

**Sixth Annual
Rocky Mountain Humanistic
Counseling & Psychological
Association Conference**

**Sacred Rage: The New Humanistic Uprising
Against Dehumanization**



**Virtual Conference
October 29, 2022**

The Rocky Mountain Humanistic Counseling and Psychological Association (RMHCPA) was founded in 2016 to promote and develop humanistic psychology in the Rocky Mountain Area.

Our Mission

The Rocky Mountain Humanistic Counseling and Psychological Association's mission is to support and promote existential, humanistic, and transpersonal psychology and counseling, especially in contributing to psychotherapy, education, theory, philosophy of psychology, research methodology, organization and management, and social responsibility and change in the Rocky Mountain Area.

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Sixth Annual Rocky Mountain Humanistic Counseling and Psychological Association Conference

Table of Contents

Continuing Education Information	4
About the Live and Asynchronous Programs	4
Conference Schedule	5
Award Recipients	6
Presenter Bios	8
Presentation Abstracts	19
Conference Sponsors	29
Why Join RMHPCA	30
Getting involved with RMHCPA	30
Why Support RMHCPA	30
RMHCPA on Social Media	31

Continuing Education

Continuing Education Credits need to be purchased separately from the conference. In order to receive CE credits, you must be present for the entire live version of the presentation and complete an evaluation form. We cannot offer CEs for viewing the archived asynchronous versions of these presentations. *You cannot miss more than 5-minutes of a live presentation and receive credit.* We have CE volunteer who will monitor attendance. The volunteer will check to see if individuals who registered for CEs are present in the zoom room for the duration of each presentation. If you have any questions or concerns about the CE process, please direct them to Dr. Louis Hoffman. After each day of the conference, you will receive information on how to complete an evaluation for the CE programs offered that day. After you have completed the evaluation, notify us at ce@rmhcpa.org. Within 5-7 days of completing the evaluation and notifying us, you will receive your CE certificates by email. CEs are only available for the live portion of the workshop.

The Rocky Mountain Humanistic Counseling and Psychological Association (RMHCPA) has a collaborative agreement with the Society for Humanistic Psychology to provide Continuing Education Certificates for approved training events. Division 32 (Society for Humanistic Psychology) of the American Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 32 (Society for Humanistic Psychology) of the American Psychological Association maintains responsibility for this program and its content.

About the Live and Asynchronous Programs

The Sixth Annual RMHCPA Conference will have a live portion of programming available through Zoom and an asynchronous portion of the program that will be available through Thinkific (rmhcpa.thinkific.com) beginning the day of the conference. The live portion of the program will be recorded and made available on Thinkific within 7-14 days of the live conference. The asynchronous portion of the workshop includes pre-recorded presentations and poster presentations.

Conference Schedule

Live Schedule (All Times are listed in Mountain Standard Time (Add 2-hours for EST; add 1-hour for CST; subtract 1 hour for PST))

Saturday, October 29

8:45-9:00	Conference Opening
9:00-10:00	Transforming Trauma into Beauty: Community Healing and Solidarity-Building through the Phenomenological Arts (1 CE) <i>Nisha Gupta</i>
10:00-11:00	Addressing Student Trauma with Restorative Practices in K-12 Schools (1 CE) <i>Kevin Barrett with Nathaniel Granger</i>
11:00-12:00	Sacred Uprisings Against Hate Incidents: The Use of Poetry in Psychotherapy (1 CE) <i>Society for Humanistic Psychology's Standing Committee Against Hate Incidents Members (Nathaniel Granger, Roxanne Christensen, Gina Belton, Elliot Benjamin, Theopia Jackson, Randi Johnson, and Sarah Kamens)</i>
12:00-12:30	Sacred Uprisings Against Hate Incidents: The Use of Poetry in Psychotherapy – Experiential
12:30-1:00	Lunch Break
1:00-2:00	Keynote: Naming and Addressing Racialized Violence (1 CE) <i>Apryl Alexander</i>
2:00-3:00	The Possibility of Humanistic Diagnosis: Bringing Meaningful Change to People and Systems (1 CE) <i>Anthony J. Pavlo</i>
3:00-4:00	A Humanistic Existential Conceptualization of Professional Values in Multicultural Counseling and Therapy (1 CE) <i>Alfredo F. Palacios, Aaron Smith, and Matthew A. Gonzales</i>
4:00-5:00	Awards Celebration

Asynchronous Presentations (Available Online)

1. Challenges to Humanistic Education – *Louis Hoffman*
2. In Support of a Humanistic Framework for the Field of Social Work – *Stephen Oby*

Poster Presentations (Available Online)

1. Mapping Aesthetic Chills on the Body: Preliminary Data – *Britny Forbes*
2. Stigma & Dehumanization: Addressing Barriers to Treating Cluster B Personality Disorders – *Morgan Fenn Jamison, Linden Hughes, Michelle Hammar, Raquel Jordan, & Marilyn Willison*
3. Personal Growth Through the I Ching: A Five Year Autoethnography – *Miranda Johnson*
4. Guideline Adherence During COVID-19: Changes in Individual Willingness to Adhere or Vaccinate After Exposure to Falsified Data – *Scout Dusty Rhodes*

5. Female Eco-Martyrs Experiences of Violence When Defending Their Eco-Movements – *Shannon Roberson, Kari Allen, Richard Bargdill, Cloey Bibbs, Julia Germano, Carley Harrison, Tejas Henry, & Christopher Latourrette*
6. Differences in Gender Violence in Eco-Martyr Assassinations: A Mixed Methods Study – *Shannon Roberson & Richard Bargdill*
7. An Existential Conflict: Terror Management Theory and Russian-Ukrainian War – *Jonathan Sundby, Marcus Chur, Moussa Diarra, Yasmine Daugherty, & Tylor Kistler*
8. The Shade is Queer, the Shadow is Vers: Humanizing the Perverse, the Weak, the Addicted, and the Wicked – *Jack Thomas*

Award Recipients

Undergraduate Student Poster Award Winner: Scout Dusty Rhodes

Guideline Adherence During COVID-19: Changes in Individual Willingness to Adhere or Vaccinate After Exposure to Falsified Data

Graduate Student Poster Award Winners: Jonathan Sundby, Marcus Char, Moussa Diarra, Yasmine Daugherty, and Tylor Kistler

