



**Association for Humanistic Counseling**

***Living Our Humanism***

**Annual Conference**

**June 1-3, 2017**

**Marriott Syracuse Downtown**

**Syracuse, NY**

*AHC has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1004.  
AHC is solely responsible for all aspects of the programs.*



NATIONAL BOARD FOR  
**CERTIFIED COUNSELORS.**  
Promoting counseling through certification

## The President's Welcome



Hello and welcome to Syracuse. The 2017 annual conference will, like those before it, provide an opportunity for us to come together as a community of learners and celebrate who we are in the grand scheme of our chosen profession. Your attendance at this year's conference evidences the way in which you assume your role as citizens of our community and stewards of our profession. Your choice to be here among your peers shows your commitment to this division and speaks to how you embody its vision, mission, and how you choose to *live your humanism*. This conference will present a number of new and creative ways of information dissemination. Our Friday Plenary Session featuring our friend Russell James Pyle and the Saturday AHC Talks featuring Dr. Matthew Lemberger-Truelove, Ms. Stacey Litam, Dr. Michael Hannon, and Dr. Joel Givens represents a new way of community engagement. While you are here, we hope that you make time to engage with friends old and new and enjoy your taste of Syracuse as you embrace our conference theme *to live your humanism*.

Sincerely,

Linwood

## Acknowledgements

The Conference Committee would like to thank the staff of the Marriott Syracuse Downtown for their hospitality and care over the course of the planning and duration of this conference. We especially thank Aubrey Francis and Prudencio De Leon for their support of AHC during the planning of this event. We would additionally like to thank Matthew Lemberger-Truelove, Amy Barth, Nicole R. Hill, and the Leadership of AHC for their unwavering assistance and support. Finally, the conference committee would like to thank our 2016-2017 and 2017-2018 Emerging Leaders for their work as beacons of hope for the profession.

| <b>2016 – 2017 Emerging Leaders</b> | <b>2017 -2018 Emerging Leaders</b> |
|-------------------------------------|------------------------------------|
| Hannah Bowers                       | Amy Barth                          |
| Juliana Carter                      | Jason Branch                       |
| Christian Chan                      | Trevor Buckley                     |
| Kimberly Coggins                    | Alyssa Swan                        |
| Everett Painter                     |                                    |
| Melanie Popiolek                    |                                    |

|                                      |                 |
|--------------------------------------|-----------------|
| <b>Conference Program</b>            | Amy Barth       |
| <b>Site Registration Coordinator</b> | Nekpangi Thomas |
| <b>Site Coordinator</b>              | Adena Arceneaux |

| <b>Conference Volunteers</b> |
|------------------------------|
| Jason Branch                 |
| Trevor Buckley               |
| Christian Chan               |
| Rob Freund                   |
| Sibela Osmanovic             |
| Ben Perko                    |
| Melanie Popiolek             |
| Alyssa Swan                  |

|  |  |
|--|--|
| <p style="text-align: center;"><b>Association for Humanistic Counseling<br/>Mission, Vision, and Philosophy</b></p> <p><b>Mission</b><br/>We value the dignity of the individual and the right for each to function as an agentic human being in the context of social and cultural milieus. We value authentic human relationships that contribute to the actualization of individuals and communities. As such, we are devoted to facilitating the client’s development and becoming in the world, holding the experience and authority of the client in the highest regard.</p> <p><b>Vision</b><br/>To accomplish this Mission, the vision of the Association for Humanistic Counseling is to:<br/>(a) promote the growing body of theoretical, empirical, and applied knowledge about human development and potential;(b) encourage philosophical reflection on counseling practices and outcomes; and (c) advocate for counseling, supervisory, and educational policies and practices that benefit individuals within their communities, environments, and cultures.</p> <p><b>Philosophy</b><br/>Humanistic counselors base their practice upon a philosophical foundation based on the affirmation of the dignity of every human being. Humanistic counselors acknowledge the responsibility of human beings for their own destiny, having within themselves the answers to improving their own lives and the quality of life of all human beings. Humanistic counselors recognize and respect the ability of human beings to employ reason, science, intuition, and creativity as tools for the discovery of knowledge and the achievement of goals. Humanistic counselors believe that wellness and health is best achieved by combining personal growth with avid service for the greater good of humanity.</p> <p>Please visit our website at:<br/><a href="http://www.humanisticcounselor.com">www.humanisticcounselor.com</a></p> | <p style="text-align: center;"><b>AHC Executive Board</b></p> <p><b>President</b><br/>Linwood G. Vereen, PhD<br/>Syracuse University</p> <p><b>President-Elect</b><br/>Martina Moore, PhD, LPC<br/>Moorecounseling.org</p> <p><b>President Elect-Elect</b><br/>Mark Stauffer, PhD<br/>Walden University</p> <p><b>Past-President</b><br/>Jeff Cochran, PhD, NCC,<br/>LMHC<br/>University of Tennessee</p> <p><b>Governing Council<br/>Representative</b><br/>Michelle Perepiczka, PhD,<br/>LMHC, CSC, RPTS, NCC<br/>Walden University</p> <p><b>Governing Council<br/>Representative 2017 - 2020</b><br/>Mark Scholl, PhD, LMHC<br/>Wake Forest University</p> <p><b>Secretary 2016 - 2017</b><br/>Belinda Lopez, PhD<br/>Lamar University</p> <p><b>Secretary 2017 - 2018</b><br/>Brandi Flamez, PhD, LPC, NCC<br/>Lamar University</p> <p><b>Treasurer</b><br/>Nate Ivers, PhD<br/>Wake Forest University</p> <p><b>JHC Editor</b><br/>Matthew Lemberger-<br/>Truelove, PhD, LMHC<br/>University of New Mexico</p> |
|--|--|

