



**Association for Humanistic Counseling**  
***Humanism in Action***  
**Annual Conference**  
**May 31- June 2, 2018**  
**Hilton St. Petersburg Downtown Bayfront**  
**St. Petersburg, Florida**

*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

## President's Welcome



On behalf of the Association for Humanistic Counseling (AHC) Conference Planning Committee and the Executive Board, welcome to St. Petersburg, Florida. We are so excited to have you join us this year.

This year's conference will offer over 90 presentations that promote the ideas and practice of humanistic counseling. Practitioners from across the country will be presenting on areas that will enhance our skills and knowledge for working with diverse populations throughout the world.

Please take time to join us at one of our social networking events during the conference. We hope you can meet someone new and connect again with familiar friends of AHC.

I still remember the first AHC conference that I attended in New York City many years ago, it was at that time I felt welcomed and each session resonated with me and I made the decision to call this association home.

If you are a first timer, I hope that you have that same experience and make relationships that deepen you as a practitioner and a person. If you are interested in becoming more involved in AHC please reach out to me or one of the conference planning committee members.

*Martina Moore, Ph.D.*

Martina Moore, Ph.D.  
AHC President

## Thank You's and Acknowledgements

Thank you to Veronica McGraw for all of the hard work and to our co-chairs Alyssa Swan and Amy Barth

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### Program Coordinator

Amy Barth

### Registration Coordinator

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<p style="text-align: center;"><b>Association for Humanistic Counseling Mission, Vision, and Philosophy</b></p> <p><b>Mission</b> 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> To accomplish this Mission, the vision of the Association for Humanistic Counseling is to: (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> 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: <a href="http://afhc.camp9.org/">http://afhc.camp9.org/</a></p>	<p style="text-align: center;"><b>AHC Executive Board</b></p> <p><b>President</b> Martina Moore, PhD, LPCC John Carroll University</p> <p><b>President-Elect</b> Mark Stauffer, PhD Walden University</p> <p><b>President Elect-Elect</b> Joel Givens, PhD, LPC Adams State University</p> <p><b>Past-President</b> Linwood Vereen, PhD Syracuse University</p> <p><b>Governing Council Representative</b> Mark Scholl, PhD, LMHC Wake Forest University</p> <p><b>Secretary</b> Brandi Flamez, PhD, LPC, NCC Lamar University</p> <p><b>Treasurer</b> Nat Ivers, PhD Wake Forest University</p> <p><b>JHC Editor</b> Matthew Lemberger- Truelove, PhD, LMHC University of New Mexico</p>
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**“At a Glance” Schedule of Events**

**Thursday, May 31, 2018**

**12 p.m.-6 p.m.** Registration  
**1 p.m.-4 p.m.** AHC Board Meeting

**Friday, June 1, 2018**

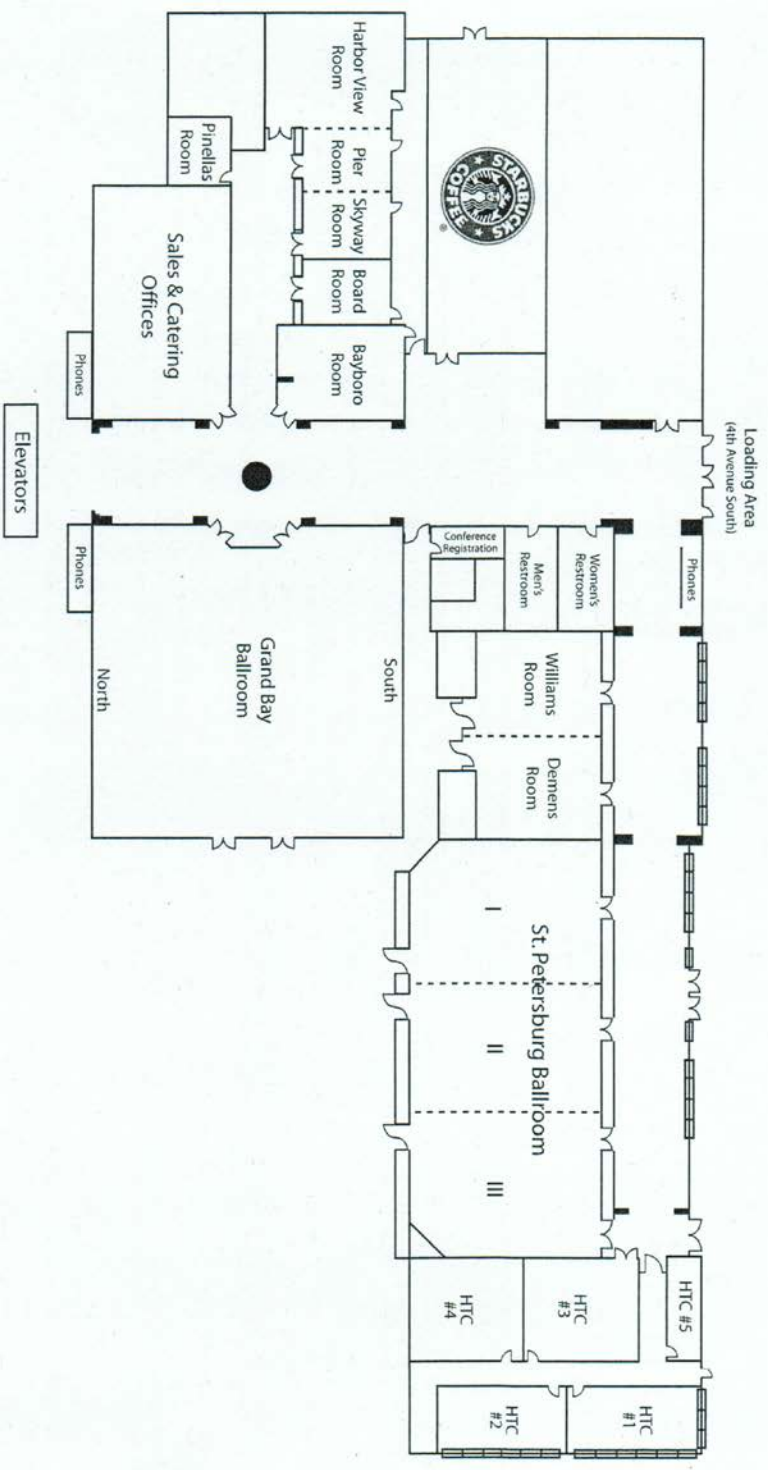
**7 a.m.-3 p.m.** Registration  
**8 a.m.-8:45 a.m.** AHC President Welcome Address (light breakfast included) *St. Petersburg Ballroom*  
**9 a.m.-9:50 a.m.** Session 1  
**10 a.m.-11:50 a.m.\*** Session 2  
**Noon-1:30 p.m.** Lunch with Keynote Address - *St. Petersburg Ballroom*  
**1:30 pm-2:00 pm** Poster Presentation  
**2 p.m.-2:50 p.m.** Session 4 (education sessions and round table sessions)  
**3 p.m.-3:50 p.m.** Session 5 (education sessions and round table sessions)  
**4 p.m.-4:50 p.m.** Session 6  
**4:30 p.m.-6:30 p.m.** Post conference social gathering – Demens Landing Park  
**7 p.m. – 9:30 p.m.** Reception – Hotel Lobby III

**Saturday, June 2, 2018**

**7 a.m.-3 p.m.** Registration  
**8 a.m.-8:45 a.m.** AHC President Welcome Address (light breakfast included) *St. Petersburg Ballroom*  
**9 a.m.-10:50 a.m.** Session 1  
**11 a.m.-11:50 a.m.** Session 2  
**Noon-1:00 p.m.** Lunch with Panel Discussion - *St. Petersburg Ballroom*  
**1:00 pm-1:30 pm** Poster Presentations  
**1:30 p.m.-2:20 p.m.** Session 4 (education sessions and round table sessions)  
**2:30 p.m.-3:20 p.m.** Session 5 (education sessions and round table sessions)  
**3:30 p.m.-4:20 p.m.** Session 6

# Map of Conference Rooms

## Hilton St. Petersburg Bayfront Banquet Space



**Friday Lunch**  
**Friday, June 1<sup>st</sup> from 12:00 pm to 1:30 pm**  
***St. Petersburg Ballroom***

**Keynote Speaker**

**Featuring: Dr. David Capuzzi**



David Capuzzi, PhD, NCC, LPC, is a counselor educator and member of the core faculty in mental health counseling at Walden University and professor emeritus at Portland State University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and Scholar in Residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development, and past Chair of both the ACA Foundations and the ACA Insurance Trust.