An Existential Conflict: Terror Management Theory and Russian-Ukrainian War

Sandy Sela-Smith Humanistic Exemplar Award



Dr. Terri M. Davis works as a licensed psychologist whose existential-humanistic orientation frames and guides her teaching, supervision, advising, mentoring, and support of graduate students. Terri's professional interests focus on graduate students' cultural identities, social realities, development, and crises given the implications for psychotherapists' growth and use of self in clinical work with individual clients, families, and communities. She also works to identify support systems and to challenge the policies within psychology that can hinder the development of future and current psychologists. Dr. Davis is currently Chair of the American Psychological Association Minority Fellowship Program (MFP) Training Advisory Committee. The MFP provides mentorship, funding, and community for master's and doctoral students of color. E-mail: terridavisdenverworks@gmail.com

Social Justice in Psychology Award



Dr. Apryl Alexander is the Metrolina Medical Foundation Distinguished Scholar in Health and Public Policy at UNC Charlotte. She is also an affiliate research faculty at the University of Denver. She received her doctorate in clinical psychology from the Florida Institute of Technology with concentrations in forensic psychology and child and family therapy. Dr. Alexander's research and clinical work focus on interpersonal violence, victimization, human sexuality, and trauma-informed and culturally informed practice. She is an award-winning researcher and her work has been published in several leading journals. Dr. Alexander has been interviewed by numerous media outlets, including *The New York Times*, *USA Today*, and *NBC Nightly News*, about her research and advocacy work.

Recently, she received the 2021 Lorraine Williams Greene Award for Social Justice from Division 18, 2022 Outstanding Teaching and Mentoring awards from SPSSI and AP-LS, and the 2022 Dr. Sarah Burgamy Citizen Psychologist Award from the Colorado Psychological Association. Dr. Alexander also enjoys bringing psychology to the public through popular media. She is a frequent presenter at Denver Pop Culture Con and has previously contributed to [*The Joker Psychology: Evil Clowns and the Women Who Love Them*](#) and *Black Panther Psychology: Hidden Kingdoms*.

Emory G. Cowan and Susan Cooper Lifetime Service Award



Dr. Carla Clements achieved full professorship at Naropa University in Boulder, Colorado, in the Mindfulness-Based Transpersonal Psychology Department (previously Transpersonal Counseling Psychology, TCP) where she taught for the last two decades of her career. She chaired the department for a decade, and taught Assessment and Appraisal in Counseling, Group Dynamics and Leadership, Helping Relationships, and Transpersonal Psychology, as well as other courses. Carla has been a private practitioner in psychotherapy, specializing in the treatment of PTSD—specifically in women, for the past 35 years. She was trained in Gestalt and Reichian therapies and continues to appreciate the

wisdom and usefulness of experiential and somatic healing practices. From 2014-2017, Carla was the Independent Rater for the MAPS-sponsored phase 2 study of MDMA-assisted psychotherapy for treatment resistant, chronic PTSD. This experience renewed a lifelong interest in consciousness-expanding compounds that she continues to research. She and a team of students from Naropa University recently completed an article for publication describing their results from a survey of naturalistic practices using DMT. Dr. Clements was co-editor for *Shadows and Light: Theory, Research, and Practice in Transpersonal Psychology*, Volume 1 (Principles & Practices) & Volume 2 (Talks & Reflections). Toward a Transpersonal Model of Psychological Illness, Health, and Transformation, published in the *Journal of Transpersonal Psychology* (2016), describes an integrated clinical approach that she developed and continues to find applicable in her therapeutic work with trauma and complicated grief.

Presenter Bios

Keynote Speaker

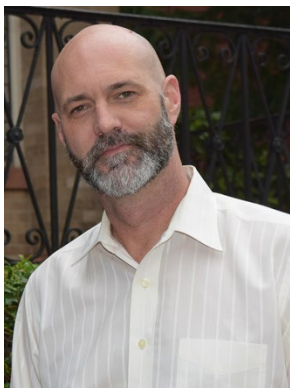


Dr. Apryl Alexander is the Metrolina Medical Foundation Distinguished Scholar in Health and Public Policy at UNC Charlotte. She is also an affiliate research faculty at the University of Denver. She received her doctorate in clinical psychology from the Florida Institute of Technology with concentrations in forensic psychology and child and family therapy. Dr. Alexander's research and clinical work focus on interpersonal violence, victimization, human sexuality, and trauma-informed and culturally informed practice. She is an award-winning researcher and her work has been published in several leading journals. Dr. Alexander has been interviewed by numerous media outlets, including *The New York Times*, *USA Today*, and *NBC Nightly News*, about her research and advocacy work. Recently, she received the 2021 Lorraine Williams Greene Award for Social Justice from Division 18, 2022 Outstanding Teaching and Mentoring awards from SPSSI and AP-LS, and the 2022 Dr. Sarah Burgamy Citizen Psychologist Award from the Colorado Psychological Association. Dr. Alexander also enjoys bringing psychology to the public through popular media. She is a frequent presenter at Denver Pop Culture Con and has previously contributed to [*The Joker Psychology: Evil Clowns and the Women Who Love Them*](#) and *Black Panther Psychology: Hidden Kingdoms*.

Presenters



Kari Allen is a senior psychology student at Virginia Commonwealth University. Her postgrad plans consist of pursuing a master's degree in social work to pursue a career in mental health and substance abuse counseling.



Richard Bargdill received his Ph.D. in Clinical Psychology from the Existential Psychology program at Duquesne University in Pittsburgh, PA. He is currently an Associate Professor of Psychology at Virginia Commonwealth University. Dr. Bargdill is the author and co-editor of two UPP books: "An Artist's Thought Book: intriguing thoughts about the artistic process" and "Humanistic Contributions to Psychology 101-Growth, Choice and Responsibility". He has poetry in many of UPP poetry books and his artwork dons the cover of UPP books *Silent Screams* and Amendo Goirgi's *Reflections*. He researches the assassination of environmentalists, aesthetic chills, and dream.



Mr. Kevin Barrett, M.Ed., currently holds the role of a school administrator at Clarence High School in Buffalo, New York. In addition he serves as the director of operations for Global Partnerships Inc, a not-for-profit organization designed to mediate partnerships between underrepresented communities, developing countries, and the United States to build sustainable educational infrastructure. His vast experiences helped to solidify a core value that highly impacts individuals, groups, and organizations. As an educator, Mr. Barrett is motivated in creating a platform for positive interactions among leaders, teachers, community members, and students. His extensive work in restorative practices serves to amplify the voices of underrepresented populations, while providing opportunities for cultural and racial competence. The restorative practice model has not only served to address conflict but to build community with mutual goals and measures of accountability. Mr. Barrett is known for creating courageous spaces for intellectually charged dialogue. He can be found directly engaging with students nationally, as well as in various countries around the globe; these include but are not limited to Ghana, Cuba, and Jamaica. His current research methodology identifies perceptions of students who have actively participated in a restorative process. Mr. Barrett and his wife are empty nesters who enjoy hiking, live theater, traveling, reading, and multiple music genres. He is a proud father and husband, who looks forward to investing time with his family. He and his wife continue the tradition of having family outings and traveling. Their love for people and life has opened their eyes to a world of potential.



