President’s Message:
Michelle Perepiczka, Ph.D

Dear AHC Members,

It is a pleasure to be able to update you in the May 2012 issue of *InfoChange* as this will be my last update of my presidential term. I am excited to share about all of the progress that has occurred in the past year and very hopeful for the future.

**ACA Conference**

The American Counseling Association (ACA) conference was the main focal point for the past few months. AHC held our first Town Hall Meeting on Saturday of the conference! We chose the Town Hall format as we wanted to include as many members as possible in our activities without overlapping with some of the other meal functions. We also wanted to have a cost free way of members connecting with each other at the conference. I am pleased to report we had a successful turnout!

Another new element for AHC at the conference this year was we had a booth in the ExpoHall. Many members and prospective members came by to talk and volunteer their time as well as talents on many committees! We were very pleased with the opportunity to connect with everyone.

The GLIDE organization was chosen as the recipient of the Empty Plate Project at the ACA conference. AHC raised funds for the organization to support their mission of creating a radically inclusive, just, and loving community mobilized to alleviate suffering and break the cycles of poverty and marginalization.

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President’s Message continued from page 1

The AHC Wellness Center was well attended this year. We had several sessions with over 100 attendees. We were excited to see the energy and enthusiasm around our presentations. Our presenters delivered high quality presentations focused on counselor wellness and self-care. Attendees left the sessions with their batteries re-charged!

Goals

As my term comes to an end, I want to take some time to outline our initial goals for the year and report our progress.

Technology

One of our goals was to incorporate technology into our division. We are well on our way to achieving this goal. First, Dr. Colette Dollarhide, editor of the Journal of Humanistic Counseling, and her counterparts worked diligently to transition the manuscript review process to an electronic format. Members can also look forward to accessing past and future journals online, while still having an option to purchase printed copies. Second, Infochange is back up and running in an electronic format thanks to Dr. Amanda Evans and her crew. Newsletters will be distributed quarterly and posted on our website. Third, members can also see our online presence on our new website, Twitter, and Facebook (thanks to Pat Faircloth, Amber Baughman, and Kathleen Davidson).

Within the upcoming months we are working to continue our technology efforts with some ideas we started to brainstorm at the ACA conference. We hope to have membership videos, webinars, humanistic resources, area for students, career center, and more. Look for these developments.

Membership

The second goal was to increase active membership (Thanks to Dr. Chris Schmidt, Courtney Kirpatrick, RJ David, Javier Cavazos). I am please to report that more members are becoming active on committees, special projects, and special tasks. We launched our emerging leaders program to build interest in leadership within the division (Thanks to Drs. Brande Flamez and Michael Becerra). It is great to see such enthusiastic support of our members.

We were working on increasing membership by 15%. I am very proud to report that as of last month we hit that target!

Within the upcoming months, we are focusing on increasing our recruitment and retention efforts. We want to increase the value of AHC membership and give back to our members (Thanks to Dr. Carl Sheperis). We plan on doing this by offering a conference to be held in the summer of 2013, opportunities for members to contribute to our children’s books series, and contribute to our counseling skills tool kit.

Promote Humanism

Our third goal was to continue to promote humanism. The division is continuing work in this area with a newly established Current Affairs Committee (Dr. Donna S. Sheperis (Chair), Todd Gibbs, Philip Johnson, and Teri Ann Sartor) that is working to formalize humanistic position statements on important issues in the field. We are progressing towards holding a humanistic conference and launching creative book as well as counseling tool kit ventures. AHC is also continuing the tradition of humanistic awards, the Make a Difference grant, and scholastic rigor the JHC.

(Continued on page 3)
President’s Message continued from page 2

Within the upcoming months, we will see the second of three position statements to be released by our Current Affairs Committee. We will also begin to see calls for proposals for conference presentations, children’s book series, and counseling tool kits. You will also continue to see changes in our website and in *InfoChange*.

