Hello AHC Members!

I am excited to address our humanistic group via our revitalized newsletter. I am very pleased with all of the work our members have done this presidential year. I would like to take this opportunity to update membership on the status of our progress towards our designated goals as well as the plans for the second half of the year.

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. Look for the newsletter quarterly in your inbox. Third, our website (humanisticcounselor.org) is being constructed to serve as the hub for information about our division. You can also see our online presence on Twitter and Facebook.

The second goal was to increase active membership. I am pleased to report that more members are becoming active on committees, special projects, and special tasks. It is great to see such enthusiastic support of our members. We are still working on increasing membership to 15%. The division has maintained membership just about 300, which is very positive. However, we are still working to recruit and retain our members. Look for future efforts to increase the value of membership with our soon to be launched emerging leaders program and possible continuing education opportunities.

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President’s Message continued from page 1

Our third goal was to continue to promote humanism. The division is continuing work in this area with a newly established Current Affairs Committee 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, scholastic rigor the JHC

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.

I am lucky to be able to share an amazing status update with the group. We collectively made this progress, and I am looking forward to continued collaboration. If you are interested in serving on a committee or offer an idea for a future project, please feel free to email me. I would be happy to find every interested member an opportunity to be involved.

Committee Corner:

Current Affairs Committee Update:

Greetings AHC members from your Current Affairs Committee!

What is a Current Affairs Committee? The Current Affairs Committee was developed by the AHC president and is charged with addressing current events that impact the profession. Our goal is to provide the AHC position on issues of interest to our membership and the field of counseling from our unique, humanistic perspective.

Currently, the committee is developing position statements on three areas of interest:
1. DSM-V
2. Master’s in Counseling Accreditation Council
3. ACA Code of Ethics Revision

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Committee Corner:

Current Affairs Committee continued:

AHC positions will be publicized to its membership, through social and other media sources, and through AHC’s literature, website, and newsletter.

It is our hope to serve as the voice of the membership. If you have thoughts or opinions about how AHC should approach these or other topics, please reach out to one of the Current Affairs Committee Members below:

Donna Sheperis: donna.sheperis@waldenu.edu
Teri Sartor: teran11@yahoo.com
Jamaica Chappell: eekmaniac@hotmail.com

Emerging Leaders Update:

2012 AHC Emerging Leaders Program

The AHC Emerging Leaders was developed to allow leaders to participate in AHC activities, provide mentorship, and network opportunities.

Three Emerging Leaders will be selected to serve for the 2012 term (March 2012 to March 2013). The three leaders will consist of a master’s level student, doctoral student, and new professional. Recipients must be an AHC member at the time of application and fall into the master’s, doctoral, or new professional categories. 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.

Emerging Leaders will be featured in our newsletter, Infochange, and recognized at the AHC meeting at the 2012 American Counseling Association Conference in San Francisco, California.

Interested applicants should submit the emerging leaders application and candidate curriculum vitae electronically to brande.flamez@waldenu.edu no later than February 1, 2012. The selection committee will notify applicants by February 15, 2012.

Applications can be found on the AHC website: www.humanisticcounselor.org
If you have any questions, then please contact Dr. Brande Flamez at brande.flamez@waldenu.edu or Dr. Michael Becerra at mbecerra@bamaed.ua.edu

“The Heart and Conscience of the Counseling Profession”
For the first AHC Newsletter, we sought to highlight the accomplishments of, Dr. Scott McGowan. You might recognize Dr. McGowan for his significant contributions to the Association for Humanistic Counseling (AHC) division, in addition to being a highly successful counseling professional.

Dr. Scott McGowan past president of AHC (formerly C-AHEAD) and Professor of Education at Long Island University and I recently spoke regarding his conceptualization of Humanistic counseling. While providing students with information on the many different theoretical approaches to treatment and conceptualization, Dr. McGowan views the humanistic perspective as the “…essence of his work”. A part of that perspective which matches counseling’s holistic approach to the individual is found in “keeping your eyes, your ears, and your heart open”.

This non-judgmental, objective approach Dr. McGowan spoke of is something that for me, seems to be at the core of our professional identity and was one reason I sought out an association such as AHC.

Dr. McGowan urges his own students, as well as other emerging professionals, to become actively engaged in professional organizations at both the regional and national levels. In addition to recommending that students join the American Counseling Association (ACA), he also encourages membership in one or more ACA divisions (e.g., the Association for Humanistic Counseling). Dr. McGowan believes that professional membership can increase one’s access to many opportunities for professional involvement. The same advice holds for professionals in the field – as professional involvement is “…critical to professional development”.