Gina Subia Belton, Ph.D., is core faculty in the Mind-Body Medicine Program and Coordinator for the Contemplative End of Life Care Specialization. She is a transdisciplinary educator teaching *sin fronteras* in Transformative Social Change, Integrative Social Work, and the Ph.D. Psychology programs. Raised in California by generations of Elders and Ancestors, long before "the border crossed them," her Chicana and Mescalero Apache identity is alive in Mezistaje consciousness, grounding her ethnothanatological research and decolonial praxis. Dr. Belton is the inaugural Chair of the President's JEDI Council at Saybrook University and President of the APA Division 32 Society for Humanistic Psychology. Mentored by national and international end-of-life thought leaders, such as Charles Garfield Ph.D., Frank Ostaseski, and Joan Halifax, Gina's most outstanding Teachers are those dying and their beloveds. Palliative Psychology concentrates Dr. Belton's private practice in spiritual midwifery at the end of life and grief support tending to those living with life-limiting illnesses and chronic conditions, aging, dying, and grieving--well and in balance. Gina's community service is dedicated to uplifting Indigenous communities' mental health and wellness in suicide prevention and postvention. Dr. Belton, her husband Marc, and their four-legged relative, Reggie the Lab, are humble guests on the unceded lands of the Wiyot, behind the "Redwood Curtain" of the California north coast.



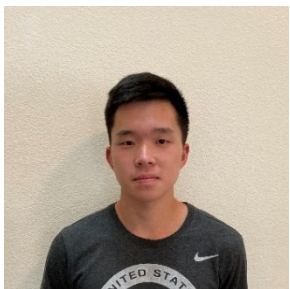
Elliot Benjamin has a Ph.D. in mathematics from the University of Maine, and a Ph.D. in psychology from Saybrook University with a concentration in Consciousness and Spirituality. Elliot is currently a psychology mentor/Ph.D committee chair at Capella University and was previously a mathematics professor for 21 years. He has published four books and over 240 articles in the fields of humanistic and transpersonal psychology, philosophy/spirituality and awareness of cult dangers, parapsychology, the creative artist and mental disturbance, progressive politics, pure mathematics, and mathematics enrichment. Elliot lives in Maine, is married, enjoys playing the piano, tennis and pickleball, and ballroom dancing, and has an author's website that can be viewed at www.benjamin-philosopher.com



Cloey Bibbs graduated from Virginia Commonwealth University in May of 2022 with Magna Cum Laude and received her Bachelors of Science in Psychology. Cloey is currently a graduate student in VCU's MS in Rehabilitation and Mental Health Counseling program in the College of Health Professions.



Dr. Roxanne Christensen is a clinical psychologist providing existential-humanistic mental wellness therapies integrating Eastern and Western philosophies, theories, and methodologies in her private practice in Michigan. Her areas of focus are in trauma-informed care and supporting the experiences of persons of color. She is Secretary for The Society for Humanistic Psychology, Division 32 of the American Psychological Association, serves on the Journal of Humanistic Psychology Editorial Board, and in board advisory positions focusing on expanding and supporting diversity, equity, and inclusion.



Marcus Chur is a current graduate student in the Clinical Psychology Master's program at UCCS. He received his B.A. in Psychology with a minor in Business from Texas A&M University, where he worked as a research assistant for Dr. Joshua Hicks and Dr. Rebecca Schlegel. He has been working towards his M.A. in Clinical Psychology with a trauma focus under Dr. Tom Pyszczynski since 2021. His current research interests include existential isolation, death anxiety, and clinical interventions for depressive disorders.



Yasmine Daugherty, BA, is a second-year student in the trauma track of the Clinical Psychology MA program at the University of Colorado - Colorado Springs (UCCS). Prior to attending UCCS, Yasmine received her BA in Neuroscience and Psychology from the University of Wisconsin - River Falls. Under the mentorship of Dr. Colin Mahoney, she has been able to explore her interests in trauma psychology and substance use, as well as other avenues of trauma research. Primarily, Yasmine's research interests are childhood trauma, intergenerational trauma, women's health, and the implications of inequities (i.e. socioeconomic hardship, racial/gender/sexuality/disability discrimination, language barriers, etc.) and public health issues on mental wellbeing and the accessibility of psychological wellness resources. Clinically, her population of interest largely involves those from low-income backgrounds.



Moussa Diarra, BA, is a second-year student in the Clinical Psychology MA program at the University of Colorado - Colorado Springs. Moussa received his BA in Psychology and Philosophy from Beloit College where he cultivated an interest in existential psychology. Moussa currently works under the mentorship of Dr. Thomas Pyszczynski, the co-founder of Terror Management Theory. Moussa's research interests include the psychological implications of death and dying, trauma and diversity.



Britny Forbes, BS, is a fourth-year student at Virginia Commonwealth University (VCU). She is pursuing her degree in Psychology with a minor in Sociology. Britny has accumulated an extensive amount of humanistic knowledge while working with the VCU Globe Program. She was awarded the Peace Corps Prep Certificate upon completion along with her Certificate of Global Education. Her fluency in Spanish has also led her to coordinate programs for youth in Richmond's Latin communities. Her familiarity with different scopes of interactions stemmed from her accumulated travel experience of over twenty international cities. Her desire to understand how media socially influences the scopes of individuals has driven her to pursue a career in Brand Strategy after graduation.



Julia Germano graduated from Virginia Commonwealth University in May 2022 with a B.S. double majoring in psychology and criminal justice. She is currently volunteering in Dr. Richard Bargdill's eco-martyrdom lab for the 2022-2023 academic year.



Matthew A. Gonzales, M.Ed., NCC, is a doctoral student in the Counselor Education program at Auburn University. In addition, he holds a graduate assistantship in the Auburn University College of Sciences and Mathematics Office of Inclusion, Equity & Diversity and is a part-time limited term faculty member at Columbus State University. His research interests include existential factors affecting the alliance in supervisory and counseling relationships, using music to foster client authenticity in counseling, and social justice applications in counseling and higher education. He has been recognized for multiple academic awards, including being named an Association for Humanistic Counseling Emerging Leader.