Establish Infrastructure and Direction for AHC
The final goal was to define the vision of the organization. We conceptualized this as organizing a leadership infrastructure of the division and identifying a direction for the division. The leadership structure has increased in structure since July 1. The division continues to define committee opportunities and fill in slots with active members. Currently, we have nine active committees beyond the executive board and are welcoming ideas. These committees and projects are pinpointing our future direction of the division.

Within the upcoming months, the committees are to become more active within their respective roles. For instance, the special projects committee will increase in size and activity as our publications and conference are set in motion. Additional members will also be appointed to supportive roles.

Leadership Announcements

As time continues to march forward, I want to be sure to introduce our upcoming leadership. I am very honored and delighted to inform the AHC members that Dr. Matthew Eugene Lemberger-Truelove was elected as president-elect of the Association for Humanistic Counseling! His term as president-elect will begin July 1, 2012, and his presidential term will start July 1, 2013. We are lucky to have him!

Our next president taking on the role on July 1, 2012 is Dr. Mark Scholl. It has been a pleasure to work with Mark this year. I am looking forward to handing over the division to him as I know it will be in good hands! Mark will continue to help AHC grow and reach new heights. I wish both Mark and Matthew very successful years.

Closing

I would like to thank all of our active members for taking on incredibly vital roles in the division and helping us grow. I am grateful for each of you and appreciate your time as well as talents. We accomplished a great deal and have a lot to be proud of. I am truly honored to have had the opportunity to serve as AHC division president. I am excited to see what we can achieve with the remaining months.
In this issue we turn the spotlight towards Dr. Cathy Malchiodi, Past President of the Association for Humanistic Counseling (AHC) and current educator, practitioner, and advocate. Her written responses to the questions I posed spoke so well that I have included them below in their entirety:

Because I use the arts as a central part of my work with clients, I conceptualize humanistic counseling as an experiential, resilience-enhancing and self-actualizing approach to self-potential. Currently, I work with military and their families and am inspired by how art expression helps them to articulate strengths as well as communicate the important narratives about active duty, combat experiences and multiple deployments. The use of art therapy with this population is dramatically increasing because the Department of Defense and various branches of the military are embracing the idea that creativity supports self-efficacy and de-pathologizes the stigma associated with posttraumatic stress disorder and traumatic brain injury [TBI].

As an educator, I have taught expressive arts therapy for 25 years at Lesley University’s counseling/expressive therapies graduate program. I recently founded the Trauma-Informed Practices Institute in order to further develop research and education about how the creative arts, mindfulness practices, and somatic approaches are humanistic approaches to successful trauma integration and recovery. I am passionate about “spreading the word” and currently offer a Trauma-Informed Art Therapy Level One Certificate for mental health professionals and graduate students through distance learning; we have course takers from throughout the world!

I became involved in AHC when it was still CAHEAD! I am a Past President and while I was President, I recommended that CAHEAD re-brand itself by changing its name to emphasize humanistic counseling. It’s what we do best! That alone underscores why it is so important to become involved in professional organizations like AHC as a volunteer leader. You can share your vision, make an impact, and “be the change you want to see” by getting involved. I am very proud of my year as President and also my time on the Governing Council of ACA. Both were personally transformative experiences in my life.

What is fascinating to me is how the common paradigms of humanistic approaches are being increasingly embraced throughout counseling and psychotherapy. For example, the mindfulness movement has demonstrated that being in the “here and now” is a health-giving practice that all counselors can employ with clients and can use to achieve balance in their own lives. I have been a mindfulness practitioner for several decades and a student of Buddhism for just as long. So it is personally satisfying to see how mindfulness is being embraced as a core approach to treating trauma and other challenges.

Regarding art therapy, it is exciting to see so many counselors embracing “creativity in counseling.” At the same time, any counselor who decides to employ drawing, painting or other creative arts in counseling should get up to speed on the standards of practice and ethical aspects of using these media in treatment. For example, I don’t think many counselors understand the unique ethical issues in handling and storage of art expressions; if created during a counseling session, a counselor is legally and ethically required to treat them as confidential client records. That is not how we generally see art when it is in a gallery or museum, but in a counseling session it is a form of communication.