**Schedule of Events****Thursday, June 1, 2017**

5:00 pm to 8:00 pm      Registration Open

**Friday, June 2, 2017**

8:00 am to 5:00 pm      Registration Open

8:30 am to 9:20 am      Education Sessions

9:30 am to 10:20 am      Education Sessions

10:30 am to 11:20 am      Education Sessions

11:30 am to 12:00 noon      Poster Sessions

12:00 pm to 1:30 pm      Lunch on your own

1:30 pm to 3:00 pm      Education Sessions

3:00 pm to 3:50 pm      Education Sessions

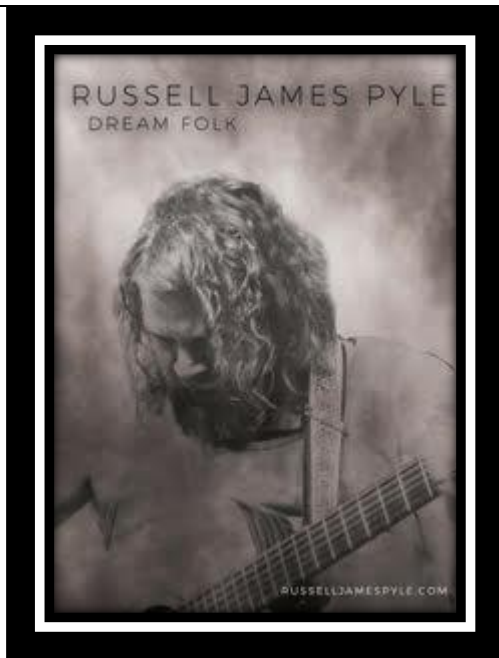
4:00 pm to 4:50 pm      Education Sessions

5:00 pm to 6:30 pm      Presidential Plenary Session and Reception w/  
Russell James Pyle

## Presidential Plenary Session and Reception

**Friday, June 2<sup>nd</sup> from 5:00 to 6:30 pm**  
**Ambassador, Board, Cabinet & Directors**

**Featuring: Russell James Pyle**



Russell is a singer-songwriter from Albuquerque, NM. Formerly a counselor, his songwriting is heavily influenced by mental health and ecopsychology, or the study of how the natural world interacts with the mind. These songs are poems and tributes to our struggles, and how we can harness the power to overcome them. In 2016, Russell was selected by the National Parks Arts Foundation as a centennial artist-in-residence for Big Bend National Park, where he lived for a month, writing about the desert environment. He has two solo albums released, "Rise" and "Seasons, and tours regularly throughout the country.

His music is a direct reflection of the work he did as a counselor and is defined by the themes of hope, authenticity, and, eco-wellness. Russell is an avid outdoors person and sees that "Touring is just an excuse to go hiking and fly-fishing all over the country." Russell often documents these adventures in an ecopsychology blog called "The River's Bend." He currently resides in Albuquerque, New Mexico with his wife Deborah and two rambunctious dogs: Oy and John Henry.

[www.russelljamespyle.com](http://www.russelljamespyle.com)  
[www.theriversbend.wordpress.com](http://www.theriversbend.wordpress.com)  
[www.facebook.com/russelljamespyle](http://www.facebook.com/russelljamespyle)

**Saturday, June 3, 2017**

|                      |   |
|----------------------|---|
| 8:00 am to 5:00 pm   | Registration Open   |
| 9:00 am to 9:50 am   | Education Sessions  |
| 10:00 am to 11:30 am | Education Sessions  |
| 11:30 am to 1:00 pm  | Lunch and AHC Talks Featuring:<br><br>Dr. Matthew Lemberger-Truelove<br>Ms. Stacey D. Litam<br>Dr. Michael D. Hannon<br>Dr. Joel Givens |
| 1:00 pm to 1:50 pm   | Education Sessions  |
| 2:00 pm to 2:50 pm   | Education Sessions  |
| 3:00 pm to 3:50 pm   | Education Sessions  |
| 4:00 pm              | Conference Adjournment  |

**Saturday Luncheon**  
**Saturday, June 3<sup>rd</sup> from 11:30 am to 1:00 pm**  
**Otisco Room**

**AHC Talks Featuring:**

Is Humanism Meaningful? – Dr. Matthew Lemberger-Truelove



*Dr. Matthew Lemberger-Truelove* is an Associate Professor of Counselor Education at the University of New Mexico. He is the current Editor of the *Journal of Humanistic Counseling*, the Associate Editor for the *Journal of Individual Psychology*, and the Senior Associate Editor of the *Journal of Child and Adolescent Counseling*.

Dr. Lemberger-Truelove's scholarly works includes empirical research, funded projects, and theoretical writing. His empirical work pertains to evidence-based counseling practice with children and adolescents. He is especially interested in culturally responsive interventions that support children and families from challenging economic environments. To this end, Dr. Lemberger-Truelove's interventions provide practitioners with mechanisms to cultivate young people's executive functioning and feelings of connectedness.

Dr. Lemberger-Truelove has published multiple empirical articles in counseling's flagship journal the *Journal of Counseling and Development*, including a recent intervention piece that was highlighted in the extremely competitive and noteworthy CASEL Guide (see <http://www.casel.org>). In one study, using multilevel modeling to illustrate growth longitudinally across four measures of mathematics and reading achievement, he found significant intervention effects on academic growth in addition to significant meditative relationships to children's changes in executive functioning and feelings of connectedness.

