



November 2015

InfoChange

Association of Humanistic Counseling

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Letter from the President

By Jeff L. Cochran, Ph.D.



Dear AHC members:

I am writing this letter in the week of Thanksgiving. Below I outline some of our good works. But it is the underlying strengths of our community that I am most thankful for. As always, I value the warmth of our AHC community, seeing members reach out to support each other. I am gratified to feel the energy we bring to working together, to building our organization, supporting each other, and growing our voice for positive progress in the counseling field. I feel fortunate to serve as president of such a vibrant and hard-working organization of counselors.

Our **Humanistic Research Groups** project is off to a good start. With over 70 members participating, AHC researchers are developing 11 groups, focused around common interests. Groups are starting at a range of paces, even during this busy time of year.

As another means to bring us together, we are working to launch our **AHC Member Forum** soon through ACA Connect. Our hope is to use the technology to help our community enhance connections and support across the distances that divide us. Watch for the opening of our AHC forum soon

In a critically important, but often thankless project, our board, and especially our bylaws committee (Brandee Flamez, Michelle Perepiczka, Donna Sheperis, and Kristie Opiola), are making great strides in organizing sets of procedures such that each generation of leadership more easily builds on the one before and to keep us working as a long-term efficient and inclusive division. Soon we will have an organic, but permanent procedures manual in place to keep us organized and grounded, while we continue to grow in activities, service and impact.

Much of the organization for our AHC events at ACA comes together in the fall. As always, we focus our division's ACA conference sessions in experiential workshops and topics for counselor self-development and wellness. Mark Scholl and our **AHC Day of Wellness** committee has selected presentations and workshops from a competitive field and have an inspiring set coming together for ACA.

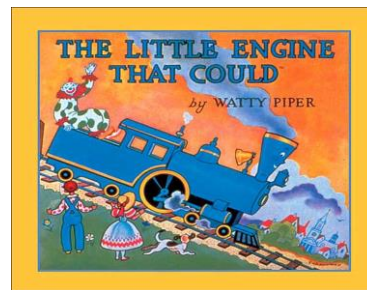
And as we have for decades, we will hold our **AHC Empty Plate** fundraising efforts at ACA. Our Empty Plate committee chairs, Fred Hall and Rebecca Pender Baum are selecting and connecting with a local charity to fund raise for at ACA.

We will host a reception again this year. Our cohosts this year are ASERVIC and IAAOC. With a shift to a smaller group of cohosts, the other division presidents and I are planning a warm and welcoming gathering. With the help of a cross-division task force, we are working to make each division's members and leaders easier to identify, such that new persons to our communities can be more easily welcomed, and building in get-to-know-you activities to enhance connections across our communities. The reception is the Friday evening of ACA from 6-8:00.

And don't forget to make your nominations for our **AHC National Awards**, to be presented at our Town Hall meeting the Saturday of ACA, 10:00 – 11:30. See our webpage, at <http://afhc.camp9.org/Awards-&-Grants>, for further info on award categories and nomination procedures. Nominations are due Dec 31st.

And of course, Kimberly Jayne and her AHC conference committee are working fast in preparing our **AHC Conference in Portland**. We have a great venue selected in the heart of Portland – walking distance to many parks and restaurants – the Portland Marriott Downtown Waterfront Hotel. Watch for more conference information on our webpage in coming months. Conference presentation proposals are due December 31st. Come and share your ideas and expertise with others!

In all we are well in AHC. Our “little engine that could” is running strong.



I wish each of you all the wellness and happiness that can be for you, and your families and friends in this Thanksgiving time.

Jeff L. Cochran



Call for Proposals for AHC 2016 Conference

The Association for Humanistic Counseling is now accepting program proposals for the 2016 National Conference in Portland, Oregon May 27-29, 2016 at the Marriott Downtown Waterfront Hotel.

Deadline to submit conference program proposals is **December 31, 2015 11:59 EST**. For more information on the proposal requirements and to submit your proposal follow this link: [2016 AHC Conference Call for Proposals](#)

Contact the Conference Planning Committee at ahconference2016@gmail.com with any questions.

