| 8:00 AM | Morning Poster Viewing |
| 08:30 AM - 08:40 AM | Good Morning from President |
| 08:40 AM—09:50 AM | Poster Slide Presentations |
| 09:50 AM—10:10 AM | Break |
| 10:10 AM—11:51 AM | Symposia/Paper Presentations |
| 11:51 AM—1:15 PM | Lunch with Annual Meeting |
| 01:15 PM - 02:52 PM | Symposia Continues |
| 02:52 PM—03:12 PM | Break |
| 03:15 PM—03:35 PM | Update on the Reminiscence in Dementia Care project entitled
“Remembering Yesterday, Caring Today”
Pam Schweitzer, MBE, BA, Honorary Research Fellow |
| 03:40 PM - 04:42 PM | Panel Discussion
“Extending Autobiographical Memory in a Technological Age” |
| | Perspectives on which kind of memories are being documented externally in today's environment? Panel includes: Gerben Westerhof, PhD, Philippe Cappeliez, PhD and Pam Pacelli, MA, LMHC, LMFT |
| 04:55 PM - 05:00 PM | Reminiscence online peer-reviewed journal
Thomas Pierce, PhD |
| 05:00 PM | Wrap-up & Evaluations |
| 06:30 PM | Post Conference Dinner (Optional) |

Wednesday, November 14, 2018

Post Conference Sessions (Optional)

08:45 AM - 09:00 AM (**Register separately**)

- | | |
|---------------------|---|
| 09:00 AM - 11:00 AM | Reminiscence and life review with people in hospice and/or near end of life
Cheryl Brohard, PhD and Brian deVries, PhD |
|---------------------|---|

Welcome Letter

Dear Conference Participants,

Thank you for your commitment to the mission of the International Institute for Reminiscence and Life Review. Your participation in this conference is one of the ways to “further define and develop the interdisciplinary field of reminiscence and life review through discussion and collaboration in practice, research, education, volunteer and individual applications across the lifespan.”

It has been a great pleasure to work with the conference planning committee as they put this conference together. Special thanks to Dr. Juliette Shellman for her excellent leadership not only in planning the conference, but also in leading the transition of the IIRLR as it moves from being a program of the Center for Continuing Education at the University of Wisconsin – Superior to its new home.

Thank you for being here.



Esther Gieschen
Program Manager
Center for Continuing Education

Letter from the President

It is my pleasure to welcome you to the 12th biennial International Reminiscence and Life Review Conference. This year we are proud and encouraged by the quality and quantity of posters and presentations. As you can see from the program schedule, there are exciting presentations that range from the use of reminiscence for persons with Alzheimer's disease and other cognitive impairments to personal and vicarious life stories in patients with borderline personality disorder. We are very pleased to have Dr. Jefferson Singer as our keynote speaker. He is Dean of Connecticut College and Faulk Foundation Professor of Psychology. Dr. Singer will speak about the utility of reminiscence research, which is a topic that is near and dear to my heart. We look forward to our social events, networking opportunities, and exciting surprises! I hope you enjoy the conference.

I'd like to take this opportunity to thank the conference committee (Gerben Westerhof, Takeo Nagasaka, Robin Mintzer, Diana Taylor, Esther Gieschen, and Donna Sislo) for their hard work in putting together a very exciting and stimulating conference. I am grateful to the Awards Committee consisting of Cheryl Svensson (chair), Nicole Caza, Sharon McKenzie and Loriena Yancura for their efforts. Thanks also to Philippe Cappeliez, Brian DeVries, and Barbara Haight for serving as abstract reviewers. An organization such as ours cannot function without the participation of its members. As we move forward, I challenge all of you to reach out to your colleagues and encourage them to become members.

As all of you know, we are facing the challenge of transition from University of Wisconsin-Superior Center for Continuing Education. I encourage all of you to attend our annual meeting on Tuesday during lunch in the Westminster Room, 2nd Floor, at which time we will present and discuss the plans that the Executive Board and others have worked very hard to develop. We look forward to your input and the opportunity to come to a fruitful decision about our next steps.

It has been my pleasure and challenge to serve as President of the International Institute of Reminiscence and Life Review for the past three years. I have enjoyed my relationship with the Executive Board as well as my relationship with Donna Sislo and Esther Gieschen. They have been tremendously helpful to me during my three years. Their hard work and dedication make the functioning of the Institute possible. I am happy to turn over the responsibilities as President of the Executive Board to Gerben Westerhof. His enthusiasm and willingness to take on the challenge will help us through this transition.

Lastly, we must pay tribute and give thanks to the University of Wisconsin-Superior Center for Continuing Education and the leadership and commitment of the late John Kunz who envisioned and brought to fruition the International Institute of Reminiscence and Life Review. As we move forward, we will always honor his vision and continue to expand the work he so dearly loved.

Sincerely,
Juliette Shellman

Announcing the 2018 International Institute for Reminiscence and Life Review Award Winners

The awards committee has finalized the selection process for the awards for the 2018 International Institute for Reminiscence and Life Review Conference in Boston. The award winners are:

Majse Lind: Florence Gray-Soltys Graduate Student Award for Exemplary Research or Practice in the Field of reminiscence and Life Review

Barbara Haight: John A. Kunz Award for Distinguished Service to the International Institute for Reminiscence and Life Review (IIRLR)

The Florence Gray-Soltys award is designed to honor highly talented students in the field. This award was established in 2009 to honor the work of Florence Gray-Soltys by recognizing her commitment to teaching and training students in the field. Ms. Gray-Soltys surpassed physical boundaries to reach those who wanted to learn, e.g. distance learning. The Florence Gray-Soltys Award is awarded to students whose original work expands our understanding of life review and reminiscence. This year's award goes to Majse Lind, a doctoral candidate at the University of Aarhus in Denmark. In the words of her sponsor, "Her research fits well with the mission of IIRLR. She focuses on how individuals remember, reminisce about and tell their life stories but also on *vicarious life stories*: how other people's life stories are important in shaping ours." We look forward to hearing Kendra present her research at the conference.

The John A Kunz Award for Distinguished Service to the IIRLR was created in 2015. This award distinguishes a person who has excelled in one or several of these domains: service to the Institute, promotion of reminiscence and life review, and contribution to interdisciplinary work in the field of reminiscence and life review. This year's award goes to Barbara Haight. Barbara was the first president of the IIRLR Advisory Committee and she has continued to serve on the advisory board providing thoughtful perspectives on how the Institute can achieve its mission. Barbara is a noted researcher, author and educator in the field. She served on the advisory group to help UW-Superior's Center for Continuing Education develop the first on-line certificate in Reminiscence and Life Story Work. Additionally, she conducted a Global Survey in 2013 to describe the thoughts and practices of those who are working in the field of reminiscence. We are the grateful beneficiaries of all Barbara Haight has done for IIRLR.

Thanks to the awards committee for their help in choosing the 2018 awardees: Nicole Caza, Loriena Yancura, Sharon McKenzie and Cheryl Svensson committee chair. At the 2018 IIRLR conference in Boston, Donna Sislo will be introducing Barbara Haight, the winner of the John Kunz award for distinguished service. Cheryl Svensson will be introducing, Majse Lind, the winner of the Florence Gray-Soltys Student Award.

The Varieties of Remembered Experience:
The Role of Narrative Identity in
Reminiscence and Life Review Research

Jefferson A. Singer, Ph.D.
Dean of the College
Faulk Professor of Psychology
Connecticut College
New London, CT

Outline of Talk

1. Recognizing the Contributions of Reminiscence and Life Review Research
2. Exploring Narrative Identity as Underlying Framework for Life Review Research
3. A Model of Narrative Identity
 1. Self-Defining Memories
 2. Scripts
 3. Life stories
4. Two Case Analyses
5. Proposals for Future Research and Intervention

What Has LR Research Contributed to the Memory Field?

- First - A Taxonomy of Reminiscence Functions
- Second – A Taxonomy of Intervention Techniques
- See Reviews by Pinguart & Forstmeier (2012) and Westerhof and Bohlmeijer (2014)

Reminiscence Functions

- Integrative:
 - ◆ Identity Exploration and Resolution
 - ◆ Death Preparation
 - ◆ Bitterness Revival (Obsessive)
- Instrumental:
 - ◆ Problem-Solving
 - ◆ Boredom Reduction
 - ◆ Intimacy Maintenance

Reminiscence Functions Cont.

- Social
 - ◆ Teach/Inform
 - ◆ Conversation

A Taxonomy of Interventions

- Reminiscence
 - ◆ More Unstructured Recollection
- Life Review
 - ◆ Focused Thematically
- Life Review Therapy
 - ◆ Promotion of Positive Integrative and Instrumental Functions
 - ◆ Decrease in Bitterness Revival and Boredom Reduction Functions

What Outcome Variables are Usually Assessed:

- Depressive Symptoms – Geriatric Depression Scale; BDI; CES-DS
- Psychological Well-Being – Life Satisfaction Index
- Ego Integrity (smaller number)
- Meaning in Life or Purpose (Also smaller number)

Range of Studies

- According to P & F (2012)
 - ◆ 82 simple Reminiscence Studies
 - ◆ 37 Life Review Studies
 - ◆ 18 Life Review Therapy Studies

Pinquart and Forstmeier (2012) Conclusions

- Small to Moderate Significant Effects Determined through the Meta-Analyses
- Life Review Therapy for Depressed Individuals Most Effective in Reducing Depressive Symptoms and Enhancing Ego Integrity
- Reminiscence and Life Review Promoted Well-Being in Non-Depressed Individuals

Westerhof & Bohlmeijer (2014) Recommendations

- More Longitudinal Studies
- Experimental and Qualitative Studies To Uncover Mechanisms that Underlie the Influences of Life Review on Identity Integrity and Well-Being

Integrating Personality Research with Life Review Research

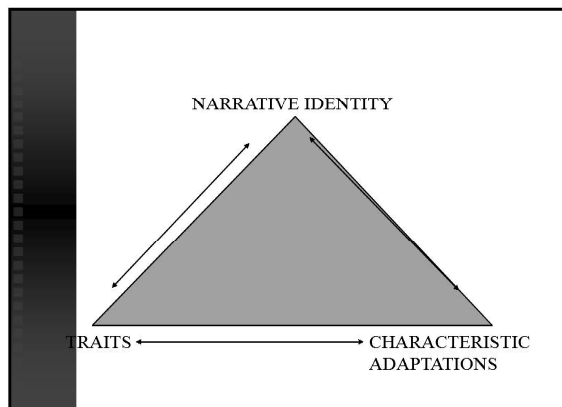
- My Background as a Personality Researcher and Clinical Psychologist
- Why Do Certain Memories Matter?
- What Role Do They Play in Ongoing Identity?
- How Might They Be Sources of Intervention in Treatment?

