Report on the 11th International Conference on Conversation Analysis and Psychotherapy (ICCAP) from March 13 to 15, 2024, in Mannheim (Germany)

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1. Introduction

From March 13 to 15, 2024, the *International Conference on Conversation Analysis and Psychotherapy* (ICCAP) took place at the Leibniz Institute for the German Language (IDS) in Mannheim, Germany. It was organized by Arnulf Deppermann (head of the Department of Pragmatics), Thomas Spranz-Fogasy and Carolina Fenner from the IDS Mannheim. The conference was carried out entirely face-to-face and (for the most part) did not include any parallel sessions so as to foster an in-depth discussion on the conference theme.

For the ICCAP 2024, Anssi Peräkylä (University of Helsinki), Michael B. Buchholz (International Psychoanalytic University Berlin) and Maco Pino (University of Loughborough) were invited as plenary speakers for their long-term commitment to researching (and practicing) psychotherapeutic encounters using a Conversation Analytic lens. Apart from these keynote speakers, 30 (co-)presenters from universities situated in ten different countries including presenters from Australia and Peru enriched the conference with their 14 individual talks. Lastly, four data sessions provided participants with opportunities to analyze and discuss different types of authentic interaction data including examples from couples therapy, business coaching, and healthcare encounters. The three-day conference was attended by 60 participants from ten countries.

The overall theme and goal of the ICCAP 2024 conference was to explore the *raison d'être* of psychotherapy and other helping professional interactions, i.e., client change. Such change may include solving psychological problems, overcoming symptoms, dealing with disorders, coping with life events or crises, but also addressing major professional or (inter-)personal challenges together with therapists or helping professionals. In all cases, change is a measure of (therapeutic) success. So far, such success or effectiveness has mostly been researched in quantitative outcome studies. However, the complexities and intricacies of talk-in-interaction, which is based on the consecutive turn-by-turn and multimodal actions and orientations of both (or more) co-participants, allows for the manifestation and elicitation of change in various ways: from change-inducing practices such as questions employed by professionals, to storytelling, displays of emotions, or self-reflection in clients/patients, change become observable on the linguistic micro-level via a plethora of discursive phenomena, which are employed, perceived, and negotiated by the different parties. Conversation Analysis, with its focus on verbal and embodied actions as they unfold sequentially along the (therapeutic) interaction, is particularly well equipped to uncover the changes in contents, emotions, and relationships as they become manifest in "transformative sequences" (Peräkylä 2019). In contrast to its original focus on individual sequences, researching change often requires going beyond sequences of interaction and considering cross-sequential and cross-

event relationships as well. By allowing such a perspective to emerge, the conference addressed a pressing interest and desideratum within (conversation analytic) linguistic research on helping professional interactions.

In accordance with its core theme, the ICCAP 2024 conference invited talks that focused on change and how such client change manifests itself in the interactional work of the interactants. Topics included:

- Conversation-analytic criteria for identifying change

- Longitudinal developments in psychotherapy indexing and leading to change

- Therapists' discursive strategies enabling and supporting change in the client

- Changes in interactional patterns in the therapy

- Changes in client's displays of affect

- Changes in client's self-interpretation (e.g., illness theories, ascription of agency)

This conference report wants to give an overview of current research and findings concerning the topic of "change" in helping professions by summarizing the most important aspects of the talks and data sessions. By synthesizing what is known and currently being investigated, we want to shed more light on the phenomenon. Due to personal resources, some talks are represented in more detail, though this should not be understood as an evaluation in any sense of the quality or content of the talks.

2. Keynotes

Anssi Peräkylä (University of Helsinki)
Self, Narcissism and Social Interaction

In his keynote, Anssi Peräkylä (University of Helsinki) discussed the potential of investigating the social interactions of people with narcissistic traits for the development of a model of an interactional self-system. As Peräkylä explained, the Self is produced in and through actions – i.e., through *expressive practices* which may be explicit or tacit – and thereby also becomes apparent to others, who 'read' our actions through *interpretative practices* (Agha 2007). Although a contract of mutual self-protection underlies social interactions, a possibility remains that one's actions and therefore Self might not be validated and possibly even challenged. Because people with narcissistic traits and/or disorder orient more sensitively to Self-images (e.g. Ronningstam 2005), for the research project *Facing Narcissism*, Peräkylä and his team hypothesized that narcissistic people's interactions might offer insights into how the Self is tacitly coded in interactions. His talk reported on the project results and how these allowed the development of a model of the interactional Self-system in social interactions.

Peräkylä first presented findings from the study "Shame in social interaction", published by Koskinen and colleagues (2024). Comparing descriptions by participants with low and high levels of grandiose narcissistic traits, the researchers investigated the way shameful events were described in face-to-face interactions and whether there might exist differences in the stories of participants from the two groups, and if so, how. For the purpose of the study, shame was conceptualized as

self-consciousness. The 22 dyadic interactions took place in an experimental setting. The research team found that descriptions could be differentiated according to a) how strongly they expressed shame, b) whether the shame transcended from the story world into the storytelling situation, c) whether the storytelling was on internal or external experiences, d) how detailed the story was, and e) the degree of responsibility for the events assumed by the speaker. They found that participants with higher levels of narcissistic traits tended to avoid 'self-hurting narratives' orienting to the possibility that their recipient might not validate their description.

Peräkylä then shared first findings from a current work-in-progress project (with E. Koskinen, L. Voutilainen and M. Wuolio) on self-promotion and self-devaluation. Prior research from the realm of clinical and personality psychology has shown that people with higher levels of narcissistic traits display an orientation to the high/low status of self and others and pursue the association with others of a high status (e.g., Kernberg 1975). Based on the observation that stories of encounters allowed insights into such orientations, the research team investigated the emergence of the value of self and others in narratives (Bamberg 2011). For this purpose, they recruited participants who considered themselves to be narcissistic. Their findings revealed to be in line with those from psychological research in that the participants displayed a hypersensitive orientation to high and/or low status of self and others' which emerges through the contact of the participants to 'valued objects'. This, for the research team, suggests a hypersensitive reading of others' status and of the status others attribute to the Self.