Make-a-Difference Grant

The Association for Humanistic Counseling is inviting applications for our Make a Difference Grant, which funds \$750 to the top ranked graduate research project in counseling, with a humanistic philosophy or characteristics and that is well-designed to make a difference for persons in need. Further information is available in our AHC National Awards Packet in the Awards & Grant section of our AHC webpage. If you have further questions, contact Awards & Grant Committee co-chairs, Tracy Calley and Kathy Jones- Trebatoski.

Applications due: 12/31/2015. Requirements and guidance are on pages 18-21 of the AHC National Awards Packet 2015-2016.doc. For more information, visit <http://afhc.camp9.org/Awards-&-Grants>.

For further information, contact Awards and Grant Committee Co-Chairs: Tracy Calley & Kathy Jones-Trebatoski.. Please send inquiries & applications to both of us at ahcawardsandgrants@yahoo.com

AHC Emerging Leaders Program

The Association for Humanistic Counseling's (AHC) Emerging Leaders Program was developed to allow student and new professional leaders to participate in AHC activities, receive mentorship, and connect with opportunities that help them grow as leaders. Emerging Leaders will be selected to serve for the 2016-17 term (July, 2016 to July, 2017). Master's level students, doctoral level students, and new professionals will be selected as AHC emerging leaders.

Deadline to Submit Application is **December 1, 2015** to [Victoria Kress](#)

AHC National Awards Call for Nominations

The Association for Humanistic Counseling invites nominations for National Awards in the following categories: Outstanding Clinician, Outstanding Educator/Supervisor, Dissertation, Humanistic Advocacy and Social Justice Award, Leadership, The Hollis Award, and The Humanistic Impact Award

If you have further questions, the awards co-chairs for 2016 are Dr. Tracy Calley & Dr. Kathy Jones-Trebatoski. Please send inquiries & nominations to both of us at ahcawardsandgrants@yahoo.com.

Bullying in Higher Education

**By Daniel Shemwell, MSed and
Natasha Trujillo, MS, NCC,
Purdue University**

Workplace bullying is an area to which not nearly as much attention is paid. However, bullying occurs on college campuses at all levels. As many as 60% of students have observed student-on-student bullying, and 49% have observed teacher-on-student bullying (Chapell et al., 2004; Misawa, 2009). Further, faculty experience bullying from administrators and colleagues, and are targeted by individuals or mobs within the institution (Keashly & Neuman, 2010). While there is little need to argue the social and intellectual influence of these institutions, there is need to argue for a greater focus on bullying in higher education.

Higher education institutions inherently reinforce conditions that create stress and vulnerability throughout all levels of the institution, which contribute to creating a powder keg for abuses to take place. Recent examples are the resignations of Geoff Marcy, an esteemed astronomy professor of UC Berkeley, and Alan Cabbage, professor of philosophy at Northwestern University, for concerns related to sexual harassment of students. Structural components of higher education institutions create environmental factors (e.g., research pressure, power differentials) which we must be conscious of; otherwise, abuses may present themselves in overt (e.g., bullying) or covert (micro-aggressive forms of bullying) within (student vs. student) and across (teacher vs. student) the lines of power.

The university environment is conducive to bullying behavior due to inherent environmental factors (e.g., power dynamics, productivity). Power differentials are an inherent to the environment of college campuses. From administrators and staff to faculty and students, hierarchical dynamics are reinforced by the current academic system. Abuses of power take place at staggering rates. Keashly and Neuman (2010) wrote that bullying can take many forms on an academic campus but faculty most often experience threats to professional status, and behaviors that obstruct or isolate the target.

In a qualitative study, one faculty confronted her aggressor, “I said you can’t do that and he said can’t I? I’m your department head, I’m your mentor for your probationary period... If you don’t let me have it [the research grant] you are not going to get anything...” (Simpson & Cohen, 2004, p.175). Further, researchers have indicated that these power dynamics, inherent in the institution, are magnified for those who identify as a marginalized or minority group member (e.g., gender, Simpson & Cohen, 2004; race and sexual orientation, Misawa, 2009). Another contributing factor that is innate to most college campuses is productivity (Keashly & Neuman, 2010).