Currently, Dr. Lemberger-Truelove is leading an externally funded intervention project aimed at delivering mindfulness-based practices to young children and their early childhood teachers. In this project, the intervention will illustrate the relationship between mindfulness, changes in children's executive functioning and related classroom behaviors, and readiness to learn.





**Stacey Diane A. Litam** is a doctoral candidate in Kent State University's Counselor Education and Supervision program and adjunct faculty at Cleveland State University and the Northeast Ohio Medical University. Her dissertation investigates the effects of labeling theory and discourse on counselors' reported levels of empathy and rape myth acceptance when working with sex trafficked survivors. Her additional research areas include LGBTQ issues in counseling, multicultural issues, and integrating creative interventions with diverse populations. She currently works at a Northeast Ohio agency where her client population includes survivors of sex trafficking, persons with addictions, LGBTQ individuals, and underserved minorities.



**Dr. Michael Hannon** is an Assistant Professor of Counselor Education at Montclair State University. For ten (10) years, he was a counselor who practiced in diverse educational settings that included urban high schools, career and technical education (CTE) high schools, college access programs, and higher education/student affairs before becoming a counselor educator. His research questions are informed by his curiosity about Black existence, with a particular interest in Black men's existence as fathers, clients, counselors, and counselor educators. Specifically, he investigates the intersection and relationships between Black fathers, their children with autism, and service providers. He also conducts research on school counseling practice for diverse learners.

To date, Dr. Hannon has authored 15 academic publications (published, press, or accepted; 9 refereed) and has made over 40 presentations (21 refereed) at professional conferences. Dr. Hannon earned a Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision from Penn State University, an Educational Specialist (Ed.S.) in School Counseling Services from Rider University (NJ), a Master of Education (M.Ed.) in Student Affairs Practice in Higher Education and a Bachelor of Science (B.S.) in Human Development and Family Processes from the University of Delaware. He was awarded the AHC Humanistic Dissertation Award in 2014.



**Dr. Joel Givens** completed his Doctorate in Counselor Education and Supervision at the University of Northern Colorado. Currently, Joel is an Assistant Professor of Counselor Education at Adams State University. Joel's research is focused on the integration of philosophy with counseling, counselor education, and supervision. Joel has published on values in counseling, deconstruction, phenomenology, and desire. Joel has been a licensed professional counselor in Colorado for eleven years and has worked in crisis mental health, clinical supervision, private practice, and residential treatment.

## Friday, June 2, 2017 Schedule of Events

| <b>Education Sessions 8:30 am to 9:20 am</b>   |  |                   |
|--|--|-------------------|
| <b>Session Title</b>   | <b>Presenter(s)</b>  | <b>Room</b>       |
| <b>Art as a reflective process:<br/>Using altered books in<br/>humanistic counseling,<br/>supervision, and counselor<br/>education</b>   | <b>Madeleine N. Stevens M.A.,<br/>LPCC, LPAT<br/>Megan Numbers M.A., LPC</b> | <b>Seneca</b>     |
| <p>Altered books increase knowledge and understanding through a reflective process appropriate for counseling and counselor education. Art as a reflective process encourages dialogue, is produced in relationship with others or self, and deepens authentic understandings of oneself. Participants will understand the reflective process of altered books, be prepared to create altered books, and will engage in exploring uses of this self-discovery process in counseling, teaching, and supervision.</p>    |  |                   |
| <b>Who Are We and Where<br/>Are We Going: Is<br/>"Humanistic Counseling"<br/>Redundant?</b>  | <b>Julie Kostrey, MA, LPC,<br/>NCC</b>                                       | <b>Canadaigua</b> |
| <p>The counseling profession draws its roots from career counseling, which reflected deep humanistic principles. Paradoxically, these beginnings appear to be in contrast to contemporary trends found in counselor education programs, many of which profess to be "humanistically oriented." This roundtable seeks to open a discussion on how the counseling profession deviated away from its roots and what we can do to to fully appreciate what scholars have deemed to be "the essence of the profession."</p> |  |                   |
| <b>Spiritually sensitive<br/>counseling: A humanistic<br/>endeavor</b>   | <b>Greg A. Meyer, Ph.D., LPC</b>   | <b>Conesus</b>    |
| <p>Spirituality is a fundamental part of the human experience. Re-framing spirituality from a theological/inspirational framework to an explanatory framework, inherent to the human experience, may significantly impact the counseling relationship, and subsequently lead to the potential to remain humanistically focused, able to affirm and honor the client's uniqueness. Discussion will include approaches and methods to integrate spirituality into the humanistic counseling relationship.</p>            |  |                   |

|   |   |                |
|---|---|----------------|
| <b>Coalescing Photovoice Mapping with a Humanistic Lens</b>   | <b>Christian D. Chan, MA, NCC<br/>Melanie A. Popiolek, MA, LPC, NCC</b> | <b>Hemlock</b> |
| Photovoice has uniquely identified possibilities to redefine narratives of resilience through feminist practices that challenge social inequities, privilege, and power differentials. The presenters will deliver a conceptual framework that implements photovoice in counseling practices, supervision, and counselor education. |   |                |