(Continued on page 5)
There are also best practices as to when a mental health professional uses one media [drawing] over another [painting] depending on client needs, developmental issues and goals for counseling. I look forward to “creative counselors” using art expression not just as an “activity,” but as a thoughtful intervention to help clients communicate what is impossible to say with words, to build strengths, and ameliorate trauma and loss.

In order to get the word out to the mental health and counseling community, I co-founded Art Therapy Without Borders in 2010 and the International Art Therapy Organization. Because of social media [such as Facebook], we have approximately 8000 members in [related] groups! I think it speaks to how much we humans really do need art and creativity as a form of self-expression and ultimately, as a path to healing and personal transformation.

I thank Dr. Malchiodi for taking time to be interviewed for the Member Spotlight and encourage interested members to explore the included websites for more information. Dr. Malchiodi can be contacted at cmalchiodi@insightbb.com or via LinkedIn.

Readers, if you would like to nominate an AHC Member to be highlighted in our Member Spotlights, please contact me at eric.michael.crumley@me.com.

Gratitude Scroll, mixed media by Cathy Malchiodi ©2011
Messages from the Heart:

walk don’t walk
Deborah Lewin

I crouch
beneath a boulder
not because I want to
it is too heavy to move
and when I move
it follows,
a granite rhinoceros
who snaps at my heels
and threatens me
with its ancient
horn

I’ve been so long
in its
gray shadowed curve
that it has
shaped my spine

the light
is gray beneath
the air
is damp and chilled
sounds
are amplified
but still
too far away

sometimes
I try to run
my rhinoceros
laughs
it is nothing to him
to roll
a little
faster.
his burden
(my burden)
is weightless to him
unbearably heavy
only to me.

my rhinoceros horn
my granite sphere
the roof over my head

I can only
breathe
while I wait
for a flower
to grow through stone.

Soon.

Soon.
Journal Article & Book Reviews:

The Counselor Educator’s Survival Guide: Designing and Teaching Outstanding Courses in Community Mental Health Counseling and School Counseling. Editors- Dilani M. Perera-Diltz Kathryn C MacCluskie

Review By: Tonia Goodrich, Auburn University

Teaching, research, service…. As a doctoral student and future counselor educator, the anticipation of integrating theory into practice can appear daunting. This book is compiled by experienced professors, counselors, and other professionals in the field who lend their expertise, making this an essential resource for those beginning their endeavors. This book is written and edited for those developing and teaching Counselor Education courses in mental health and school counseling programs.

The book demonstrates, utilizing a humanistic approach, how to design and implement an effective curriculum all the while encouraging self autonomy. The book begins with outlining a variety of methods to encourage student learning and success in the classroom. The diversity of tools and approaches integrates holistic methods of instruction that values students’ ability to choose the style that works best for them.

The book covers the basics for counseling various populations to include children, adults, individuals with disabilities, married couples, groups and school contexts with a host of various presenting concerns. The book provides assessments to be used by counselor educators to assess their skills for a practitioner’s self evaluation of skills and developing abilities. Other gems include sample rubrics to modify to assess program development, assessment of class participation, oral and written projects.

A significant portion of the book is dedicated to providing a roadmap for courses in CACREP core courses. A chapter is dedicated to each of the core courses including Lifespan Development, Cultural Diversity, Legal and Ethical issues, Theories, Counseling Skills , Group Work, Career Counseling, Assessment, Diagnosis and Treatment, Research, and Psychopharmacology. Each chapter provides user friendly roadmap for the development of course syllabi, teaching plan and semester outline. These include sample week by week suggestions which cover CACREP required objectives with measurable outcome based expectations. Each section includes suggested texts books for courses with additional supplemental reading suggestions, websites, subtopics for each core area, theoretical approaches, sample class activities, case vignettes , audiovisual materials, and assignments which are all intended to be used as a guide.