**Saturday Luncheon**  
**Saturday, June 2<sup>nd</sup> from 12:00 pm to 1:00 pm**  
***St. Petersburg Ballroom***

**Panel Discussion**  
**Humanistic Counselors in the Legal System**

**Nakpangi Thomas, MS, LPC, NCC, CT, ACS**  
**Thomas Traumatology Institute**

**Devin DuPree, MS, LPC**  
**Central City**

**Annabelle Shestak, MS, NCC**  
**University of Massachusetts Lowell and Mental Health of Greater Lowell**

**Dana Bell, MS, LLPC**  
**Thomas Traumatology Institute**

**Mark Scholl, PhD**  
**Wake Forest University**

**Mark Stauffer, PhD**  
**Walden University**

**As counselor involvement in the legal system increases, humanistic counselors are uniquely positioned to make significant contributions to the criminal justice system. They are guided by a basic concern for the dignity, survival, and material well-being of all people; believing that all men, women, and children should have equal chances for personal freedom and physical survival. Their humanistic philosophy and approach lead them to recommend treatments that consider and affirm the humanity of those persons often dehumanized by the legal system. Through demonstrating empathy and an ethic of care, humanistic counselors assist the criminal justice system promote psychological and physical well-being of the people it affects.**

## Friday, June 1, 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>
<b>Motivational Interviewing: A Humanistic Approach to Facilitate Change</b>	<b>Melanie Iarussi, PhD, LPC-S, NCC</b>	<b>HTC #1</b>
<p>Motivational interviewing is an evidence-based practice that is grounded in humanism. It is a versatile method that can infuse humanism in any counseling setting in which counselors are helping clients change. In this program, attendees will learn about MI, including its humanistic foundation and its components that help facilitate client change, especially with clients who are ambivalent or reluctant to change such as mandated populations. Attendees will be invited to engage in activities to experience components of MI and to try out MI-consistent skills. Presenter is a counselor educator who is a member of the Motivational Interviewing Network of Trainers.</p>		
<b>The Cognitive Therapy of Oppression: A Humanistic Approach to Liberation &amp; Freedom</b>	<b>Fred Hanna, PhD, LCPC</b>	<b>HTC #2</b>
<p>Does classical cognitive therapy, along with CBT, and REBT, blame the victim? In this program you will see how it can in some circumstances, by not taking oppression into account. You will be provided with a detailed guide to this intervention based on an approach designed to set people free rather than have them merely adjust or adapt to harmful or damaging circumstances. Experiential exercises that illustrate the technique are provided.</p>		
<b>Global Humanism: Developing Sustainable Mental Health Practices in Nairobi, Kenya</b>	<b>Michelle Mate, CT Maggie Hess, CT</b>	<b>HTC#3</b>
<p>Developing innovative methods to strengthen and advance the field of counseling on the global level is essential. This engaging presentation describes a conceptual framework for developing sustainable mental health practices in Nairobi, Kenya. The presentation reports on humanistic approach to targeting systemic issues, such as gender equity, human trafficking, and prevention of HIV/AIDS. Attendees will be engaged through didactic lecture, interactive discussions, and a PowerPoint</p>		

presentation containing informative video footage highlighting the mission of this collaborative project in action.

<p><b>Making Humanism Fun... Using Creative Techniques in the Counseling Theories Classroom</b></p>	<p><b>Dawn Hudak, EdD, LMHC, NCC, CCMHC, RPT</b></p>	<p><b>HTC #4</b></p>
<p>Best practices in counselor education challenge educators to allow students to develop unique experiential and transformational learning opportunities that they can take into their future clinical practice. Participants will explore and practice various creative and humanistic-based techniques to help counseling students learn various counseling theories be used with future clients.</p>		

<p><b>Using Creative Arts in Counseling Supervision: Ideas for Supervisors and Researchers</b></p>	<p><b>Marcia McCall, MA, MBA, LPCA</b></p>	<p><b>WILLIAMS ROOM</b></p>
<p>Art-based approaches to counselor supervision, such as drawing, film, fiction, and drama, may allow supervisees to access holistic ways of knowing and meaning-making that are not available through verbal means. In humanistic supervision, creative arts can aid supervisees in processing experiences and improving understanding of clients. However, few studies have been conducted. This talk summarizes creative arts interventions in current use, provides implications for practice, leads attendees through an art-based experience, and suggests future research.</p>		

<p><b>Increasing Self-Awareness Through Mindfulness Training in Counselor Training Programs</b></p>	<p><b>Heather Koth, MS, APC, NCC, PhD Candidate</b></p>	<p><b>DEMENS ROOM</b></p>
<p>This program will explore the literature highlighting the different applications of mindfulness training in counseling training programs and demonstrate the need for mindfulness training and development of self-awareness for CITs. Participants will also learn how mindfulness can positively impact the development of self-awareness.</p>		

<b>Education Sessions 10:00 am to 11:50 am</b>		
<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>

<b>Humanistic Counseling with Adolescents with Problem Sexual Behavior</b>	<b>Sabina Alasti-Ward, LPCC-S</b>	<b>WILLIAMS ROOM</b>
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This program will explore some changes in the adolescent sex offender treatment philosophy, with movement from purely cognitive/behavioral therapy to including humanistic approaches. The program will offer strategies which take into account all realms of wellness in an individual youth, as opposed to engaging in a "one size fits all", manualized assessment and treatment approach. Presenters will share an effective treatment approach, which engages the mandated youth to actively participate as it empowers them to find value in the counseling process.

<b>The Cost of Caring: Recognizing Compassion Fatigue, Vicarious Trauma, and Burnout</b>	<b>Kasia Wereszczynska, MA, LCPC, RYT</b>	<b>DEMENS ROOM</b>
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Counselors give much of themselves day in and day out. Whether on the front line or any other point along the way, counselors open themselves up to absorb an array of emotions from external as well as internal stimuli. According to Carl Rogers (1980), "To be with another in this [empathic] way means that for the time being, you lay aside your own views and values in order to enter another's world without prejudice. In some sense it means that you lay aside yourself; this can only be done by persons who are secure enough in themselves that they know they will not get lost in what may turn out to be the strange or bizarre world of the other, and that they can comfortably return to their own world when they wish." Unfortunately, it can become increasingly challenging for counselors to return to their baseline without regular self-care. Therefore, recognizing compassion fatigue, vicarious trauma, and burnout is an important step toward the prevention and intervention of such debilitating effects. The rest entails thoughtful action. This interactive presentation will define compassion fatigue, vicarious trauma, and burnout; define their symptoms; and discuss activities one may engage in to avoid them.