Humanistic Perspectives on Contemporary Counseling Issues, co-edited and co-authored by Dr. Mark Scholl, Dr. McGowan, and Dr. James Hansen, was published by Routledge Press in August of this year. (For additional information regarding this text, I encourage you to read the AHC Newsletter review written by Greg Meyer.) The text is a valuable resource to counselors and therapists who wish to engage in a holistic and empowering approach... Dr. McGowan noted that the proceeds from this text, which would normally go to the authors and editors, instead go towards AHC. This generous donation made by the text’s authors, benefits the continued growth and development of AHC. The counseling profession’s strong interest in a humanistic perspective is evidenced by Routledge’s exhibitor presentation at the Association for Counselor Education and Supervision (ACES) 2011 conference in Nashville, TN as the text sold out over the course of the conference.

Throughout his career, Dr. Scott McGowan, has and continues to share his expertise, talent and passion toward humanistic counseling through his various professional roles. From educator to author to president, Dr. McGowan has infused humanistic perspectives into his professional identity and legacy. We would like to take this opportunity to thank Dr. Scott McGowan for serving as our first Member Spotlight!

If you have recommendations for future AHC members to be highlighted in the “Member Interview” section of the AHC Newsletter, please contact Eric M. Crumley at eric.michael.crumley@gmail.com.
Messages from the Heart:

**Dive In**
Suzanne Degges-White
The University of Mississippi

See how she again again?

My daughter needs the diving board this summer:

its gentle bouncing under even her slight weight.

There are steps to c

S...T...R...O...R...E...S to force when the thrill is over.

Fleeting pleasure – jumping F

She has learned to work for every taste of freedom.

**Cutter**
Paul Maxfield
Texas A& M University

Your scars were mouths
Dripping raw desperation
Of adolescence, tongues
Tied up in impotent rage,
Inexpressible emotions
We don’t have names for.
Lines tracing the intricate
Minuets of innuendo
Dancing like cobras
Of cigarette smoke
In truant stairwells rising
To the winter sun
Bright, cold and distant
Like unrequited love.

Your scars were not
Fashion statement
Sleeves to impress
Youtube generation,
Obsessed with itself
More than with you.
Marked, they snitch
On double-sided
Wishes unfulfilled;
Weakness, and failure.
Topography of your skin
Charting peaks and depressions,
Carved out wilderness,
Converging tributaries,
River beds run dry,
Flowing into the deltas
Spread across your palms.

Your scars, ropes that bind you
Knotted together in memory,
Twisted like tree bark,
They speak of endurance,
These badges of
Battles unresolved,
But still you survived
To fight another day.
Messages from the Heart:

Nothing and No One
Sydney Houseknecht
The College at Brockport

I am nothing and no one
A naked tree in bitter wind
Unnoticed
A black bird on a stalk in an open field
Alone, with no red or yellow showing
Blending with the overcast autumn afternoon
Unheard, unseen
I affirm with polite words, offer agreement, a sympathetic nod
Behind the shoulder of another I concur, then turn to leave
Docile in the hand of any man
My departing steps leave no trace in earth or imagination
I am nothing, no one
My pain does not glow red, it is hidden, a retreating face, downcast eyes
I, not even I but a thing, an object
One living but whose being is without consequence
Nothing, no one
Disappearing, invisible

That Man
Sydney Houseknecht

That man was there
And he wore a black shirt and jeans
No style, no statement
And I viewed the corridors of his life
My compassion aroused, brought to life by something subtle
Something brutal and unrelenting
Something that wrapped around the bewildered expression
The sad anticipation
Waiting for a blow, prepared to dodge but not fight back
Life has been that way, he does not fight
He tries to get by, to marshal his limited resources, to hang on
Just to get home and wonder why, why did this happen to me
But reconciled to disappointment

No Visible Proof
Deborah Lewin
SUNY Brockport

I. Wounded people wound
   yes
   but wounds
   can then appeal
   for grace
   for hope
   for self
to heal

II. a fortress
    a moat
    snapping gators
    no boat
    snipers
    on turrets
    absolutely no hope
    even if I could approach
    those doors of ancient stone
    a pair of stalking tigers
    fiercely guard
    my inner throne

III. I am told
    that even though
    there is no visible proof
    of a castle made of stone
    a golden throne
    an inner home
    even so,
    that moat of gators
    those snipers on the roof
    the stalking tigers’ dance
    do not stop all Warriors
    from making an advance.