The later part of the book discusses the role of the counselor educator to not only teach, mentor, and provide supervision to students, but also to serve as a “gatekeeper” in order to protect the integrity of the counseling profession. Encompassing the overall graduate academic experience in the classroom also includes inevitable goals of field placement for practicum and internships and practitioners in the field. The book emphasizes the importance and responsibility for the educators to protect future clients from harm and provides resources and methods to assist with this. The book concludes with the complete CACREP 2009 Standards, making this a valuable resource and a must have for the counselor educator’s library in designing and teaching courses.

“The Heart and Conscience of the Counseling Profession”
A very popular topic in contemporary counseling practice is the focus of religious and spiritual issues as related to the client’s worldview. Incorporating these themes into clinical practice requires a knowledge and awareness of professional literature and research. In *The psychology of religion and spirituality for clinicians: Using research in your practice*, edited by Jamie D. Aten, Kari A. O’Grady, and Everett L. Worthington, Jr. (2012), the editors take the time to define their intentions with this book and explain how it is meant to save practitioners time and heartache in finding, digesting and applying relevant issues from the psychology of religion and spirituality for clinical practice, by allowing experts on this topic to gather the scientific information and produce a readable, practical book- equivalent to many hours of training. The editors suggest that there is a gap between the psychology of religion and spirituality research and the clinical application of this research in practice, bringing to the reader’s attention that the two constructs have yet to be explicitly united. Therefore, the editors aim to connect the psychology of religion and spirituality research with clinical application to encourage the use of research in practice.

The authors of each chapter have done well to follow through with the editor’s specific goals. Eleven out of the middle thirteen chapters are collaboratively written. The themes covered throughout the book incorporate many individuals’ professional experience with the material, which results in carefully constructed chapters that are thorough, thoughtful and full of information pertinent to a solid research base and awareness of assessments designed to access quantitative information regarding spirituality and religion. Topics include spiritual and religious lifespan development as well as religious and spiritual identity; motivational orientation of an individual’s intrinsic or extrinsic quest; the connection between personality and religion and spirituality; the image of God within clients; exploring spiritually transcendent experiences; exploration into the meaning making aspect of religious and spiritual beliefs; the phenomena of spiritual struggles, coping, and forgiveness; spirituality and religion within couples and families; and finally, the role of spirituality and religion in positive client mental health and well-being as well as physical health. In the final chapter of the book, the editors reflect on the book’s primary goal of creating a resource for clinicians and researchers to access basic research findings along with suggestions of useful clinical strategies.

The value of this book rests in the overview of its rationale. The editors have created a detailed psychological textbook with the ability to assist practitioners, researchers and students in their scientific understanding of the immense amount of material related to a clinical view of spirituality and religion. From a humanistic perspective, this book provides ample references to religious and spiritual development which assists in supporting our clients. However, as this book was written primarily through a psychological lens, the abundance of discussion regarding the use of assessments to access, or quantitatively define, a client’s spirituality, creates the dynamic where the normal human capacity to find or construct meaning is treated as a puzzle or formula to systematically solve.

There is a potential trap where readers would turn this book into a “how-to” on working with religious or spiritual issues of clients, when it is clearly meant to draw attention to the vast amount of information available to practitioners regarding the psychology of religion and spirituality, which is often seen as intimidating or impractical.
The editors have eloquently displayed the literature’s usefulness in clinical practice. This book does a phenomenal job of serving as a foundation for all clinicians interested in furthering their experience and knowledge of religion and spirituality in their practice.

In conclusion, *The psychology of religion and spirituality for clinicians: Using research in your practice*, edited by Jamie D. Aten, Kari A. O’Grady, and Everett L. Worthington, Jr. (2012), is a great reference text for individuals who are interested in the integration of religious and spiritual themes when working with clients. Presented in a comprehensive format, the reader is exposed to a variety of clinical practice suggestions developed from thorough research. Readers would benefit from the information presented as a resource for learning more about religion and spirituality in the context of psychological inquiry. This text is specifically recommended for individuals who are interested in research applications as they relate to clinical practice.