### **Education Sessions 9:30 am to 10:20 am**

| <b>Session Title</b> | <b>Presenter(s)</b> | <b>Room</b> |
|----------------------|---------------------|-------------|
|----------------------|---------------------|-------------|

|  |  |               |
|--|--|---------------|
| <b>Music for the Humanistic Soul in Times of Uncertainty</b>   | <b>Dr. Charles Edwards<br/>Dr. Kaemanje Thomas</b> | <b>Owasco</b> |
| In times of uncertainty music can be a powerful tool that reflects the times as well offer ways of making sense of things. This presentation will explore ways music is being used and can be used to support social, emotional and psychological wellbeing in students, clients and counselors as well. |  |               |

|  |  |               |
|--|--|---------------|
| <b>How Horses Make Us Human: Exploring the Human-Horse Connection through Equine Assisted Psychotherapy</b>  | <b>Jessie T. Darkis, MA<br/>Emily Grecco</b> | <b>Seneca</b> |
| This education session will address implications of Equine Assisted Psychotherapy (EAP) in the humanistic counseling field and will overview the benefits of working with equines, for counselors interested in referring clients or those seeking certification in this intervention. The significance of the human-horse connection and how interactions with horses help us connect with our here-and-now experiences will be discussed. Presenters will conceptualize EAP through humanistic orientations. |  |               |

|   |                             |                |
|---|-----------------------------|----------------|
| <b>Counseling Techniques for At-Risk Youth</b>  | <b>Kristina Donovan, MA</b> | <b>Conesus</b> |
| <p>This educational session is designed for counselors desiring a basic understanding in models and methods of working with at-risk children. The content will include an overview of several different models of working with at-risk children and programs that focus on intervention skills and techniques. The course also focuses on the counselor's role as an advocate and direct service provider for this group.</p> |                             |                |

|   |  |                  |
|---|--|------------------|
| <b>The Existentialists' pursuit of authenticity: the philosophy of walking the walk.</b>  | <b>Alfredo Francisco Palacios, MA LMHC NCC</b> | <b>Canadagua</b> |
| <p>Living humanism is a dynamic notion that places humanistic philosophy at the forefront of one's life. Counselors are often skilled at articulating humanism as a broad category that encompasses related philosophies of change and counseling. This presentation discusses existential philosophy as a philosophy of life. Through the thinking of, Jean Paul Sartre, among others, we take a deeper look at concepts of freedom and choice in determining our own destiny as individuals. These notions promote humanism as more than a philosophy but as a way of living.</p> |  |                  |

### **Education Sessions 10:30 am to 11:20 am**

| <b>Session Title</b>   | <b>Presenter(s)</b>           | <b>Room</b>   |
|--|-------------------------------|---------------|
| <b>Psychological Suffering as Message or Malady: Ideological and Cultural Contributions of Humanism</b>  | <b>James T. Hansen, Ph.D.</b> | <b>Seneca</b> |
| <p>Counselors can understand their clients' psychological suffering as either a malady (i.e., disorder) or a message from a deeper aspect of self. This presentation will a) review the historical and cultural factors that have contributed to the current malady view that has overtaken contemporary mental health culture and b) demonstrate the ways that humanism, as a message based orientation, is uniquely suited to restore balance to contemporary mental health culture.</p> |                               |               |

|   |  |               |
|---|--|---------------|
| <b>Challenges to Humanism in the Hurried World of Community Clinics, Hospitals, and Beyond</b>  | <b>Jeff L. Cochran, PhD.<br/>Marcia McCall, MS<br/>Michael Tursi, Ph.D., LMHC<br/>Amy Rosechandler, LMHC</b> | <b>Owasco</b> |
| <p>Across community agency, hospital, and other settings serving adults' mental health needs, counselors are pressured to do hurried, non-humanistic work. Such pressures come from clients who want a quick fix, employers and colleagues for whom humanistic approaches are counterintuitive, and from counselor self-doubt and desire to help quickly. We provide understanding of such pressures, plus opportunities to share experiences, and principles of solutions which work through humanistic ways of being.</p> |  |               |

|   |  |                   |
|---|--|-------------------|
| <b>Promoting social justice in working with immigrants: A humanist model for training and practice</b>  | <b>Sabri Dogan, Ph.D.<br/>Yahyahan Aras, Ph.D.<br/>Student</b> | <b>Canadaigua</b> |
| <p>This presentation will provide a recently developed evidence-based comprehensive model that provides explanation and guidance for counselors on becoming effective counselors in working with immigrants. The model consists of four developmental stages: (1) superficial awareness, (2) growing awareness, (3) application, and (4) culturally competent school counselor. Implications for counselor education and supervision will be discussed.</p> |  |                   |

| <b>Poster Sessions 11:30 am to 12:00 noon<br/>IACC Foyer</b>   |  |
|--|--|
| Humanism and the Global South:<br>Expanding the Multicultural Discourse  | Michele Rivas  |
| The Ethics and Occurrence of Sexual Attraction to Clients: Frequency and Management Strategies in the Humanist Professions | Charles Jacob  |
| Quantum Change Revisited:<br>Recommendations for Designing a Living Learning Community                                     | Mark B. Scholl                                       |
| Holding Space: Humanistic Counseling for Fibromyalgia  | Amy L. Barth, PhD, LPC<br>McKenzie Flick, MA Student |
| The humanistic Value of Interprofessional Collaboration and Learning   | Ben Perko<br>Sibela Osmanovic                        |