IV. The Moon does not cut off Sun’s head
    The Light of day does not mean Moon is dead
    Darkness needn’t equal fear
    Nor Night make castles disappear.
The Language of Humanism

Humanism is a radiant paradigm that honors human autonomy. This worldview provides a language to converse about the unique array of human perceptions, values, and existence. It is an orientation that is not limited to a therapeutic setting, yet aligns itself to individuals from all walks of life. It is an open venue where intellectual thinkers converge. Specifically, Humanistic counseling cultivates a system that promotes the individuals capacity to self-heal.

My creative capacity has always spilled into my environment. As a child, I often struggled to conform to regulations that inhibited this capacity. I was punished, expelled and/or suspended for exercising this capacity. Some of my offensives were rallying students to dismantle institutional rules, painting “inappropriate images” and bending policy. However, to survive in an academic world I learned to embrace a dual identity. I had eventually developed both an academic-self and a creative-self. My world had been defined by a polar existence. I was speculative entering the graduate school environment, as it appeared to be a strict institution, lacking human touch.

Initially, my personal beliefs pertaining to the counseling process reflected the logic of mainstream academic culture. In this way, I attempted to codify human behavior such as, viewing human mental health through a diagnostic lens. I recall a pivotal transaction with one of my professors, which addressed epistemology assumptions. In this discourse our classed discussed the Rogerian notion of congruency. Prior to this conversation I held an absolutist notion of congruency. This notion was yet problematic, as I consider myself to be a 3rd world philanthropist who paradoxically was saving up for the car of my dreams, a Range Rover. Therefore, I pondered how could I expect clients to strive for complete “congruency”, when I am not congruent. My professor then postulated that to be congruent, is to accept even one’s personal hypocritical beliefs and behaviors.

(Continued on page 9)
Messages from the Heart:

The Language of Humanism - Anna Marie Dinallo (continued)

Perplexed, I immediately rebutted my professor’s statement, “Does this make us all incongruent hypocrites?” He responded, “No it makes us human.”

At that moment, I felt that an aluminous blast of insight had swept over my prior conceptualizations (similar to the scene in Lord of the Rings, when Gandalf reveals himself as a white wizard). With this newfound understanding of the human experience in mind, I understood each human as complex; furthermore, I had found phenomological language I had been searching for. From this moment forward it was clear that Humanism truly resonated with my worldview. In such time, I have embraced each of my personal beliefs, converged my academic and creative self, and realize many of these beliefs conflict with many contemporary scientific institutions.

Currently, the Humanistic field is experiencing a similar identity crisis. Hansen (2010) and other humanists are daunted to adapt communication patterns to fit scientific culture, as they fear it may undermine humanistic ideological foundations. These humanists are justified in their apprehensions of assimilation. Pop psychology, the institutionalization of the DSM, insurance policies, and qualitative research methods move humanist practitioners toward reductionist diagnostics. However, I now believe that a contemporary humanist does not condemn us to reductionism. Humanism has the capacity to embrace both a scientific and artistic identity. There are progressive theorists who purport that humanism can coexist with the scientific world. For example, Truelove-Lemberger (2011) emphasizes, “Language is a tool. Each of the humanities is a tool.” This perspective fosters the ability for Humanists to communicate effectively and disseminate the humanistic vision. Academic culture requires a set language, which is understood by multiple professions and institutions and a common dialect is a manner in which to enter the conversation.

If as humanists, we can become fluent in the language of politics, academia, and scientific research, we create allies. Alienation from mainstream philosophical practices will not enhance our humanistic identity, but hinder collaborative efforts. I am honored to embark on the path of learning the language of Humanism and becoming fluent in the languages of my colleagues.


Alone but Surrounded
By Nancy Baur M.Ed
Ohio University

Listening.

Voices of the future? Or just the random scratching of ideas not yet formulated.

I want you to know me and know my fears and joys but the judgments are too much.

Know yourself, look at yourself, believe in yourself but I can’t because your academic eyes burn into me and pierce my pride in my work.

Know others, look at others, believe in others and I want too because I feel that this is where I need to be.

In a chair, on a bench, sitting on a blanket in the sunshine with that person who is a bundle of emotions.

Listening to people share, cry, laugh, break, mend.

They are a gift waiting to be unwrapped by me and all I have to do is pull the pretty bow and the person will come flooding out of the box they have created for themselves. Or should they pull off their own ribbon?


Life experiences that cannot be fit into a category. Do they need a category?

Sit with that feeling. The seat is uncomfortable.

Be in that emotion. It feels so unnatural.

This is the time to learn but my education seems tangled in a snarly knot that seems impossible to untangle. Barb wire knots with the small hopes inside. How many drops of blood from my fingers do I relinquish to reach those hopes?