Finally, Peräkylä presented findings from a case study (Peräkylä et al. 2021) which looked into a patient's practices of engagement and disengagement during a psychiatric assessment process of five sessions. The researchers evinced that engagement was done through postural and perceptual orientation, collaboration in joint action, and the sharing of the local order (Goffman 1957, 1963, 1964). Disengagement, for its part, was displayed through the patient turning both body and gaze away from the professional, in their non-collaborative answer as well as their disregard of the local moral order. Peräkylä and his team identified patterns between engagement and Self-preserving attributions, and, conversely, disengagement and Self-threatening attributions during the assessment interactions. Practices of disengagement were also studied in the context of couple therapies (Peräkylä et al. 2023). For this study, they focused the non-speaking spouse while they were being complained about by the speaking spouse. The researchers showed that the bodily 'displays of inattention' (e.g., through the turning away, the covering of face, and the looking at or playing with own hands), functioned as the taking of a negative stance, i.e. as disengagement, and thereby as an avoidance of the shame brought upon them through the complaint.

Based on the insights of these studies, Peräkylä further elaborated the interpersonal field aspect of Morf and Mishel's (2012) concept of self-system. He summarized how narcissism affects expressive and interpretative practices: whereas vulnerable narcissism is acted out through the lack of trust in the contract of mutual self-protection, grandiose narcissism is acted out through aggressive use of facework.

Michael B. Buchholz (International Psychoanalytic University Berlin) Talk and Cure, Surface and Depth: How Conversation Research Might Enrich Psychotherapy

The second keynote was given by Michael B. Buchholz (International Psychoanalytic University Berlin) on Thursday. Buchholz divided his keynote into four main parts. He began by outlining the turn to process research in psychology. Then, he introduced four concepts from Hendriks-Jansen which help to contextualize learning as a social process. He subsequently demonstrated this learning process with the help of two extracts from psychoanalytic therapies. Finally, Buchholz concluded his talk with implications for clinical practice based on conversation analytic findings.

Psychotherapeutic outcome research currently finds itself in a crisis which became salient in the call for a (qualitative) examination of interactional processes by Stiles, Hill and Elliott (2015). Buchholz explained that Stiles and colleagues' work represents a turning point in what he called "a paradigmatic revolution" in research on psychotherapy. This revolutionary change was brought about by the "equivalence paradox," i.e., the fact that there are equally positive outcomes in non-equivalent therapeutic approaches. This, in turn, means that therapists do not only apply what they learn in training in their practice, but use something else – which remains unobservable with the standard methods of outcome research – as well in therapeutic interactions. In their article, Stiles and colleagues recognize the relevance of qualitative research on interactional processes for the identification of what leads to good therapeutic outcome, particularly since psychotherapies are unique, tailored to each patient (Norcross/Wampold 2018) and "still mostly a human conversation" (Wampold/Imel 2015:2).

Buchholz then introduced concepts from cognitive scientist Hendriks-Jansen's 1996 work *Catching ourselves in the act*, which draws upon infant research. Hendriks-Jansen's interest in Conversation Analysis, Buchholz argued, is not surprising considering the conversation analytic premise that studying interactions means studying the mind (Levinson 2006; Te Molder/Potter 2005). In fact, Hendriks-Jansen's concept of "situated activity" can be approximated to 'common ground', i.e. an interactional "sharedness" in Enfield's (2013:206) words. Buchholz explained "interactive emergency" with a mother-child illustration: a mother responds to baby's needs as they arise from interaction, which is only possible if the mother has the baby's "mind-in-mind" (Tronick 2007). This builds the basis for "dynamic scaffolding", which can be shortly summarized through the example that babies learn by using others' perspectives, for instance their mothers'. Finally, Buchholz mentions "aboutness": a learning process is always 'about' an object.

Buchholz then moved on to illustrating these concepts in an analysis of two extracts from psychoanalytic therapies. In the first extract, he reports on his own psychoanalytic practice. He and his client have had over 60 sessions, and she has shared past trauma with him already. The extract takes place at the very beginning of a session, as she arrives to his practice, which is located in a basement. At first, the client hesitates to come down the stairs, which Buchholz relates to her trauma being linked to stairs. She is unhappy with herself for not following social rules of greeting and associating him with her father and tells him so. Later in the session, she shares more details of another traumatic experience involving stairs. Keeping in

mind Hendriks-Jansen's concepts, Buchholz argued that the client talks 'about' her troubles with greeting *and* her trauma. These interactionally arising problems require solutions or invite 'dynamic scaffolding'. Furthermore, the hesitating moment at the beginning of the session provides an opportunity to share more of her history, enabled by her therapist's display that his 'mind was with her', in Sacks' sense. The second extract comes from a paper by Avdi and Evans (2020). Data stems from session 19 of a psychoanalytic therapy, which the therapist felt was 'stuck'. In this case, the client is in confict with her father, who she feels does not acknowledge what she does for him. She is stuck in a circle of negative emotions. The therapist listens, empathizes, offers advice, to no avail. The issue, Avdi/Evans stated and Buchholz explained, seemed to be that the client assumed that the therapist would doubt her version of the events, and as such doubts the therapist's actions. This shows that the client's having the therapist's mind-in-her-mind, in fact making false assumptions, might lead to a relational trap, i.e. the feeling of being stuck in the therapeutic process. Buchholz concluded that the actual issue was not the dealing with the father, but with the therapist-client relationship.

As a conclusion, based on the benefits of CA research, Buchholz formulated a recommendation for the clinical context: that there should be a focus on training therapists' observation of their own actions in the therapeutic process so that they might better recognize their patients' possible lack of improvement, for instance, due to relational traps.

Marco Pino (Loughborough University)
Between Fundamental, Institutional, and Applied Conversation Analysis: Lessons Learned from Research on Interaction in Bereavement Support Meeting Groups

In the third keynote of the conference on Friday, Marco Pino from the University of Loughborough took listeners on a research journey by looking at three different ways of doing and practicing Conversation Analysis: fundamental CA, institutional CA and applied CA. The underlying question was whether a single project may contribute to all of these layers of Conversation Analytic research. While fundamental CA is mainly concerned with underlying conversational aspects such as action formation, turn-taking, repair, sequence organization, etc., institutional CA is interested in the "institutional fingerprint" of certain interactional problems and practices, including systematic reductions, adaptations or specializations based on the specific context (Heritage 2005). Applied CA, then, is interventionist (Antaki 2011) and uses evidence from conversation analytic studies to influence the ways in which institutional actors interact, e.g., though communication training. The presented research centered on bereavement support meetings, which are offered by volunteer facilitators in the UK. The departure point of the project was an applied one: Since existing trainings were based on made up scenarios and role play, evidence-based training resources were identified as an authentic need of the group. A search for so-called "trainables" (Stokoe 2020) found that complaining played a major role in these bereavement support groups yet addressing it did not form part of the facilitators' training. The data was audio-recorded in 2016.