<b>Humanism in the Classroom: Practical Applications</b>	<b>Sarah Jarvie, EdD, LPCC, NCC Amy Barth, PhD, LPC Susannah Coaston, EdD, LPCC-S</b>	<b>HTC #1</b>
<p>According to Rogers (1994) when a classroom facilitator (Rogers preferred term for teacher) displays the qualities of empathy, unconditional positive regard, genuineness, and encouraged critical thinking (Cornelius-White, 2007) an environment that facilitates learning is created. In a classroom that prioritizes connection through relationships, authenticity, and a balance between support and challenge, students will not only grow in knowledge but also experience personal and professional growth. In this presentation, using Humanistic principles as a guide, the presenters will model a Humanistic classroom environment wherein presenters and participants alike will share their experiences with how they have incorporated humanistic approach within the classroom.</p>		

<b>Engage, Make Meaningful, and Have Fun: Humanism in Online Counseling Education</b>	<b>Jane Warren, PhD, LAT, LPC, LMFT Amanuel Asfaw, PhD Jennifer Preston, PhD Hridaya Sivalingam, PhD</b>	<b>HTC #3</b>
<p>Humanism can be applied to online education. This presentation will use Expressive Arts and Wordle to illustrate humanism in online education. Expressive arts enable feeling expression and can illustrate the unconscious, symbolize feelings, enhance growth of self and hope, promote self-awareness, and do this in a way that is safe and flexible. Wordle is a computer program tool which creates a visualization of text. Wordle can illustrate how language and negative attitudes influences thinking. Both methods are student focused, infuse creativity, are personally meaningful, enhance self-awareness, are subjectively completed, and are fun. An instructor can then utilize this information go engage even more with his or her students. These experiential activities can then be used with clients to enhance humanism in counseling.</p>		

<b>Working With LGBTQ Youth in Schools</b>	<b>Nickolas Summa, MA, LMFT</b>	<b>HTC #4</b>
<p>LGBTQ youth experience ongoing harassment in their schools and this bullying is connected with mental health problems as well as with adverse educational outcomes such as negative school attitudes, disciplinary problems, lower grades, higher truancy, etc. In schools where LGBTQ students feel supported and safe they are less likely to have depressive thoughts, they attend school more regularly, have higher QPAs, and are less likely to use substances. Our presentation will assess school counselor's self-awareness of LGBTQ students, offer knowledge about how to talk to students about their sexuality or gender identity, and offer resources on how to refer</p>		

for professional counseling services in a way that empowers and affirms the students' identities.

### **Poster Sessions 1:30 pm to 2:00 pm Exhibit Lobby**

Mindfulness-Based Curricula In Elementary School Classrooms: An Analysis of Social, Emotional, and Academic Development	Randy Curth, MA Student Jonathan Proctor, PhD
Beyond constructivist pedagogies: Phenomenological teaching methods for counselor educators	Brett Wilkinson
Humanizing the Inhuman: The Paradox of Virtual Connection	Susan Foster Andy Brown

### **Education Sessions 2:00 pm to 2:50 pm**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
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<p><b>Did That Just Happen? Addressing Racial Microaggressions and Social Justice Inequalities Utilizing a Humanistic Approach with Clients.</b></p>	<p><b>Tanya Middleton, MA, PCC-S, LICDC, SAP Christina Woloch, MA Ed, LPC, LICDC</b></p>	<p><b>HTC #3</b></p>
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This session is aimed at educating counselors and counselor educators about the psychological and physiological symptoms associated with these epidemics. We will provide a brief historical context regarding racial microaggressions and social injustice inequalities, while exploring situational barriers in our current cultural climate that can further impede therapeutic progress. Thus, by utilizing a humanistic approach, we will offer specific interventions that can assist clients in overcoming such concerns and improve their therapeutic experiences within the counseling setting and beyond.

<b>Cultivating Multicultural Connections: Employing Humanistic Approaches When Working with Refugee and Immigrant Communities</b>	<b>Jonathan Procter, PhD, LMHC, LPCC, LPC, CRC, NCC, ACS Magda Zapata Palesa Ramohlouoane Stephanie Ganor Tanmayee Khambete</b>	<b>HTC #4</b>
<p>Resources for our immigrant and refugee populations are lacking. Major barriers to the detection of mental and emotional disorders include cost, inaccessible care, lack of mental health services, and cultural or conceptual differences in health perceptions. The structural and internal disparities faced by these populations will be explored. Counselors will gain the knowledge, skills, and awareness of how to navigate the complex system of inadequate support while ensuring they continue to celebrate the individuality of what each client brings to the therapeutic relationship.</p>		
<b>Play It Forward: Reclaiming Play for our Clients and ourselves</b>	<b>Paige Greason Bentley, PhD, LPC-S</b>	<b>WILLIAMS ROOM</b>
<p>For counselors, cultivating the capacity to play through experiences of our own not only provides us with our own felt experience from which to draw as we explore play with our clients, but also serves as a rich resource for counselor self-care. This highly interactive workshop will highlight the benefits of play for adults, including research from interpersonal neurobiology, and will guide participants in play experiences that can be taught to clients.</p>		
<b>Grab a Chair! Variations and Use of the Empty Chair in Humanistic-Experiential Therapies</b>	<b>Sarah Stewart-Spencer, PhD, LPC, LMHC, NCC Andy Brown, PhD, LPC Alyssa Weiss-Quittner, PhD, LMFT</b>	<b>DEMENS ROOM</b>
<p>The Empty Chair is a profound and versatile technique that can be easily integrated into any session. Unfortunately, counselors rarely receive training or guidance on how to tailor this technique to client needs. This session wants to educate and empower participants with a new perspective on the Empty Chair! This session will explore the unlimited variations and uses this highly experiential technique. Presenters will offer demonstrations as well as guidance on the setup, structure and integration in the therapeutic session. Ideas for potential roadblocks will also be provided with tips on how to minimize common challenges. An experiential component will be included in the session for hands-on action for participants. Come on in and grab a chair!</p>		

<b>A Counselor's Journey: What Happens When a Client Dies</b>	<b>Susan Foster, PhD, LPC-S, NCC Josie David, MEd, NCC Emily Dykes, MS</b>	<b>HTC #1</b>
<p>Death is inevitable. As such, counselors are in the position of encountering the anticipated or unanticipated death of a client at some point in their practice. Even though the counselor-client relationship is a professional one, the death of a client can personally effect the counselor. Factors, such as but not limited to anticipation, expectancy, illness duration, duration of the therapeutic alliance, and counselor personality, experiences, and self-awareness, play a role in the counselor response following a death (Gamino &amp; Ritter, Jr., 2010; Harrawood, Dought, &amp; Wilde, 2010; Veilleux, 2012). Further, the loss cannot be personally or socially acknowledged, often leaving the counselor feeling emotionally destabilized and grieving in isolation. Understanding how it personally and professionally impacts the counselor and how best to respond in the event of a death is vital to effective practice and professional longevity. In this presentation, participants will consider personal and professional factors that moderate their response to the death of a client, as well as explore their death competence. Further, best practices for responding to and coping with the death of a client will be explored.</p>		

### **Roundtable Sessions 2:00 pm to 2:50 pm**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<p style="text-align: center;"><b>Telecounseling in a Technological Advanced World</b></p>	<p style="text-align: center;"><b>Nakpangi Thomas, MS, LPC, NCC, ACS Alecia Middleton, LLPC Devin Dupree, MS, LPC</b></p>	<p style="text-align: center;"><b>ST. PETERSBURG BALLROOM</b></p>
<p>This workshop will demonstrate the benefits of tele-counseling; identify the different skillsets a clinician needs to be effective in providing telephonic and video counseling, and help clinicians identify the pros and cons of tele-counseling versus face to face, and provide the latest updates from the Association of Tele-Medicine as well as ethical implications for clinicians based on the American Counseling Association's Code of Ethics.</p>		
<p style="text-align: center;"><b>Humanistic Creativity: A Fight against Self Judgement</b></p>	<p style="text-align: center;"><b>Joanne Jodry, EdD, DMH, LPC, LCADC Helene Maliko-Abraham, EdD</b></p>	<p style="text-align: center;"><b>ST. PETERSBURG BALLROOM</b></p>
<p>This interactive experiential workshop will allow the humanistic participant to gain a deeper understanding of how the creative self is stifled by self-judgment. The clinician will participate in creative exercises that will allow them to "create" while monitoring the process of creating to see how he/she enhances or stifles the process. Participants</p>		



will leave with self-made items as reminders that unconditional positive regard is also for the self.