The end of education is never really the end. It is my job to become educated.
By: Greg Meyer, Auburn University

The theme of the article could be summed up in the final sentence of the sixth paragraph, “Those who do not learn from history are doomed to repeat it” (Santayana, 1905). The authors, Jerry E. McLaughlin and Kathryn Boettcher, review the history of three professions, all similar yet different to counseling, and all respectively having gone through identity debates, in order to gain insight into the do’s and don’ts of the current counselor identity debate. Specifically, the authors look to tease out, what they label as the third and final debate over professional identity within counselors, conforming to the currently dominant medical model or retain its own distinctive, humanistic approach.

A brief review of the counselor identity debate precludes the examination of three professions, homeopathy, chiropractic, and osteopathy. Beginning with the review of the homeopathic identity debate, the author’s juxtapose the American homeopathic community with the European homeopathic community and explain the differences of their respective identity processes. The American homeopaths decided to conform to allopathic standards, whereas the European homeopaths chose to forcefully advance their own distinctive approach to healing. The current difference is that American homeopathic practitioners are an auxiliary group practicing outside the conventional medical system, which does not qualify for public or private insurance reimbursement, and European homeopathic practitioners enjoy particular popularity in France and Great Britain, and are reimbursed as an accepted part of each country’s national medical care system.

Next, Chiropractic identity was reviewed in a similar format as the homeopathic discussion. The American chiropractic community eschewed conformity with allopathic standards and defended their own distinctive approach, sometimes leading to persecution of chiropractic practitioners. Today, American chiropractors enjoy tremendous popularity among complementary and alternate medicine specialties in both Canada and the US. They thrive in America and enjoy full right to provide fully reimbursable treatment. European chiropractors met a different outcome after conforming to the British osteopaths. While the article did not explain the current realities of chiropractor’s payment, they did explain how osteopaths perform most of the spinal manipulations in Great Britain.

The final profession the author’s examined was the aforementioned osteopathic community in the United States. Osteopathy was developed by Andrew Taylor Still after witnessing his family die of spinal meningitis. Osteopathic manipulative treatment (OMT) is a range of skeletal maneuvers used to affect the flow of bodily fluids. Practice of OMT has declined due in large part to osteopathic students interning in allopathic settings where OMT is not practiced. This has caused serious discussion regarding the need to define itself as distinct, lest its identity be swallowed by allopathic medicine.
The authors tie their study together by asserting that the American homeopaths’ and European chiropractors’ conformity to the allopath community played a major role in their subsequent marginal status, and on the other hand, the European homeopaths and American chiropractors asserted the distinctiveness of their approach, which may have played a role in each groups’ eventual success. The osteopaths are currently facing the dilemma of reclaiming their unique identity or conforming to the allopath community.

Counseling Implications exist for those involved with the counselor identity debate. The authors suggest this list illustrates that conforming to the dominant medical model will undermine professional identity and marginal professional status. They also suggest there is value in asserting a distinctive approach. Going forward, the authors implore counselors to use the skills inherent in the profession to work as a group to create the conditions for high levels of cohesion.

The article illustrates the necessity to prioritize this topic amongst counseling professionals. Perhaps more than the historical reviews, the author’s illustrate the need to engage in intentional discussions on the purposes surrounding the topic of counselor identity. In the same sense, they are highlighting the value of joining as a solid unit to make a decision.


By: Greg Meyer, Auburn University

In Humanistic Perspectives on Contemporary Counseling Issues, Mark Scholl, Scott McGowan, and James Hansen provide a beautifully written Introduction to the content of the text. In this first of a five part text, the editors provide a brief description of a bygone era where practitioners cared more about the therapeutic relationship and less about specific techniques. They bring us to where the mental health era currently resides, highlighting less focus of the subjective experiences of clients and more focus on symptom eradication under a medical ideology. With emphasis on the contemporary multicultural movement, the profession has been allowed to remain slightly on the human meaning systems through appreciation of individual’s cultural traditions, rituals, and worldviews. However, counseling in general has replaced subjective individualism with cultural collectivism.

The editors ask if we should place the sappy, relationship-oriented approach on the shelf where we can gaze with shame and curiosity regarding the ridiculous-looking trend the profession once wore, only to reject that notion and present the purpose of the text as a piece meant to explain how the mental health profession needs a strong infusion of humanism at this particular time.