Nathaniel Granger, Jr., PsyD, is a past president of the Society for Humanistic Psychology (American Psychological Association, Division 32) and the recipient of the Hari Camari Early Career Award from the Society for Humanistic Psychology. Dr. Granger is a sought-after speaker with several publications, presentations, workshops, and keynotes to his credit. He is an editor of *Humanistic Approaches to Multiculturalism and Diversity* (Routledge, 2020), *Stay Awhile: Poetic Narratives on Multiculturalism and Diversity* (University Professors Press, 2015), and *Silent Screams: Poetic Journeys Through Addiction and Recovery*. He serves as the Treasurer of the Rocky Mountain Humanistic Counseling and Psychological Association and is the founder and director of Be REAL Ministries, Inc., where he serves the community by working closely with marginalized groups as a pastor and registered psychotherapist. Originally from Chicago, Dr. Granger along with his wife and family has made Colorado Springs home.



Dr. Nisha Gupta is an associate professor of psychology at the University of West Georgia, an arts-based phenomenological researcher, and a liberation psychologist. She disseminates phenomenological research about experiences of oppression and empowerment as art for community healing and social advocacy. Projects include: “ILLUMINATE” a phenomenological film about being in the LGBTQ closet, for which she received the 2020 APA Division 5 Distinguished Dissertation Award; and “DESI EROS,” a series of phenomenological paintings about reclaiming South Asian erotic power, which was featured on the NPR-affiliated podcast “The Academic Minute.” She founded the “Phenomenological Art Collective,” as a research lab through which she teaches UWG students the theory and practice of arts-based phenomenological research for social change. She is located in Decatur, GA and her work can be viewed at nishagupta.org/



Michelle Hammar, BA, is a second-year master's student in Forensic Psychology at the University of Denver's Graduate School of Professional Psychology. Michelle is originally from South Africa and moved to the United States in 2018 to pursue a career in psychology. With graduation on the horizon, she hopes to follow her master's program with a PsyD program. Her goal is to gain enough experience and knowledge to return home and help reform the mental health and justice systems in South Africa. Michelle's research interests include de-stigmatizing mental health diagnoses, juvenile offender reform, and language discrepancies in court systems.



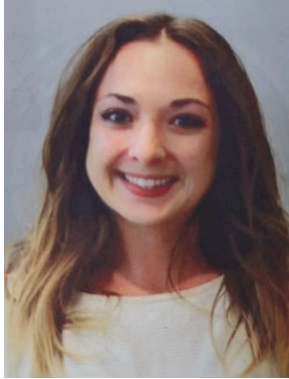
Carley Harrison is majoring Psychology and graduating from Virginia Commonwealth University in Fall 2022. She is currently an undergraduate research assistant in Dr. Richard Bargdill's Eco-Martyrdom Research Lab and McLeod Sutherland PRISM Laboratory. She has contributed to a number of posters in the Eco-Martyrdom Lab.



Tejas Henry is a senior at VCU majoring in psychology with a focus in addiction. He has participated in Dr. Richard Bargdill's Eco-Martyrdom lab for several semesters. Alongside his studies he is passionate about playing piano and guitar as well as singing.



Louis Hoffman, PhD, is a licensed psychologist in private practice in Colorado Springs and the Executive Director of the Rocky Mountain Humanistic Counseling and Psychological Association. He also teaches at the University of Denver, Saybrook University, and the University of Colorado at Colorado Springs. He has been recognized as a Fellow of the American Psychological Association and six of its divisions (1, 10, 32, 36, 48, 52) for his contributions to the field. An avid writer, Dr. Hoffman has edited/authored over 20 books and over 100 journal articles and book chapters. He is the Editor-in-Chief of the Forthcoming APA Handbook of Humanistic and Existential Psychology. Dr. Hoffman serves on the editorial boards of the *Journal of Humanistic Psychology* (Senior International Editor), *The Humanistic Psychologist*, the *Journal of Constructivist Psychology*, and *Janus Head*.



Linden Hughes, MA, is a second year MA student in Forensic Psychology at the University of Denver's Graduate School of Professional Psychology. After completing her BS in Psychology and Sociology from the University of Utah, she moved to Virginia where she received her MA in Industrial/Organizational Psychology from George Mason University. Her research and professional interests include DEI issues, public policy, law enforcement, and systemic change.



Theopia Jackson, Ph.D. is a licensed clinical psychologist who received her master's degree in clinical psychology from Howard University, Washington DC, and her doctorate from the Wright Institute in Berkeley, California. Dr. Jackson is the immediate past president of The Association of Black Psychologists, Inc. (ABPsi), where she served as the PI for the COVID-19 Needs Assessment among Black communities. She has held several leadership roles in higher education and is currently the Chair of the Department of Humanistic Clinical Psychology degree program at Saybrook University in Pasadena, California. She recently relocated to Maryland after 30+ years of practice in the Bay Area. There, she held medical privileges at UCSF Benioff Children's Hospital Oakland; she practiced in the Healthy Hearts program, Department of Psychiatry, and Comprehensive Sickle Cell Center. Her other professional affiliations include membership in the Association of Family Therapists of Northern California (co-founding member of the Cultural Accountability Committee), American Psychological Association (Council of Representatives for Division 32 Society for Humanistic Psychology), California Psychological Association, and Delta Sigma Theta Sorority, Inc. Dr. Jackson contributed to the APA Historical Chronology report developed by the Cummings Center for the History of Psychology. She serves on the medical advisory council for the Sickle Cell Community Advisory Council (SCCAC) and several boards. Dr. Jackson has a long history of providing child, adolescent, and family therapy services, specializing in serving populations coping with chronic illness and complex trauma. She is an accomplished scholar-practitioner and educator who provides multicultural/cultural equity workshops, seminars, and/or consultations. Dr. Jackson is a co-founder of the Therapist-in-Residency Program (TnRP) in Oakland, Ca.; an African-centered program dedicated to supervising Black clinicians-in-training in providing services grounded in Black psychology for persons of African ancestry. Additionally, she provides training for persons of African ancestry in Emotional Emancipation CirclesSM a community-defined practice that is a collaboration between the Community Healing Network, Inc., and ABPsi. Dr. Jackson has been invited to participate in national and local California initiatives intended to establish integrative health care that is culturally accountable and linguistically responsive. She is a life-learner who believes that professional knowledge shapes and is shaped by community wisdom. Honoring culturally grounding psychospiritual healing, liberation, and activism, Dr. Jackson espouses: *"What you help a child to love can be more important than what you help [them] to learn."* ~African proverb



Morgan Fenn Jamison, BA, is a second year MA of Forensic Psychology student at University of Denver GSPP. They completed their BA in Psychology with Minors in Sociology and Comparative Literature at University of California Davis. As a graduate student, they work with justice-involved individuals and plan on pursuing their LPC after graduation. Morgan is particularly interested in the experiences of justice-involved LGBT+ individuals and the influences of social-cognitive processes on legal decision-making.