Though complaining has been widely researched (Pino 2021, 2022), a fundamental CA viewpoint reveals that in these settings complaints have a two-part structure including a) the characterization of the impact (the hurt) and b) the attribution of responsibility for the complaint (the blame). A sequential analysis shows that facilitators are the first to respond to complaints in the group setting by choosing one of the following options: They either respond with impact formulations (e.g., *it's another loss isn't it*), which respond to the hurt being expressed but avoid attributing blame or addressing the blame-component of the complaint. A second possible response is one that promotes a shift or change in perspective, thereby managing the blame but at the same time being sensitive to the participant feeling hurt. This is done via de-individualizing responses (drawing parallels or generalizing, e.g., *I suppose they've got to blame somebody haven't they*) or individualizing ones that introduce alternative perspectives or readings of the experience. The analysis shows that facilitators react to the two components of complaints about absent parties thereby adding to the existing knowledge of action formation and reception.

The careful negotiation of the two components (hurt and blame) of clients' complaints also plays an institutional role. It relates to the underlying dilemma of distance vs. involvement (Raymond/Heritage 2013). Previous studies have shown that professionals are reluctant to affiliate with clients' complaints (e.g., Pino/Mortari 2013). While facilitators also avoid addressing blame, they work to empathize with and recognize the hurt of their clients. To do so while at the same time maintaining the impartiality as facilitators, they employ impact formulations and shifts in perspective. In this way, they also express the institutional rationale, which favors a systemic and relational perspective in which clients form part of a larger system. While facilitators recognize their clients' experiences, they also seek to reframe them.

The final applied layer of the research presented in this keynote consisted in the creation of the online platform *Real Talk* (Parry et al. 2022). It is a collection of evidence-based, online-accessible resources for communication trainings including a bereavement support module. Materials include clips, transcripts, evidence-based guidance, recommended activities and safeguards. In this particular case, it includes the practices of addressing complaints by recognizing the hurt and managing the distance/involvement dilemma. The platform has received very positive feedback in terms of its usability and "realness". This showcases the applicability of conversation analytic research for practitioners.

3. Talks On (Psycho-)Therapy

Ireni Farag (Queensland University of Technology)
Checking-in within the Opening Interactional Sequences of Therapy

Farag presented findings from her research within the framework of the transdisciplinary National Health Medical Research Council project for applied purposes *Communication training for mental health professionals: developing cultural sensitivity and capability to improve Aboriginal and Torres Strait Islander mental health outcomes*, whose goal is to inform a more culturally adequate approach to mental health services for indigenous Australians. She began her talk by reporting

on the high rates of suicides, homelessness, and hospitalizations amongst Aboriginals and Torres Strait Islanders, thereby highlighting the crucial nature of the project. Farag explained that Western models of mental health services do not suit indigenous Australians' conceptualizations of social and emotional wellbeing (Dudgeon et al. 2020). This dire state of affairs has been recognized by mental health professionals, but the tools to aid in resolving the issue have remained lacking (Mullins/Khawaja, 2018). Using applied Conversation Analysis, Farag and her colleagues aim to gain empirical evidence for the development of such communication training tools. Farag's study reports on interactions amongst mental health professionals from both indigenous and non-indigenous cultural backgrounds. These discussions, totalizing over 30 hours, were designed as "Yarning Circles" which thematized what professionals would consider helpful inclusions for communication training. They found ten instances in which mental health professionals mentioned the opening practices of the therapeutic interactions, which is why these were at the center of her analysis for the study. A central finding is the professionals' explicit comparison between cultures.

Peter Muntigl (Ghent University) / Adam Horvath (Simon Fraser University): Examining Responsiveness in Clinical Practice

Muntigl and Horvath's talk discussed "appropriate responsiveness", a central concept of psychological research on the effectiveness of psychotherapy (e.g. Stiles et al. 1998; Stiles/Horvath 2017), from a conversation analytic perspective. Appropriate responsiveness is understood as "doing the right thing at the appropriate time" (ibid.) and refers both to the tailoring of treatment strategies as well as choices made on a moment-to-moment basis in emerging interaction. Muntigl and Horvath explained that, in spite of the established links between appropriate responsiveness and psychotherapeutic effectiveness, little is yet known as to how it is realized in the clinical context. They propose to investigate responsiveness by focusing on the retrospective and prospective aspects of turns. They suggest looking into the first turn's design and what it projects as options for the recipient, and then examine how the recipient's responding turn relate to this; finally, in the analysis of the third turn, it should be considered how the initial speaker orients to the responsiveness in the second turn. In their study, Muntigl and Horvath exemplify their proposed method by looking into sequences of clients' self-deprecations which occurred in a therapy processes. They could identify some recurring patterns in the design of self-deprecations. Moreover, they showed that therapists could respond both in a disaffiliative and challenging manner – for instance, by re-aligning towards a more positive trajectory – as well as in an affiliative way – for example, by disagreeing with the self-deprecation and then praising the client. Thus, the talk showed how conversation analysis can shed light into "appropriate responsiveness" by investigating therapists' and clients' (dis- / mis-) alignments in interaction and by examining how divergences emerge and are resolved. While their focus was on a particular sequence talk, they call for research to take a "wider lens" and look into what precedes and follows such sequences.

Yalda Tomlinson (University of Roehampton) / Ann Weatherall (University of Bedford) / John Rae (University of Roehampton): The Emergence of Innovative Moments through Talk in Psychotherapy

In this talk, Yalda Tomlinson and colleagues focused on "innovative moments" in psychotherapy, which indicate a movement away or alternatives from thinking, behavior, and emotions that individuals initially brought to the therapy. Gonçalves et al. (2009) suggested that the accumulation of innovative moments play an important role in client transformation or change. Tomlinson argued that this constitutes the ultimate goal of helping professional encounters such as psychotherapy, which seeks to provide a context for clients to transform or re-evaluate the meanings of their experiences (Locher et al. 2019). Innovative moments often emerge in personal narratives that underpin these moments and that develop over the course of the therapy, with new, more positive understandings being brought to the forefront of the individual's experience over time (Ribeiro et al. 2014). Despite innovative moments being conceptualized as co-constructed in the interaction (Gonçalves et al, 2009), there has been a lack of exploration of the talk through which these moments emerge and unfold. From the data set of audio-recorded sessions from pluralistic therapy (Cooper et al. 2015), three cases in which clients showed an improvement in the outcome measurement scale were selected for further analysis by Tomlinson and colleagues. Within these cases, three sessions from each client were sampled (9 hours in total) and 33 innovative moments were identified using a coding system. A Conversation Analytic analysis showed how these moments interactionally unfold (e.g., Peräkylä 2012). Regarding the positioning of these moments within different phases of the therapy sessions, the analysis showed that moments at the beginning or end of the session were embedded in projects such as agenda setting and did not generate further talk. However, innovative moments that occurred towards the middle of a therapy session, resulted in the development of new narratives. Tomlinson and colleagues thus showed that the overall structural organization (Robinson 2012) of therapy sessions is relevant to the kinds of innovative moments that emerge. A more in-depth analysis of moments that generated further talk and new ideas revealed two discursive practices: "therapy as talk" (where therapist and patient negotiate understandings in their interaction) and "doing therapy" (where therapists used therapeutic exercises to guide their clients).