“

The Heart and Conscience of the Counseling Profession”

(Continued on page 12)
The book of course, provides a definition of humanism and the humanistic approach, as well as the philosophical foundations of humanism. Progressing through the book, section two takes a look at contemporary trends and applications in counseling practice, hitting on relevant and timely topics such as wellness theory and the connection of humanism in multiculturalism as well as substance abuse. Other topics the editors choose to address include humanism in couples counseling and the natural link of healing trauma through humanistic connection. Also in this section, Donna Henderson discusses incorporating creative arts in the treatment of a vast range of counseling concerns, which promotes client creativity.

In section three, the editors shift directions and address the humanistic applications in educational settings before veering back in the direction of applications to counselor training, in section four. In regards to the former, educational settings, issues tackled include humanistic perspective on addressing school violence, integrating humanism and resilience theory as well as college and university counseling. Perhaps the most fascinating topic in section three is the chapter on a developmental and humanistic perspective on competitive sports and the elementary and middle school child. Section four approaches topics relevant to any counselor educator or counselor-in-training by exploring the relationship between the seemingly antithetical paradigms of humanism and technology in education. Michael Walsh and Linda Leech contend that the two principles can be blended to produce an environment that is both powerful and people responsive. The subsequent chapter addresses the humanistic theoretical perspective for counseling supervision to promote holistic development and full actualization of supervisees.

The value in this book is in the author’s articulation of the humanistic ideology that unites a diverse range of approaches. The authors and editors did well to present humanism as a unifying ideology that underlies a variety of approaches and not as a dogmatically rigid counseling approach itself. This genuineness typifies the humanistic philosophy as a whole and exemplifies the timeliness of the humanistic approach in contemporary counseling.


By: Joseph Wanders, Auburn University

This short review will discuss the work of Wheeler and D’Andrea’s article titled *Teaching Counseling Students to Understand and Use Immediacy* from the fall of 2004 in the *Journal of Humanistic Counseling, Education and Development*. This article provides the reader with a brief history of the construct of immediacy along with well thought out opinions on the subject based upon prior research, valid experiences and insight. The focus of the article relates to how immediacy is oftentimes complicated to not only learn, but also to teach to beginning counselors-in-training. This article does a great job highlighting some of the vital skills that have been researched over time as a necessity in order to effectively utilize immediacy in a counseling relationship.

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Journal Article & Book Reviews:

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After providing the reader a base of knowledge toward the construct of immediacy, the authors then provide some thought provoking techniques to “maximize the opportunity for students to learn immediacy”. The techniques they discuss to achieve more student insight include providing students with a clear definition of what immediacy is, specifically what it looks like in the counseling relationship, acknowledging students’ reluctance toward the use of immediacy in counseling, teaching students how to respond to unexpected responses and finally, guiding students with a gentle approach to immediacy. These guidelines also point out the importance of counselor educators and supervisors to make sure that they also utilize immediacy with their own students when it comes to the subject of immediacy itself. The authors provide some great examples of the use of these skills by including dialogues of these techniques in practice. The authors’ examples of these skills provide the reader with tangible evidence of how to understand and apply a skill that has the ability to be ambiguous, vague, and at times overwhelming for counselors-in-training. Wheeler and D’Andrea’s article does an excellent job of highlighting the importance of understanding and properly implementing immediacy with counselors-in-training as well as with clients. This article would be beneficial for not only counselor educators, but counselors of all levels who want to explore and evaluate their own idea of what immediacy is, and how it can be properly used in the counselor-client relationship.

Humanism in Action

Humanistic Counselor Education: Lessons Learned by Doctoral Students
Cassandra Storlie
The University of Iowa

Grief. Sorrow. Loss. These are common subjects that professors teach their students in the counseling classroom in order to prepare them to work with clients in clinical practice. As a doctoral student and developing counselor educator, I had pondered about the best practices in teaching these topics to my future students. But I had never considered how I would deal with losing a fellow doctoral student during my studies. Through the challenges of sorrow and heartache within our program, I began to wonder: How do educators provide humanistic counselor education when they, too, have such a heavy heart?

Dr. LaShawn Bacon, a 2011 graduate from the Counselor Education & Supervision program at the University of Iowa, passed away on 9/24/11 from an acute asthma attack. LaShawn was a bubbly, 30 year old who had recently accepted a job at Lindsey Wilson College as an assistant professor. As a Counselor Education & Supervision program, we were shocked at the sudden and tragic nature of her death. Soon after the news was spread, University of Iowa faculty and students began to communicate about the need for support and nurturance within the educational setting. LaShawn had just completed her dissertation and had many friends, acquaintances, and served as mentors to many undergraduate students.