Miranda Johnson is currently a senior at Virginia Commonwealth University, majoring in psychology and minoring in general business. She also hopes to attend graduate school for psychology in the near future. Her recent experience in researching personal growth and Daoism has made her realize that these topics, as well as research in general, is something she is passionate about. Her interests include cultural differences in social psychology as well as the application of psychology in the workplace and hopes to pursue them more in depth.



Randi Johnson is retired from the US Department of Agriculture and now works at a local church and with non-profits on issues surrounding environmental stewardship and climate change. Her career centered around forestry genetics and climate change, but she has been involved in LGBTQ issues and co-facilitation of transgender support groups since 2014.



Raquel Jordan, BA, is a second year MA student in Forensic Psychology at the University of Denver's Graduate School of Professional Psychology. She hopes to attend a PhD program in clinical psychology after graduating in the summer of 2023. Her research and professional interests include developmental psychopathology, early childhood intervention, personality pathology, personality disorder assessment/diagnosis, and offender assessment/evaluation.



Sarah R. Kamens, PhD, is a clinical psychologist and interdisciplinary scholar whose work focuses on the existential experience and conceptualization of emotional distress. Her graduate studies began at the European Graduate School (EGS; Saas-Fee, Switzerland) in what is now the Division of Philosophy, Art & Critical Thought. After receiving a master's degree from EGS, she received her doctorate in clinical psychology from Fordham University, where she studied qualitative research methods with Frederick J. Wertz, PhD. Her predoctoral clinical training took place at the Yale University School of Medicine, where she focused on recovery-oriented approaches to adult community mental health. She then completed postdoctoral clinical training at the Yale Specialized Treatment Early in Psychosis program. Sarah spent two years as a Postdoctoral Fellow and Visiting Professor at Wesleyan University. She is currently teaching at the SUNY College at Old Westbury Psychology Department as an Assistant Professor. Sarah is the Editor-in-Chief of the *Journal of Humanistic Psychology* (SAGE). She is working on a book about a phenomenological-existential reconceptualization of the “schizophrenia” diagnosis.



Tylor Kistler, BA, completed one year in the Clinical Psychology PhD program with an emphasis in trauma at the University of Colorado – Colorado Springs. Tylor studied behavioral neuroscience and psychology at Grand Valley State University and has worked in multiple research labs studying topics such as intimate partner violence, bystander intervention, decision making, sexual violence prevention, the perpetration of sexual violence through digital media, and the perpetration of child maltreatment.

Christopher Latourrette graduated from Virginia Commonwealth University with his Bachelor's in Psychology and a minor in Sociology in 2021. He is currently working as a Study Coordinator at the Virginia Institute of Psychiatric and Behavioral Genetics. Christopher research interests include Abraham Maslow, Eco-Martyrdom, PTSD, AUD, Schizophrenia, and Bipolar Disorder.



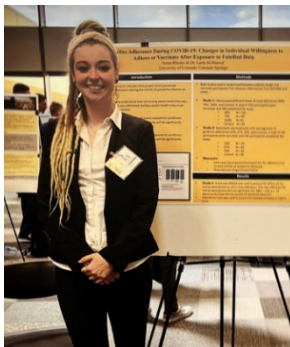
Stephen Oby, PhD, is an Assistant Professor in the School of Social Work at Salisbury University's College of Health and Human Services. He is also a practicing clinical social worker with fifteen years of experience in the helping professions, working primarily with children and adolescents in the fields of mental health and addiction. He is a national award winner for his educational and advocacy work with the National Alliance on Mental Illness.



Dr. Alfredo Palacios is an Assistant Professor in the Department of Counseling and Human Services at UCCS. A graduate of The University of New Mexico, Dr. Palacios is a practicing clinician, educator, and researcher. In his practice he sees adults and youth, employing a person-centered existential approach to counseling. His scholarship focuses on social emotional learning and mindfulness-based interventions for at-risk youth. In addition, his conceptual scholarship aims to challenge forms of existential and humanistic theories as to include broader relevance for diverse client populations and other ethical circumstances. He is the host and producer of the Theory of Change Podcast discussing sociological and philosophical issues relevant to the helping professions.



Anthony Pavlo, Ph.D., is a clinical psychologist and Associate Research Scientist at the Yale University Program for Recovery and Community Health where he focuses on recovery-oriented and person-centered practices in the care of persons diagnosed with serious mental illnesses. His research interests include the development of approaches to foster choice and self-determination, qualitative methods, peer support, participatory approaches to health care research, and collaborative relationships in health care.



Scout Dusty Rhodes is an undergraduate senior psychology student in the honors program at the University of Colorado, Colorado Springs. She has worked in the Evolutionary Psychology research lab under Dr. Laith Al-Shawaf the Trauma Health and Hazards Center as the Head Undergraduate Research Assistant, and she is the former Vice President of the PSI CHI chapter at UCCS. Presently, she is finishing her undergraduate thesis on social mimicry during the COVID-19 Pandemic before pursuing a Ph.D. in psychological research and an M.D. in Obstetrics and Gynecology. After being diagnosed with stage four endometriosis, her clinical and research interests shifted to include evolutionary psychology, reproduction, pelvic pain, endometriosis, and disease pathology.



Shannon Roberson is a recent graduate of Virginia Commonwealth University with a B.S. in Honors in Psychology and a minor in Gender, Sexuality, and Women's Studies. She has been a student in Dr. Richard Bargdill's Eco-Martyrdom Lab for the past two years. Her preliminary research for her undergraduate thesis was recognized and awarded the Sidney M. Jourard Student Award at the Division 32 conference in 2022. She continues to volunteer in Dr. Richard Bargdill's Eco-Martyrdom Lab post-graduation.



Aaron Smith is both an eight-year Veteran of the United States Marine Corps infantry (attached to Delta Company 4th Reconnaissance Battalion, 4th Marines from 05'-13', out of Albuquerque, NM), as well as, an Associate Professor of Counseling within the Psychology Department at Western Washington University (CACREP). He received dual BAs in Psychology and Cultural Anthropology from the University of New Mexico (UNM). He is also a co-host of The Thoughtful Counselor Podcast (www.thethoughtfulcounselor.com), producing a series on Veterans' mental health. Dr. Smith also holds an MA in Clinical Mental Health Counseling (CACREP), as well as, a PhD in Counselor Education and Supervision (CACREP), both from UNM. In New Mexico, he served in roles as a Licensed Mental Health Counselor and a Clinical Supervisor. Dr. Smith is currently teaching in both the Counseling Graduate Program (CACREP) at WWU as a Licensed and Nationally Certified Clinical Mental Health Counselor, as well as, research methods/statistics in the undergraduate psychology program. He is also the owner of PNW Wellness and Consulting, PLLC – a small private practice in the Pacific Northwest.