| <b>Education Sessions 1:30 pm to 3:00 pm</b>  |   |                |
|---|---|----------------|
| <b>Session Title</b>  | <b>Presenter(s)</b>   | <b>Room</b>    |
| <b>Sex Trafficking in America: Implications for Counselors</b>  | <b>Stacey Diane A. Litam, MA, LPC, NCC<br/>Martina Moore, PhD, LPC</b>  | <b>Owasco</b>  |
| <p>Modern day slavery exists on state, national, and global levels at a rate that exceeds the trans-Atlantic slave trade in the 19th century. This enlightening presentation provides valuable information on the history, definition, and prevalence of sex trafficking. The processes through which traffickers use force, fraud, or coercion to obtain victims will be explored. Finally, attendees will learn trauma-informed practices for work with this population.</p>  |   |                |
| <b>Humanistic Counseling in the Hurried World of Children and Adolescents in School and Community Settings</b>  | <b>Nancy H. Cochran, MA/CAS<br/>Jeff L. Cochran, PhD<br/>Diane J Fauth, LMHC, NCC, IFS Level 1 Trainee<br/>Destiny N. White, MS</b> | <b>Conesus</b> |
| <p>Across schools and agencies counselors are pressured to hurry. Pressure can come from parents, teachers, administrators, or just from desire to help a suffering child or adolescent get better, and can be so great as to disallow powerfully effective humanistic counseling or cause counselors to skip "the therapy hour" for youth in need. We present understandings of and solutions for pressures to hurry, and encourage participants to share their experience and solutions that may work for them.</p> |   |                |
| <b>Child Parent Relationship Therapy with Adoptive Families of Preadolescents</b>   | <b>Alyssa Swan, M.S., LPC-Intern</b>  | <b>Seneca</b>  |
| <p>Come learn about Child-Parent Relationship Therapy, filial therapy model grounded in child-centered play therapy, adapted for working with adoptive families of preadolescents who have experienced attachment disruptions. This session will look at preadolescent development and the impact of interpersonal trauma and child-parent relationships. Clinical application, developmental considerations, and research findings will be presented.</p>  |   |                |

|  |   |                |
|--|---|----------------|
| <b>A Dialogue with the Editor: Suggestions for the Construction and Publication of Humanistic Scholarship</b>  | <b>Matthew E. Lemberger-Truelove, Ph.D., LMHC (NM) Associate Professor &amp; Regents' Lecturer in Counselor Education, University of New Mexico Editor, Journal of Humanistic</b> | <b>Hemlock</b> |
| <p>The purpose of this presentation is to provide attendees with strategies to construct and successfully publish humanistic scholarship. The presentation will include specific recommendations for submitting manuscripts to the Journal of Humanistic Counseling. Furthermore, the presenter will suggest ways in which authors can construct and submit humanistic-focused scholarship to other journals, including other journals related to professional counseling or other academic disciplines.</p> |   |                |

### **Education Sessions 3:00 pm to 3:50 pm**

| <b>Session Title</b>  | <b>Presenter(s)</b>  | <b>Room</b>    |
|---|--|----------------|
| <b>The Self-Model of Humanistic Supervision: A Proposed Model</b>   | <b>Harvey Charles Peters, MS, NCC, P-LMHC<br/>Michele Rivas, MS, NCC, P-LMHC</b> | <b>Hemlock</b> |
| <p>Participants will be introduced to the Self-Model of Humanistic Supervision (SMHS), a proposed model for clinical supervision. SMHS is a model of human wholeness, which is represented through the visualization of core dispositions embodied in humanistic supervision. SMHS is depicted through the 5 core selves, 5 enactors of self, and the cyclical process of enactment. In addition to the introduction of the model, participants will discuss and apply SMHS to their own practice and research.</p> |  |                |
| <b>The Healing Power of Empathy</b>   | <b>Jill Nardin, MA, LPC, NCC</b>   | <b>Owasco</b>  |
| <p>Rogers and Adler have described using integral empathy (subjective, interpersonal, and objective) in the counseling relationship. Another researcher, Jordan (2011), expounded on the concept of mutual empathy, involving therapeutic authenticity and authentic responsiveness. This will be a discussion on how these aspects of empathy can be used to promote healing, especially in trauma work with females. There will be case examples included and please bring your own examples and questions.</p>   |  |                |



|   |                 |            |
|---|-----------------|------------|
| <b>Counseling Groups that Empower Young People: Youth Participatory Action Research</b>   | Amy Cook, Ph.D. | Canadaigua |
| <p>Researchers have begun to employ youth participatory action research (YPAR) in counseling groups, recognizing its capacity for promoting youth development and empowerment. This session will provide information about the history, application, and outcomes of employing YPAR in counseling practice. Much like YPAR, you will be encouraged to share your ideas and co-lead the direction of discussion. The presenter will also share findings from a YPAR case study conducted at an urban school.</p> |                 |            |

|   |   |         |
|---|---|---------|
| <b>The Janus faces of empathy: A spirited debate on Heidegger's mood, Gendlin's felt sense, and our basic humanistic counseling ideals.</b>   | Brett Wilkinson, Ph.D., LPC<br>Joel Givens, Ph.D. | Conesus |
| <p>Two-faced Janus was deity of change in ancient Rome. We examine the Janus faces of empathy a) as taught in counselor education, and b) as Heidegger's "Befindlichkeit" (i.e.; mood) and Gendlin's "felt-sense". One Janus face denotes assigning meaning to another's viewpoint using empathic reflection. The other Janus face denotes accessing implicit client knowings beyond awareness. We argue that the Janus faces of empathy can improve our understanding of empathy and support new training methods.</p> |   |         |