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**Motivating Kids To The Max**
Dr. Richard O’Connell, Ed.D.

Reviewed By: Starrah Huffman- Auburn University Student

*Motivating Kids To The Max* is a great resource for graduate students and new school counselors who desire to make a difference in the lives of all students. The author creates a comprehensive example of the ideals necessary for flouring school guidance programs and counselors.

An easy to read source for all stakeholders—counselors, administrators, parents, students and advocates, *Motivating Kids To The Max* encompasses useful, practical content that illustrate the multifaceted roles of the counselor in schools and demonstrate the dynamics that exist in meeting the needs of all students. The book shows the counselor as a leader, the counselor as a consultant to students and parents, the counselor as an advocate, the counselor as reliable resource to school administrators, staff, personnel, parents, and the community. Sharing a wealth of knowledge and personal experiences, the author, Dr. Richard O’Connell, Ed.D., separates the text into two parts: Part One: *Motivational Guidance and The School Community* and Part Two: *The Mechanics Of Motivational Guidance*.

In part one, Motivational Guidance and The School Community, Dr. Richard O’Connell conveys in chapters one through twelve the stakeholders (parents, students, counselors, administrators, teachers, special education students, foreign born students, staff, superintendent and board of education, the public, secretaries, and interns) assistance, involvement, and partnership with the counselor and school in positive student development and motivating students to success. O’Connell highlights each relationship and the valuable alliance necessary in helping to meet the needs of students and cultivating a flourishing environment for them. Through case studies, anecdotes, instruction, and collective helpful experiences, readers will grasp greater insight; realize each individual effect; and recognize the importance of collaboration of each role.

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Journal Article & Book Reviews:

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Part two, The Mechanics Of Motivational Guidance, provide a comprehensive guide of procedures and best practices useful for counselors, students, parents, etc. to navigate effectively through issues including motivation, confidentiality, beginning counselors and interns, counselor organization skills, follow up, college planning, college recommendations, financial aid, transcripts, grade reporting, testing, calls, guidance passes, record keeping, schedule changes, career planning, and miscellaneous concerns. Chapters thirteen through twenty-nine offer an uncomplicated, easy to follow guide of procedures practical for new counselors and experienced counselors desiring to improve current practices. Similar to part one, O’Connell provides instruction and helpful, personal experiences to readers in this technical manual for professionals, interns, students, parents represented in part two.

Finally, Motivating Kids To The Max endows readers with an addendum of supplementary material including forms, resources and instructions useful for building or refreshing a Counselor’s Tool Kit or informing parents and students with pertinent information. In addition, the glossary of acronyms helps make navigating and understanding concepts; terminology, plans, and programs commonly used by educators and other professionals easy for parents and community members to understand. Motivating Kids To The Max is a must read and have reference guide for all school guidance programs and counselors and schools whose goal is to optimistically shape thriving members of the diverse world.

Humanism in Action

Leading Out: Humanism in the Classroom
By: Everett Painter

I was recently giving an introduction to a college course I was teaching and explaining to the students that I would require individual perspectives on the topics we would be covering. One of the students exclaimed, “wow”. I encouraged her to elaborate on her remark and she went on to express her repeated experience of sitting in classes and taking in information without the opportunity for much input.

Constructivists will quickly recognize the role of student involvement in the creation of knowledge. But I am also reminded of the humanism embodied in such an approach. It requires the “expert” to step back and place the center of learning on the student. The instructor must let go of a certain degree of authority and become more of a facilitator. In doing so, student experiences are valued and become a crucial factor in learning.

The word education is derived from Latin and means “to lead out”. Too often however, we rigidly do just the opposite. We stuff in what we consider of value. Students come to us with a variety of experiences, talents, insights, imagination, spirit, and creativity. We have an equal responsibility to bring these qualities into awareness.

“The Heart and Conscience of the Counseling Profession”
I had an opportunity to speak recently with a group of middle school boys about growing up male.

Among the many questions, a student asked, “So do all of you have girl friends?” The other two panelists both answered that they didn’t and the conversation started to pull away. I was about to let it go, but then I said, “Actually, I’m gay so I’ve never had a girlfriend.”