Marcos Herrera (Pontifical Catholic University of Peru) Sequential Transformations of the Here-and-Now Relationship between Clients and Therapists in Psychoanalytic Therapy Sessions

In Herrera's presentation of a single case study, Peräkylä's (2019) Conversation Analytic model of transformative sequences was used to describe the sequentially organized, interactional processes before and after a "moment of meeting" (Stern 2009) in psychotherapy. Herrera explained that changes in the here-and-now relationship (as in "moments of meeting") between client and therapist in the interaction are construed as changes in "relatedness" (Mitchell 1988) that do not only concern the client-therapist relationship but may also influence the client's implicit procedural knowledge or ways-of-being-with-others (Stern et al. 1998; Stern 2004). Such key intersubjective "moments of meeting" (between two people) often follow so-

called "now moments", in which the intersubjective relationship between client and therapist is momentarily strained. Contributions by the therapist that lead to such moments are usually authentic, spontaneous, personal and finely tailored responses to the local interactive situation. The case chosen for the study is from a final session of a brief psychoanalytic therapy (12 sessions) with a female client and male therapist. Data was audio-recorded in Peru in the context of the research project "Dialogic Moments of Meeting". The research aim was to use Peräkylä's model to show how such moments of intense affiliation interactionally unfold. One segment was chosen for an in-depth analysis (Herrera et al. 2023) since it showed a remarkable change in the here-and-now relationship, a "now moment" as well as a "moment of meeting" (see Schegloff 1987 for analysis of single episodes). The client is a survivor of domestic violence, and one therapeutic goal is thus to empower her to find independence and agency. In the analysis, Herrara first shows that the "now moment" occurs when the therapist's suggested autonomy and agency is refuted by the client. This critical moment calls for a resolution via a moment of meeting (Stern 2004). Though the first attempt by the therapist to bring about such a moment fails, the second does not: by deviating from his usual, distanced and formal interaction style (Vásquez-Torres 2021) and by animating the voice of God, which the client has introduced as a reference point in the prior action(s), the therapist creates an important common ground (Buchholz 2022). This playful, intimate, and warm way of being with the client, leads the client to co-animate and continue in the therapist's line of thought. This creates a moment of intense affiliation: a moment of meeting. By repeating the client's words of co-animation, the therapist is then again highly affiliative, which is met by the client's joyful laugh, another moment of meeting. In this way, the two interactants resolve the interactional challenge posed by the client's disaffiliation in a co-created practice of "doing we" (Buchholz 2022). Herrera argues that the moment also constitutes a marked contrast with the rest of the interaction. Here, the client becomes active within the playful space of (co-)animation and exercises that very agency the therapist referred to in the beginning.

Arnulf Deppermann (IDS Mannheim) / Anja Stukenbrock (Heidelberg University) / Carl E. Scheidt (University of Freiburg): Changes in Telling Dreams over the Course of a Psychodynamic Psychotherapy

From a psychoanalytical perspective, dream narratives provide access to a patient's unconscious motivations (Freud 1900), i.e., they reveal latent meanings concerning motives, fears, desires, etc. More recently, however, also the manifest meanings have received more attention (Bohleber 2012) as changes in dreams may reflect structural changes of the treatment process (Döll-Hentschker 2008). From a Conversation Analytic viewpoint, the telling of dreams involves transforming them into language, a difficult feat, which has been found to include markers of fragmentation and (epistemic) uncertainty (Gülich/Hausendorf 2012), as well as the negotiation of meanings (Bergmann/Peräkylä 2020). The study presented by Deppermann and Stukenbrock focused on changes in dream narratives and how they are interactionally negotiated in the course of a psychodynamic psychotherapy, paying particular attention to a) the regulation of affect (Döll-Hentschker 2008), b) the patient's agency (Roesler 2022), and c) the patient's actions in the dreamworld as well as in

the performance of the narrative. The data set consisted of short-term psychotherapies with 25 sessions each, which were recorded between 2018 and 2022 in Freiburg (Koppermann 2024). By comparing extracts from the first and last dream the client (re-)narrated in the therapy sessions, changes in the three areas are demonstrated by Deppermann and colleagues: while the patient avoids and distances himself from affect in the beginning, he avows to negative affect clearly indicating the affective qualities of the dream in the end; the patient's agency within the dream world increases, and he becomes active as an interpreter of his own dream (in the session), connecting it to his own life and biography. From a therapeutic perspective, dream narratives provide insights into reconstruction work, into changes in perspective, and narrative (non-)agentive performances. Most importantly, they allow working on core topics and central conflicts. Using a supra-session Conversation Analytic approach, Deppermann and colleagues showed how therapeutic change can be indexed on the language level in the enhanced agency of the dreamer and the teller, who engages in self-reflection and gains continuous access to his own affect and biography, as well as in the patient's acceptance of undesired feelings.