Dan P. McAdams - 3 Dimensions Framework of Personality

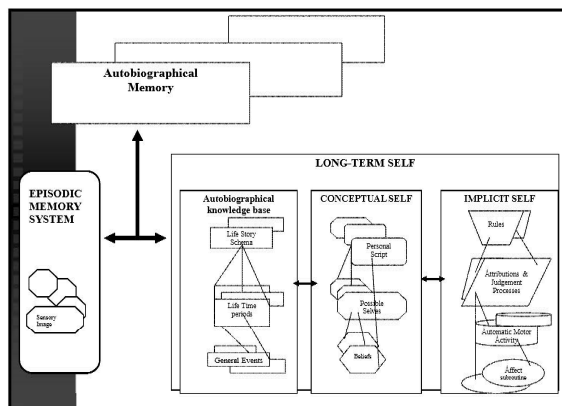
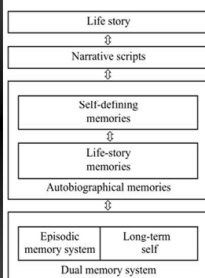
1. Basic Tendencies – Traits
2. Characteristic Adaptations
3. Narrative Identity

Narrative Identity

- ...an internalized and evolving story of the self that provides a person's life with some semblance of unity, purpose, and meaning. [It] combines a person's reconstruction of his or her personal past with an imagined future in order to provide a subjective historical account of one's own development, an instrumental explanation of a person's most important commitments in the realms of work and love, and a moral justification of who a person was, is, and will be.
- McAdams (2011, p. 100)



A Model of Narrative Identity (Singer et al., 2013)



SELF-DEFINING MEMORIES: A Type of Life Story Memory

- At Least One Year Old
- Vivid with Imagery and Detail
- Evokes Strong Emotion When Recalled
- Connects to Similar Memories
- Expresses Important Theme or Conflict



Self-Defining Memory Studies –
www.self-definingmemories.com

□ Over 150 articles, chapters, and theses in last 25 years

- Countries in which samples were collected include:
 - Australia, Belgium, Canada, China, Denmark, England, France, Germany, India, Israel, Italy, Japan, The Netherlands, Poland, Russia, South Africa, Spain, Switzerland, Turkey, United States

Scoring SDMs on 4 Dimensions – Singer and Blagov (2002)

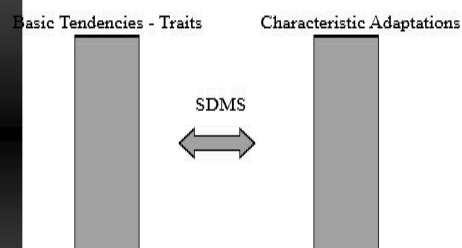
1. Affect
2. Content (Topics and/or Themes) – McLean and Thorne (2004)
3. Specificity
4. Meaning-Making

Major Categories of SDM Research

- Self and Identity Processes – 30+
- Psychological Disorders – 40+
 - ◆ (Mood Disorders, Schizophrenia, ASD, Anxiety/PTSD, Substance Abuse)
- Psychotherapy (Experimental and Case Study) – 25+
- Aging and Alzheimer's – 7
- Cross-Cultural/Gender Comparisons – 20
- Adolescence - 6

What Have We Learned About SDMs and Their Relationship to the Other Dimensions of Personality (Traits and Characteristic Adaptations)?

Example of SDMS Mediating Between Dimensions of Personality



Thomsen et al. (2016)

- 10 year longitudinal study of Danish women in fertility treatment
- Negative meaning-making in life story memories mediated between trait anxiety and depressive symptoms

From Thomsen et al. (2016)

“Two children in very short time span. A struggle for me to find a job that fits with my expectations and family life situation. I haven’t had a stable job since my first child – have been fired and had stress. I have changed, as I compensate for my past and my previous childlessness. I have become more private, distanced, and focused on work rather than giddiness with my colleagues. My time is sparse and I don’t feel that I have the same resources as before and it is difficult for me to accept that family life demands so much of us”.

Liao, Bluck, & Westerhof (2017)

- 1-Year Longitudinal Study – The Netherlands – 1,216 Adults
- Meaning-Making and Functional Use of SDMs as Mediators between Personal Positivity and Self-Esteem
- More Positive Meaning → Greater Self-Esteem
- More Functional Use of Memories → Greater Self-Esteem

SDMS CAN ALSO BE LINKED TO IDENTITY STATUSES

- Alyusheva & Nourkova (2012)
- 58 Undergraduate Students at Moscow State University
- Identity Achieved Status Linked to Larger Number of SDMs and More Functions
- Diffused Identity – Fewer SDMs
- Moratorium – Fewer Childhood SDMs; Older Memories

SDMS CAN ALSO BE LINKED TO TENDENCIES TO EXPLORE VS. FORECLOSURE

- Bouizegarene & Philippe (2016)
- 581 Canadian College Students
 - ◆ Need Satisfaction in SDMs Linked to Informational Identity Processing Style
 - ◆ Need for Cognitive Closure in SDMs Linked to Normative Identity Processing

WHAT HAVE WE LEARNED ABOUT SDMS AND PSYCHOLOGICAL DISORDERS?

- SOME REPRESENTATIVE STUDIES:
- MOOD DISORDERS
- SCHIZOPHRENIA
- AUTISM

Depression Studies: E.g., Werner-Seidler & Moulds (2012)

- 90 Australian Undergraduates with History of Depression
- Compared to Controls with No History of Depression
 - ◆ More Vivid Negative Memories after Sad Mood Induction
 - ◆ Less Sensory Detail in Positive Memories after Sad Mood Induction

Schizophrenia: Meta-Analysis Results (Berna et al., 2016)

- 20 Studies Covering 571 Patients on Schizophrenia spectrum compared to 503 Controls
 - ◆ Fewer AM's
 - ◆ Less Sensory Detail
 - ◆ Fewer Specific Memories (Not True in SDM studies)
 - ◆ Pointing to Executive Dysfunction

Schizophrenia

- Berna et al. (2016) meta-analysis:
- "It found moderate-to-large effect sizes with regard to the 3 parameters commonly used to assess AM: memory specificity ($g = -0.97$), richness of detail ($g = -1.40$), and conscious recollection ($g = -0.62$). These effect sizes were in the same range as those found in other memory domains in schizophrenia; for this reason, we propose that defective memories of personal past events should be regarded as a major cognitive impairment in this illness."

Meaning-Making and SDMs in Schizophrenia

- Berna et al. (2011), Conducted in France
- 24 patients with Schizophrenia
- 24 Controls
- Impaired Meaning-Making in Schizophrenia (for both cued and spontaneous memories)
- Replicating Raffard et al. (2009, 2010)
- Also More Illness-related Memories

Holm, Pillemer, Bliksted, & Thomsen (2017)

- 25 matched Pts. With Schiz. and 25 Controls
- Earlier Age for Reminiscence Bump and SDMs in Pts. With Schizophrenia (Consistent with earlier Raffard et al. studies) – Spike before Diagnosis
- Higher Level of Negative Symptoms Associated with Fewer SDMs

Autism Spectrum Disorder

- Berna et al. (2017)
- Web-Based Study – 80 ASD vs. 80 Controls
- Replicated studies by Crane & Goddard – Difficulty accessing SDMs
- Diminished Meaning-Making
- Mediates Self-Concept Clarity

Autism Spectrum Disorder Cont.

- “Reduced meaning-making may represent one mechanism accounting for the difficulty of individuals with autistic traits to experience themselves in terms of a coherent and stable representation of their self.”

Autism Spectrum Disorder Cont.

- Goddard, O’Dowda & Pring (2017)
- English Adolescents – 16 ASD, 16 Controls
- Rated SDMs and Everyday Memories for degree to which they were Self-Revealing
- Also Took Measure of Self-Esteem

Autism Spectrum Disorder Cont.

- ASD Participants Found Everyday Memories More Self-Revealing
- Less Likely To Show Bias Toward Positive Content in SDMs Compared to Controls
- Their Negative SDMs Correlated with Negative Self-Esteem, More than to Everyday Memories

Putting The Findings Together

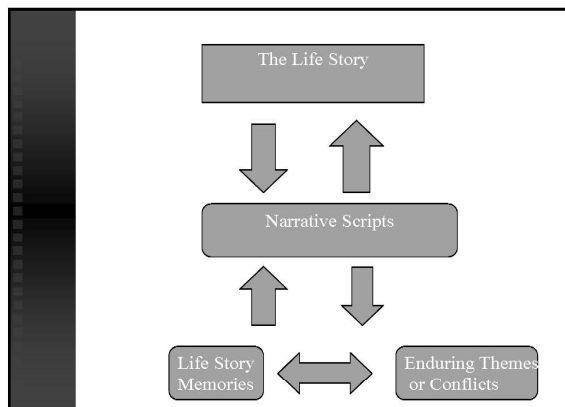
- SDMs are Concentrated Units of Narrative Identity
- They Contain Affective and Motivational Information
- They are Vehicles of Positive and Negative Meaning-Making, as Well as Performing Adaptive Functions
- They Provide For Correspondence, Coherence, Unity, and Clarity of Self-Concept
- They Can Flexibly Mediate between Traits and Characteristic Adaptations in the 3 Dimensions of Personality
- They Play an Ongoing Role in Mental Health and Well-Being

Implications for Reminiscence and Life Review


- Depending on Level of Cognitive Functioning, Employ SDM Request
- Identify SDMs in Life Review Narratives
- Explore Integrative Meaning-Making and Specificity
- Examine Relationship of Life Review Memories to Ongoing Goals

What About Narrative Scripts?

- Could we direct more attention to in Reminiscence and Life Review Research to the identification of NARRATIVE SCRIPTS?