### Education Sessions 4:00 pm to 4:50 pm

| <b>Session Title</b>   | <b>Presenter(s)</b>  | <b>Room</b> |
|--|----------------------|-------------|
| <b>"Black, African-American, What's The Difference?": An Exploration About Self-Identity and Afro-Caribbean College Students</b>   | Shana Gelin, MA, NCC | Canadaigua  |
| <p>This session will discuss the importance of understanding issues of cultural diversity in counseling, especially as it pertains to Afro-Caribbean college students. Afro-Caribbean students are homogenously categorized which silences issues of identity development, ethnic and racial injustice, cultural assimilation, and autoplaticity. This session will provide a platform to discuss stereotypes, cultural identity issues, and humanistic counseling techniques when counseling Afro-Caribbean students.</p> |                      |             |

|   |                                      |                |
|---|--------------------------------------|----------------|
| <b>Fostering Human Connections: Strong Group Training Practices</b>   | <b>Eva E. Reed, Ph.D., LPC, ACS</b>  | <b>Seneca</b>  |
| <p>Group counseling is an effective tool for fostering personal growth in clients, and yet the availability of groups is sometimes limited. Many counselors do not offer groups because they do not feel prepared to effectively lead groups. This round-table presentation will explore research on group class preparation best training practices in facilitating groups, and will invite attendees to discuss practical application of those findings.</p>  |                                      |                |
| <b>A Shared Humanity: Integrating self-compassion into counselor training and supervision</b>   | <b>Susannah Coaston, LPCC-S, CWC</b> | <b>Conesus</b> |
| <p>Transitioning from counselor-in-training to counseling professional can trigger feelings of incompetence, low self-efficacy, and anxiety. This presentation will explore how to integrate self-compassion into all aspects of counselor development, beginning with the counselor education curriculum and extending on through one's career as an independent practitioner. Such integration may normalize counselors' feelings of doubt and help them learn how to share their humanness with others.</p>              |                                      |                |
| <b>Empowering Clients through Collaborative Termination</b>   | <b>Amy L Barth, PhD, LPC</b>         | <b>Owasco</b>  |
| <p>There are many situations in life in which relationships naturally end. The counseling relationship is not meant to last forever – it is time limited. So, why do counselors often struggle to address termination with clients? This presentation will introduce intentional infusion of termination throughout the counseling relationship, identify ways to prepare for termination collaboratively, and facilitate discussion regarding how to address both the clients and counselors reactions to termination.</p> |                                      |                |

## Saturday, June 3, 2017 Schedule of Events

| <b>Education Sessions 9:00 am to 9:50 am</b>   |  |                          |
|--|--|--------------------------|
| <b>Session Title</b>   | <b>Presenter(s)</b>                        | <b>Room</b>              |
| <p><b>Humanism and praxis in the age of reductionism: How affective neuroscience findings and dual-process theories can be appropriated by humanistic counselors.</b></p>  | <p><b>Brett Wilkinson, Ph.D.</b></p>       | <p><b>Seneca</b></p>     |
| <p>Recent developments in neuroscience and dual-processing point to a tripartite model of the mind, each with three types of cognitive processing: affective, algorithmic, and reflective. Connections are drawn to humanistic counseling practices. Concepts of wisdom, immediacy, and focused awareness are explained in light of the models. A discussion is held on the role humanists can play in appropriating neuroscientific findings to preserve our ideal of human agency against threats of reductionism.</p> |  |                          |
| <p><b>A Person-Centered Approach to Counseling Transgender Individuals: A Case Example</b></p>   | <p><b>Kellin Murphy Cavanaugh, M.A</b></p> | <p><b>Canadaigua</b></p> |
| <p>This session will present a person-centered approach to counseling transgender clients through a case example analysis. The attendees will explore how to address challenges faced by transgender individuals in a holistic way by focusing on the implications of living as a transgender person in a society that is traditionally transphobic. Attendees will also learn how to appropriately utilize gender-affirming language and protocol with their clients to best navigate the therapeutic relationship.</p> |  |                          |
| <p><b>Preventing compassion fatigue and burnout in the helping profession</b></p>  | <p><b>Jason Branch, MA, LPC, NCC</b></p>   | <p><b>Conesus</b></p>    |
| <p>An interactive workshop that will offer education, ideas, strategies, skills and techniques that can prevent compassion fatigue and burnout while working in the helping profession. We will explore ways to increase self-awareness and self-care. Each participant will also develop a self-care plan.</p>  |  |                          |

|   |  |               |
|---|--|---------------|
| <b>Empowering Clients Through Posttraumatic Growth</b>  | <b>Victor E. Tuazon, MA, NCC<br/>Stacey Diane A. Litam, MA, LPC, NCC</b> | <b>Owasco</b> |
| <p>Posttraumatic growth (PTG) describes the processes of psychological growth after surviving significant trauma. Clients impacted by trauma experience PTG as they begin to rebuild and regain control of their lives. PTG represents an effective trauma-sensitive strategy that benefits clients from various trauma backgrounds. Attendees will be engaged through discussion and examination of meaningful case studies that illuminate the purpose, process, and outcomes associated with facilitating PTG.</p> |  |               |

| <b>Education Sessions 10:00 am to 11:30 am</b> |                     |             |
|--|---------------------|-------------|
| <b>Session Title</b>                           | <b>Presenter(s)</b> | <b>Room</b> |

|  |   |               |
|--|---|---------------|
| <b>A Humanistic Play Therapy Approach</b>  | <b>Jodi A. Mullen, PhD, LMHC, CCPT-S, RPT-S</b> | <b>Owasco</b> |
| <p>In this program mental health professionals will merge the humanistic philosophy and a play therapy approach for children who need our clinical services. A humanistic play therapy approach embraces the inherent respect for individuals from the humanistic perspective and the developmentally and culturally thoughtful approach of play therapy. Humanistic play therapy is not based on what you do as the clinicians, but who you are. There will be multiple authentic learning opportunities.</p> |   |               |