<b>Where is the metaphor? How allegories are utilized in counselor education and social justice</b>	<b>Kathleen Jones- Trebatoski, LPC-S, NCC, CFT</b>	<b>ST. PETERSBURG BALLROOM</b>
Often times when we enter into the world of counseling, we feel the need to act serious, although our beings or existence is very complex. We often utilized our rational or conscious parts of our minds. However, the unconscious may have some valuable insight into our work as a counselor, counselor educator and as a supervisor. This presentation will provide an experiential creative activity along with reflection and feedback.		

<b>Effectiveness of Wellness Exploration in Psychology Students</b>	<b>Carrie Caudill, PhD</b>	<b>ST. PETERSBURG BALLROOM</b>
Wellness in college life is often overlooked especially in a population with many first generation college students where academic retention is also a contributing factor. This program will share the results of a wellness model for college students, and provide individuals with an understanding of how a multidimensional, strength-based approach to self-examination can contribute to enhanced life satisfaction.		

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

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<b>What can a body do? Philosophical explorations of the dynamic body in humanistic counseling</b>	<b>Joel Givens, PhD, LPC</b>	<b>WILLIAMS ROOM</b>
In order to put humanism in action, practitioners and scholars engage the human body, collaborate as a group, and gather together collections of ideas. Bodies are dynamic and vigorous rather than static and inert. In this presentation, a philosophical perspective of the dynamic body will be considered in the context of humanistic counseling practice, lived experiences, and the change process. The presentation will include lecture points, handouts, discussions, and experiential activities.		

<p><b>School Counselors' Perception of School-Based Mindfulness Programs: A Phenomenological Study</b></p>	<p><b>Jane Hoffman, MA, LPSC Rachel Jacoby, MA, LPC, CFLE, CTP Yanhong Liu, PHD, NCC</b></p>	<p><b>HTC #3</b></p>
<p>Mindfulness means to become intentionally and purposefully present with oneself without judgmental thoughts. Research is showing that implementing mindfulness-based programs into schools may help individual students with focus, self-regulation, perceived reduction in stress, and social/emotional awareness. Through this program, the presenters will present a phenomenological study aiming to explore school counselors' perception of school-based mindfulness initiatives/programs. The program will demonstrate findings of the proposed phenomenological study and its implications for the school counseling practice.</p>		
<p><b>Global Mental Health: A Call To Action</b></p>	<p><b>Daniel Balva, MS, NCC, CRC</b></p>	<p><b>HTC #4</b></p>
<p>Research has shown that 76-85 percent of people living in developing countries with mental health problems do not receive treatment. As mental health professionals, we understand the importance of mental health care and we are well aware of the fact that mental health can impact all facets of an individual's life. Our job as advocates is to ensure that our services are accessible by all, and it is time for mental health care to be accessible—both in and out of the United States. With the assistance of research, statistics, and established programs, it is the presenter's belief that attendees will attain a greater understanding of the importance of global mental health and what we can do to make a difference.</p>		
<p><b>Over-diagnosis of ADHD in children? How counselors can respond to children in need</b></p>	<p><b>Liam Mooney, BS Katherine Purswell, PhD, LPC, NCC, RPT</b></p>	<p><b>HTC #1</b></p>
<p>Attention-deficit/hyperactivity disorder (ADHD) is one of the most diagnosed conditions in children, and behaviors leading to this diagnosis may result from concerns other than attention difficulties. Join this discussion based presentation to learn ways humanistic counselors can conceptualize children who are very active or have attention difficulties. We'll also discuss how to share that conceptualization with caregivers to advocate for changes in environment or for proper assessment for children.</p>		

<p><b>The co-modification of the marginal human: Examining the impact of capitalism and technology in contemporary counseling practice</b></p>	<p><b>Kevin Foose, MS, LPC-S John Dewell, PhD, LPC</b></p>	<p><b>HTC #2</b></p>
<p>The confluence of hypercapitalism and ubiquitous technology are having increasing influence on the experience of being human. The program will examine ways in which the continual co-modification of human experience is directly impacting the field of counseling and threatens to further marginalize humanist values and traditions.</p>		

<p><b>Spiritual Care in the Treatment of Military Trauma and PTSD – Finding Meaning in Suffering</b></p>	<p><b>Cheryl Mark, PhD, LPC, NCC Brande Flamez, PhD, LPC, NCC</b></p>	<p><b>DEMENS ROOM</b></p>
<p>Counselors today need skills to engage in spiritual work in order to provide ethical treatment for clients. The program includes a review of the literature on military trauma, PTSD, and spiritual care, group discussion, and introduction to a tool to assess spiritual well-being, religious well-being, and existential well-being. Outcomes for this session include knowledge of the importance of spiritual care in treating trauma. This approach is valuing of the humanity and spirituality of those who suffer. Further, this session challenges the participant/clinician/educator to seek spiritual well-being first in his or her life.</p>		

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

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<p><b>Encountering Each Other: Using Literature &amp; Film to Foster Connection &amp; Understanding</b></p>	<p><b>Cecile Brennan, PhD, LPCC/S</b></p>	<p><b>ST. PETERSBURG BALLROOM</b></p>
<p>Using memoirs, biographies, novels and film, this presentation provides approaches for learning about people experiencing various disorders. Participants will be provided with a list of resources that aim to foster a deeper understanding of the totality of the human person.</p>		

<p><b>Sense of Purpose among Students belonging to Minority Ethnic and Buddhist Backgrounds: Implications for Counseling and Research</b></p>	<p><b>Gitima Sharma, PhD</b></p>	<p><b>ST. PETERSBURG BALLROOM</b></p>
<p>Several scholars have suggested the important role that sense of purpose plays in people's life. Based on the findings of a phenomenological research project that explored minority students' interpretation, role, and development of sense of purpose, this presentation will support audience to gain a comprehensive understanding about the construct of sense of purpose. The presentation will also highlight the connections between philosophy of Buddhism, phenomenology, and humanistic counseling paradigms. The presentation will further provide an open-forum where scholars and practitioners could engage in experiential exercises to reflect upon their own sense of purpose in life and discuss the counseling interventions that could strengthen clients' sense of purpose.</p>		
<p><b>Reciprocal Mentoring: A Humanistic Approach to Leadership in Counseling</b></p>	<p><b>Kathryn Williams, EdS, LMFT Christian D. Chan, PhD NCC Cirecie A. West-Olatunji, PhD</b></p>	<p><b>ST. PETERSBURG BALLROOM</b></p>
<p>The presentation will include a discussion on reciprocal mentoring that incorporates key elements of the counseling profession: self-actualization and self-efficacy, empowerment, prevention, resiliency, and humanism. More importantly, reciprocal mentoring is offered as a tool that can increase reflection, deepen connection, and prevent burnout at many levels of counseling, counselor education and supervision practice. Scholars have presented numerous models on mentoring and the role it plays in developing competent professionals (Ramani, Gruppen, &amp; Kachur, 2006). As the discipline of counseling increasingly focuses on humanism, multiculturalism, social justice, and inclusion to broaden the path toward leadership, a necessary discussion on mentoring is warranted (Salzman, 2000). This discussion is supplemented through a call for diverse representation, negotiation of privilege and oppression, and communication of cultural values and social identities (Storlie, Parker-Wright, &amp; Woo, 2015; Storlie &amp; Wood, 2014).</p>		

<b>Kindness: The Impact on Counselor, Counselor Educator, and Supervisor Relationships</b>	<b>Michael Graham, MA, LPCC-CO Christopher Ward</b>	<b>ST. PETERSBURG BALLROOM</b>
The presenter will facilitate an interactive discussion regarding the impact of kindness in the counseling field. The goal is to provide dialogue regarding the practice of kindness in the helping relationships. Attendees will collaborate with the presenter to generate ideas and strategies for enhancing the helping relationship. Handouts with implementation strategies will be provided.		