Narrative Scripts



Silvan Tomkins's Script Theory

Narrative Script

- Scene – Action-Outcome-Emotional Response
- Psychological Magnification
- Linked Scenes Yield Scripts
- Templates for Interpreting Past, Present, and Future Events
- Redemption and Contamination Scripts

Example of Narrative Script

- For a special issue of *Qualitative Psychology* on repetition in life narratives
- Multiple researchers looking at the same set of life histories from Foley Center
- Each history has 5 interviews over 5 years
- McAdams's Life Story Interview
 - ◆ Chapters
 - ◆ Critical Life Episodes

Dennis (Pseudonym)

- 58 year-old white male
- Freelance illustrator
- Son of Successful Strict Father with Handicap
- Struggling with Mid-life Issues of Career and Purpose
- Narrative Script Emerges Across Memories

Dennis

- Over the Five Interviews Repeats the Same Memory 6 Separate Times in Response to Different Prompts
- Why Does This Memory Matter So Much in His Self-Understanding?

The Repeated Memory

- Did the father/daughter dance and was composed. I never cried or, you know, I, I wanted to have control of my emotions simply independent of what was going on with my dad, but for her wedding I wanted to be in the moment, and to be in control of the moment, and still, you know, surf this beautiful kind of wave of celebration and emotion. And in spite of what happened with my dad I was able to, ...One of my cousin's husbands, after I had done my toast and dance came up...he goes, man, you're amazing. He goes I don't know how you're going through what you're going through tonight and keeping it together with what -- with your dad. And that's when I knew.

Dennis's Narrative Script

- Multiple Memories Follow Redemption Script (First Kiss, College Transfer, First Job, Current Career Change), But There Is Always Self-Doubt:
 - ◆ Fate Strikes Blow (Out of his Control)
 - ◆ Exile from Paradise
 - ◆ Responds with Hard Work – Artistic Self-Control
 - ◆ Pride
 - ◆ Still Will It Last? (Is he Cain?)
 - ◆ 7 Repeated Memories – 6 with Redemption Sequences

My life feels like a challenge with the widest of emotions. I could do with a little less of that. I certainly enjoy the high points, but it seems like there's always real challenges mixed in, and that's my karma.

If I Were Working with Dennis in Life Review Therapy

- Linkage to Other Memories
- Identification of Narrative Script
- Linkage to Events in Current Life
- Linkage to Transference
- Linkage to Critical Themes and Self-Understanding – Redemption and Contamination Themes
- Working to Reframe the Endings

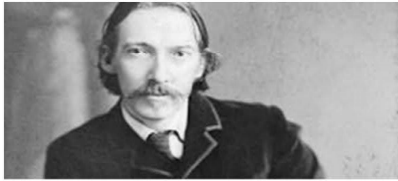
Clinical Case Studies

- Male in 30s with Dysthymic Disorder (Singer & J. L. Singer, 1992)
- Female in 20s with Borderline Personality Disorder (Singer & Salovey, 1993)
- Male in 40s with Heroin Addiction (Singer, 2002)
- Couple in 70s with Shared SDM (Singer, 2004)
- Male in 40s with Marital Conflict (Singer, 2004)
- Male in 50s with Depression and Obesity (Singer & Baddeley, 2008)
- Couple in 60s with Marital Conflict (Singer & Labunko Messier, 2010)
- Female in early 20s with Anxiety (Singer & Bonalume, 2010)
- Male in early 20s with Depression (Singer & Conway, 2011)
- Female in early 30s with Substance Abuse (Singer, Singer, & Berry, 2013)
- Male in 50s with Narcissistic Personality Disorder (Singer & Kasmark, 2014)

Other Applications of Narrative Script Analysis

- Early Carlson Case Studies
- Demorest Experimental and Clinical Studies
- Psychobiography – McAdams's studies of Bush and Obama; My Study of Robert Louis Stevenson – *The Proper Pirate*
- We-Stories – Themes across Couples' Stories

Robert Louis Stevenson (1850-1894) –
 Author of *Treasure Island* and *Strange
 Case of Jekyll and Hyde*



Study of His Memoirs, Letters and Writings

- Life as Invalid – Childhood Illnesses
- Strict Presbyterian Upbringing
- Family of Successful Engineers
- Cummy – His Governess
- Her Stories and His Dreams
- Shame over Imagination

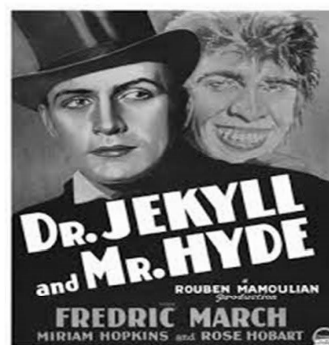
Memory of his Nightmares

- Sick child in bed, tormented by nightmarish visions of hell, and comforted by his nurse
- “I remember repeatedly, although this was later on, and in the new house, waking from a dream of Hell, clinging to the horizontal bar of the bed, with my knees and chin together, my soul shaken, my body convulsed with agony. It is not a pleasant subject.”

Heightened Sense of Moral
 Responsibility
 ↓
 Attraction to “Badness”
 ↓
 Images of Condemnation and Shame
 ↓
 Physical Expression of His Anguish in
 Illness
 ↓
 Reliance on Older Women to Comfort
 and Nurse Him
 ↓
 Seeking his Father’s Approval
 ↓
 Escaping his Religious/Moral Anguish
 through Imagination and Stories of
 Adventure and Romance
 ↓
 Images of a Glorious and Sometimes
 Cruel Death – Triumph and Punishment

Stevenson's Life Story

- The Proper Pirate: How to Reconcile His Calling to be a Writer with the Morality and Responsibility of Adulthood
- How to Remain in Touch with Fervent Imagination of Childhood and Yet Achieve Respect and Independence in his Own and his Father's Eyes
- How to Live Vibrantly in the Face of his Own Chronic Illness and Frailty
- How to Live an Honorable Life in the Face of Moral Ambiguity



What Research and Clinical Questions?

- What is the Relationship of Scripts to Positive and Negative Reminiscence Functions?
- Are Contamination Scripts Linked to Bitterness Revival?
- Are Redemption Scripts Associated with Integrative Meaning-Making in Life Review?
- How Do We Train Practitioners To Identify and Intervene with Negative Narrative Scripts in Life Review Therapy?

Questions for Life Stories

- Themes of Agency and Communion
- Ideological Settings (Optimism vs. Pessimism; Degree of Control)
- Identifying Recurring Characters (Imagoes)
 - ◆ Their Balance between Agency and Communion
- The Degree of Ego Development – Complexity of the Narrative

Conclusions and Future Research

- Major Advances in the 50+ Years since Butler defined the field of Life Review and Reminiscence
- Narrative Identity Research Offers an Opportunity to Integrate this Work with an Emerging Framework in Personality and Clinical Psychology
- Integration, Meaning-Making, Exploration and Flexibility Remain at the Heart of Healthy Adjustment at All Ages of the Life Cycle

**Florence Gray Soltys Graduate Student Award
for Exemplary Research or Practice in the Field
of Reminiscence and Life Review 2018**

Majse Lind

**Personal and Vicarious Life Stories in Patients with Boderline
Personality Disorder**

Presentation

PERSONAL AND VICARIOUS LIFE STORIES IN PATIENTS WITH BORDERLINE PERSONALITY DISORDER

Majse Lind, Ph.D



Introduction

Ph.D. degree 06/06-2018 from (CON AMORE) Aarhus University, Denmark:

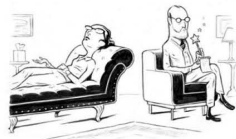
Personal and vicarious life stories: relations to self-understanding, other-understanding, and psychopathology

- Abroad stay: Dr. Susan Bluck, UF, FL

- Currently a postdoctoral researcher in the LEDLAB at Northeastern University, Boston



Lind, M., Jørgensen, C.R., Bøye, R., Heinskou, T., Simonsen, S., & Thomsen, D.K. (2018). Patients with Borderline Personality Disorder Show Increased Agency in Life Stories after 12 Months of Psychotherapy. *Psychotherapy*



The overall aims were to examine:

How personal and vicarious life stories in patients with borderline personality disorder (BPD) change in psychotherapy



Outline

- What is BPD?
- Personal and vicarious life stories (including baseline results)
- Method
- Results
- Discussion
- Conclusion and implications

DSM-5 BPD

- (1) frantic efforts to avoid real or imagined abandonment
- (2) a pattern of unstable and intense interpersonal relationships
- (3) identity disturbance
- (4) impulsivity
- (5) recurrent suicidal behavior
- (6) affective instability
- (7) chronic feelings of emptiness
- (8) inappropriate, intense anger or difficulty controlling anger
- (9) transient, stress-related paranoid ideation or severe dissociative symptoms



A focus on self and other understanding

Theorists across clinical orientations agree that disturbances in understanding one's own and other people's minds underlie symptoms of BPD:

- Mentalization
- Alexithymia
- Empathy
- Identity
- Emotional intelligence



At baseline, we examined whether these disturbances extended to personal and vicarious life stories for parents

Bateman & Fonagy, 2004; Bearey, Halquist, Ellison, & Levy, 2016

What is a personal life story?


- The personal life story refers to the internalized and evolving story of a person's past, present, and anticipated future
- The life story helps us to understand who we are and how we have developed across time. The story provides life with meaning and direction and it helps establish self-continuity which involves a basic understanding that, despite change, we continue to be the same across time and place
- The life story offers a phenomenologically rich, intimate, first-person perspective of a person's interpretation of himself and his life

(McAdams, 1996, 2001)

The organization of life stories

- The life story is based on autobiographical memory, which broadly refers to "memory of information relating to the self" (Brewer, 1996, p. 46) and consists of many levels influencing each other mutually
- Chapters refer to important, temporally extended periods with perceived beginnings and endings that include information about the people, places, activities, and objects associated with that period

Chapters are often associated with a certain valence

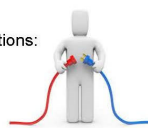



McAdams, 2008; Thomsen, 2009

Autobiographical reasoning

Autobiographical reasoning is the reflective process through which selected parts of autobiographical memory are organized into temporally, causally, and thematically coherent accounts of individuals' lives

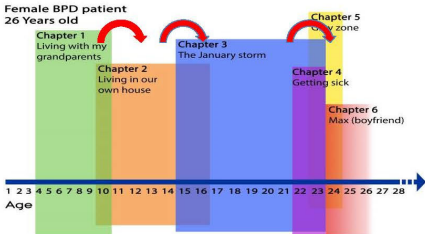
In my Ph.D. I focus on causal connections:
Chapter X → Chapter XX
Chapter X → self



(Habermas & Bluck, 2000; Habermas & Paha, 2001)

Causal connections related to chapters

Female BPD patient
26 Years old



Chapter 1
Living with my grandparents

Chapter 2
Living in our own house

Chapter 3
The January storm

Chapter 4
Getting sick

Chapter 5
Only zone

Chapter 6
Max (boyfriend)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
Age

Examples of valence of causal coherence:
"Did the chapter influence how you see yourself?"