Pressure to produce (e.g., research, teaching scores) creates a tenuous environment for bullying. For example, tenure-track faculty and graduate students are often under pressure to “publish or perish.” This pressure creates an environment where research ideas are stolen or work is inappropriately credited. Pressure from university departments and higher administration may be calling for increased effort to secure funding, as many institutions are experiencing less funding, leaving those with varying levels of power feeling stretched too thin and unaware of how to effectively juggle multiple responsibilities. The environment can be competitive and political. However, the academic culture is regarded as collegial and supports autonomy in work (Keashly & Neuman, 2010), which creates a double bind in the system; to intervene in injustice violates the autonomy of the aggressor and critique is often taken as critical rather than collegial. These dynamics shift how bullying is expressed.





Bullying can be expressed in overt and covert ways. Overt bullying can be characterized as sexual harassment, name-calling, or other direct attacks. The aggressor in this situation is overtly violating boundaries and may be aware of their transgression. An example could be a professor who utilizes their power to degrade students in order to elevate their own sense of self. Or, it may be seen through the professor who manifests overt bullying behaviors through assigning unfair amounts of work to students who are reciprocated with little to no credit or recognition. Another example is fraudulent research. Researchers who make up data are bullying the population of focus, and the empirical community who utilize the fraudulent knowledge.

Bullying can also be covert, characterized by an aggressor's lack of awareness in their transgression. Micro-aggressive behaviors could characterize this category as people may not intentionally bully, but are not self-aware of their power. For example, a male faculty member who spends more time instructing female graduate students on lab procedures than male graduate students could have a greater propensity to assume that female graduate students need more attention or have less experience than male graduate students when the opposite is true. The faculty member may not be aware of his transgression because he has not been trained to self-reflect on potential biases. In considering multicultural factors, those individuals who are members of chronically underrepresented groups in higher education (e.g., females, domestic minorities, international minorities) the power differential may be ever more present, decreasing the chances of these individuals feeling comfortable in addressing both covert and overt forms of workplace bullying.

Addressing bullying on college campuses is necessary. However, there have been few investigations into bullying on college campuses and fewer, if any, intervention studies. To create a safe environment, researchers have called for a focus on policy that extends anti-discrimination and harassment policies to be fully inclusive of marginalized communities (e.g., discrimination of international students, sexual orientation) and to move towards educating the campus on multiculturalism (Misawa, 2009). Further, teaching the campus community communication (e.g., conflict resolution, mediation, Keashly & Neuman, 2010) and self-reflection is essential to minimizing overt and covert forms of bullying. A truly collegial and productive environment is a safe environment, which is possible if we put our minds to it.

References

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- Simpson, R., & Cohen, C., (2004) Dangerous work: The gendered nature of bullying in the context of higher education. *Gender, Work, and Organization*. 11(2). 163-186.



In the Name of Help, Housing, and Hope in Late Liberalism

By Heather C. Sands, Department of
Anthropology, University of New Mexico

Over the last two years, my family's owned and operated housing project, Cedar Court Senior Housing, LLC underwent a crisis with the Norwalk Housing Authority (NHA) and, for which, concepts of "resolution" and judicial reprimanding come into question. In February 1978, my Grandpa purchased a small lot for \$1.00 from NHA. As of this recent October, NHA *reclaimed their* property title for a settlement price well below what my family hoped. For *only* \$1.00 for such a large investment, arose very bold red tape-stipulations. Part of the "red tape" included, that upon the time in which Grandpa was ready to sell the property, NHA would have its "first dibs" before any other buyers. As such, what occurred in the courtroom in October was an amorphous sense of, "red tape" stipulations, jurisprudence, and legal agreements that shifted, transformed, and provoked contrasting notions of property ownership. My historical knowledge may be off, or just purely wrong; but I'm sure someone knows the "whole truth" to this endeavor and can put language and puzzle pieces together more appropriately.

Since its inauguration, my mother operated and managed Cedar Court with the bulk of her time, energy, and efforts. My mother may never become a canonized saint, but neither is that her life-project. However, the Norwalk community may disagree, as Cedar Court tenants, local bankers, social workers, Norwalk Kiwanis Club, and particularly the Norwalk Senior Center (NSC) are likely to speak volumes to her kindness and generosity. When her lawyers unsparingly settled after two years of judicial continuance and a lot of money, my mother was forced to let go of the idea that her tenants would have safe and secure housing for the remainder of their lives and/or time at Cedar Court and even more so, an unhinging from a lifetime project (or my lifetime) where retirement may be a happy and fulfilling place.