Michael Franzen (University of Mannheim / International Psychoanalytic University Berlin) / Marie-Luise Alder (International Psychoanalytic University Berlin): Being Right vs. Getting It Right: Orientation to Being Recorded in Psychotherapeutic Interaction as Disaffiliative vs. Affiliative Practices

Franzen and Alder presented a study which focused on practices of referring to and making use of the recording device present for research purposes during psychotherapy sessions (Franzen et al. 2023). Their data set included four psychodynamic therapies (overall 472 session). 23 instances in which therapists or clients oriented to being recorded were found, 6 examples were analyzed in detail with a particular focus on (dis-)affiliation and epistemics. Though by referring to the recording device, the participants make a reference to an object in their perceptual environment, this referring differs from noticing (e.g., Muntigl/Horvath 2014) in that the object is transformed into an "object of conversation" (Buchholz 2016), i.e., it is used for particular interactional purposes and relevancies. Franzen and Alder found two different routes or practices of orienting to recording devices: affiliative ones by which therapeutic goals are performed facilitating, for instance, patients' self-exploration or elaboration; and disaffiliative references, in which participants try to alter the meaning of what has been said. Affiliative examples included references to recording devices or suggestions of listening to the recording by the therapist that facilitated therapeutically relevant preferred subsequent actions such as the self-exploration of the client. However, clients also made positive use of these references by transforming the device into a conversational object that served as the starting point for self-initiated reflection and observation. In disaffiliative examples, in contrast, the references to the recording often served as retrospective orientations for complaint-making or argumentative purposes, i.e., to somehow problematize what has previously been said. In these cases, therapists suggested listening to the recording to allow patients to access their previous talk or to clear up misunderstandings, which were rejected by the patient. Also, patients requested listening to or referred

to the recording as a resource of disaffiliation, i.e., as evidence for their own perspective on past events or as a means to support a reproach. Franzen and Alder also found that proactive sequences are initiated by both therapist and client, while retrospective sequences are exclusively opened by the client. Such retrospective sequences constitute confrontational moments, which can destabilize the therapeutic alliance and lead to ruptures. Reference to the recording device may thus result in an unbalance of the power dynamics in the therapeutic session.

Carolina Fenner (IDS Mannheim)
Change in the Patient's Response to a Therapeutic Intervention over the Course of Therapy: A Case Study

Though some longitudinal studies in Conversation Analysis exist (e.g., Peräkylä 2011; Voutilainen et al. 2024; Bercelli et al. 2013; McVittie et al. 2020), they still represent a research gap in linguistic research on helping professions. Existing studies have usually addressed one particular therapeutic practice (e.g., conclusions) and the patient's response over time. In this case study presented by Fenner, the focus was on the same interventional goal (carried out via different practices) and the patient's responses. The data set included a complete, video-recorded psychodynamic therapy (44 sessions) with a female patient. Fenner's analysis consisted of conversation protocols and an identification of recurring topics as well as therapeutic interventions (with a similar goal). Finally, a collection was made of recurring interventions with the intent of challenging the patient's interpretation of other people's feelings or actions without having verified them herself (e.g., *do you ask him what's going on inside him?*). Communicative practices of the therapist included questions, interpretations and formulations. In a series of data extracts, the development of the therapist's interventional goal and the client's responses are shown. While the therapist is increasingly disaffiliative and challenging, the client orients to the therapist's suggestive utterances (e.g., *have you ever asked him?*) as simple questions, which she then negates. In the final extract analysed, however, a slight shift is noticeable, when the client starts treating the therapist's intervention as a delicate matter (Haakana 2001) and shows a willingness (though no direct commitment) (Gubina 2022) to address the issue as suggested by the therapist. Fenner's longitudinal investigation thus shows changes in the client's treatment of the therapist's interventional goal, which is also expressed differently over time, i.e., it becomes shorter and is treated as something already known to both participants. In this way, the value of observing therapeutic change by tracing not one particular practice, but an interventional goal – which might be expressed in various ways – across a therapeutic encounter is demonstrated.

Claudio Scarvaglieri (University of Lausanne): Storytelling in Psychotherapy: Conversational Format and Institutional Purpose

Scarvaglieri's talk investigated patients' but also professionals' storytelling practices and their potential for change in therapy. Following Ferrara (1994), Scarvaglieri argued that stories function as starting points for therapeutic interactions. Patients' stories offer insights into their subjective experiences, thereby fulfilling a

core task of therapy, namely providing of information to therapists (Scarvaglieri 2017). Stories also set the stage for the other core task of therapy, namely the discussion of the patient's information (ibid.). Basing his investigation on a corpus of 70 recordings from six psychodynamic and client-centered psychotherapies, Scarvaglieri looked into the types of stories told by patients both in terms of format and content, i.e. how clients' experiences are recounted, as well as the way therapists manage patients' tellings so as to elicit change. He also examined the types of stories therapists tell, which are severely under-researched, and the functions they fulfilled in the therapeutic process. He found that patient stories occur both in initiating position and in response to elicitations from therapists, also in line with Pawelczyk's (2011) results. Scarvaglieri demonstrated that patients organized their stories by first recalling activities, i.e., focusing on external happenings, and then moving on to their emotional experience of them, focusing on their internal world. Moreover, he showed that therapists' stories were tellings about other patients and functioned as concrete supporting elements for their current argument and thus gave therapists further credibility.

4. On Other Formats: Mediation, Coaching, Counselling, and Messenger-supported Therapy

Katariina Harjunpää (University of Helsinki)
Mediators' Actions Grounded in Clients' Talk: Intersections between Mediation and Therapy

Harjunpää's talk focused on the mediation of social and criminal cases, a social interaction in which parties involved in legal cases meet with a trained, impartial mediator. Issues addressed in these encounters include the harm caused and possible measures to remedy this harm. The research presented in this talk forms part of the project "Unpacking Speakership in Mediation", which uses Multimodal Conversation Analysis and Interactional Linguistics to look into discursive mediation practices. So far, data of 15 mediation cases has been collected (including video recordings, interviews, additional documents). One of the research interests lies in addressing the balance (Vehviläinen 2022) between a mediator's role as facilitator and as conversational lead. To verbalize clients' perspectives in their role as facilitators, mediators use a variety of (meta-)communicative practices such as (re-)formulations (Glenn 2010; Stokoe/Sikveland 2016) or representations of parties' talk (Garcia 2019). However, Harjunpää found that such practices often form the beginning of multi-unit turns, i.e., prefaces, in which mediators then redirect the discussion by means of a new question. Such multi-unit turns (minimally) consist of indirect reported speech (Holt/Clift 2006), an inbreath and a new question-formatted action, which redirects the discussion. Additionally, a positive assessment and a grammatical linking element might be used. Harjunpää's analysis shows that these questions are used to invite a shift in perspective, to elicit specification or elaboration of prior talk, or to prompt talk of a particular party. For instance, mediators might elicit an elaboration on aspects that the parties have not explicitly addressed but that the mediator (in their professional function and based in their expertise) treats as potentially relevant. In research on psychotherapy, similar practices by

therapists have been shown to ground, anchor, or build a case for a therapist's following action, such as a subsequent interpretation (Vehviläinen 2003; Peräkylä 2004; Weiste et al. 2016). In mediation, the multi-unit turn serves to redirect the communicative activity rather than preparing for explanations or other responsive actions. The reported prior talk is selective but not transformative. Though they bear resemblance to (re-)formulations, (dis-)confirmation is not invited. In conclusion, this might suggest that in this interactional format, the multi-unit turns "build a case" for next steps in the mediation agenda / process.