Positive valence:

- "Yes in a positive way. I became much more confident and independent"

Negative valence:

- "Yes, in a very negative way. Well, because I have the feeling that it is something that has affected me all my life being very anxious and insecure."

Complexity of causal connections

Low complex reasoning tends to be vague and simplistic:

"I don't know I just know that one's childhood ought to affect you in some way"

Complex reasoning tends to be nuanced and to provide highly insightful elaborations of how events are connected and led to changes in the self:

"...So I have not learned how to be me, believe in myself or think of myself as valuable at all. However, instead I have learned how to be a decent human being, learned how to take care of others, listen to others and also found an interest in architecture, which I have maintained today. It has also made me stronger in a way...however, 90% of the time I criticize myself for all the things I am not good at, guilt, shame and self-hate. The worthlessness that I feel has its starting point at that time"

Themes in life stories

Agency and communion

Two super-ordinate themes in the life story and widely examined by life story researchers.

Agency refers to sequences of evaluations and interpretations emphasizing strength, power, expansion, mastery, control, dominance, autonomy, separation, and independence



Communion encompasses themes in the life story focusing on love, friendship, intimacy, sharing, belonging, affiliation, merger, union, nurturance



Communion fulfillment constitutes an aspect of communion referring to whether communion needs are thwarted or fulfilled.

Adler et al., 2012; McAdams et al., 1998; Woike & Polo, 2001

Examples of agency themes

Low on agency

"Well I moved away from my parents when I was 18, got pregnant when I was 19, gave birth to my son when I was 20. Ended up being alone with my son. Then I ended up with another idiotic boyfriend for the next 6 years that also took advantage of me in different ways."

High on agency

"...When I moved school, I think I got quite a strong self-image. It was a contrast, because now I really wanted to go out and prove everyone wrong...So I think it has influenced me in the way that I take control of things. Now I wanted to go out and conquer the world"

Examples of communion themes

Low on communion

"I am more like a lonely wolf type of person and I'm fine with that"

High on communion

"I am a family person. That's what I find most valuable in life"

Communion fulfillment

Not fulfilled:

"I was let down, I don't feel that I had a mum in that period of my life. I just felt like a piece in a puzzle. I was just there for her to get some extra money from the state"

Fulfilled:

"She provides me with a deep security...I now have more focus on the intimate relations and it is really great...when I describe myself today I describe myself in relation to and with her"

Vicarious life stories

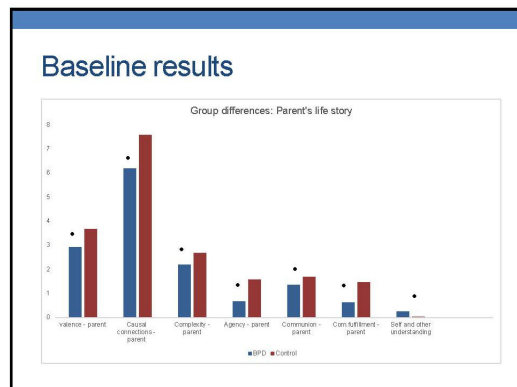
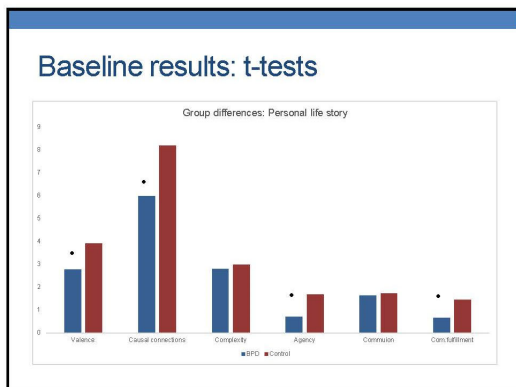
Vicarious life stories

Life story research mainly focuses on the personal life story but individuals also mentally represent stories for close others

Vicarious life stories: Stories about other people organized to construct a temporally, causally, and thematically coherent accounts of their lives

A few published studies show relations between personal and vicarious life stories

Thomsen & Pillemer, 2017



Summing up

- BPD patients understand both themselves and their parents as people who change negatively as a result of life events, are shaped by external forces rather than by their own control, and who struggle with needs of intimacy.
- The patients did not reason about their personal life story in less complex ways compared to the control group but their reasoning was less complex in their parents' life stories. When reflecting on parents' life stories, BPD patients tended to confuse their personal thoughts and feelings with their parents' thoughts and feelings, which led to self and other confusion in the stories.
- The less complex and more confusing life stories of the parents revealed that patients struggled with constructing life stories for their parents.

Psychotherapy

Controlled trials provide support for the effectiveness of various forms of psychotherapeutic treatments for BPD and most notable:

- Dialectical Behavior Therapy; DBT
- Schema-Focused Therapy; SFT
- Transference-Focused Psychotherapy; TFP
- Mentalization Based Therapy; MBT

Although the various therapeutic approaches are based on different understandings of what underlies patients' pathology, central is the assumption of a disturbed understanding of self and others

Bateman & Fonagy, 2016; Clarkin et al., 2007; Giesen-Blao et al., 2006; Linehan et al., 2006;

Psychotherapy

Psychotherapy improves many aspects of BPD patients' understanding of self and others:

- The reflective functioning
- Identity integration
- Attachment style
- Emotion regulation
- Psychosocial functioning and personality organization

No study has examined whether therapy impacts BPD patients' understandings of self and others in terms of life stories.

Bateman & Fonagy, 2009; Bales et al., 2012; Doering et al., 2010; Goodman et al., 2014; Levy et al., 2006

How psychotherapy influences life stories

A few studies show that psychotherapy contributes to changing life stories in other patient groups:

- More positive
- More coherent
- More complex
- Higher on agency



...all life story characteristics associated with higher well-being

Adler, 2012; Critchfield and Benjamin, 2006; Dimaggio et al., 2012a; Hermans, 2006

The aim of the study

We explored whether 12 months of psychotherapy would change how BPD patients, described their own and their parents' life stories based on the studies showing that therapy contributes to the development of more positive and complex life stories that are higher on agency and communion fulfillment

Participants

23 of BPD patients ($M = 29.52$, $SD = 8.73$) and 23 control participants participated in the follow-up after 12 months of therapy.

The control group did not differ from the BPD group with respect to age ($M = 26.09$, $SD = 7.23$, $t(44) = 1.45$, $p > .05$, gender $\chi^2(1) = .36$, $p > .05$, or current level of education, $\chi^2(5) = 8.61$, $p > .05$).

At baseline, we controlled for BPD traits (SCID-II)

Materials

Life story interview:

A mixture of semi-structured interviews and questionnaires. Participants were asked to describe up to 10 chapters in their own and their parents' life stories and rate these on questions of emotional valence and causal connections in a questionnaire, while elaborating on the questions orally

The answers were recorded, transcribed and coded for themes of agency, communion, communion fulfillment, and complexity (Kappas between .70 - .79)

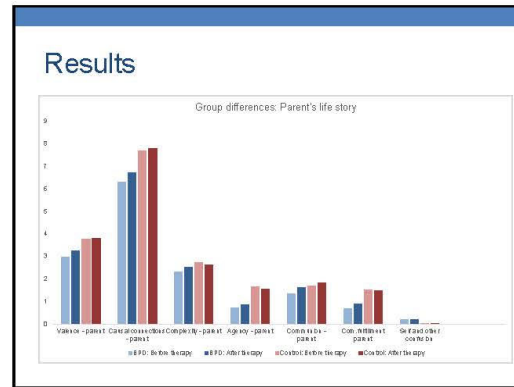
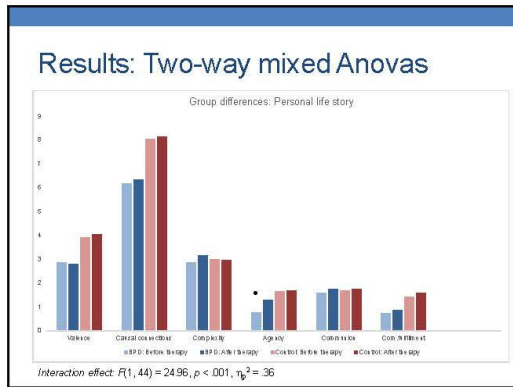


Procedure

Patients were all enrolled in a 1.5 years psychodynamic treatment program at Psychotherapeutic Center Stolpegaard or at Unit for Personality Disorders, Aarhus University Hospital, Risskov.

- Mean number of individual therapy: 32.52 sessions (range from 0-70; $SD = 20.66$)
- Mean number of group therapy: 17.00 sessions (range from 0-79; $SD = 22.22$)
- Mean number of overall sessions: 49.52 (range from 0-99; $SD = 25.84$).





Increase in agency before-after therapy

BPD patient before therapy
 When I think about my childhood I just get completely confused... I have not learned to look at it in a more constructive way yet. It is complex because my parents were a dremfely good at you know raising a child in a culturally correct way, you now, this is how you ought to behave. However, being emotionally available and providing me with security has not been a focus. So I have not learned how to be me, believe in myself or think of myself as valuable at all. However, instead I have learned how to be a decent human being, learned how to take care of others, listen to others and also found an interest in architecture, which I have maintained today. It has also made me stronger in a way... however, 90% of the time I criticize myself for all the things I am not good at, guilt, shame and self-hate. The worthlessness that I feel has its starting point at that time and I still find it hard to get rid of that hopelessness.

BPD patient after therapy:
 Emotionally I am very mixed about this chapter in my life. Things happened back then that no child should ever experience but at the same time I can look back at my life and realize that I developed some tools because of these experiences. Today I have actually turned it into something I can use in a constructive way because I became stronger as a person, you know. It is extremely ironic and if you agree I would probably have focused on the negative whereas today I chose to focus on the constructive aspects.
 It has been helpful getting some answers from my mum regarding her alcohol treatment. I do not feel as guilty anymore for the things happening back then. I chose to put that aside I have finally come to realize that I do not have to end up as my mum. I have found an inner strength to do something else with my life... it has turned me into a fighter.

Discussion: Increased agency

After therapy BPD patients constructed life stories emphasizing more strength, power, expansion, mastery, control, dominance, autonomy, separation, and independence compared to before they began therapy.