More commonly, people who are employed within government-funded housing authorities such as NHA, are scheming governmental rental subsidy programs by disguising their ownership of other properties used for Section 8 and profiting from governmental payouts. On October 2nd, 2015, the U.S. Attorney's Office and the FBI released that Carla Carter the former deputy director of the Prince George's County Housing Authority and her husband, Raymond Carter were arrested for federal charges after scheming rental subsidy payments from the Housing Authority for roughly \$112,000. Over the private properties owned and managed by Carla and Raymond, Carla was able to change her name from owner/landlord to co-conspirator, which allowed her to submit false documentations and where the Housing Authority made rental subsidy payments to the co-conspirator. Aside from my family's court case and an immense amount of discrimination cases through the U.S. Department of Housing and Urban Development (HUD), housing managers are commonly learning to operate beneath a red tape of owning and capitalizing from the governmental payouts of their private Section 8 property while simultaneously operating governmental and/or public housing. In other words, managers of local housing authorities are also owners of private market Section 8 housing complexes. In regards to this dual management, housing authority managers have found a way to profit from governmental provisions to support their housing projects.

What I aim to provoke in this letter is not to rationalize any conclusions, or point the finger of justice toward anyone because I am not familiar with State or local laws, nor do I even live within a 2000 mile radius of Connecticut, but rather I hope to explore some peculiarities and raise questions around a seemingly endless judicial battle and perhaps others just like it. My efforts in writing this for the Humanistic Counseling InfoChange is to mobilize several questions to the humanistic counseling community as this situation becomes a case-in-point to the inner workings of mental health contexts for which help is prescribed to certain peoples and places. My family's lost court case against the Norwalk Housing Authority becomes an interesting example for the interplay of capitalism, modernism, and their inherent logics of neoliberalism upheld beneath a discourse of "help" as it becomes a privatized and franchised modality of for-profit capital—occurring in the name of advocacy, social justice, therapeutic interventions, conceptual developments of multiculturalism, and the ways people profit from poverty and vulnerability.

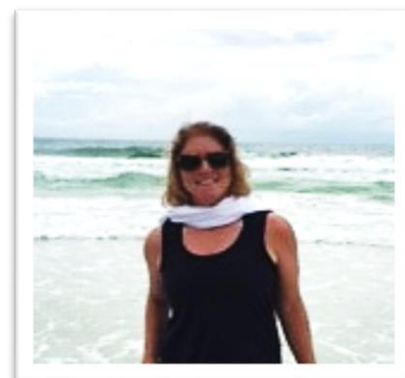
To the effect of what is commonly referred to as “the state welfare system”, the notion of “fair housing” points us toward understanding intersections of humanism and modernism as they emerge within humanitarian aid and what Elizabeth Povinelli (2011) points to as “late liberalism”—a belated pause between times of crisis and the time for which assistance comes into play. Late Liberalism provides an analytical framework that points to the ways in which multicultural democratic liberalism captures populations and subjectivities in an effort to halt forms of social resistance, social movement, and violence against the state and capitalist projects. Or, more simply and bluntly put, how therapeutic interventions often scale down or temper the ways in which collective anger and rage become socially accepted and politically situated. However, given the discourses about older and disabled adults, we can identify a rhetoric that displaces and inevitably disempowers resistance as it pertains to older and disabled poor people in need of assistance and housing. Through various models of humanism specific toward counseling, this intersectionality is crucial to how “help” is commonly distributed, to whom, and for what reasons.

The City of Norwalk, Connecticut was established between 1640 and 1913. Over a very long, drawn out colonial processing, land reform between the settler-colonialists took shape based on the profitability of oyster farming—dominating the local industry and providing a harbor space to house the largest fleet of steam-powered oyster boats in the world (connecticuthistory.org). According to Connecticuthistory.org, the Town of Norwalk consolidated its land in 1893 and reincorporated itself into a “city” by 1913. Today, the Norwalk Historical Society (norwalkhistoricalsociety.org), and historical societies all over New England, operate to preserve and sometimes, revitalize that colonial history and founding settlement. Unlike its inland neighbors such as Wilton and New Canaan, South Norwalk or SONO, has approximately 13 miles of coastline along the Long Island Sound. I point this out because there is a distinct “feel” or a post-Revolutionary aesthetic that satisfies locals, travelers and tourists, and entices the bourgeoisie to consider a resettlement within a classic New England Harbor town outside of the Manhattan grinde. Bourgeois-desired aesthetics as seen in colonial New England aesthetics, often lead to a gentrification of certain human beings within often predictable/unpredictable spaces of contained gang violence, drug abuses, and various mental, physical, and economic disparities, situating people into a constant state of what Vincanne Adams (2013) referred to as a racialization of recovery or commonly known as “the projects”.