Eva-Maria Graf / Melanie Fleischhacker / Frédérick Dionne (University of Klagenfurt) / Thomas Spranz-Fogasy / Chantal Moos (IDS Mannheim): 'What do You Think Would Calm this Voice in its Distress, in its Existential Fear?' How Questioning Sequences (Un-)Successfully Guide the Transition from Problems to Solutions in Business Coaching: A Conversation Analytic Comparison

Reporting findings in the framework of the interdisciplinary research project "Questioning Sequences in Coaching" (2021-2024), Graf and colleagues investigated how questioning sequences (un-)successfully guide the transition from problem to solution talk over time. In doing so, they aimed to provide insights into the largely unexplored process of achieving change (over time) in coaching from an interactional perspective. The starting point of their talk were the typologies of questions and questioning sequences developed as part of the project, which empirically established the key role questioning practices play in addressing coaching-specific tasks (Graf et al. 2024). In their study, they longitudinally analyzed two German, systemic, solution-oriented coaching processes, comparing a more successful with a less successful one on the basis of Goal Attainment Scaling results (Spence 2007). For both processes, they extracted questioning sequences fulfilling two larger basic coaching-specific functions: defining the underlying problem and developing solutions. On this basis, they evinced three larger courses of action: *problematizing*, *weighing*, and *integrating*. These larger activities – in which coach and client co-actively explore the problem, carve out alternatives, and then seek to integrate the newly gained insights into the client's existing ways of thinking and behaving – constitute a successful trajectory from problem to solution. The sequential analysis focused on the clients' uptake of the question in the second sequence position and found variation between the two clients in terms of progressivity and resistance: aligning and affiliating recipient actions allowed the progression of the course of action, eventually the moving onto the next one (e.g., from weighing to integrating), and, finally, enabling the completion of the "problem to solution" trajectory. Graf and colleagues evinced that this trajectory was achieved relatively smoothly and repeated in all three sessions of the more successful process, whereas it was never completed in the less successful one.

Frédérick Dionne / Eva-Maria Graf (University of Klagenfurt)
When Clients' Reaching for Success Leads Them to 'Practically Lay Dead on the Floor': Transforming Clients' Perceptions in Business Coaching Interactions

Building upon Graf and colleagues' just prior talk at the conference, the talk focused on a coaching-specific function developed as part of the typology of questioning sequences in coaching, namely "transformation". According to Graf and colleagues' (2024) manual, coaches' "transformation" practices in the third position of questioning sequences function as explicit invitations to change understandings and perspectives. As the mixed-method project required a compromise on the number of codes to be attributed, Dionne and Graf's qualitative study aimed to both precise what coaches do in "transformation" turns as well as investigate whether these involve necessary disaffiliation and/or open disagreement with clients and their stances. To do so, Dionne and Graf collected 144 instances of the code "transformation" in Position 3 of questioning sequences in nine processes of German-speaking, systemic solution-oriented business coaching. The code had previously been attributed to the data set during the Questioning Sequences in Coaching research project (QueSCo 2024). They inductively developed sub-categories regarding the functions of the coaches' turns in an iterative process and then analyzed their affiliative quality in response to clients' stances in Position 2 and/or prior talk. Dionne and Graf found four main practices fulfilling this "transformation" function, listed here from more to less affiliative: comparing, considering other perspectives, developing alternative understandings and actions, and confronting. Their findings suggest that affiliation is the default state in coaches' responses to their clients' and that they only rarely openly disaffiliate with them. Instead, coaches' "transformation" interventions generally invite clients to consider new stances, thereby avoiding open disagreement.

Yuanyuan Zhang / Saul Albert / Jessica Robles / Elizabeth Peel (Loughborough University): Speaking as the Client: Reported Speech in Person-Centred Counselling

The study presented in this talk focused on the practice of constructed inner speech. Constructed inner speech is defined by Zhang and colleagues as one participant, in this case the counsellor, shifting footing (Goffman 1981) into the other's, i.e., the client's, point of view, constructing, animating, and reporting their hypothetical inner speech using first-person pronouns; thus, the practitioner speaks as if they were the client. In this way, they claim a particular kind of access to the client's inner workings. The data set included 10 openly available video recordings of counselling sessions (8 hours in total), created between the 1940s and 80s for educational purposes. Participants include 8 clients and 1 therapist, Carl Rogers. Prior research has examined settings such as group therapy (Fasulo 1997) and family therapy (Parker 2003), but not dyadic counselling. In the data, Zhang and colleagues found the use of inner speech to be prominent. Analysis showed that the therapist's systematic enactment of the client's inner state was found in the sequential environments of questioning, recruitment, and assessment sequences. Across the dataset, in terms of

design features, two forms of constructed inner speech were employed by the therapist: (1) an embedded form, where the speech is surrounded by prefacing and/or closing components; (2) a standalone form. The use is also often paired with other actions such as formulations and reinterpretations. Sequentially, the therapist's constructed inner speech tends to occur after he has produced multiple instances of formulations where the second-person pronouns are used. Additionally, it was often found upon completion of the client's telling, where they have displayed multiple stances towards their own affect. It is thus argued by Zhang et al. that the practice is employed to construct and display the candidate understanding of the client's affective stance thereby conveying a sense of closeness. Using constructed inner speech, however, also gives the therapist greater freedom to produce less hedged turns from the client's perspective. It allows to incrementally make the client's stance mutually available for joint scrutiny and thus, therapeutically, as grounds for transformation.