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

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<b>A Meaning-Based Model of Posttraumatic Growth with Veterans that Have Survived Trauma: Implication for Counseling</b>	<b>Aaron Smith, PhD</b>	<b>HTC #3</b>
This presentation will examine a new, humanistic, meaning-based model of posttraumatic growth tested with Veteran survivors of trauma, for use with military populations in counseling for trauma. Multicultural, social justice, and clinical implications will be examined, including a discussion on how the infusion of humanism in mental health work with Veterans is an essential aspect of the war against mental health stigmatization among those in this population.		

<b>Willing the Freedom of Others: An Existential Position on Diversity and Social Justice in Counseling</b>	<b>Alfredo Palacios, MA, LMHCS, NCC</b>	<b>HTC #4</b>
Concepts of wellness and community are especially pronounced during times of ideological tension in our society. A core mission of the profession of counseling is to engage the fray and employ our specialized skillset toward promoting a just society. Existentialists argue that others are essential to our being and in the process of discovering ourselves. Counselors can bring this philosophy to life within our social systems, the counseling relationship, and in our professional identity. This session will engage the existential philosophy of what it means to achieve freedom as means for enacting justice as in a diverse and dynamic society.		

<p><b>Exploring key group counseling processes: Implications for counselors and counselor educators</b></p>	<p><b>Poonam Doshi, PhD, LMHC, NCC Michael Tursi, PhD, LMHC, NCC Rostyslaw Robal, PhD, LMHC</b></p>	<p><b>HTC #1</b></p>
<p>The challenge of group counseling is to work with variety of interpersonal factors in a way that fosters engagement and subsequent client growth. This presentation will focus on an empirical study of the relationships among such aspects of group dynamics as the working alliance, group climate and other humanistic therapeutic factors. Implications for counselors and counselor educators will be explored.</p>		

<p><b>Reaching More Caregivers of Chronically Ill Children; A Counseling Call to Action</b></p>	<p><b>Michael Valentine, MS, PhD Student</b></p>	<p><b>HTC #2</b></p>
<p>The aim of this program is a to educate counselors about the difficulties endured by caregivers of chronically seriously ill children through a combination the personal story of the presenter who spent nine years providing care to his terminally ill son and a review of relevant research findings on the topic. The cumulative effects and traumatic nature of caring for a seriously ill child, with a focus on diagnosis recoil and chronic sorrow, will be explained. Symptoms and problems shared by caregivers of chronically ill children across diagnoses will be presented with a specific focus on caregivers of children with epidermolysis bullosa. Common needs of caregivers of ill children will be shared and a discussion about the needs of this population and appropriate theoretical orientations will be conducted. Brief finding from an exit survey of a pilot group for this population will be presented. The program will conclude with a discussion about the challenges of treating this population ways to better reach this population.</p>		

<p><b>Why Emotional Addictions Rob You of Feeling Fully Human: Implications for Addictions &amp; Mental Health Counseling</b></p>	<p><b>Peter Ladd, PhD</b></p>	<p><b>WILLIAMS ROOM</b></p>
<p>This program suggests a new way of looking at physical and process addictions. The premise is based on the idea that before there is a substance addiction or a behavioral addiction, there is an emotional addiction that is unresolved, and becomes an integral of any addiction. The approach taken is to understand these emotional addictions from two perspectives; neuroscience and phenomenology. The combination of these perspectives has developed into a practical way of treating addictions and some mental health disorders through creating whole person experiences.</p>		

<p><b>Going the Extra Mile: An Experiment in Volunteerism with Counselors-in-Training from Central Michigan University</b></p>	<p><b>Terry McGlasson, PhD Alaina Sunken, Graduate Student</b></p>	<p><b>DEMENS ROOM</b></p>
<p>In December 2016, a group of Michigan counseling students and faculty participated in a volunteer project at a local children's home. One year later, The Extra Mile Initiative has doubled its membership and donated nearly 100 volunteer hours supporting nine different community organizations and touching countless lives. This presentation will guide you through the launch and ongoing facilitation of a unique group of students, staff and faculty whose guiding philosophy is to "...provide self-contained, day-long service projects to individuals, groups and organizations throughout the state of Michigan, as a platform to touch lives through meeting practical needs.</p>		

**Saturday, June 2, 2018  
Schedule of Events**

<b>Education Sessions 9:00 am to 10:50 am</b>		
<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<p><b>An Alternative Paradigm of Mind: How the Yogic Conception of Prakriti Opens New Paths for Humanistic Counseling</b></p>	<p>Fred Hanna, PhD</p>	<p>WILLIAMS ROOM</p>
<p>The Yogic conception of mind offers a highly different view of mental phenomena such as images, feelings, and thoughts. This experiential program offers a radical reframe that sees mind as having both meaning aspects and object aspects. It is highly compatible with classical phenomenology and may have considerable potential for humanistic counselors looking for new techniques to apply both personally and professionally.</p>		
<p><b>Improving Clients Self-Efficacy Levels: In order to make possible</b></p>	<p>Martina Moore, PhD, LPCC</p>	<p>DEMENS ROOM</p>
<p>Mayfield and Mayfield (2012) argued that self-efficacy connects to a person's motivational level that is foundational for change. The technique is beneficial when clients verbalized low self-efficacy about making behavioral change. Further, Mayfield and Mayfield found that professionals who used motivational language increased behavioral change in clients up to 34% more compared to professionals who do not use the technique. This workshop will discuss the importance of building client's self-efficacy. The training will address interventions and strategies that have shown to be effective for helping clients increase their belief about their ability to make changes. Trust: THE Basic Building Block in Counseling</p>		



<b>Trust: THE Basic Building Block in Counseling</b>	<b>Diane Shea, PhD, LPC, NCP, BCCP Rachel Zawisza</b>	<b>HTC #3</b>
<p>In this upbeat, interactive workshop, participants will have the opportunity to experience and discuss creative ways to incorporate trust building exercises into individual and group counseling sessions as well as in counselor education programs. It is designed to emphasize the importance of trust as a basic human component in the therapeutic alliance for participants who work with multi-faith and culturally diverse clients/graduate students. The demonstrated activities will include art, music, and movement exercises. Participants will reflect on the power of the group process and brainstorm ways to adapt the exercises for their own courses or practice. Handouts will be provided.</p>		

<b>“Fresh off the Boat”: The Influence of Internalized Stereotypes and Intraethnic-othering on Asian American Adult Identity Development and Wellness</b>	<b>Stacey Litam, PhD, LPC, NCC Ramya Avadhanam Christian Chan, PhD Monica Band</b>	<b>HTC #4</b>
<p>What is the relationship between level of acculturation and ethnic identity development for Asian Americans? How might internalized stereotypes influence Asian Americans throughout the lifespan? This engaging presentation explores how acculturation mitigation strategies influence Asian American persons throughout the stages of development. Counseling implications for working with Asian American clients are explored. Attendees will be engaged through interactive dialogue, case vignettes, and small group work.</p>		

<b>Fabric of Our Lives: Expressive Approach to Counseling, Education, &amp; Supervision</b>	<b>Angela Spiers, EdD, LPCC Lawrence Crouch, LPCC</b>	<b>HTC #1</b>
<p>Expressive arts open new pathways to awareness and being and promote growth, self-awareness, and self-reflection. Presenters will introduce a form of expressive arts using fabrics that helps clients, students, and supervisees tell their stories. Presentation includes theory, application, and demonstration. Participants will have the opportunity to join in the demonstration and to experience being a participant and processor.</p>		

<b>Walking in Step: An Experiential Group Experience, Exploring Meaning &amp; the Circle of Life</b>	<b>Jason Orrock, PhD, LPC, NCC Whitney George, PhD, LMHC, NCC Natalie Indelicato, PhD, LMHC, NCC</b>	<b>HTC #2</b>
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A spiritual journey through a Native American lens exploring the mind, body and spiritual connection to others and the universe. Participants will actively participate in a circle of life activity exploring balance, harmony and one's vision.