The construction of more agentic stories about who they are and how they became this person decreased the feeling of being victimized by their past and increasing a feeling of control and self-confidence.

Increasing agency may be one of the first steps in order for BPD patients to develop a more robust understanding of themselves, which should be recognized as an important mechanism of change in BPD.

Conclusion

- The study is among the first to systematically examine to what extent personal and vicarious life stories change as a result of psychotherapy in psychiatric patients
- It contributes to the growing focus on using theories of healthy personality to understand disordered personality
- Patients with BPD showed several disturbances in both personal- and parents' life stories and the life stories remained quite stable after the 12 month period. However, patients increased a sense of agency which could be important for recovery
- Agency may deserve more attention in the treatment approaches to BPD, a suggestion also put forward within Self-determination theory (Ryan & Deci, 2004).

Acknowledgements

- Supervisor: Dorthe Thomsen
- Co-supervisor: Carsten René Jørgensen
- Con Amore
- Psychotherapeutic center Stolpegaard
- Risskov university hospital
- Student helpers
- Professor Carla Sharp and her students
- Professor Susan Bluck and her students
- Participants in the studies



Poster Presentations

Research and Education, Practice and Volunteer

Reflection on Past Challenges Predicts Growth

Authors: Hanna Åkerlund, Susan Bluck, Hsiao-wen Liao, and Emily Mroz

Abstract

Our remembered past can be a resource for enhancing personal growth. This study investigates how aspects of one's personal past (i.e., function, positive past orientation, and narration style) predict personal growth following a challenging life event. Participants ($N = 187$; younger and older adults) shared challenging life events and reported subsequent personal growth (Cann et al., 2010). Past-focused measures included: Thinking about Life Experiences Scale: Directive (Bluck & Alea, 2011), Time Perspective: Past Positive (Zimbardo & Boyd, 1999) and content-coded redemption themes in the narratives (McAdams, 1999). Participants also completed the Big Five Inventory to explore trait personality as a moderator. Regardless of age, more frequent use of autobiographical memory to direct behavior ($\beta = .16, p < .05$) and presence of redemption in the narratives ($\beta = .23, p < .01$) predicted growth. Having a positive view of one's past also predicted growth but only for those high in Neuroticism ($\beta = .22, p < .01$). Across adulthood, our potential for growth depends on how we remember and share our personal past. The ability to functionally draw on past events, and to transform challenges through narrative, appear to promote growth largely irrespective of age or personality.

Biography of First Author: Hanna Åkerlund is an international undergraduate student majoring in Psychology at the University of Florida. She is a Research Assistant in the Life Story Lab (Director: Dr. Susan Bluck). Her research interests involve examining the ways that personality traits, social expectations, and sense of self, contribute to an individual's growth following personal crises and life challenges. She is particularly interested in developing suicide intervention techniques based on healthy time perspective and functional memory use. She plans to pursue a PhD in Psychology to continue to investigate the functional use of autobiographical memory to promote post-traumatic growth.

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In Memory: Preferences for Memorializing the Self and Lost Loved Ones

Authors: Susan Bluck, PhD and Emily Mroz, MS

Abstract

Memorializing a lost loved is a particular type of reminiscing. As individuals enter adulthood they begin to understand that their own life is finite. They need to begin to consider how they might memorialize others and how they themselves might be remembered after death. This study investigates: (i) how young adults prefer to memorialize lost loved ones, and (ii) how they themselves want to be remembered after death. Participants (N = 145; 67% female) provided memorializing preferences using a newly-developed, conceptually-based, *Memorializing Checklist*. They also provided a *self-defining memory* narrative representing how they would like to be remembered after death. For Aim 1, exploratory factor analysis of the Memorializing Checklist resulted in four factors representing preferences for remembering a lost loved one: Everyday Intimacy, Community Legacy, Unconventional Connections, and Societal Tradition. For Aim 2, narratives were content-coded for *Fundamentality*, *Event Type*, and *Identity Strivings*. Young adults report most commonly want to be recalled by others as having been nurturing and compassionate. Though basic understanding of the construct of death occurs in childhood, this research highlights the study of the development of death-related practices in early adulthood. In particular, the study highlights the use of reminiscence for maintaining social bonds with others, even after death.

Biography of First Author

Dr. Susan Bluck is Professor in Psychology at the University of Florida and a GSA Fellow. As Director of the Life Story Lab, she works with her team of doctoral students and undergraduates to conduct research on the functions of autobiographical remembering across the lifespan including issues connecting autobiographical memory to end-of-life issues. She teaches courses on memory, adult development and aging, and death and dying.

Wilder Penfield and Electrically-Elicited Reminiscence

Authors: Thomas W. Pierce, Alyson Faires, & Kamille Harris. Department of Psychology, Radford University

Abstract

Between 1934 and 1960 the Canadian neurosurgeon Wilder Penfield performed surgery on hundreds of patients for the treatment of epilepsy. Penfield's well-known "Montreal Procedure" involved exposing the cortex and then stimulating it at different locations with a mild electric current. The purpose of electrical stimulation was to locate the point of origin of seizure activity so that it could be surgically removed. Patients were under only local anesthesia, and a key element of the procedure was to ask them to describe their conscious experiences during stimulation. In a small percentage of patients, stimulation of the temporal lobe was associated with vivid, involuntary reminiscences of events from the patient's past. Because electrically elicited memories were always for routine daily events which had never been subject to voluntary recall, Penfield concluded that stimulation accessed a continuous record of experience which forms the raw data out of which conscious recall of past events is constructed. This paper describes in detail the methods used by Penfield and colleagues to collect their observations, the theory of brain function Penfield developed to explain his findings, and evidence obtained by later investigators both for and against his views on autobiographical memory.

Biography of First Author: Thomas W. Pierce is a Professor of Psychology at Radford University. He holds a B.A. from McGill University and a PhD from the University of Maine, and he was a Post-Doctoral Fellow at Duke University Medical Center. He is a Past-President of the *International Institute for Reminiscence and Life Review*, and he currently serves as the Editor of the *International Journal of Reminiscence and Life Review*.

Contact information. Thomas W. Pierce, PhD, Box 6946, Department of Psychology, Radford University, Radford, VA, USA 24141. E-mail: tpierce@radford.edu

Remember Me When I'm Gone: Virtues in Ultimate Self-Defining Memories

Authors: Mroz, E. L., Bluck, S., Dulberg, L.

Abstract

Emerging adults are in the midst of identity formation (Arnett, 2000) including, potentially, the development of what society has deemed virtues (i.e., highly positive, prosocial characteristics). Identity has been defined in terms of self-defining memories (SDM; Singer & Blagov, 2004). This study investigates SDMs emerging adults want to be remembered by when they die, and to what extent these memories represent them as virtuous. The likelihood of wanting to be recalled as virtuous may depend on trait personality (i.e., Big Five). Participants (N = 145) shared their "ultimate self-defining memory:" the one story that they want told at their funeral. They rated the characteristics of these memories and completed the NEO-PI. Memory narratives were reliably content-coded ($\kappa = 0.72$) for presence of universal virtues (e.g., humanity, wisdom). The majority of participants' narratives (59%) manifested a virtue. Logistic regression demonstrated that being more Agreeable and less Extraverted both predict inclusion of virtue in one's ultimate SDM. Memories containing virtues were self-rated as representing oneself more authentically, and were less often shared with others than non-virtue SDMs. Examining ultimate SDMs provides insights into emerging adults' current goals for living a life that allows them to be positively remembered when they are gone.

Biography of First Author: Emily Mroz is a Doctoral Candidate in the Psychology department at the University of Florida. She conducts research in the Life Story Lab (Director: Dr. Susan Bluck), combining work from developmental, social, and counseling perspectives to understand aging and end-of-life issues. Emily specifically investigates the functions of reminiscence and autobiographical memory when facing end-of-life or when remembering the loss of a loved one. She also works on interventions to increase education in palliative and end-of-life care for medical providers, patients, and community members.

Remembering Challenging Life Events: Personal Goals and Growth in Adulthood

Authors: Hsiao-Wen Liao & Susan Bluck

Abstract

The self-memory system model (SMS; Conway, Singer, & Tagini, 2004) theorizes that remembering and reminiscing are guided by individuals' current goals. We examined whether younger and older adults' ($N = 185$) goal-processing strategies (i.e., disengagement and re-engagement; Haase et al., 2012) predicted personal growth after challenging autobiographical events. Participants completed the Goal Engagement Scale (Wrosch et al., 2003) and narrated two challenging events from their own lives. Personal growth from these events was assessed in two ways: content-analysis of *redemption* in participants' narratives (McAdams, 1999) and the Post-traumatic Growth Scale (Cann et al., 2010). Higher goal-disengagement (i.e., letting go) predicted greater redemption in challenging event narratives, but only for older adults ($B = 0.14$, $SE = 0.05$, $t = 2.56$, $p < .05$). Regardless of age, greater goal re-engagement predicted higher post-traumatic growth, for those high in goal disengagement ($B = 0.38$, $SE = 0.15$, $t = 2.42$, $p < .05$). The findings suggest that both letting go of goals and being able to pursue new ones are important for how individuals experience growth after challenging events. How personal goals guide adaptive ways of remembering and reminiscing about life challenges is discussed.

Biography of First Author: Hsiao-Wen Liao is a postdoctoral researcher in the Department of Psychology at Stanford University and the Stanford Center on Longevity. She received her PhD in Developmental Psychology from the University of Florida. She is interested in articulating self-regulatory processes that help to promote self-development, well-being, and adaptive goal pursuit across the life span. Her current work examines relations of remembering the personal past and thinking about future to personal growth and continuity, well-being, and consumer responses.

Reminiscence in Mild Dementia Care: A Concept Analysis

Author: Abdallah Abu Khait, RN, MSN, CNS & Juliette Shellman, PhD, RN,
University of Connecticut School of Nursing

Abstract

Reminiscence is the process of recalling events in a person's life. Reminiscence may be suitable for people with mild dementia because they typically have a better memory for the distant past rather than for recent events. There are different types of reminiscence that are used in practice and research. The different types of reminiscence are used interchangeably in the literature, however, both terms are quite different in their goals, theory base, and content. Therefore, potentially effective nursing interventions are neither clearly understood nor correctly operationalized in research studies. The purpose of this concept analysis is to clarify the concept of reminiscence in dementia care. Utilizing the eight-step method described by Walker and Avant (2011), the attributes and characteristics of reminiscence in dementia care are identified and its theoretical and practical application to nursing are presented. Sample cases illustrate the concept of reminiscence in dementia care further. Based on the findings of this analysis an operational definition of reminiscence is proposed. Recommendations for the use of the concept of reminiscence in dementia care in nursing education, practice and research are discussed.