Susanne Kabatnik (University of Trier)
Transforming Sequences: Change through Formulation Suggestions in Messenger-Supported Group Therapy

Messenger-supported group therapy is a relatively new format practiced, for instance, at a psychiatric clinic in Munich, where the data for Kabatnik's study was collected. In this face-to-face group therapy setting, a patient's problematic or challenging digital or messenger-based text becomes the focus of a session (Grosse-Wentrup et al. 2020). Together as a group, the participants (with the help of the therapist) try to solve the communicative problem, usually by formulating a response to the message received. For this purpose, the participants make formulation suggestions for a collaborative message draft (Kabatnik 2024). Such formulation suggestions uttered by co-patients and the therapist constitute a particular form of advice (e.g., Couper-Kuhlen/Thompson 2022) in this interactive setting. Though advice in helping professions, particularly in psychotherapy has been criticized as unethical, anti-therapeutic and disempowering, Kabatnik argued that in this particular context it contributes to changes in referents, emotions, and relationships (Peräkylä 2019). The aim of the study was to investigate how formulation suggestions are introduced and negotiated interactively, what form and functions they take, and how they contribute to change. The data consisted of 14 videotaped sessions, recorded between 2021 and 2022 in Munich. The sample for the study included 31 formulation suggestions. Kabatnik's analysis showed that 90% of the formulation suggestions introduce concrete possibilities of phrasing a response. Most suggestions have a declarative format, followed by interrogative sentences and a phrase format, thus suggesting that participants assume a medium position of (deontic) authority (Couper-Kuhlen/Thompson 2022). Even though advice is expected in these situations, it still harbors some face-threatening potential and may be met with resistance. Therefore, participants often used subjunctive forms and expressed doubts or hesitations. The transformative potential of formulation suggestions was sequentially observable on the level of referents as participants introduced and negotiated, for instance, the ways of addressing the message receiver and their stances towards them. Additionally, participants (collaboratively) addressed and managed emotions (such as anger or hurt) by editing or rephrasing and eventually evaluating

their affective stance towards the messages being created. Finally, formulation suggestions also referred to the relationships in which participants are entangled in (e.g., co-workers or family members) and thus indirectly transform participants' troublesome relations with them. Though the therapist leads the conversation, reformulates, elaborates, or uses other discursive practices to bring important insights to the surface, they keep in the background by not giving content-related or subjective advice leaving this up to the group.

John Rae / Mick Cooper (University of Roehampton)
Talking about Emotional Content in School-based Humanistic Counselling for Adolescents Experiencing Psychological Distress: Pilot Interactional Analysis of Sessions from the ETHOS Randomised Controlled Trial

Rae and Cooper's study focused on affective talk, i.e., addressing emotions and working with emotional content, as a key competence for psychotherapists working with children and young people. Emotion in social interaction has been a focus of Conversation Analytic research in general (Ruusuvuori 2012; Peräkylä/Sorjonen 2012) and within adult psychotherapy (Muntigl/Horvath 2014; Rae 2008; Voutilainen et al. 2010; Weiste/Peräkylä 2013). There is, however, little empirical research on effective talk about emotions when counselling adolescents and young adults. The aim of Rae and Cooper's study was thus to contribute new knowledge on humanistic counselling with teenagers experiencing psychological distress. The study made use of recordings, which formed part of a randomized controlled trial on what works (less) well when talking about feelings in psychotherapy sessions with 13-16-year-olds (Cooper et al. 2021). In a previous study, the participating 19 counsellors had already been rated with regard to competence and adherence to the therapeutic model. The analysis then focused on the highest and lowest three of the sessions rated according to subscales of the PCEPS-YP (Ryan et al. 2021). Within these, segments in which clients describe how they feel about somebody or about something were selected for interactional analysis of the following therapist's practices. Following, for instance, Hutchby (2005) or Voutilainen and colleagues (2010), formulations and interpretations were considered particularly relevant to elicit and facilitate further talk from the children in counselling. The talk also addressed the challenges of applying Conversation Analysis to samples of talk which were identified through practical rather than research considerations.

5. Data sessions

Melanie Fleischhacker / Eva-Maria Graf (University of Klagenfurt)
Different Question Types for Solution Generation in Business Coaching and Beyond

The data session by Fleischhacker and Graf focused on systemic, solution-oriented business coaching interactions and particularly on solution-oriented questioning practices as a way of eliciting changes in the sense of inviting clients to self-reflect, envision ideal scenarios, or carve out concrete measures and strategies. Since

coaching is a predominantly goal-oriented, prospective type of interaction (Graf 2019), solution generation and the mental / verbal pre-structuring (Pick/Scarvaglieri 2022) of (ideal) alternative scenarios, behaviors, and actions play an important role. Though questions make a reaction / answer from clients conditionally relevant and a lack of answering creates a relevant absence (Schegloff 2007), coachees still react in various ways to coaches' questions thereby allowing or hindering solution generation (e.g., Dionne et al. 2024; Moos/Spranz-Fogasy 2024). In the sequential third position, coaches must then take a stance towards the client's reaction (Peräkylä 2019) by accepting or further exploring an answer, (re-)establishing subjectivity, or addressing resistance. Such three-part, i.e., transformative, questioning sequences were at the heart of the data session (Graf et al. 2023). The data was taken from the research project "Questioning Sequences in Coaching" (Graf et al. 2024), which used authentic, dyadic face-to-face and online coaching interactions.

Participants were asked to analyze questions that realized different coaching-specific, solution-oriented functions such as working with clients' resources, the client's responses, and the coach's follow-up reactions. Discussions revolved, for instance, around the question of (dis-)affiliative practices of professionals. By pursuing a rigid, solution-oriented institutional agenda, coaches' actions were at odds with the interactional and emotional needs of their clients. At other times, solution-oriented questions that follow problem talk are not (yet) taken up by clients, who still feel a need for further complaining, and thus seem premature within the interaction. However, questions that elicit solution generation may also lead to extensive sequences of self-reflection in clients, in which they present and balance both old and newly emerging cognitive and behavioral patterns, thus making turn-by-turn changes directly observable. In the end, coaching interaction was also juxtaposed in its interaction-type specificity to other helping professional formats such as psychotherapy.

Bernadetta Janusz (Jagiellonian University Kraków) / Anssi Peräkylä (University of Helsinki): Sequential and Longitudinal Analysis in the Study of Family and Couple Therapy

The data session by Janusz and Peräkylä demonstrated a method for the longitudinal documentation of change through the examination of similar sequences across several sessions of a therapeutic process (see Voutilainen et al. 2011, 2018 for a similar procedure). To do so, participants were invited to analyze four extracts from a couple/family therapy process, stemming from three different sessions. The sequences under study all featured descriptions of guilt by clients as a common thematic thread (see Peräkylä 2011 on 'joint narratives'). The clients had been referred to therapy following an abortion due to the wife's severe distress and her inability to emotionally reconcile herself with her decision. To simplify and expedite the process in the limited timeframe of the data session, participants were assigned one extract for detailed analysis; however, participants were encouraged to share their perspective on the other extracts as well during the discussion.