What we see in the situation of the *Cedar Court Senior Housing LLC v. Norwalk Housing Authority*, are questions surrounding the motivations and coercions of help within a neoliberal economic market. Established in 1939, the Norwalk Housing Authority is a state-run and operated organization to promote affordable housing for citizens for the City of Norwalk (see norwalkha.org). NHA operates 18 properties, all geared toward families in need of housing, people with disabilities, and older adults. They provide a series of opportunities, benefits, and scholarship programs to their residents. Contrary to their utility in Norwalk, NHA can also be understood as providing the lower Fairfield County with spaces where racial violence, economic disparity, and mental health are “contained” within paradoxes of unpredictability and crisis.

With regard to land jurisdiction, it is clear to me that Cedar Court is in high demand; however what is not so clear to me is *whose* jurisdiction we are or were ever speaking about. Prior to the court case settlement, the NHA Board of Directors created a business under Cedarwood Court, LLC. Although finding truth in the claims surrounding why NHA would even need an LLC under this ambiguous title is beyond my reasoning and as such, I can merely come up with several theories that may explain why members of the NHA Board became owners of a business beneath this title as opposed to claiming truth in this matter.

Let me, once again, remind you that I do not live in this state and am completely oblivious to laws, particular “good ole boys’ clubs”, or any sense of sites for political fellatio. However what becomes provoking in this story is the sense of visibility or invisibility within the taken-for-granted assumptions or the hegemonies embedded within modern politics that allow certain phenomena to go unscathed and unchallenged within public and political discourses. What can we make of visibility and normality when commodity fetishisms and neoliberalism are bedfellows? How does this speak to the inner dynamics of care, mental health, and gentrification that seem to all ironically coincide? Are their antagonists in this story or merely people seeking a different path toward a very common and perhaps, rational form of progress, happiness, and reason?



Member Spotlight: Matthew Lemberger-Truelove

Interview by Blake Sandusky, Ed.S., LPC, LMFT,
Auburn University

Dr. Matthew Lemberger-Truelove is currently an Associate Professor of Counselor Education at the University of New Mexico. I can honestly say that reading his responses to the questions I ask to write this column were open, honest, and pushed me to think more about my own ideals associated with humanistic counseling and humanistic philosophy. Thanks Dr. Lemberger-Truelove.

How long have you been involved with AHC?

I have been involved with AHC for approximately 12 years.

How do you conceptualize or how would you define Humanistic Counseling?

Most of my ideas about humanistic counseling are imported from humanistic psychology or philosophy, including the focus on the relationship as influenced by the unique perspective of the client and the belief that that client can thrive when she or he is supported. In addition to some of these ideas drawn from traditional humanistic theories (i.e., existential, person-centered, and gestalt), my version of humanism also includes some newfangled axioms not limited to social justice and liberation ideologies, but also found in dialecticism and meta-modernism. I don't believe that these premises are necessarily add-on to humanism of antiquity; rather I believe that they were always implicitly a part of our shared ideology and yet understated or deprioritized. In this way, I see openings in contemporary humanistic counseling for allied approaches such as constructivism, systems advocacy, and mindfulness/contemplative practices. In fact, I believe that there are even some cognitive, behavioral, and physiological (e.g., neurological) possibilities within our practice insofar as we do not reduce or simplify the individual or system.

My work as a humanistic scholar exists predominately in two spaces, my theoretical work pertains to how humanistic and social justice ideologies might converge and my empirical work generally focuses on the delivery and evaluation of social emotional interventions directed at children in poverty.



I think humanistic counseling must be deliberate in how we can influence the myriad atrocities of the day, both in individual and groups of people's lives. Our ideas and work must live and thus advance the lives of others.