Biography of First Author:

Abdallah Abu Khait is currently a Ph.D. student at the University of Connecticut, School of Nursing. He earned an MSN degree from the Hashemite University in 2014 specializing in psychiatric and mental health nursing. Abdallah has had experience working as a research assistant and clinical instructor at Hashemite University. He is working with Dr. Shellman on his research topic of interest focusing on the impact of reminiscence on outcomes such as reducing depressive symptoms, improving cognition, and enhancing the well-being of individuals with mild dementia.

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Effect on Narrative Change and Improvement of Depression through Life Reviews in Older Adults with Dementia: A Mixed Methods Study

Author: Yuko Yamamoto, RN, PhD

Abstract

The problems that older adults with dementia have in verbalizing their thoughts and feelings make it difficult to provide them with appropriate care. Life reviews recollect the past and encourage narration, the effects of which are examined by quantitative and qualitative data. The purpose of this study is to investigate the effect of life reviews on narrative change and improvement of depression among the older adults with dementia using a mixed methods study.

The participants were elderly residents of nursing homes in Japan with a Clinical Dementia Rating of mild to moderate. The researcher conducted four separate sessions to discuss each participant's childhood, adolescence, adulthood, and later life in accordance with the Life Review and Experience Form (Haight, 1988). The Geriatric Depression Scale 15 (GDS) was used before and after the intervention and the narrative data of the interviews were recorded.

All the participants were 30 and the mean age was 86.6 (SD 7.1) years. The GDS15 scores were significantly improved among the older adults with dementia with the tendency for depression ($F(1,112) = 25.87, p < .001$). Regarding the text analysis, the contents that helped participants look back on [hometown], [school days], and [self] affirmatively were seen in the positive GDS change group.

Biography: Yuko Yamamoto, RN, PhD is Associate Professor at Tokyo Healthcare University and teaches Gerontology nursing. Her research field of Life Review for older adults with dementia and verification of the effect, communication and multi-occupational. She is interested in integrating Diversity with Mixed methods study

Poster Presentations

(Demonstration Type: e.g., description of a study program, of a newly developed tool/ intervention/technique)

Using *The Life Story Course* to foster personal growth: A narrative inquiry into the experience of older adults in transition

Author: Julia M. Falk, MS, RN, Doctoral Candidate

Abstract

The *Life Story Course* is an 8-week curriculum inviting important life stories from across the lifespan. I investigated how meanings attached by participants to the experience of narrating life stories and sharing them related to personal growth and existential issues. Previous research on meaning making (Park, 2010) suggested that markers of personal growth could be identified through exploration of meaning making processes and meanings made.

Six older adults completed the course. Class transcripts were analyzed for the presence of meaning statements using a narrative inquiry approach. Analysis of statements about the course experience revealed commonalities across participants about the challenges of identifying important stories and sharing them. Themes emerged related to identity, visiting difficult or unresolved material, and finding trust in the group. Similar themes emerged in statements related to personal meanings drawn from the stories themselves. Meaning statements could be associated with markers of personal growth, particularly in the existential domain of being and becoming.

The research demonstrated that the *Life Story Course* provided a process for self-study that supported engagement in meaning making processes. The meanings made, together with those processes, fostered self-knowledge and appeared to help people work with life challenges.

Biography and Contact Information: Julia Falk has been a registered nurse for over 30 years, with experience in diverse clinical specialties. She is a doctoral candidate in humanistic psychology at Saybrook University, where her research interest is narrative psychology. She has been teaching Mindfulness-Based Stress Reduction to people with chronic illness, anxiety, and/or depression since 2010, and is certified to teach by the Center for Mindfulness at the University of Massachusetts Medical School.

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Life Stories as Teaching Tools and Community Service in an Undergraduate Seminar

Authors: Kristi S. Multhaup, PhD and Mary E. Walters

Abstract

The Life Stories course at Davidson College (see <http://lifestories.kristimulthaup.com/overview-2/>) will be discussed from both professor and student perspectives. The advanced seminar uses life stories to learn about memory and adult development. In the first few weeks we develop a common set of experiences by sharing some of our own life stories and reading autobiographies of people who were centenarians, middle-aged adults, young adults, or a child when they recorded their stories. We then explore the current psychological research about autobiographical memory, the importance of life stories, and the functions of reminiscing. The major assignment is to (a) interview a member of the broader community who is at least 50 years old at least six times, and (b) draw from those interviews to tell that person's life story in a series of web pages that include digital audio, video, and graphics (see <http://lifestories.kristimulthaup.com/>; the 2017 pages will be added in summer 2018). These case studies of our Community Partners' life stories enrich students' understanding of theoretical material as well as foster intergenerational conversations. Moreover, these stories record our community's history. Responses from the community will be shared as well as the professor and student perspectives.

Biography of First Author: Dr. Multhaup earned her BA (psychology) from Gustavus Adolphus College, and her MA and PhD (experimental psychology) from Princeton University before completing post-doctoral work in cognitive aging at Washington University in St. Louis and Duke University. She has been a faculty member at Davidson College since 1996 where she now holds the Vail Family Professorship. Since 2001, she has taught eight iterations of her Reminiscence (now called Life Stories) seminar. She has published 24 peer-reviewed articles, many with student co-authors; earned NIH funding; and been honored with both teaching (Hunter-Hamilton Love of Teaching) and mentoring (Women in Cognitive Science) awards.

"A Porch on Butler's Estate"

Author: Kathleen I. Kimball, PhD

Abstract

Volunteering in the Strafford County, NH rest home produced a book arts program, 'seasons of life.' Residents divided their age by four and each quarter in turn became a season, starting with spring. They recalled where they lived in each season and in addition to book art supplies, maps of specific locations were provided for each resident for each season. Six weeks later a book binding appropriate to each life collected their seasons, words and images into a new whole.

In my ignorance, I thought I invented this idea of considering the entire life & inflated by the success residents enjoyed, began to research the topic. This led almost immediately to discovering Butler's seminal article and from that many uses, variants, populations served and finally to International Institute for Reminiscence and Life Review. It turned out that my time-space nexus was a porch door, if you will, on Butler's Estate.

My intention is to put this technique into the hands of others who may also find it benefits their efforts. To that end, worksheets will be provided to attendees.

Biography: Kathleen I. Kimball, PhD

After receiving her magna cum laude B.A. (Cal-State University) and M.A. (U of Arizona) in Communications, Kathleen (better known as kik, moved to New England, where she started and ran 'emanacom' (employee-management communications) a communications consulting company for 15 years before selling it to investment bankers in 1990. She then returned to school and after her B.F.A. with honors in Ceramics from Maine College of Art, went on to a PhD in World Art and a decade of glass commission work. Some of her recordings, writings & corporate art commissions are available at www.kikworldart.info. Write kik directly at kik@metrocast.net

Paper Presentations

Research and Education, Practice and Volunteer

Identity and Testimonial Language of World War II Veterans

Authors: Dr. Hanna K. Ulatowska, PhD and Mitchell Pruett, BA

Abstract

This study explores identity and testimonial language in a subset of 22 World War II pilots and 8 World War II veterans with dementia from a group of over 90 World War II veterans. Their set of semi-structured interviews was examined using qualitative analysis. The group of pilots was selected for this study because of their homogeneity, high educational achievement, and highly salient perception of survival, all of which lead to strong identity as pilots and ultimately facilitate life review. Both groups were motivated to give a highly comprehensive testimony in life review due to the importance of generativity to members of this cohort's identity. Identities observed include as a veteran, of a social origin, as a World War II survivor, in comradery with fellow soldiers, a stiff upper lip, and as a GI bill recipient. These identities allow World War II veterans to use highly complex language in their testimonies as part of life review. Identity serves as a necessary precursor to life review for the elderly and contributes to collective memory as members of the cohort define and explain themselves to each other and to succeeding generations.

Biography of First Author: Hanna K. Ulatowska, PhD, is a professor in the School of Behavioral and Brain Sciences. Her primary area of research is neurolinguistics and more specifically investigations of language in aging, aphasia, and dementia. The focus of her research is the characterization of communicative competence and how it relates to preservation or impairment of linguistic and cognitive functioning. She has been also actively involved in investigating the representation of camp experiences in survivors of concentration camps in Poland and testimonial language of WWII American veterans.

The Practice of Life Review and Reminiscence: A collaborative approach

Authors: Cheryl Svensson, MSG, PhD, Mary O'Brien-Tyrrell, MPH, BSN, Paulette Stevens, BA, and Sarah White, BA

Key Words: life story, personal historian, autobiography, reminiscence, life review

The StoryBoard Collaborative is a group of pioneering leaders that encompasses complementary aspects of life story work: Cheryl Svensson, Paulette Stevens, Sarah White, and Mary O'Brien Tyrrell.

Presenters (who come from psychology, gerontology, nursing, journalism, and marketing backgrounds) will introduce:

- The Guided Autobiography (GAB) approach where individuals write their own stories;
- The personal historian approach that draws upon interview methods; and
- Innovative tools used to collect, archive, and share life stories

Story Board Collaborative includes:

Guided Autobiography, a tested and researched method created by Dr. James Birren, is based on life theme writing and sharing in supportive small groups.

Life Story Library Foundation collects, saves and shares life stories as valuable recorded history, reviving the culture of listening and storytelling worldwide.

First Person Productions helps individuals capture and share their stories through a coaching or write-by-conversation approach.

Memoirs LLC, has helped hundreds of individuals to write their life stories in limited-edition hardcover books. The textbook, *Become a Memoirist for Elders* is used in a course at Bridgewater State University–Cape Cod.

Presenters will share experiences, provide resources, and open initiatives for group discussion. StoryBoard Collaborative is a model of collaboration for other individuals and organizations.

Contact Information: cheryl.svensson@gmail.com 949-413-8704

Ethnic diversity in narratives of individual reminiscence interviews in Canada

Authors: Nobutake Nomura, (Visiting Professor Department of Psychology, Langara College/Department of Psychology), Meiji Gakuin University, Tokyo, Japan and Jeffrey Dean Webster, Department of Psychology, Langara College, Vancouver, British Columbia, Canada

Abstract

Individual reminiscence interviews were conducted with 16 older adults living in Vancouver with ethnic and racial diversity. Participants were recruited at a community center and 16 older adults participated in four, 60-minute life review interviews.