Participants tracked several elements that changed over the extracts: membership categories and (self-)evaluations, temporality, and rationalization vs emotionality. They discussed how, earlier in the process, the wife focused on past negative

attributions from others and rational justification of her decision. Then, her descriptions progressed to a focus on her present perceptions of herself: she positioned herself as a mother by holding onto her guilt. Thus, through the tracking, the progress of therapeutic work became observable.

Juhana Mustakallio (Tampere University)
Embodied Empathy in General Practitioner's Healthcare Encounters

In this data session organized by Mustakallio, the focus was on healthcare encounters and on embodied practices that doctors use to express empathy towards their patients. Finish and English general practitioner's consultations were analyzed multimodally. Both transcripts as well as video clips were shown to the participants to allow access to multimodal and embodied practices. The data is part of a project on "Touch and Affect in Healthcare Interaction", led by Johanna Ruusuvuouri from the Tampere University. The project's aim is to describe the role of emotion, touch, and other bodily resources for affect-intensive institutional tasks and to locate potential patterns of interaffectivity (in various cultural contexts). The purpose of the data session was to discover – possibly overarching – embodied techniques used by doctors to soothe patients or alleviate problems.

In the ensuing discussion of the extracts, the participants focused primarily on embodied action, rather than talk, or on the interconnection between verbal and non-verbal actions of doctors. Observations included, for instance, the shifts between not facing patients (e.g., when reading results or taking a medical history) and facing patients – both in the sense of looking at but also turning the body towards the other person or shifting towards the edge of the seat – in critical moments of the doctor-patient interaction. Another important practice was touch, which played a major role in a medical encounter between a doctor, their patient, and a third party in which alcohol abuse was discussed. Touch was both used to console the patient, but also to fully engage with one party and to give particular attention to one person in an interaction of three.

Arnulf Deppermann (IDS Mannheim) / Carolina Fenner
(IDS Mannheim) / Charly Weiß (University of Mannheim / University of
Freiburg): Patients' Attempts at Changing the Time-Frame of Therapy

This data session focused on patients' resistance manifested in opposing the therapeutic time-frame. In their introduction, Deppermann, Fenner, and Weiß presented key points of the project *Linguistic Manifestation of Resistance in Psychodynamic Psychotherapy*, from which their data originated. Their interdisciplinary research project examined patients' resistance and its impact in psychodynamic therapeutic interactions, combining conversation analytical and psychological perspectives. The project's aims were to operationalize the concept of resistance, to identify phenomena of resistance over the course of psychotherapeutic processes, and to establish links between resistance phenomena and therapists' / patients' characteristics, the therapeutic process as well as its outcome. To do so, they used video-recoded data collected by the Heidelberg Institute for Psychotherapy.

The data session focused on a single case which occurred towards the beginning of the 15th therapeutic meeting. In the extract under study, the patient asks the therapist whether it would be possible to change the regularity of the meetings, namely from weekly to biweekly meetings. In response, the therapist asks the patient's reasoning behind her request. Later in the extract, the therapist explains that the reasons given for changing to a biweekly schedule in fact justify continuing with weekly sessions. The patient then agrees to maintaining the weekly schedule. The discussion in the data session addressed the cautious turn design of the patient's initial question, in which she already orients to the dispreferred nature of her action. Moreover, participants examined the manner in which the therapist avoided answering the question and refocused the trajectory of the conversation towards the client.

6. Discussion

Overall, the International Conference on Conversation Analysis and Psychotherapy 2024 in Mannheim has seen a range of contributions on the underlying conference theme: client change in psychotherapy and beyond. In their keynotes, Anssi Peräkylä, Michael Buchholz and Marco Pino gave an overview of current and past research into psychotherapy and helping professions from a Conversation Analytic perspective and argued for the (ongoing) need of such a qualitative approach to better understand the professional helping process. They provided insights into past and ongoing projects, demonstrated the value of different approaches within Conversation Analysis and illustrated possible contributions of CA research for theory building and practical application.

While the three keynotes thus took a more general viewpoint, the various talks and data sessions dived deeper into the conference theme addressing the multitude of practices involved in the transformation of emotions, referents, and relationships in transformative sequences (Peräkylä 2019) but also cross-sequentially and beyond. In summary, the following change-inducing and change-supporting (non-)verbal practices of therapists or helping professionals were identified:

- Empathic practices that appreciate and value the client's experiences and emotions,
- Practices conveying a sense of closeness and access to the other's experience, inner workings, and stances,
- Practices used to address emotions and elicit (more) emotive talk,
- Embodied practices such as touch or positioning supporting interaffectivity,
- Questioning practices that induce and support solution generation,
- Transformative practices which invite changes in perspectives and understandings, i.e., new (affective / cognitive) stances from the client, or redirect the conversation,
- Practices that build a case for next steps in the interactional process.

Additionally, clients' or patients' change-indicative/-supporting or obstructive practices that were addressed and discussed included:

- Innovative moments that move away from previous thinking and behavior

- Personal and dream narratives that provide insights into the clients' subjective world, agency, or affect regulation and constitute a starting point for discussion

- Collaborative formulation suggestions that allow for changes in referents, emotions, and relations

- Resistance phenomena and their influence on the participants, process or outcome

In some talks, both helping professionals and clients were equally in the foreground focusing on:

- Trajectories of clients' and therapist's (dis-)aligning and (dis-)affiliative practices in relation to a therapist's 'appropriate responsiveness'

- Trajectories of problem exploration to solution generation via questioning sequences and larger courses of action

- Changes in the here-and-now relations as in moments of meeting, i.e., moments of intense affiliation, between therapists and clients

- References to being recorded or recording devices as either supporting therapeutic goals such as eliciting self-reflection and elaboration or as potentially destabilizing factors in the therapeutic relationship

Longitudinal analyses included a focus on similar sequences and actions (e.g., descriptions of guilt in a couple's therapy or the first and last narrated dream in a psychodynamic psychotherapy) as well as on interventional goals (e.g., challenging the client's view) achieved via different discursive practices along entire sessions and processes. Finally, one longitudinal analysis also paid attention to larger courses of actions, i.e., sequences of sequences, and their re-occurrence in successful or non-successful processes.

The next International Conference on Conversation Analysis and Psychotherapy will take place in 2026 and will be organized by Prof. Bernadetta Janusz at the Jagiellonian University Kraków (Poland).

Acknowledgements

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