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Humanism in Action

(Continued from page 13)…

A support meeting was held only a few days after her passing by our program coordinator, who happened to be LaShawn’s advisor. Memorial services, which included spirituality, tears and laughter, were arranged at the University of Iowa campus by some of Dr. Bacon’s closest friends. I witnessed, through a humanistic lens, the way in which our faculty worked with us, grieved with us and joined with us in celebration of Dr. Bacon’s life. I began to realize that inspiring students to become humanistic counselors in the classroom setting is only a small portion of what it means to be a humanistic counselor educator. It includes transparency of feelings, examining the lessons that are to be learned during tragedy, and tapping into the humanistic counselor that reside within all of us.

Yes, counselor education is about teaching, research and service. It includes advising, gatekeeping, and enhancing student development. But what I learned the most during this loss, was how humanistic counselor education is about modeling genuine feelings, about advocating and empowering students to integrate holistic ways to deal with life’s struggles, and honoring the dignity and worth of individuals who have touched our lives. Thank you for the lessons, Dr. Bacon. You continue to teach us how to make a difference in the lives of others and live a life filled with radiant authenticity.

The Unplanned Lesson

Yi-Chun Lin
University of Iowa

To be an advocate for humanistic counseling, we often start from taking relevant courses and practicing counseling skills that facilitate a humanistic working relationship with clients. However, in my point of view, the best lesson in humanistic counseling is not in class and may not be planned ahead of time.

Last year, five people from my program went to the ACA (American Counseling Association) annual conference in New Orleans, the birth place of jazz. After the meetings, we took a cab to explore the city’s most popular place, Bourbon Street. What happened there was something beyond my expectation. It was around midnight when we were walking out of the party zone, heading back to our hotel. While waiting for the bus, we rubbed our exhausted feet; at that point, a drunken old man murmured, “You can sit here.” Out of instinct, I stood up immediately. In fact, there was some stinky smell in the air; I couldn’t tell whether it was urine or vomit. He was an African American man around 50 years old with a bottle in his hand. At the same time, he started to chat with us and we all gathered around. He began sharing his life story with us—a group of strangers. He was a victim of Hurricane Katrina and he lost all the members of his family. He has been sleeping on the streets ever since. He told us we remind him of his daughter, and that today happens to be his daughter’s birthday. He started to cry, and I felt his pain. It just hit me right away, realizing that in such a fun place there are people suffering and still trying to recover from disasters.

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Humanism in Action

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Suddenly, the boundaries between an Asian and an African American, a PhD student and a homeless individual, a Midwesterner and a Southerner, a female and a male disappeared. What was left was pure humanistic contact between one person and another. As a group of professional counselors, we couldn’t help but try to encourage him to find help, and we all started singing gospel songs with him. We clapped and laughed so heartily; I believed at that moment, he forgot his sorrows. We spent an hour listening and talking to him, and at the end of our conversation, he started to talk about what he can do in the future, and what he would like to see changed about in his life. At that moment, once inside the bus, when I saw his crying face and him waving good-bye, I thought how this was the best humanistic counseling lesson I have ever had.

Before I had this experience, Carl Rogers’s idea of “unconditional positive regards” was just an abstract concept in a book. However, after what happened, those words became alive. Thanks to everyone in that “phenomenal field,” they taught me the true spirit of humanism and the power of complete acceptance—these are the things really make counseling work.

Student Perspectives

Doctoral Student Perspective
By: Katie Gross, The University of Texas at San Antonio

As a new doctoral student in the Counselor Education and Supervision program, I felt very excited and committed to the process of making meaning from my educational and professional development experience. At the same time, I felt anxious and found myself wondering if I had chosen a path that was right for me. I had heard about the rigorous nature of the program but was unprepared for what that exactly meant. In the first few weeks, I quickly found out. In eight short weeks I have written approximately 22 papers and completed two midterms. Due to unexpected events at home along with the time dedication to the program, I began to wonder if I had chosen the wrong path.

One of our four classes is called Seminar in Professional Development. I thought, after reading the syllabus, I knew what to expect from the class; however, this was not the case. We still had the required didactic coursework. In addition, and in conjunction with the readings and assignments, class time was also allotted for something I had never experienced before. Our class has an experiential component where we discuss topics such as vulnerability, feedback, meaning, professional development, interpersonal challenges, challenges that come along with being a new doctoral student and loss of cohort members. We talk about what it means to be vulnerable for growth, how feedback is constructive and can highlight our strengths, the meaning that all of our assignments and projects have on our learning and development, and how our professional challenges, both interpersonally and with this new experience, can provide opportunities for growth, direction and meaningful professional movement.