The participants consisted of 7 men and 9 women, with an average age of 76.6 years (SD=6.2). Six of the participants were white/Caucasian, 4 were Indian, 3 were Chinese, 2 were Filipino and 1 was Japanese. Four were born in Canada and 12 were immigrants.

Participants were asked to complete the satisfaction with life scale (SWLS) and the Rosenberg self-esteem (RSE) before and after the series of interviews, and psychological effects through interviews were examined.

Three persons conducted the interview in a private room at the college or the community center: a researcher, a participant, and an interpreter that partially support the conversation of researcher. Interviews were done chronologically. At the end of the last session, the researcher asked questions extracted from Life Review and Experiencing Form (LREF: Haight & Bahr, 1984), and analyzed the answers qualitatively.

The results showed there were some different characteristics depending on ethnic groups. Their responses were classified into three categories: "Good life", "Good life with exception", & "Not good life". Four out of 6 Caucasians were classified as "Good life with exception", while 2 out of 4 people from India were classified as "Not good life".

Biography of First Author: Nobutake Nomura, Ph.D. Associate Professor Meiji Gakuin University, Department of Psychology 1-2-37 Shirokanedai, Minato-ku, Tokyo JAPAN

Contact Information: E-mail: nomuran@psy.meijigakuin.ac.jp

Digital Legacies

Authors: Mary Ligon, CTRS, PhD and M. C. Ehlman, PhD

Abstract

Digital Legacies is a program that promotes intergenerational connections between undergraduate students and elders. Using artifacts and memories, students create web pages or Digital Legacies with the goal of representing the essence of the individual through these unique, digital creations. We have implemented this project with undergraduate students working with elders who reside in a skilled nursing facility (SNF) and with healthy elders who reside in the community.

Through an independent study, five college students participated in a series of face-to-face meetings with 30 residents at a SNF over the course of the 2017-18 academic year. Students collected music, photos and stories central to residents' personhood. In total, students spent more than 150 hours with residents. The Digital Legacies were shared with residents, families, and staff at the SNF and reactions were positive. The Digital Legacy assignment was also used as part of an oral history project which students completed with healthy, community-dwelling elders. In both cases, whether working with frail or healthy elders, students were motivated to complete this project and reported a positive experience. Steps describing implementation and sample Digital Legacies will be shared during this presentation.

Biography of First Author: Mary Ligon, CTRS, PhD, Associate Professor of Gerontology and Chair of the Behavioral Sciences Department at York College of Pennsylvania. She holds a BS in Therapeutic Recreation from Radford University as well as a Master's in Gerontology and PhD in Health Related Sciences from Virginia Commonwealth University. Ligon specializes in psychosocial development in late life and intergenerational programming. She frequently incorporates reminiscence-related assignments into the Gerontology classroom.

Ligon is a member of the Gerontological Society of America and is a Past- President of Sigma Phi Omega, The International Honor and Professional Society in Gerontology.

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Using Reminiscence to Explore and Transform our Relationships with Ourselves and Adult Children

Authors: Diana Taylor, PhD and Robin Mintzer, PhD

The history of attachment between child and parent influences relationships throughout life. Attachment is an enduring emotional bond between two people. Attachment between parent and child begins before birth and provides comfort and security.

As we mature, we develop attachments with other people, such as a spouse, other family members or peers, and are not as dependent on our attachment to parents. Although these attachments evolve over time, they remain important.

We use reminiscence to observe our parents' relationship with their parents. We also examine our own relationship with our parents. Guided Autobiography is the method used to explore these relationships. For example, participants are asked: "How different or similar is your relationship with your adult children to that of your parents and you?" Stimulating memories, invites reflection and opens doors for change.

We use reminiscence to observe our parents' relationship with their parents. We also examine our own relationship with our parents. Guided Autobiography is the method used to explore these relationships. For example, participants are asked: "How different or similar is your relationship with your adult children to that of your parents and you?" Stimulating memories, invites reflection and opens doors for change.

Together with our spouses, we choose to make our relationship with our adult children alike or different from the one we have or had with our parents. Our own experiences serve as a backdrop for the constructive choices we make. As we edit the choices we make, we expand our sense of self and create new attachment experiences with our adult children. Reminiscence is the vehicle that facilitates this transformation.

Biography: Diana Taylor, PhD, is a clinical psychologist and an Attachment Therapist helping her clients acquire the tools to form and maintain healthy relationships throughout their lifespan. She has experience treating various issues such as trauma, bereavement, pain management, eating disorders, depression, anxiety disorders and acculturation issues. She offers training in social skills, communication skills, mindfulness and stress management. She has taught Finding and Evaluating a Prospective Partner and Guided Autobiography. She consults with immigrants at the Brazilian Consulate and in her office. Dr. Taylor is a founding member of the Los Angeles Attachment Study Group, a group of professionals who educate the public on the attachment needs of children, couples and older adults and on the impact of separation, disruptions and trauma. She serves on the Board of the International Institute for Reminiscence and Life Review and has a specialty in working with older adults. Dr. Taylor continues to explore the impact of Guided Autobiography in healing trauma and chronic pain, in creating opportunity for new insights and change, in making it possible for new bonds to form with peers and different generations, and in integrating life experiences into a solid sense of identity.

Ethical Implications of Robot Reminiscence for Older Adults: Constitution of Moral Subjectivity with Technological Mediation

Author: Ryuji Yamazaki, PhD

Abstract

Telecommunication support is expected to be provided by robotic media as a bridge for digital divide for those with dementia and facilitate social interaction both verbal and nonverbal. The purpose of this study is to explore the underlying ethical issues in robot reminiscence. Our pilot study indicates that providing topics related to personal histories through robotic media even in remote could affect communication positively. To bring further benefit to older adults, we need to investigate effective ways of utilizing memories or personal information that could encourage communication through robotic teleoperation systems. On the other hand, ethical concerns are raised when personal data is dealt with, but it goes further than privacy implications. Robotic persuasive technologies that affect emotions and behaviors challenge our ideas about ourselves as subjects of our own lives. The question comes, if it can be morally justified to deliberately influence the users will and behavior in a specific direction. The Foucauldian approach to freedom suggests that any form of mediation should be critically examined if they dominate users. Hence, considering the morality of such artifacts, we discuss what democratic procedures should be developed when media could enforce specific behaviors to older adults.

Biography with contact information

Ryuji Yamazaki, PhD is an Assistant Professor at School of Social Sciences, Waseda University, Shinjuku-ku, Tokyo 169-8050, Japan

(E-mail: rys@aoni.waseda.jp).

He received B.A. and M.A. degrees in Philosophy from Chuo University, Tokyo, and a Ph.D. in Knowledge Science from Japan Advanced Institute of Science and Technology (JAIST), Ishikawa, in 1999, 2004, and 2010. He has worked as a Researcher at JAIST, Advanced Telecommunications Research Institute International, Kyoto, Japan and as an Invited Researcher, member of the PENSOR project (Philosophical Enquiries into Social Robotics) at Aarhus University, Denmark. His current research is focused on media studies, ethics of persuasive technologies, robo-philosophy, and phenomenology.

Digital stories in Residential Aged Care Settings

Authors: Jennifer Stargatt, Sunil Bhar, Rebecca Collins, Mark Silver, Jahar Bhowmik & Fiona Dalziel

Abstract

Reminiscence and life story work are effective approaches for promoting wellbeing amongst older adults in residential aged care facilities. Tangible products, such as books and memory boxes, are often created through the process of reminiscence and life story work. In recent years, advances in technology have allowed for a person's story to be expressed digitally, in the form of brief audio-visual films. Digital stories may also be used to assist residential aged care staff to better understand the residents and hence deliver care that is more customized to the needs of their individual residents. This presentation describes the protocols, feasibility and impact of such a program on the understanding of aged care worker about their residents. A single arm repeated measures design was used, with 31 staff members completing a purpose-built self-report measure before and after viewing digital stories. Overall, knowledge and attitudes towards their residents improved significantly. The project was feasible, and is now being rolled out to examine the impact of such stories on the wellbeing of residents themselves.

Biography of First Author: Jennifer Stargatt, BA(Hons), jstargatt@swin.edu.au
Jennifer Stargatt is a PhD candidate in Clinical Psychology at Swinburne University of Technology, Melbourne, Australia. Jennifer completed her BA (Hons) in 2015, conducting a study into the accessibility of psychologists and psychological services for residents of aged care facilities nationally. Jennifer has experience working in residential aged care facilities in leisure and lifestyle support and as a provisional psychologist, providing 1:1 counselling and facilitating a group reminiscence program. Her research interest is aged mental health. Specifically, Jennifer's PhD explores the use of digital stories to improve wellbeing in aged care residents.

Collaborative Reminiscence in a Couple with Aphasia

Authors: Dr. Hanna K Ulatowska, PhD, Emily McCrone, BA, Speech Pathology Graduate Student

Abstract

Current research in supported communication in couples suggest that using this method with both spouses can improve communicative competency by increasing the odds of extending techniques beyond the sessions. In this single case study, involving a 90 year old veteran with aphasia and his wife, reminiscence sessions were employed to study discourse. 10 reminiscence sessions were conducted: 8 with his wife and 2 without. Topics were broad, ranging from childhood to his stroke story. Competencies in communication with and without his wife as well as across a variety of topics were compared. Some topics, notably missionary work and marriage, produced the best reminiscence discourse as well as life review.

Surprisingly, identity as a Christian and husband were the most preserved however identity as a veteran was the least. In addition, the couple reported gaining pleasure in speaking about their past as well as imparting wisdom. The most significant implication of this study is the analysis that different topics produce varying degrees of reminiscence and communicative competence. This can be helpful with therapy as clinicians can utilize topics the client cares about to create the most functional therapy possible.

Biography of First Author: Hanna K. Ulatowska, PhD, is a professor in the School of Behavioral and Brain Sciences. Her primary area of research is neurolinguistics and more specifically investigations of language in aging, aphasia, and dementia. The focus of her research is the characterization of communicative competence and how it relates to preservation or impairment of linguistic and cognitive functioning. She has been also actively involved in investigating the representation of camp experiences in survivors of concentration camps in Poland and testimonial language of WWII American veterans.