What is some advice you would give to current counseling students wanting to incorporate humanistic counseling in their practice?

Read. And after you read the original works from prominent historical and contemporary humanists, reach out to those who are still around. In this way, students can both internalize and personalize humanistic ideas while potentially engaging in a dialogue that might have mutually beneficial ends for the student and leader alike.

Beyond increasing their familiarity with humanism, I encourage all counseling students to question everything, particularly related to contemporary mental health culture that has been overly-medicalized. I encourage critical thinking but not skepticism, as there are probably some things that should be retained from medical practices. As I see it, to be critical is interrogation with optimism whereas skepticism is interrogation led by pessimism. Pertaining to our medicalized zeitgeist, many counselors, including humanist, have forsaken beliefs and practices about wellness and clients' social embeddedness. In efforts to legitimate our profession, or expand our economy, we endorse or accept incredibly dehumanizing ideologies or practices.



Consider a modestly controversial example of how we name one of accredited identities – clinical mental health counseling. In the not so distant past, it was credentialed as “community counseling” therefore connoting that assessment, treatment planning, and evaluation pertained to the community, not simply the sovereign client. This humanistic way of considering the client within the community is akin to the authentic *in-the-world* being (dasein) described by the philosopher Heidegger. Instead, now under the clinical mental health descriptor there is the inference that we can control (hence clinical) the community and mental health is contingent largely upon the client as a self-agent alone. For assessment, the client, not the community, is responsibility for pathology (although we have evidence that uncaring and/or oppressive systems contribute to mental distress). For treatment planning, healing is centric to the client, as is the evaluation of their development consequential of counseling. Although this is a somewhat semantic example, it does appear to illustrate the dehumanizing ideologies of the day.

I encourage counseling students to question the profession and how they are being indoctrinated. The consequences are even more direful when we consider issues such as social justice, symptom-focused diagnoses, so-called evidence based practices, and so on. While I certainly don’t want students to adopt critiques that reflect my own concerns about the profession, I do hope that they critique all ideologies and practices. Most importantly, I hope that these critical thought exercises lead to more humanizing outcomes for clients and others.

What is something interesting about your life path that has brought you to where you are today?

Like many counselor educators, my background would not lead you to believe that I would be teaching in a university setting, nonetheless editing a major academic journal. Just as humanistic counseling highlights the importance of relationships, in my case it was a number of very supportive and impressionable relationships that brought me here.

What is your favorite memory from being involved with AHC?

Either planning the national conference for AHC that was held here in Albuquerque or witnessing my dear friend Jim Hansen’s keynote address at the most recent AHC conference in Cleveland. Earlier I suggested that students read and reach out to prominent humanists and doing so at our national conference would be an ideal time to do so. Furthermore, our conferences are fun. Truly. Most conferences lose their luster after a year or two, but the humanistic conferences are a convening of family members.



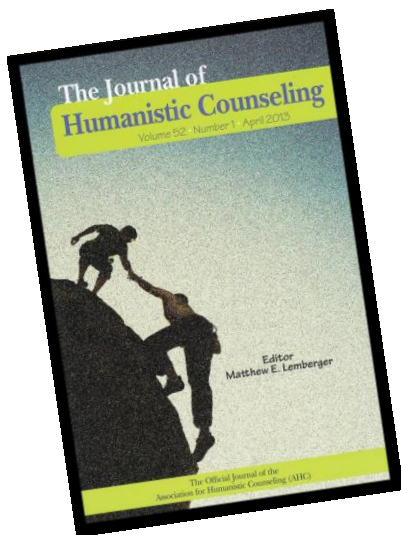
As a past president of AHC how important do you think it is for others to get involved with the organization?

The organization is its members. Without involvement we perish. As a self-professed existentialist, I know that that sounds a bit ominous and even macabre, but I was involved in AHC at a time when it seemed like the association would be no more. About 11 years ago our numbers slipped down to about 200 people (maybe less) and ACA considered closing shop (on us and a few other smaller divisions). I genuinely believe that it was the efforts of a few courageous AHC members getting others involved that resuscitated us.

I still believe we are a rather fragile organization, especially given the mounting pressures from the prevailing medical culture that is consuming much of our profession. While the evidence is clear that humanistic tenets and practices contribute to useful client outcomes, if we don't have more people involved in championing these ideas and outcomes we are likely to be consumed.