Jonathan Sundby, BA, is a second-year student in the Clinical Psychology MA program at the University of Colorado - Colorado Springs. After originally studying political science at Grinnell College, Jonathan worked as a teacher and writer before finding himself drawn to the field of psychology. Working under the mentorship of Dr. Tom Pyszczynski, he was introduced to Existential Psychology, which fit well with his interests in existential philosophy, politics, and clinical practice. Jonathan's research interests include awe, addiction, death anxiety, aging and homelessness.



Jack Thomas is a student at the Graduate School of Professional Psychology (GSPP) pursuing a Doctorate of Psychology in Clinical Psychology. Jack earned his Masters of Arts in Clinical Psychology in 2021 from GSPP. In 2017, Jack graduated from the University of Denver with a Bachelor of Arts in Psychology, and minors in English, Philosophy, and History. Jack has a little over five years of supervised clinical experience working in a variety of settings, including residential and outpatient substance use/misuse treatment, detox/withdrawal management, Inpatient Psychiatry, and multiple community mental health clinics. Jack specializes in treating substance use disorders and trauma. He currently works with adults with complex trauma, military veterans, children, adolescents, and their families. Jack has a special interest in working with the LGBTQ+ community, which is represented across a variety of cultural, occupational, and demographic intersections. Jack's research interests include LGBTQ+ issues, attachment theory, psychedelic-assisted psychotherapy, play therapy, creative arts in psychotherapy, and existential-humanistic psychology.



Marylin Willison, BA, is in her first year of the Masters in Forensic Psychology program at the University of Denver. She has her B.A. in psychology from Miami University and her research interests include interpersonal/domestic violence and psychological diagnoses.

Presentation Abstracts

Naming and Addressing Racialized Violence

Apryl Alexander, PsyD

From colonial abuses to recent anti-Black and anti-Asian racism and violence, racialized violence is embedded in America. Racism, discrimination, and prejudice harm people of color's physical and mental health and well-being (Alvarez et al., 2016). As we discuss providing trauma-informed care to clients, we must ensure our conceptualizations and framework include cultural and racial trauma. *Historical or cultural trauma* refers to the collective trauma experienced over time and across generations for groups with shared identities or circumstances involving oppression, marginalization, and trauma exposure (Brave Heart & DeBruyn, 1998; Mohatt et al., 2014). The trauma can be a single or recurring event, such as colonialism, war, genocide, enslavement, mass incarceration, police brutality, natural disaster, and disease (Coleman, 2016). Over the past few decades, the term has been applied to colonized Indigenous groups across the world, as well as descendants of Holocaust survivors, Black Americans, Japanese American survivors of internment camps, and Armenian genocide survivors, to name a few. Increasingly, racial discrimination and stressors are being categorized as traumatic incidents. Racism-related stress is defined as “race-related transactions between individuals or groups and their environment that emerge from the dynamics of racism and that are perceived to tax or exceed existing individual and collective resources or threaten well-being.” (Harrell, 2000). *Racial trauma* refers to traumatic events related to real or perceived experiences of racial discrimination, which can include threats of harm or injury, humiliation, or witnessing harm to People of Color (Carter, 2007; Comas-Díaz et al., 2019). The keynote will discuss each of these types of traumas from a humanistic and liberation psychology framework. The presentation will cover how to assess racial and cultural trauma and briefly discuss current approaches to treatment in the literature (e.g., Jacob et al., 2022; Williams et al., 2022).

Much of the dialogue that surrounds addressing racial trauma discusses how we treat those impacted by racial trauma. If colonialism and white supremacy are the roots of cultural and racial trauma and violence, therapists (particularly White therapists) need to explore how to address those who *inflict* racial trauma and racialized violence. This keynote will also

discuss therapists' discomfort in addressing racial trauma and racialized violence with those who are engaging in such behaviors.

Addressing Student Trauma with Restorative Practices in K-12 Schools

Kevin Barrett M.Ed. with Nathaniel Granger, PsyD

Over the last five years there has been a strong emphasis on the social and emotional development of students in K-12. Schools nationwide recognize that deep learning only occurs when there is a balance between the individual's content proficiency (academic) and their social and emotional competency (psychological). There was a shift from the No Child Left Behind (NCLB) mindset where the focus was closing the achievement gap amongst students of color and their white counterparts to examining the health of students during and after their learning experience in schools. Recent atrocities involving mass school shootings, teen suicide, bullying, as well as total withdrawal from the school environment left educators seeking answers as to how to address student needs and provide them with required content for post-secondary options. Although there is a plethora of literature surrounding strategies for building classroom and school-wide climate, many of them had limitations when there were students who had prior trauma.

However, a growing body of research surrounding Restorative Justice (RJ) seemed to create a formula that schools were seeking. Although Howard Zehr, a research criminologist, is credited for being the grandfather of RJ, its actual origin is situated among the Indigenous peoples. The idea behind RJ is that when an incident occurs the offender(s) in most cases does not recognize the relationships that were damaged through their actions. Our flawed criminal justice system fails to provide a platform for the voice of the victim(s) or the offender(s). When RJ is implemented, the offender and victim are prepared to conduct a restorative conference to table the emotions and/or trauma associated with the incident. RJ is a process that involves communities (parents, siblings, loved ones, friends, etc.) who are vested in supporting the reconciliation of those involved. Since this process can be extremely complex, research posits that the definition of RJ is only applicable to the context. Even though there are many research proponents of RJ, a number of scholars of color challenge the term "justice" in RJ and advocate for further interrogation.

Since K-12 schools are governed by a code of conduct that is approved by the Board of Education, most of the incidents are addressed within school districts. Therefore, current research surrounding RJ in schools has shifted to Restorative Practices (RP) because it provides a more holistic view of an effective implementation. Although past research has used RJ and RP interchangeably, RP has been allocated to discussions surrounding K-12 schools. The International Institute for Restorative Practice (IIRP) provides a clear general definition of RP that is applicable to all school contexts. Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Among the reasons that this definition is embraced by K-12 educators is that it has a responsive component that involves meeting the needs of students before an incident occurs. A common tool used to facilitate the RP processes is Restorative Circles (RC). In this case there is a facilitator who sits among the students in a circle and conducts a check-in (finding out where the community is emotionally), deep questioning (self excavation, social interaction), and check-out (finding out where the

community is as a result of the process). The two branches of RC are: proactive and reactive processes where the former is used to cultivate relationships, build climate, and to provide a space for participant voice and the latter is to address incidents after they occur with the idea of repairing the harm done to the individual(s) and/or learning community.