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Student Perspectives

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The class experience, thus far, has helped me learn how to care for my needs as a student and professional and has helped me discover that I am exactly where I want to be at this moment. I have met truly amazing and inspiring people in my cohort, and as I continue to meet and get to know the faculty, the professional community, as well. I feel as though these relationships will last a lifetime. After each class on Wednesday mornings, I feel the excitement and passion I experienced when I considered entering this program. I have learned so much about myself and am continuing to learn more. I am communicating with people on a level that is more effective; in many ways because of the environment this class has provided. As I consider my hopes for becoming part of the counseling profession and the community of counselor education and supervision, this class has helped me realize how, even with distinct and formidable challenges, I am living fully. I hope other similar programs are able to include a professional development class of this nature and provide students with professional growth opportunities such as this class has provided for me.

From my perspective, this course provides experiential opportunities to deepen our connection with our personal dignity, accomplishment, and creativity. We become more responsible through our authenticity, empathy, self-discovery, and mutual care.

Graduate Student Essay:

Viewing the Graduate School Experience through the Eyes of Humanism

Jacob W. Glazier
Western Illinois University

Author Note: This article was written by Jacob W. Glazier, Graduate Assistant, Department of Counselor Education, Western Illinois University. Jacob W. Glazier has a B.A. and is pursuing a M.S. Ed. in Clinical Mental Health Counseling at Western Illinois University.

Correspondence concerning this article should be addressed to Jacob W. Glazier, Department of Counselor Education, Western Illinois University, Moline, IL 61265.

E-mail: jw-glazier@wiu.edu

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Student Perspectives

Viewing the Graduate School Experience through the Eyes of Humanism
Jacob W. Glazier

Nearing the end of my Masters program in Clinical Mental Health Counseling, I am able to reflect and see how my study of humanism in counseling has helped me as an emerging professional. My humanistic perspective became crystallized with the completion of my Master’s thesis, where I discussed a humanistic theory that uses the philosophy of Martin Heidegger and Taoism. By being grounded in a humanistic philosophy, I believe that I have benefited in three areas of my training: clients, learning, and self-growth.

I am able to see my clients in a more holistic picture that incorporates spirituality, interpersonal relationships, societal systems, as well as ego adjustment. I like that humanism is not reductive; it does not subjugate clients beneath the expert clinician. Instead, clients are seen as experts of their worldview. The counselor is there to learn from the client. In addition, Counselors are encouraged to point-out the client’s strengths and assets during the counseling process. I think that this helps instill hope in the client and gets the process moving forward. I appreciate that humanism takes into account a much broader and contextual picture of the client and that humanistic counselors look for what the client is doing right to build on client strengths.

By viewing the process of learning through the perspective of humanism, I believe I have developed a more solid foundation than some of my peers. A humanistic learner is like a sponge; they soak up all the knowledge and experience they can. On the other hand, other learners can be like boards; they pay for services and expect a degree, certification, or license while not immersing themselves in the educational environment. As a humanistic learner, I believe in being open to the learning process and, as a result, I have a stronger grasp on what it means to be a counselor.

One of the most important benefits that a humanistic perspective has afforded me during my graduate training is self-growth. I have been able to take a look at myself, my relationships, and my Higher Power. This, in turn, has helped me raise awareness of where I am at in the world and has helped light a path of where I want to go. In addition, humanistic techniques like meditation, tai chi, and yoga have helped me cultivate self-awareness and have improved my overall wellness. I believe that a humanist perspective encourages counselor trainees to increase their level of awareness and humanism offers helpful techniques in order to achieve this.

My graduate training in counseling has benefitted immensely from me adopting a humanistic perspective. I see my clients holistically and contextually. I have become engaged in the learning process on many different levels. I have also been able to cultivate self-growth by using humanistic techniques. I am excited to pursue my interest in humanistic counseling in the future with my clients and continued education.
Message Board

CALL FOR
AWARD
NOMINATIONS

Call for “Make a Difference” Grant Applications
Are you a graduate student with interest in humanistic approaches, a desire to make a difference, and are preparing to or currently conducting research? Or do you know such a graduate student who could use funding to support her or his research? The Association for Humanistic Counseling (AHC – formerly C-AHEAD) may be able to help through the Make a Difference Grant (MAD).

MAD supports research with a humanistic philosophy that will make a difference in the lives of persons in need. The grant includes $500 for research expenses, plus AHC supported opportunities to promote the research. See the AHC webpage: http://afhc.camp9.org/ for details, application, and summary of the humanistic philosophy in counseling. You may also contact MAD Committee Chair Marianne Woodside, mwoods1@utk.edu or AHC Award Chair, Jeff L. Cochran, jcochr11@utk.edu with questions.