What is your favorite part of being the editor of JHC?

It might come across a bit hyperbolic when I report "everything is my favorite part," but I truly love being the editor. I don't consider it work at all. I sit up most nights so that I can offer each submission a thorough read and provide detailed feedback, which is rare for an editor to do; I do this in part because I want our submitting authors to know their efforts are valued, but I also do this selfishly because I thoroughly enjoy the review and feedback process. With all of this in mind, I have to admit that – as precarious as it might sound – one of my favorite things to receive as editor is a note of appreciation from an author who received a *reject* disposition letter from me relative to their submission. While I don't necessarily like rejecting manuscripts, I do like knowing that I and the review board members maybe helped this author as they consider submitting their work elsewhere.



I love JHC so much that I literally had the cover art tattooed on my right forearm. Yeah, I am that kind of editor.



How can others get involved with JHC?

Submit your manuscripts. I will be candid and say that our acceptance rate is generally around 15% these days. While these numbers makes success appear unlikely, I genuinely believe that our authors benefit from the process, regardless of the outcome.

Also, if you have a scholarly track record, reach out to me about being a review board member. I generally have folks perform a few reviews as an ad hoc reviewer prior to admittance on the more formal review board (I do this to promote the aforementioned quality of our reviews).

Finally, if you are submitting your work to either JHC or elsewhere, cite our published authors. We cannot simply navel gaze as humanists; we must get our message out to others.

What advice would you give to members looking to be more involved in the organization?

Certainly I encourage people to get involved with the national organization; but more importantly, I suggest people consider starting and maintaining local humanistic counseling affiliate chapters. There is an adage, "politics are local." Humanism is political, yet we need more than a journal, conference, and leadership group. People want to feel connected and that their membership has tangible value. Local groups would provide this infrastructure, but moreover it would be an enjoyable format for humanists to contribute.

Editor's Note

By Hannah Bowers, PhD,
Purdue University

Happy holidays to all members of AHC! As I format most issues for the InfoChange, I find myself in a reflective state. Within this editor's note, I want to take the opportunity to acknowledge all of those whom contributed to this issue and continue to enhance our humanistic community.

To all AHC members: each of you have knowledge and experience that is unique and subjective to your phenomenological experience. This community is built upon the foundation that honors each individual perspective, and we grow from sharing our personal knowledge with one another. Thank you for sharing you knowledge with us, through JHC, AHC InfoChange, and presenting at our national conference.

To the contributors of this issue: thank you for your thought provoking information and words of support. To our president, Dr. Jeff Cochran, for going above and beyond to keep us connected through the Humanistic Research Groups. Personally, I am encouraged by this endeavor and greatly look forward to working with a wonderful group of scholars. To Dan and Natasha, for embracing the topic of bullying and thoughtfully look at how it impacts your lives within higher education and supping your perspectives with the literature. Additionally, many thanks to Heather, for passionately showing us how bullying can be seen within social structures and providing a social justice perspective to a current issue.

Finally, I would like to share my personal thanks to our member spotlight for this issue, Dr. Matthew Lemberger-Truelove. Matthew has served as my mentor throughout my doctoral program. I thought it was extremely fitting for the InfoChange to honor him within this issue specifically, as we give thanks to those that support us within our lives personally and professionally. Matthew has been an enormous pillar of support as I transitioned from being a doctoral student to a new Assistant Professor at Purdue University.

I cannot forget to thank my co-editor and close friend, Dr. Jennifer Rogers. Honestly, I am astounded every time I reflect on Jennifer's accomplishments from supporting her husband and raising two wonderful children while completing a doctoral degree in three short years to taking on the Issaquah School District and executing one of the largest social-emotional learning interventions to date. To sum it up, Jen is a superhero.

As we enter the holiday season, I wish you and yours the best in health and happiness.

Warm regards,
Hannah Bowers



Questions? Comments? Contact Us!
InfoChangeAHC@gmail.com

The editorial board for the AHC InfoChange are accepting submissions for our February issue! From articles to perspectives and expressions of art, we want to hear from you! Deadline to submit is Friday, February 12, 2016.

Keep an eye out for our February issue for information on how to connect with AHC during the 2016 ACA conference in Montreal, QC, Canada!