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**‘Remembering Yesterday, Caring Today’
A reminiscence arts project of the European Reminiscence Network
Supporting people with dementia and their family carers
The project has just celebrated its 20th anniversary.**

In my presentation to the IIRLR I shall talk about the ‘Remembering Yesterday, Caring Today’ (RYCT) reminiscence arts project for people with dementia and their family carers. RYCT is a project of the European Reminiscence Network involving partners from 12 countries across Europe in action research. The project has recently celebrated its 20th anniversary with a conference held at the University of Greenwich, attracting delegates from across Europe and beyond.

Partners in the network have worked together to develop a common training course and apprenticeship scheme. Since its inception, the training course has attracted 963 trainees and 240 people have graduated from our apprenticeship scheme.

RYCT has touched the lives of a large number of people, including 639 families living with dementia who have participated in the 12-week structured reminiscence intervention covering key stages in the life course. They have found the project helpful in terms of increased communication and social inclusion, a strengthened sense of identity and self-worth, and an increased circle of friends for mutual support.

Now the project is being piloted in Japan, Singapore, Canada, Australia and USA, so it is expanding beyond its European remit. In my presentation, I shall share our RYCT approach and explain how we have managed to maintain the project over such a long period, constantly reviewing and developing it as we go.

Pam Schweitzer,
Director of European Reminiscence Network
Honorary Research Fellow, University of Greenwich, UK
Email: pam@pamschweitzer.com

**The next conference of the European Reminiscence Network will be in Dublin, Ireland
From 1 – 4 May 2019**

The main themes will be reminiscence arts in dementia care and reminiscence theatre

**Speakers from Europe, USA, Japan, Australia and Singapore
For further information
Contact pam@pamschweitzer.com**

Remembering Yesterday, Caring Today (RYCT)



Reminiscing with people with dementia and their family carers: a project created by the European Reminiscence Network, refined and developed over 20 years by many others

Origins of the Project

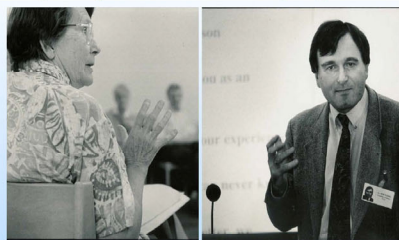
- An international Conference in London on Reminiscence in Dementia Care May 1997 'Widening Horizons in Dementia Care'
- European dimensions of the problem clear
- Impossibility of providing residential care for all who might need it
- Need to support family carers to help them continue caring at home
- Value of reminiscence training for carers

An EU funded Pilot Project 1997-9

- Austria
- Belgium
- Denmark
- Finland
- France
- Germany
- Netherlands
- Norway
- Sweden
- U.K.



Key shapers of the RYCT programme



Professors Faith Gibson and Bob Woods with Errollyn Bruce, Pam Schweitzer and Nori Graham

Building the European Team



Testing the pilot training scheme in London with project leaders from all partner countries, including Sweden, Denmark, Greece, U.K., Norway and Netherlands.

Stages in establishing the project

- Planning the project methodology and evaluation tools
- Training in London
- Pre-project recruitment and training in each country
- Interviewing the families
- Running the project itself
- Evaluation and Conference

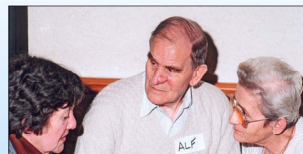


Priority was to ensure our project worked for people with dementia

- Use multi-sensory stimulation
- Explore non-verbal forms of communication
- Allow more time, listen well and "reflect back" what people say to encourage and support them
- Wherever possible include one-to-one and small group working, as well as work with the whole group



Family carers participate with their person, learn new skills and make new friends



Team meetings & conferences to support the project & partnership



REMINISCING WITH PEOPLE WITH DEMENTIA



A Handbook for Carers
 written by Emmalyn Bruce, Sarah Hodgson & Pam Schwaiblmair
 Published by Age Exchange for the European Reminiscence Network

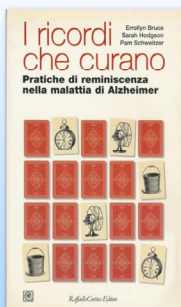
A manual of best practice from across all European RYCT projects, published 1999, to embed the project in each partner country

Animer un atelier de réminiscence avec des personnes âgées

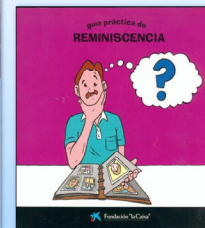
Arlette Goldberg



German and Italian translations



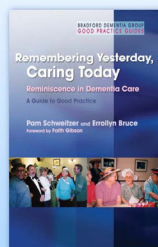
Danish, Dutch, Spanish & Catalan editions have also been produced



On-going research & evaluation 2000-2010

- Studies in many EU countries
- UK randomised control trials over many years with varying results, mainly positive
- Massive support from anecdotal evidence
- Research and evaluation in the UK supported by Medical Research Council, Department of Health, charities, companies

Best Practice Manual published for 'Remembering Yesterday Caring Today' groups



Manual by Pam Schweitzer & Errollyn Bruce:
**Remembering Yesterday, Caring Today:
Reminiscence in Dementia
Care: a guide to good practice**

Published by Jessica Kingsley Publishers 2008 with support from the Medical Research Council

Remembering Together (RTRT) 2010-2012

- A new project following the RYCT model for families living with dementia
- An arts element to be added and tested in each country including an end-product
- Supported by the Lifelong Learning Programme of the EU, a new funder

Partners agree to share common principles and methods

- We hold 12 weekly sessions following the life course of people with dementia and their carers
- We use reminiscence and creative approaches to help everyone express themselves

Reminiscence Life Course Themes

- | | |
|----------------------------|-----------------------------------|
| • Childhood | Optional additional themes tried: |
| • Neighbourhood | Grandparents |
| • Schooldays | War Years |
| • Starting working life | Holidays |
| • Going out & looking good | Special celebrations |
| • Courting days | Shopping in the past |
| • Marriage & settling down | Favourite recipes |
| • The next generation | Gardening |
| | Hobbies |
| | Cinema & entertainment |
| | Journeys to remember |

Creative reminiscence methods

- | | |
|----------------------|------------------------|
| • Use of objects | • Drawing / painting |
| • Use of photographs | • Writing |
| • Improvised drama | • Dressing up |
| • Music and dance | • Memory Boxes |
| • Singing together | • Practical activities |
| • Cooking | • Sewing & knitting |

Meetings to share our findings www.rememberingtogether.eu



Some Findings of the Remembering Together (RTRT) project 2010-12

“Art was used in every session. Music, objects, pictures, drama, drawing... This helped people remember more and more vividly, made the memories visible and stimulated conversation and communication.”

Finland

“Creative activity gives a space for individual expression, for communication of immediate feelings in the ‘here and now’. It does not require strict intellectual and logical thinking”

“Capturing emotions, attitudes, feelings, bringing facts and knowledge to the surface, using emotional memory and expressing the values of the individual person”

“It is very touching that we can remember our childhood and families”

Slovakia

“The family carers discovered old photos, diaries, pictures, documents and other things and how useful these things could be in improving the quality of the care they could give to their relatives.”

“They felt joy when they discovered that something they had seen working in the group situation of the sessions could also work at home.”

Czech Republic

“Volunteers realized that people with dementia could be active – at least in certain situations – much more active than they had thought”

“Volunteers became more creative and more daring in how they interacted with persons with dementia”

Germany

“I felt great that I have laughed so much with my wife. She doesn’t laugh at home anymore”

“Taking care of my husband has become less burdensome. I am less afraid for the future”

“It is inspiring and it is a way to keep memories alive. It is a good way to work together (the carer and the person with dementia).”

“The best way to reminisce is doing things instead of only talking”

Netherlands

Overall project statistics of RTRT: Reminiscence arts in dementia care

- Number of reminiscence arts sessions **256**
- Number of families attending sessions **226**
- Number of workers delivering sessions **73**
- Number of volunteers supporting sessions **82**



Remembering Yesterday, Caring Today Training (RYCTT) 2012-14

- A 2-year project with 8 EU partners and 4 associate partners introducing a common training and apprenticeship scheme
- 362 people have taken the 2-day training course
- 146 people have undertaken extended apprenticeships
- 250 families have been involved in the project

Apprentices build skills on the project



They build relationships too



Drawing memories: apprentices bring their own arts skills to reminiscence work



They enjoy improvisation and being creative with the families & volunteers



They help to create a party-like relaxed atmosphere



They join in celebratory group re-enactments



Looking back over 20 years of RYCT

- This has been a genuine European partnership
- The RYCT Project has proved flexible enough to be adapted for differing national and local needs
- A huge number of families have been touched by it and benefited from it
- Professionals from different disciplines have worked effectively together
- Many apprentices, trainees and volunteers have increased their competence and enthusiasm for working with people with dementia

The next conference of the European Reminiscence Network will be in Dublin, Ireland

From 1 – 4 May 2019

The main themes will be reminiscence arts in dementia care and reminiscence theatre

Speakers from Europe, USA, Japan, Australia and Singapore

For further information

Contact pam@pamschweitzer.com

email: pam@pamschweitzer.com

www.europeanreminiscencenetwork.org

www.rememberingtogether.eu

www.pamschweitzer.com

www.reminiscencetheatrearchive.org.uk

Panel Discussion

“Extending Autobiographical Memory in a Technological Age”

Perspectives on which kind of memories are being documented externally in today’s environment?

We tend to think of our autobiographical memory as something internal: memories are stored and retrieved from our brain. However, our autobiographical memory is extended beyond our own brains. People have always kept objects as souvenirs, they have used photographs, and they have written down their experiences in order to remember them later in life. The number of such external memories have grown explosively over the last years, not in the least due to technological advancements like social media. Even for those who did not make their own external memories, there are many materials on the internet, like on or historical archives. Nowadays, computers are even able to produce automated biographies, based on social media data, as evidenced by apps like Museum of Me or Memento.

These developments give rise to a number of intriguing questions when it comes to reminiscence and life review. Which kinds of memories are being documented externally? How do they influence the reminiscence process? Will people still recognize themselves in the large flow of documented memories? How do they interact with internal memories: will they become more important than our internally stored memories or will they somehow overwrite or change them? In addition, what does this mean for reminiscence and life review interventions? Can computers make automated biographies in a valid and responsible way?

Panel members include:
Gerben Westerhof, PhD
Philippe Cappeliez, PhD
Pam Pacelli, MA, LMHC, LMFT