I don’t know what impact my disclosure had on the students, if any. It was statement of many; but for me, it was incredibly powerful. Until college, I had never met an out gay person. I remember being terrified as a middle schooler over what I thought were shameful feelings; and in that moment, being present with those young people was like being there for my terrified middle school self.

This work of getting people to believe that they matter is hard. And what keeps me going, fighting, and loving, is seeing the triumphs and the healing in those lives that I am given the honor to influence and impact. But every so often, in those rare and most exquisite moments this work heals me. For what more could I ask?
The AHC Emerging Leaders was developed to allow leaders to participate in AHC activities, provide mentorship, and network opportunities. The three leaders consist of a master’s level student, doctoral student, and new professional. Emerging Leaders choose an area of interest within the division and receive mentoring in service. Emerging Leaders will also have opportunities to learn the responsibilities of serving elected leadership positions in our association. AHC is excited to announce the 2012 AHC Emerging Leaders. The recipients will be honored at the AHC Town Hall meeting at ACA in San Francisco in March.

On behalf of AHC we would like to extend a big Congratulations to Anna, Stephanie, and Zvi!

Anna Marie Dinallo-Moya-Garcia is a student in the counseling program at the University of New Mexico. Anna has worked in a variety of professional and volunteer capacities with marginalized individuals both locally in New Mexico and in Central America. Her scholarly interests focus on topics such as improving wellness practices for low-income children and adolescence in New Mexico in both community and school settings. Anna approaches her work from a humanistic worldview, which postulates that wellness can be obtained through a convergence of social opportunity, community connectedness, and mindfulness practices. Anna is currently the president for the Humanistic Counseling Collective- UNM, a member of the El Centro de La Raza Latina Fellowship, The Project For New Mexico Graduates of Color (PNMGC), and is a writing and language tutor for The University of New Mexico’s Center for Academic Program Support (CAPS).

(Continued on page 13)
Stephanie T. Burns will receive her Ph.D. in Counselor Education and Supervision from Kent State University in May, 2012. She is an Adjunct Professor at Heidelberg University in the Graduate Studies in Counseling Program; a Licensed Professional Counselor (LPC) in Ohio; a National Certified Counselor (NCC); and a partner in Seneca Counseling & Psychological Services, LLC. She is co-chair of the Chi Sigma Iota Professional Advocacy Committee and co-chair of the Professional Counselor Identity Committee for the Ohio Counseling Association.

Stephanie is the 2012 recipient of the Glen E. Hubele National Graduate Student Award from the American Counseling Association. She was part of the National Career Development Association’s Leadership Academy IV class for promising leaders.

Stephanie has written three peer reviewed journal articles on counseling, presented at state, regional, and national counseling association conferences, provided CEU training workshops, and has served on several local, state, and national counseling association committees.

Zvi Bellin earned a Ph.D. in Pastoral Counseling and Counselor Education from Loyola University in 2010. His dissertation entitled, “A Holistic Content Approach to Personal Meaning,” was awarded the Make-A-Difference Grant from the AHC in 2008. Zvi’s eclectic professional background includes academic and Jewish education, counseling and guidance, and retreat and community facilitation. He is currently a visiting professor at Fordham University in NYC in their Pastoral Counseling Graduate program. He has worked as a therapist in a number of mental health settings, and has interned as a Psychiatric Chaplain.

Zvi’s research interest includes the exploration of personal meaning as a holistic construct and promotes everyone’s human right to stable and sustainable personal meaning. You can read more about his work at www.meaningthroughbeing.com.
The San Francisco based organization selected for the Empty Plate project for the ACA 2012 conference was GLIDE. **GLIDE's mission** is to create a radically inclusive, just and loving community mobilized to alleviate suffering and break the cycles of poverty and marginalization.