### **Education Sessions 11:00 am to 11:50 am**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
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<b>Introspective Ethics: Using Self-Awareness to Develop Ethical Sensitivity &amp; Enhance Ethical Behavior</b>	<b>Cecile Brennan, LPCC/S, PhD</b>	<b>WILLIAMS ROOM</b>
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Tired of attending ethics presentations which focus on the do's and don'ts, which reiterate principles you already know by heart? This program moves ethics instruction to a new level. While knowledge of ethical codes and laws is important, it is not enough. Applying some of the same principles used in work with clients, this introspective approach moves beyond rule-based instruction into the realm of the emotional, temperamental and psychological. Participants are guided toward understanding the internal basis of ethical actions and of developing a proactive, individualized ethical plan.

<b>The Open Adoption Triad: Perspectives of Birthmothers</b>	<b>Joan VanderSchaaf, EdD, LMHC, NCC, E-RYT Hilary VanderSchaaf, LOT</b>	<b>HTC #3</b>
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Women who find themselves with an unwanted pregnancy ultimately consider three options: parenting the child, choosing an adoption plan, or terminating the pregnancy. New research on open adoption sheds light on the essence of the open-adoption triad from the birthmother's perspective. Literature-to-date embodies great insight as it pertains to adoptions but the focus historically has and still appears to be on the adoption, the adoptive parents and/or adoptee. However, this new research honors the birthmothers by illuminating their personal perspectives from their entire experience – from learning about their pregnancy until years after maintaining the adoption triad. Learn how to best support birthmothers by learning about their lived experiences.

<b>Phenomenology, Mindfulness, and Yoga Meditation: Restoring the Original Research Method</b>	<b>Fred Hanna, PhD Brett Wilkinson, PhD</b>	<b>HTC #4</b>
<p>We present the practice of phenomenology as a humanistic path to growth and transformation via its method for exploring the structures of human consciousness. In parallel, yoga meditation and Buddhist mindfulness are characterized by their methods for attaining intuitive knowledge. Despite unique modalities, all three practices primarily function as a means to attain and utilize pure awareness. As such, we explore pure awareness as a means of attaining knowledge of self, world, and consciousness, as well as how the original Husserlian method can be applied in counseling research.</p>		

<b>New Frontiers in Distance Counseling: 10 Clinical Imperatives</b>	<b>Francis Dailey, PhD, LMHC Adrienne Baggs, PhD, LPC Amanda Nellis, PhD, LPC</b>	<b>HTC #1</b>
<p>The use of distance counseling and technology in counseling is increasing due to client demand, particularly with certain populations such as adolescents. The ACA Code of Ethics devotes an entire section to the topic of Distance Counseling, Technology, and Social Media. Discussion and training on these ethical codes are needed to ensure best practices in a humanistic and ethical manner to clients. This presentation will educate attendees on the advantages and disadvantages of use of technology in counseling and distance counseling, the impact on counselors and clients, and important ethical implications related to this topic. Cyberbullying, social media, technology security will be addressed.</p>		

<b>Existential Dimensions of Surviving HIV: The Experience of Gay Long-Term Survivors</b>	<b>Silvio Machado, PhD</b>	<b>HTC #2</b>
<p>With the development of effective antiretroviral medications, long-term survivors of HIV/AIDS are confronted with life, a surprising reality many, now facing their later years, never expected. In this presentation, the author will draw from his clinical experience to explore the existential dimensions of the experience of gay long-term survivors. In particular, the existential givens and ultimate concerns, as advanced by James Bugental and Irvin Yalom, will be used as a framework in which to understand the challenges, and existential psychodynamics many long-term survivors face. The presenter will elaborate the profound nature of these challenges and the way in which the givens/concerns shed light on their ontological roots. The presentation will</p>		

include an examination of survivor guilt, existential guilt, and their interplay in the lives of long-term survivors.

<b>A Humanistic Approach to Working with Clients in Poverty</b>	<b>Lauren McLean, PhD, LPC</b>	<b>DEMENS ROOM</b>
<p>Clients in poverty are faced with many social and economic challenges. Due to these challenges, clients in poverty can face an increase in psychological distress such as anxiety, depression, and substance use; however, counselors may be ill-equipped to address the issue of poverty with clients. This educational presentation provides information for counselors regarding the mental health risks of poverty, discrimination and classism, and humanistic counseling techniques to address clients' potential wellness and community resource needs.</p>		

<b>Poster Sessions 1:00 pm to 1:30 pm</b>	
Borrowing Acting Techniques from the Masters: A Quest toward Authenticity	<p><b>Joanne Jodry, EdD, DMH, LPC, LCADC</b>  <b>Merritt Reid, Graduate Student</b></p>
Self-awareness and Counselor Burnout or Vicarious Traumatization	<p><b>Sylvia Hill, LPC, NCC</b>  <b>Tamika McKindra, LPC, NCC</b></p>
Helping the Helpers: Why Counselors Struggle to Help Themselves and Humanistic Recommendations for Self-Care	<p><b>Andrew Plath, MA, LPC</b></p>
An Ecological Model for Sense of Belonging	<p><b>Trey Fitch, EdD, NCC, LMHC, NCC, ACS</b>  <b>Elizabeth Lawrence, Graduate Student</b>  <b>Allison Hutchinson, Graduate Student</b></p>
Journey through the Labyrinth: A Humanistic Approach to Counseling and Counselor Wellness	<p><b>Nina Medyk, MSW</b>  <b>Jo Lauren Weaver, MS, NCC</b></p>

<b>Education Sessions 1:30 pm to 2:20 pm</b>		
<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<b>Utilizing Child-Centered Play Therapy with Adopted Youth</b>	<b>Rachel Jacoby, MA, LPC, CFLE, CTP Jane Hoffman, MA, LPSC Yanhong Liu, PhD, NCC</b>	<b>HTC #3</b>
<p>It's time to play! Child-centered play therapy (CCPT) is a great way to help youth feel empowered, self-expressive, and empathized. Within this program, participants will learn more about implementing child-centered play therapy with adopted youth whom have been inadequately addressed in the current counseling literature. Participants will gain a thorough understanding of current literature reviewing CCPT, and join the presenters to practice relevant techniques/exercises within the presentation.</p>		
<b>Where is the knowledge we have lost in information? Using chaos theory and phenomenology to manage the overwhelming experience of the contemporary human</b>	<b>John Dewell, PhD, LPC Kevin Foose, LPC-S Brett Wilkinson, PhD, LPC</b>	<b>HTC #4</b>
<p>Contemporary human experience involves exposure to more stimulation than ever before. Increasingly intimate forms of technology actively produce overwhelming information at all times and in a manner that is designed to commandeer our attention. This onslaught of information has created a unique moment in mental health. One that sees many of our current clients consistently overwhelmed by the immediate flood of external information and consistently distracted from their internal experience. Learning to engage in relationships that can effectively manage this powerful new wave of human technology is of paramount concern for our field. The goal of this program is to engage the audience in a dialog about the evolving human experience and the intentionally overwhelming effect of technology. Specifically, on the ability of the therapeutic relationship to effectively engage with and manage contemporary human experience. The presentation will then explore Chaos theory's conceptualization of what happens to complex systems exposed to too much information – as a means of providing a mental map of contemporary human experience. It will then review Phenomenology as a promising pedagogical tool to develop counselors' ability to work within systems with overwhelming amounts of information.</p>		