Amongst the body of research surrounding RP is trauma informed care in schools. Child Trends indicate that 45 percent of children in the United States have experienced at least one Adverse Childhood Experience (ACE) that could be trauma-inducing such as abuse or neglect, violence, discrimination, bullying, natural disasters, or death of a loved one (Trauma-Informed Schools, 2021). The understanding is that students who routinely violate school policy have more than likely been impacted by some form of trauma; therefore, they perpetuate the same hurt to their peers. Embedded in the research-based strategies for addressing childhood trauma in schools are self-awareness, social awareness, relationship skills, and decision-making. Not only do these align with Social Emotional Learning (SEL) framework but they directly correlate to most, if not all, of the research identifying students who have a healthy educational experience. The purpose of this presentation is to animate discussion regarding the use of RP as a vehicle for addressing trauma in K-12 schools and explore its benefits as a therapeutic tool. We will also give consideration to how these principles apply to psychotherapy in individual and group contexts.

Mapping Aesthetic Chills on the Body: Preliminary Data (Poster)

Britny Forbes

The purpose of this research is to provide new data on the under explored field of aesthetic chills. Aesthetic chills, also known as *piloerection*, are psychophysiological responses to unique stimuli that create a “chill” effect on the body not related to temperature (e.g. experiencing “goosebumps” while looking at a beautiful sunset). For the last four years, the researcher (R) has kept increasingly detailed record of instances when experiencing of an aesthetic chill including: the circumstances/stimuli that triggered the chill, the date of occurrence, the location on the body where the chill was occurred (e.g. back and back of neck) as well as the intensity (e.g. intense). Chills are rated by the R on a scale of 1-10 with levels of mild (1-3), medium (4-6), intense (7-9), and pulsar (10). Pulsar was the R’s own word for an extraordinarily intense chill that occurred over the entire body and often lasted longer than normal (over five seconds) and/or seemed to linger or crescendo. This research reports the initial attempts to code each chill incident through the use of Body Charts-front and back diagrams of the body. These charts are coded for intensity and location-if the researcher experienced a mild chill on one part of the body (back of the neck) and reported that chill as mild, that incident would receive a score of one. If multiple parts of the body were affected (arms and thighs) and the intensity was mild, the incident would be coded 2. If half the body (entire backside) or multiple parts of front and back experienced mild chills the code would be 3. The same process was followed for medium and strong categories.

Sacred Uprisings Against Hate Incidents: The Use of Poetry in Psychotherapy

Nathaniel Granger, PsyD, Roxanne Christensen, PsyD, Randi Johnson, PhD, Elliot Benjamin, PhD, Theopia Jackson, PhD, Gina Belton, PhD, & Sarah Kamens, PhD

The aim of the Society for Humanistic Psychology Standing Committee Against Hate Incidents (SCAHI) is to develop ways of addressing hate incidents using the unique tools of

humanistic psychology, as well as to explore the meanings of hate in social context. Hate incidents are defined as demonstrations of hate towards other human beings, including both hate crimes and hate speech. SCAHI also strives to identify and establish brave, trusting spaces for the fostering and cultivation of mutual respect, empowerment, and solidarity while confronting injustice and oppression. In the words of Martin Luther King, Jr. in his 1967 speech to the APA: “through such creative maladjustment, we may be able to emerge from the bleak and desolate midnight of man's inhumanity to man, into the bright and glittering daybreak of freedom and justice.”

In line with the conference theme, this workshop will have a didactic portion followed by an experiential that will be a place for expressing and understanding sacred rage. We will discuss brave and trusting spaces, including the social contract of respect, awe, and confidence by which the participants of this session are expected to abide in order to process openly. We will also discuss how these principles can be applied in a group psychotherapy session. A portion of the session (for which we are not awarding CE) will be dedicated to a reflective, experiential activity involving the writing and sharing of poetry that reflects sacred rage and bravery. We will discuss how the process of exploring hate crimes through poetry supports psychotherapy by providing clients with a means of safely recognizing and expressing emotions and constructing personal meaning from their experience, along with the sense of connection that comes with sharing their work.

Transforming Trauma into Beauty: Community Healing and Solidarity-Building through the Phenomenological Arts

Nisha Gupta, PhD

In this talk, Dr. Nisha Gupta will discuss the role of arts-based phenomenology as a vehicle for praxis to serve the mission of liberation psychology, which is to raise critical consciousness about the psychological impact of sociopolitical oppression and to partner with marginalized community members to foster compassionate dialogue, community trauma healing, and social change. She will first provide a brief theoretical overview of liberation psychology and the role of art as emancipatory praxis. Then, she will introduce arts-based phenomenology as both a research method and therapeutic intervention for trauma healing, solidarity-building, and social activism, whereby phenomenological researchers can express marginalized people's lived experiences of oppression and empowerment as art through formats such as paintings, poetry, and filmmaking for public dissemination. Two case studies will be provided of using arts-based phenomenological research as culturally therapeutic interventions to raise consciousness and promote community healing regarding lived experiences of gender and sexual oppression: “illuminate,” a phenomenological short film to foster empathy, compassion, and solidarity about the lived experience of the LGBTQ closet (an excerpt of film will be screened); and “DESI EROS,” a series of phenomenological paintings about reclaiming erotic power among women from the South Asian diaspora, which served as a culturally therapeutic intervention for Desi community members. Finally, the presenter will guide attendees to brainstorm ways to utilize arts-based phenomenology as a therapeutic intervention in individual therapy sessions with clients, or as a vehicle for dialogue, healing, and solidarity-building in community/group spaces.

Challenges to Humanistic Education (Asynchronous)

Louis Hoffman, PhD

Contemporary trends in higher education in the United States include many shifts toward dehumanizing students, staff, and faculty. This includes increasing influences of capitalistic models, the corporatization of education, viewing students as consumers, the packaging and unification of curriculum, decreasing faculty governance, bullying of faculty and staff, a lack of transparency, utilizing diversity as a marketing strategy without demonstration of a commitment to diversity, utilizing surface level strategies of social justice, discouraging or demeaning students lived experience, replacing critical thinking with content, and a decreasing focus on the humanities and citizenship. Humanistic institutions and other institutions housing humanistic programs are not exempt. We are witnessing more institutions that promote humanistic psychology as a marketing ploy without functioning in a manner consistent with humanistic values. This challenges faculty and staff, who often function as having to hold these contradictions. Students, as well, often recognize these discrepancies, which can cause confusion about what humanistic values really entail. This presentation seeks to illuminate some of these problems. After an initial discussion of the challenges, I consider what this can mean for the future of humanistic psychology. Finally, I close by offering some thoughts on ways to begin working toward humanizing education and training.