**GLIDE provides comprehensive services** to foster wellness, growth, spirit, and leadership in the San Francisco community. Wellness services include feeding the hungry, compassionate healthcare, women overcoming violence, men unlearning violence, and moving beyond crisis. Services emphasizing growth include housing, family advancement, inspiring youth, and rooftop gardens. GLIDE celebrates beauty, imagination, spirituality, and hope through various activities to enhance the spirit of the community. Finally, GLIDE leaders take risks to break down boundaries, and the leadership programs at GLIDE connect individual actions with a profound impact on the world. To learn more about GLIDE see their website at [www.glide.org](http://www.glide.org).

AHC volunteers along with GLIDE representatives collected donations for the organization at each of the breakfasts and luncheons that took place at the ACA conference.
Message Board

AHC Events at the ACA 2012 Conference (continued)

AHC Reception

AHC Board Members

“The Heart and Conscience of the Counseling Profession”
Message Board

CALL FOR SUBMISSIONS:

Humanistic Perspectives – we are interested in hearing from clinicians and educators who use humanism in their professional practices. Submissions may include essays, classroom approaches, counseling techniques, et cetera (please do not exceed 200 words).

Graduate Student Perspectives – in this section, we want to hear from the graduate students with a focus on humanistic counseling. Submissions may include essays on humanistic counseling approaches, classroom experiences, and outreach initiatives (please do not exceed 200 words).

Messages from the Heart – please send your poems, artwork, short humanistic research perspectives, et cetera to be included in this section (please do not exceed 100 words).

Committee Corner:
Current Affairs Committee Update

Your Current Affairs Committee continues to work on issues of interest to AHC membership. Having completed the AHC letter to the Ethics Revision Task Force, we are now formulating a response to the DSM-V proposals. Both of these endeavors strive to address the humanistic concerns maintained by this organization. We are in final edits for the DSM response and hope to have that through the Executive Committee and published for members this spring.

We encourage AHC members to reach out to us and provide us with your thoughts about emerging trends and current issues that you would like to see this committee address. You may reach us by contacting any of the committee members. We look forward to your input.

Donna S. Sheperis, PhD (Committee Chair): donna.sheperis@waldenu.edu
Todd Gibbs: gibs.196@buckeyemail.osu.edu
Phillip Johnson, PhD: phillip.johnson@wmich.edu
Teri Ann Sartor, PhD: teran11@yahoo.com
# AHC Leadership

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“AHC Leadership

“The Heart and Conscience of the Counseling Profession””
AHC is on the web. See us at:  
http://afhc.camp9.org
AHC is also on Facebook 
Find us and Friend Us!

What is AHC?
"The Heart and Conscience of the Counseling Profession"

AHC has a proud history as one of the original divisions of ACA which was then APGA. Over the years, AHC earned the nickname "the Conscience of the Association" because of the mission to address the very real concerns of human beings in arenas ranging from professional and career to personal growth and wellness.

Who Are We?

AHC encourages the development of the whole person: physical, mental, emotional and spiritual aspects; promotes the dignity and worth of the individual within the context of community and culture; recognizes and cherishes diversity in an increasingly multicultural society; promotes advocacy within our profession, our home, and world communities; identifies cutting edge issues for counseling and human development professionals; and encourages dialogue and promotes solutions.

Interested in Joining AHC?

As an AHC member, you will receive:

*The Journal of Humanistic Counseling*: (This fine journal has been a mainstay in counseling literature. Articles cover a wide range of topics related to mission and purpose of AHC and its research mission.)

*Infochange*: (This is the official newsletter for AHC. It contains the latest information on AHC activities, discussion of issues important to AHC members, and other items of interest.)

*Voting Privileges and Access to Members Only Activities*: (The Annual membership meeting is held each year at the ACA Conference. As a member, you are invited to join in the business activities of the organization and have your opinions and ideas heard.)

*Access to Discussion Group and Member Listserv*: (As a member, you will have access to these at reduced or no cost.)

To join please print the membership form and select AHC as your division. You will need Adobe Acrobat Reader.  
C-AHEAD-2011_Application Form.pdf

http://afhc.camp9.org/