|  |                            |                |
|--|----------------------------|----------------|
| <b>Sandtray, Superheroes and the Healing Adventure</b>   | <b>Yvonne Garza-Chaves</b> | <b>Conesus</b> |
| <p>Metaphors are often used in sandtray therapy to create a bridge between fantasy and real life events. Miniatures can embody aspects of a person's personality and/or life events that are often complex, unacceptable or anxiety provoking when common language is used. The superhero (extraordinary or fallible) steps in to offer instillation of hope, redemption, and/or a temporary sense of power. This workshop will offer ideas on exploring many of the aspects of the hero symbol.</p> |                            |                |

|  |  |         |
|--|--|---------|
| <b>Student-Athlete Well-Being: Creating Synergy Between Wellness and Career Readiness</b>  | Michele Rivas, MS, NCC, P-LMHC<br>Linwood G. Vereen, Ph.D. | Hemlock |
| <p>The presentation will include an overview of important research and literature regarding wellness and career readiness of student athletes. Specific techniques will be provided that enhance the counselor's ability to intervene individually with student-athletes and systemically with families, athletic staff, and school personnel. The presentation will include a discussion of how counselors can apply the material to their clinical work.</p> |  |         |

|   |  |        |
|---|--|--------|
| <b>Activating our humanism: Tapping into rhythms of bodily becoming</b>   | Ray Wooten PhD, LPC-S<br>Catherine Wooten, MA, LPC | Seneca |
| <p>This didactic and experiential presentation will outline a creative philosophy and experiential activities of bodily becoming. The premise is that we are the movements we make. This philosophy and model of becoming privileges the human capacity to cultivate an embodied sensory awareness that helps to form an emerging self-consciousness. We will explore idiosyncratic movement and the integration of directed mindfulness of the body, breath and music.</p> |  |        |

### Education Sessions 1:00 pm to 1:50 pm

| <b>Session Title</b>   | <b>Presenter(s)</b>                             | <b>Room</b> |
|--|---|-------------|
| <b>Searching for the (S)elf in the 21st century; Embracing Chaos and Complexity in Humanism</b>  | John A. Dewell Ph.D LPC<br>Kevin Foose MS LPC-S | Canadaigua  |
| <p>The presentation will examine traditional humanist constructions of the self and the human as separate from the natural world. In particular, it will address ways in which this conceptualization is philosophically problematic and constrains clinicians and counselor educators in their work. The presentation will then advocate for the need to for a perspective which embraces complexity and uncertainty as key components of growth.</p> |   |             |

|  |   |         |
|--|---|---------|
| <b>Utilizing an Existential Paradigm with Military Service Members and Veterans</b>  | Erin N. Friedman, M.S.,<br>NCC<br>Kenneth J. Marfilus, LCSW | Hemlock |
| Workshop will introduce core aspects of military culture, prominent mental health issues when working with military service members and veterans as well as areas of resilience, and recommendations to working with this population from an existential lens. The workshop will also include an overview of interventions that can be utilized with this population. Presenters include a former military social work air force captain and a mental health counselor at the VA and current doctoral student. |   |         |

|  |                         |        |
|--|-------------------------|--------|
| <b>Mental Health Culture into Practice</b>   | Peter D. Ladd PhD, LMHC | Owasco |
| This presentation is about comparing a Medical Model culture with a Holistic Model culture in mental health. The big question, "Is it possible to balance the two cultures for a future mental health profession when a Business Model is becoming the dominant cultural model?" Without giving up our humanistic ideology, is there a chance to bring humanism back into mental health practice? I believe the non-ideological business model offers that opportunity. It is possible to combine humanism with pragmatism and get away from fighting the ideological wars with the medical model. The presentation does it's best to make this point. |                         |        |

|   |                                      |        |
|---|--------------------------------------|--------|
| <b>Is Humanism Meaningful?</b>  | Matthew Lemberger-<br>Truelove, Ph.D | Owasco |
| The presenter will introduce the primary tenets of humanistic psychology and further suggest that each of these pertain to human meaning systems. With personal and social meaning as our Archimedean's point, the presenter will suggest that humanism is not a stable institution and, rather, it is simultaneously anchored and fluid. In this way, we can retain certain suppositions as patently humanistic (e.g., we exist, we experience and share meaning, and justice is requisite for the human to thrive) and yet the specific manner in which we pursue these suppositions must be calibrated in a way that is always relevant and useful to humans. The presenter will suggest that such a thesis is necessary for all contemporary humanists, especially in the current epoch of social inequity and uncertainty. |                                      |        |