<b>Existential-Humanistic Approach for Counseling Juvenile Offenders</b>	<b>Jo Lauren Weaver, MS, NCC Nina Medyk, MSW</b>	<b>WILLIAMS ROOM</b>
<p>Counseling juvenile offenders typically adheres to a set protocol of solution-focused therapies, or cognitive behavioral therapy modalities, which target the client’s presenting problem(s) by facilitating an accelerated process of change. There is a lack of literature exploring depth-oriented methods to counseling this population. This poster proposes an existential-humanistic model for the treatment of juvenile offenders, specifically concentrated on the following areas: self-awareness, freedom of choice, apply meaning, and the therapeutic relationship.</p>		

<b>Utilizing a Humanistic Perspective for Helping Clients Recover Relationships Damaged Due to Mental Illness, Addiction and Incarceration</b>	<b>Tanya Middleton, PCC-S, LICDC, SAP Samantha Hearn, MA, LPC</b>	<b>DEMENS ROOM</b>
<p>This educational session is designed for counselors seeking increased insight into working with families afflicted by the trauma that can be created by an individual’s mental illness, addiction and incarceration. The Presenters will highlight the information utilizing basic tenants of Humanistic counseling consider the whole person and associated parties involved. The session includes an overview of trauma, the cycle of mental illness and addiction while providing holistic strategies to assist. The content also focuses on the impact of incarceration and how to assist families with healing and recovering and working towards sustainability.</p>		

<b>Working with Transgender Men: Counseling and Research</b>	<b>William Baker, PhD</b>	<b>HTC #1</b>
<p>How do trans men experience their sexual orientation and gender identity during the transition process? Results of a qualitative study with trans men will be presented in this session, including portions of interviews with members of this population. From their words and their experiences, you will hear what trans men believe we, as counselors, should know about their experiences. The session will include an interactive discussion on the fluid and binary nature of sexual and gender identities in trans men, and how these identities intersect during the transition process.</p>		

<b>Roundtable Sessions 1:30 pm to 2:20 pm</b>		
<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<b>Person-Centered Teaching in Counselor Education</b>	<b>Alyssa Swan, PhD, LPC Damian McClintock, MA</b>	<b>ST. PETERSBURG BALLROOM</b>
<p>We identify as person-centered counselors and counselor educators. Fundamentally, we aim to build relationships with individual graduate students, conveying the core conditions of empathic understanding, unconditional positive regard, and genuineness. We operate from a sincere belief that this way of being with students in a learning environment is a critical relational experience from which students learn to build genuine humanistic relationships with their clients. Through facilitating small group discussion, we offer this workshop as an opportunity to engage in professional dialogue related to person-centered counseling and learning. Through discussion and video, we will share person-centered conceptualization of counselor development and examples of person-centered teaching in counselor education.</p>		
<b>Resist the Resistance</b>	<b>Billie Gilliam, LPCC</b>	<b>ST. PETERSBURG BALLROOM</b>
<p>The addicted client is usually accompanied by various forms of trauma. Often, clients are perceived as resistant, not willing to progress effectively during the treatment episode. This workshop is for clinicians of all specialties as resistance is not a stranger to the helping field. This workshop is designed to help practitioners understand resistance in a multifaceted way. Clinicians will learn definition, types, process and contributing client and clinician factors that lead to client resistance.</p>		

<b>Advocating for Choice in Mental Health: A Medical Model vs. a Holistic Talk Therapy Model</b>	<b>Peter Ladd, PhD</b>	<b>ST. PETERSBURG BALLROOM</b>
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I first want to point out two distinct ways of practicing talk therapy in today's mental health industry. For the most part, a medical model dominates the practices that take place in hospitals, mental health clinics and other organizations that rely on DSM diagnosis and psycho-pharmaceutical treatment. This book begins its exploration by first advocating for a more holistic model as opposed to a medical model for talk therapists and counselors. The avocation becomes especially important for those therapists and counselors who try to find their place in a model more biologically based than experientially friendly.

### **Education Sessions 2:30 pm to 3:20 pm**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
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<b>Women and Addiction: Changing Lives</b>	<b>Paige Robertson, MA, LPC Martina Moore, PhD</b>	<b>WILLIAMS ROOM</b>
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Treatment is an excellent start for women looking to change their lives, but it often isn't enough. Instead, it is beneficial to view it as an entire healing process; we can't expect a flower to bloom when its roots haven't received enough water. We will explore our established treatment model which encompasses mental health and substance use and is currently being utilized in our Women's Center. Attendees will learn responses to critical situations and trauma informed practices.

<b>When is religion unhealthy? Understanding disproportionately closed systems and implications for mental health.</b>	<b>Carman Gill, PhD, LPC, NCC, ACS</b>	<b>DEMENS ROOM</b>
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The presenters will describe the continuum of open and closed religious belief systems with attention to specific, defining characteristics. Whereas negative religious coping can occur at various points along the continuum, the presenters will focus on those associated with closed off systems. We will describe the negative consequences to mental health and offer specific methods for intervening with these issues, while respecting the client's religious belief system.



<b>Quality World Mindfulness: Helping Community Ex- Offenders Successfully Navigate the Transition from Prison to the Community</b>	<b>Mark Scholl, PhD, LMHC Mark Stauffer, PhD</b>	<b>HTC #3</b>
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The presenters introduce a technique designed for use with members of the community ex-offender population. The postmodern technique blends mindfulness practices and Glasser's (1998) quality world construct. The technique empowers clients to critically examine and intentionally modify their quality world in light of their current values. Through the use of a case illustration, the presenters discuss the Quality World Mindfulness technique, as well as its advantages and limitations.

<b>I Am Because We Are: Utilizing Black Existentialism in the Counseling Profession</b>	<b>Jordan Shannon, MS, NCC</b>	<b>HTC #4</b>
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Black Existentialism empowers the Black American to embrace his/her own humanity in the face of a society that devalues the collective identity. Counselors and counselor educators are in the position to empower Black Americans to create meaning through their professional

<b>Empathic Cultural Sensitivity: Bridging Knowledge to Action</b>	<b>Amanda Lara, BA Katherine Purswell, PhD, LPC, NCC, RPT, CCCPT-S</b>	<b>HTC #1</b>
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Come join us for an interactive discussion as we attempt to bridge the gap between multicultural knowledge and multicultural sensitivity. We believe that the concept that we are calling empathic cultural sensitivity helps fill this gap and look forward to a collaborative discussion. Participants will also have the opportunity to engage in an activity to explore this concept.

<b>Doctoral Mothers</b>	<b>Angela Spiers, EdD, LPCC Lawrence Crouch, LPCC</b>	<b>HTC #2</b>
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This presentation will review the perceptions of a small sample of doctoral students who are mothers in a blended doctoral program. The research sought to use a phenomenological approach to improve an understanding of how wellness, self-efficacy, and persistence affect retention and attrition of students. The researcher conducted qualitative interviews with a sample of convenience ( $n = 6$ ). Themes emerged on specific issues that were germane to doctoral students who are mothers that shared throughout the presentation. The presentation will review the following questions: How can academia utilize mentoring to support doctoral students who are

mothers? How can doctoral students balance wellness in their degree program? How can institutions of the doctoral program contribute to students' sense of wellness? How can the doctoral program contribute to students' self-efficacy? This presentation will explore the participants' perceptions in light of the theories of Bandura, Maslow, and Tinto regarding students' needs such as self-efficacy, wellness, and mentoring and how these factors can affect persistence and retention for doctoral students who are mothers in a counseling program through discussion and sharing. The researcher designed a theory of retention based on themes that emerged from the literature review, research, and data. Participants will be provided qualitative data suggestions and related their personal experiences of being a mother in a counseling doctoral program and inference made to support others attending a doctoral program. Discussion will include an improved understanding of the different types of mentoring, identification of stressors experienced by students, and suggestions on supportive strategies to improve students' self-efficacy in order to improve persistence and retention of students in doctoral programming.