AHC National Awards – Call for Nominations
The Association for Humanistic Counseling’s Awards Committee is open to receive nominations for the following AHC National Awards and for the AHC Make a Difference Grant. Open awards and grant possibilities include:

Humanistic Clinician Award: Recognizes a clinician who holds a notable humanistic philosophy of counseling that has resulted in an impact on the community or clients

Humanistic Educator/Supervisor Award: Recognizes an AHC member who demonstrates a humanistic philosophy of teaching or supervision, resulting in a significant impact on the development of students/new professionals through teaching, advising, supervision, and/or mentoring.

Humanistic Impact Award: Recognizes a professional who, throughout her or his career, has made a significant and long-lasting impact on the counseling profession, especially through educating counselors and/or producing research and scholarship that upholds humanistic values.

Humanistic Advocacy and Social Justice Award: Recognizes an AHC member who has served as a significant advocate for social justice issues.

(Continued on page 19)
CALL FOR AWARDS…

Humanistic Dissertation Award: Honors a graduate student in counseling or recent graduate, who is an AHC member and who wrote an outstanding dissertation with central and salient humanistic content, and successfully defended the dissertation during the designated time frame for this award year.

The Joe and Lucille Hollis Publication Award: The Hollis Award recognizes leadership and expertise in publishing in the counseling field. This award honors an AHC member or members who have made significant contributions to publishing in the counseling field that is relevant to the humanistic philosophy in counseling.

Make A Difference Grant: Up to $5,000, plus recognition to support graduate research with a humanistic philosophy, by a student in a counseling program, which will make a difference for the population under study. The awarding of the grant is based on the humanistic characteristics and quality of the project as described in application.

All nomination or application materials are due by January 10th, 2012. Please see award details, plus nomination or application instructions at our AHC webpage: http://afhc.camp9.org/

2012 ACA Awards – Call for Nominations
This year the Awards Committee encourages members of AHC to nominate peers for 2012 ACA awards. All nominations for 2012 ACA awards must be submitted electronically to hclubb@counseling.org by November 18, 2011. Supporting material may be submitted as a PDF. Please find additional information about the 2012 ACA awards at http://www.counseling.org/Resources/pdfs/2012_National_Awards_Packet.pdf

Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person: Honors an ACA member who gives to others without fanfare or expectation of reward other than the personal satisfaction of seeing other people made happier, $1,000 Award.

Kitty Cole Human Rights Award: Honors an ACA member who has made significant contributions to promoting human rights.

Arthur A. Hitchcock Distinguished Professional Service Award: Honors service by an ACA member at the local, state, or national level to promote or enhance the well-being of the counseling profession.

David K. Brooks, Jr. Distinguished Mentor Award: Presented by the ACA Foundation, recognizes the invaluable influence of a professional mentor, $500 Award.

Don Dinkmeyer Social Interest Award: Recognizes an individual or organization that has made a significant contribution to families, $1,000 Award.

(Continued on page 20)
Call for Awards…

Courtland C. Lee Multicultural Excellence Scholarship Award: Presented to a graduate student in counselor education whose dedication and academic work demonstrate excellence in the theory and practice of multicultural counseling, $2,500 Award.

Robert Rencken Emerging Professional Leader Award: Presented to a former ACA state branch or state division president, who has demonstrated the potential to become a dedicated leader of the counseling profession in future years.

ACA Professional Development Award: Recognizes an ACA member who has developed techniques and systems that have strengthened, expanded, enhanced or improved the counseling profession and benefited counseling consumers, $300 Award.

ACA Extended Research Award: Recognizes an ACA member who has conducted high-quality research on issues of significance to the counseling profession over the course of at least 10 years.

ACA Research Award: Honors an ACA member for an outstanding research project that was published between September 1, 2008 and August 31, 2009.

Ralph F. Berdie Memorial Research Award: Supports research in the area of college student affairs or related areas of counseling and education, $300 Award.

Glen E. Hubele National Graduate Student Award: Recognizes outstanding scholarship by an ACA student member, $450 Award.

Best Practices Award: Recognize Best Practice research projects in three categories – those conducted by a student, a practicing counselor, and a faculty counselor trainer.

ACA Fellows Award: Given to an ACA member of professional distinction who has been recognized for significant and unique contributions in professional practice, scientific achievement and governance, or teaching and training.
## AHC Leadership

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**Projects Manager**

Carl Sheperis

**Humanistic Book**

Mark Scholl, Scott McGowan, James Hanson

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**Conference**

**JHC CEUs**

Amanda Evans

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**“The Heart and Conscience of the Counseling Profession”**
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