| <b>Education Sessions 2:00 pm to 2:50 pm</b>  |  |                   |
|---|--|-------------------|
| <b>Session Title</b>  | <b>Presenter(s)</b>  | <b>Room</b>       |
| <b>Limit setting in counseling:<br/>An in depth exploration of<br/>purpose and philosophy</b>   | <b>Katherine Purswell, Ph.D.,<br/>LPC, NCC, RPT<br/>Hayley Stulmaker, PhD,<br/>LPC-S, NCC, RPT, CCPT-S</b> | <b>Canadaigua</b> |
| Counselors who work with children and adolescents (and even adults) often find themselves setting limits on certain behaviors. Limit-setting is an important, and sometimes tricky, part of the therapeutic relationship. Come join us as we dive into the underlying philosophy of various limit-setting models and increase your intentionality and skills. Limit-setting can be important for any age of client, and all counselors are welcome to discover the philosophical nuances of limit-setting.          |  |                   |
| <b>Time out of joint: Locating<br/>the question of time in<br/>humanistic counseling<br/>practice</b>   | <b>Joel Givens PhD LPC<br/>Johnsa Phares</b>   | <b>Conesus</b>    |
| In Shakespeare's Hamlet, the protagonist compares time to a dislocated joint that he intends to "set right." In this presentation, the question of time will be explored in the context of humanistic counseling. The presentation will include a philosophical overview of time, a consideration of current perceptions related to the moment, a discussion of time and the change process, and implications for practice. The presentation will include handouts, discussion points, and experiential activities. |  |                   |
| <b>Integrating Humanistic<br/>Wellness Concepts into<br/>High School Guidance<br/>Curriculum</b>  | <b>Lindsay Webster, Ph.D.,<br/>LPC, CSC, NCC<br/>Eric Dafoe, Ph.D., LPC, CSC,<br/>NCC</b>                  | <b>Seneca</b>     |
| High school students often experience a school environment that devalues their humanism. School counselors have the opportunity to play a unique role in fostering students' holistic growth and development. The aim of this education session is to present best practices for integrating wellness from a humanistic lens into high school guidance curriculum. Learn how to apply evidence-informed wellness concepts in a way that adolescents find meaningful and engaging through lecture and demonstration. |  |                   |

|  |  |        |
|--|--|--------|
| Incorporating Humor into Pedagogy  | Stacey Diane A. Litam MA, LPC, NCC<br>Robert R. Freund, PhD, LMHC, NCC | Owasco |
| <p>Laughter enhances cohesion within groups, alleviates anxiety, and promotes a sense of community. This engaging presentation examines the dynamic use of integrating humor in pedagogy. Attendees will learn exciting new ways to connect with their students through technology using relevant gifs, memes, and pictures. Attendees will be engaged through experiential exercises to explore ways to identify and amplify their own personal approaches to integrating humor into pedagogy and counseling.</p> |  |        |

### Education Sessions 3:00 pm to 3:50 pm

| Session Title  | Presenter(s)  | Room          |
|--|---|---------------|
| <b>Recovering the Original Phenomenological Research Method: An Exploration of Husserl, Yoga, Buddhism, and New Frontiers in Humanistic Counseling</b>   | <b>Brett Wilkinson, Ph.D.</b><br><b>Fred J Hanna, Ph.D.</b> | <b>Seneca</b> |
| <p>The term phenomenology in counseling is but a shadow of its original meaning in philosophy. Current phenomenological research seeks patterns of interpretation in subjective experience. Husserlian phenomenology explores how structures of consciousness engage the world. Yoga and Buddhism are similar in their methods. We explore the value of the phenomenological reduction and its alignment with Asian practices. We present Husserlian phenomenology as a unique and transformative research approach.</p> |   |               |

|  |  |               |
|--|--|---------------|
| <b>Humanistic values in the academic world of counselor educators</b>  | <b>Greg A. Meyer, Ph.D., LPC</b><br><b>Tyler Wilkinson, Ph.D., LPC, NCC, ACS</b> | <b>Owasco</b> |
| <p>The academic environment can be a difficult milieu to embody humanistic principles because of increasingly positivist influences. The program includes a discussion of faculty experiences to promote the implementation of humanistic values in counselor education programs and universities. Discussion will also include implications of an ontological focus in the faculty environment.</p> |  |               |



|   |                          |                |
|---|--------------------------|----------------|
| <b>Epic Fail: Learning From Our Mistakes</b>  | <b>Krisy Elrod, LMFT</b> | <b>Conesus</b> |
| Examining our failures, challenges and weaknesses in our work allows us to more fully embrace who we are and construct meaning in our own lives. By initiating these dialogues, we will feel more comfortable to continue to explore all avenues of our work with future supervisors and colleagues. This round table will help attendees conceptualize their own failures and learn how to incorporate discussions about challenges and missteps into their wellness and self-care plan. |                          |                |

**Thank you for attending the 2017  
AHC Conference!**

**See you in Florida in 2018!**

## Continuing Education Procedures

### **1. Recording your Sessions on the Paper CE *Application and Verification Form*.**

Throughout the conference, record the sessions you attend on the "Continuing Education Application and Verification Form" included in your conference packet at registration. Be sure to include your name and current email address at the top of the form. See the Application and Verification Form for complete list of sessions eligible for CEUs.

**2. Evaluating Education Sessions.** You will receive an evaluation form at the conclusion of each session you attend. Please complete the evaluation, including Title, Day, and Time of the session. Per NBCC guidelines, AHC must provide an evaluation of all sessions in order to offer CEUs. Complete the evaluation and return to the conference volunteer at the end of each session or return completed evaluation forms to the registration desk.

**3. Submitting your Paper *CE Application and Verification Form*.** Before leaving the conference, return your completed and signed "*Continuing Education Application and Verification Form*" to the registration desk. Be sure to sign and total your CEUs and include a current email address. Please return completed forms to the Registration Desk no later than 5:00 pm on Saturday, June 3, 2017. CE Certificates will NOT be provided for conference attendees who do NOT complete the *Application and Verification Form*.

**4. Receiving Your CE Certificate.** Individuals who complete and submit their Application and Verification Form will receive an email with a CE certificate for the total CEUs earned during the AHC Conference. Certificates will be processed by volunteers as soon as possible, please note that it may take up to two-months post-conference to receive your CE certificate. Please be sure to check your spam/junk folders. Certificates will be sent from [ahconference2017@gmail.com](mailto:ahconference2017@gmail.com).