### **Roundtable Sessions 2:30 pm to 3:20 pm**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
<b>Bring in the arts to Counselor Education: Supporting a Postmodern approach</b>	<b>Faith Deveaux, PhD</b>	<b>ST. PETERSBURG BALLROOM</b>
<p>There are many ways that counselor educators can bring the arts to a Counselor Education curriculum and/or program. This Roundtable will provide an opportunity to explore how the arts can support the postmodern theoretical approach of equalizing the power relationship between counselor and client and support the phenomenological position that clients' narratives are valued. Experiences with the arts that have been developed to promote the appreciation of multiple perspectives to support counselors' skills and abilities to work with and respect diverse and multicultural clients will be presented.</p>		

<p><b>Behind languages. Uniquely Multicultural and Japanese: Understanding onomatopoeia expression and treatment intervention used effectively when counselors work with Asian-Americans and other ethnic minorities</b></p>	<p><b>Yuichi Sasakawa, Bachelor of Law</b></p>	<p><b>ST. PETERSBURG BALLROOM</b></p>
<p>“Doki Doki”: This Japanese onomatopoeia indicates that the heart rate increases, which can be a result of being surprised (Hasada, 1998), or it can be an expression of love and/or fear. Do you know how to tell the difference? As the number of Japanese people coming into the United States grows, so does the opportunities to provide counseling services to them. Language is an expression of a part of what is in the speaker’s consciousness at the time when a speaker shares something with his addressee (Chafe, 1974), and understanding a client’s linguistic cues can be vital to build rapport and develop case conceptualizations. While there is limited information about the impact of language expression for ESL clients under stress, there is a call for multicultural counselor competence in the 21<sup>st</sup> century. According to Enns and Kasai (2003), members of many western cultures gain a sense of control and efficacy by “standing out” and attempting to directly influence the people and realities around them. However, some members of eastern culture gain a sense of personal control and transcendence by “standing in”, which involves internal adjustments to realities by modifying personal goals. Many of the communication modalities, including onomatopoeia, that reflect this desire to “stand in” have been incorporated fundamentally into the language over the last several centuries. In this session the historical Japanese expression of onomatopoeia will be used, and participants will be offered insights as to how onomatopoeia might be useful in building rapport and case conceptualization when interacting with other ethnic minority clients. This session will use interactive dialogue, case studies, video and slides to explore onomatopoeia and the current treatment methods. The session would provide the audience with the realization about how language, mind and the culture that individuals belong are correlated, and how it impacts their lives.</p>		

<b>The Hero Within Us: Building Resiliency in Counselors</b>	<b>Lotes Nelson, PhD, LPC, ACS, NCC</b>	<b>ST. PETERSBURG BALLROOM</b>
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Humanism is often defined as having the belief in value, freedom, and individuality of human beings. In the role of mental health counselors, the very essence of one's desire to be a part of this helping field is to support and enhance other's lives. From a person-centered belief, counselors are tasked to empower and motivate their clients in the therapeutic process. Rather than viewing people as inherently flawed, counselors invest ways to equip clients with resources to reach their utmost capacity and desired personal growth. This roundtable discussion will cover the many ways that counselors advocate for the clients and the profession as a whole. Without a doubt, this rewarding task can also be daunting and can provoke burnout and compassion fatigue. Therefore, it is important to acquire knowledge on overcoming the challenges associated with helping others. Further, the dialogue will include the focus on promoting counselor resilience to continue to be effective activists for those in need.

<b>Addressing the Needs of Refugees Through Culturally Responsive Counseling</b>	<b>Alisa Houseknecht, MHC- Intern, CRC</b>	<b>ST. PETERSBURG BALLROOM</b>
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The number of displaced refugees globally has increased in 2015 with record-high numbers. Refugees are forced out of their home countries and many are permanently resettled in the United States. As the number of refugees entering the US continues to increase, there is a need to ensure mental health counselors understand the unique needs of this population and can provide culturally appropriate therapeutic services. The aim of this 50-minute roundtable is to discuss the unique pre- and post-migration experiences of refugees and examine culturally responsive treatment from a humanistic perspective.

### **Education Sessions 3:30 pm to 4:20 pm**

<b>Session Title</b>	<b>Presenter(s)</b>	<b>Room</b>
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<p><b>The quadripartite humanistic neuroscience model: Examining empathy in light of the hard problem of consciousness</b></p>	<p><b>Brett Wilkinson, PhD</b></p>	<p><b>HTC #3</b></p>
<p>This presentation introduces the quadripartite humanistic neuroscience model, a four-part taxonomic framework that serves two tasks: 1) it identifies four important aspects of neurological functions that are relevant to ongoing conversations in our field, and 2) it provides a coherent framework for translating neuroscientific findings into humanistic terms. Its implications will be reviewed in terms of the concept of empathy, as well as its potential role in helping humanists confront the neuroscientific revolution in a way that ensures the preservation of our core principles.</p>		

<p><b>The “Ordinary Devoted” Educator: D.W. Winnicott’s Contribution to Counselor Education</b></p>		<p><b>Stewart Nafziger, MA, PhD Student</b></p>	<p><b>HTC #4</b></p>
<p>Through his work as a pediatrician, psychoanalyst and activist, D.W. Winnicott personified the power of ordinary devotion. This simple and inspiring concept is humanism in action. This concept led Winnicott to be well respected but independent of the major streams of psychoanalysis. For this reason, he did not have the opportunity to embody this concept in the classroom. This presentation will address how the concept of ordinary devotion may assist educators in helping diverse learners and contribute to the theory of humanistic pedagogy.</p>			

<p><b>Remaining Present with Adolescents in Crisis</b></p>	<p><b>Ralph Menard, MS, APC Tyler Wilkinson, PhD, LPC, ACS, NCC</b></p>	<p><b>HTC #1</b></p>
<p>Adolescents who present to emergency rooms and other crisis receiving facilities are often met with rhetoric that minimizes and dismisses their phenomenological experiences. This presentation will explore the problems of minimizing adolescents’ experiences. Participants will discuss ways to apply the empathy, caring, phenomenological expression, and positive regard to adolescents in crisis.</p>		

<b>Empathy, Humanism, and Mindfulness in Multicultural Counseling and Social Justice Work</b>	<b>Quentin Hunter, Med, LPC Marie Coma, Graduate Student</b>	<b>WILLIAMS ROOM</b>
<p>This presentation explores empathy, humanism, and mindfulness in regard to multicultural and social justice counseling competence. An overview of each concept is provided along with theoretical convergences with multiculturalism, and relevant research is presented. Acceptance-Based Behavioral Therapies (ABBTs) are discussed in relation to working with diverse populations from a humanistic multicultural and social justice perspective. The concepts of Paulo Freire, a Brazilian educator and revolutionary, are explored, including convergences of his ideas with those of Carl Rogers, one of the founders of Humanistic Psychology, and Freirean concepts as applied to clinical practice are examined. Implications for counseling and counselor development are discussed.</p>		

<b>Advocacy in Motion</b>	<b>Nakpangi Thomas, MS, LPC, NCC, ACS Melanie Popiolek, MA, LPC, NCC</b>	<b>DEMENS ROOM</b>
<p>Kress and Barrio-Minto (2015) ascertained that advocacy efforts are critical to the future of the counseling profession as counselors from various setting continue to answer the call to fight societal injustices. As such, counselors must be armed with the tools to carry out this task. In keeping with the philosophical foundation of humanistic counseling, the aim of this interactive presentation is to provide a format to move advocacy efforts from theory to action. Through lecture and experiential learning, participants will learn the steps necessary to engage in legislative advocacy for clients, the general public, and the counseling profession. After attending this workshop participants will be able to distinguish between lobbying vs. advocating, identify issues salient to oppressed populations as well as the counseling profession, and describe methods of engagement at both the local and state level.</p>		

**Thank you for attending the 2018  
AHC Conference!**