Stigma & Dehumanization: Addressing Barriers to Treating Cluster B Personality Disorders (Poster)

Morgan Fenn Jamison, Linden Hughes, Michelle Hammar, Raquel Jordan, & Marilyn Willison

Cluster B personality disorders include antisocial personality disorder (ASPD), borderline personality disorder (BPD), histrionic personality disorder (HPD), and narcissistic personality disorder (NPD; DSM-V, 2013). These disorders are associated with dramatic and unpredictable behavior. Some conceptualizations of these disorders argue they are “moral” conditions, not pathologies (Charland, 2004). Personality disorder diagnoses carry with them stigma and negative stereotypes, resulting in shame - creating a barrier to successful treatment (Sheehan, 2016; Black, 2013). The Dual Model of dehumanization identifies two forms of dehumanization - the denial of human characteristics (i.e., resulting in animalistic dehumanization) and the denial of human nature (i.e., resulting in objectifying dehumanization; Haslam, 2006), which can be negatively tied to the stereotype dimensions of sociability, morality, and competence (Rodríguez-Pérez, 2021). Cluster B personality disorders are often associated with diminished sociability, morality, and competence. Diminished sociability is salient with ASPD and failure to comply with social norms is one symptom; a lack of empathy is a symptom of NPD (DSM-V, 2013). Following the Dual Model of dehumanization and the dimensions of stereotypes, individuals diagnosed with Cluster B personality disorders are at risk for dehumanization. Treatment must address this risk. Humanistic treatment may provide useful tools in disrupting the dehumanization of patients with these disorders. Dehumanization is a function of the diagnostic conceptualization - wherein the identifiable traits are tied to stereotype dimensions. This denies patients access to human characteristics and human nature, something essential to humanistic therapy. This theoretical orientation offers dehumanized patients the opportunity to address the shame and stigma tied to their diagnoses. It is a potentially robust treatment option for working with patients who have been denied their nature and uniqueness. An approach that argues

people operate from a basis of moral goodness offers a counter to the moral conceptualization and stigma of this disorder.

Personal Growth Through the I Ching: A Five Year Autoethnography (Poster)

Miranda Johnson

This poster shares the autoethnographic research findings related to the benefits of engaging in a daily personal growth practice. For five years, the researcher took a reading from the I Ching (pronounced Yee Jing). The I Ching contains 64 hexagrams (see center) that correspond to a specific piece of advice. In ancient practice, the I Ching is a divination tool used to understand the proper direction to take when reason failed to provide a clear path. This researcher uses a random number generator to select the numerical sequence from the I Ching and asks to be granted some guidance for the day. The data includes every I Ching numerical sequence, the researcher's brief synopsis of the meaning of the I Ching Hexagrams, as well as notes on anomalies, synchronicities, and statistical improbabilities based on the interaction of the researcher's daily life and that day's particular reading. Initial quantitative analysis shows that certain hexagrams occur at statistically significant high and low levels of probability ($-2SD$ and $+2SD$). In addition, one of the changes (see below) occurred at a statistically low frequency ($-2SD$) expected by probability. These results suggest that during this time period, for this researcher, the readings were not occurring randomly as should be expected, suggesting some message was shown. This poster will share these findings. Autoethnography research (Denzin, 2014) contains five key components :1) a main researcher/subject, 2) an organized framework that the main researcher brought to the experience in order to document it in a methodical way, 3) documented texts detailing the researcher's experience with a narrative voice elaborating on the unique findings, 4) efforts to share the research, and 5) a dedication to an agenda of empirical analysis aimed at enhancing a theoretical understanding of wider social phenomena. This research suggests that Personal Growth occurs when any of the five processes happen: being open to something strange, accepting change, understanding what one controls and what one does not, seeing beauty in everyday experiences and resolving polarities harmoniously. A person who uses the I Ching regularly grows personally since this book aids in the development of wisdom and intuition. Both of these qualities also help one achieve the five tasks of personal growth. Wisdom is defined as broad range thinking that can allow for a change of perspective which then provides space for alternative solutions to practical problems. Intuition is defined as unconscious problem solving that can instantaneously organize complex, often tangential pieces of information into a concise but unforeseen solution.

In Support of a Humanistic Framework for the Field of Social Work (Asynchronous)

Stephen Oby, PhD

Several principles of humanism and humanistic psychology are central to social work values. The National Association of Social Workers' code of ethics identifies the dignity and worth of all people, an individual's right to self-determination, and a commitment to evidence-based practice as central commitments of the social work profession. These values are firmly aligned with humanistic principles. Despite this shared orientation, humanism and humanistic psychology are rarely emphasized within social work education and practice. This presentation describes humanistic psychology's current place in social work education and practice in contrast to alternative frameworks—namely, psychoanalytic, and behavioral

orientations—which are not only misaligned with social work values but often position social workers to do harm to the clients they intend to serve. It is hypothesized that humanistic psychology represents an ideal antidote to a social work practice environment that prioritizes professionalism, efficiency, and short-term measurable outcomes over client wellbeing. Aspects of the modern social work practice context that may represent barriers to the adoption of humanistic psychology are explored, including those political and social dynamics that have historically and continuously undermined social work’s mission. This includes an examination of the experiences of historically marginalized groups in the context of social work service access. The debate over whether social work should be a professionalized, medicalized workforce or a humanitarian endeavor addressing subjective experience and systems of harm is as old as the profession itself. Humanistic psychology is built into the foundation of social work and is familiar to many social work practitioners, making it a practice orientation with the potential to undermine the harmful systems that have come to dominate the field and, indirectly, undermine the capacity of the people we serve.

A Humanistic Existential Conceptualization of Professional Values in Multicultural Counseling and Therapy

Alfredo F. Palacios PhD, Aaron Smith, PhD, & Matthew A. Gonzales, M.Ed.

Humanism is a genre of ideologies that share a common attitude embodying a respect for the dignity and inherent worth of persons. Humanistic and existential counseling theories continue to be among the most widely interpreted philosophies of change. As the mental health professions rightfully become increasingly oriented toward multicultural issues in counseling and psychotherapy, it becomes increasingly important to rely on humanistic professional values. This presentation will provide an overview of humanistic and existential theories of change pertinent to therapy practice in both counseling and psychology. In particular, presenters will argue that humanistic and existential tenets are at the core of effective cross-cultural therapy relationships. Presenters will discuss professional values such as client irreducibility, ontological ambiguity, holistic engagement, and personal accountability towards others. The presenters take the position that integration of humanistic and existential theory into pedagogy, supervision, and professional service will help to enhance inclusion and uplift diverse perspectives and identities. This didactic presentation, with audience participation, will provide tangible steps to be taken to overcome barriers clinicians may experience in developing and implementing inclusive practices. In addition, this presentation will incur a call to action and presenters will provide tangible steps to be taken to integrate humanistic existential ideals into our work with clients and students.

The Possibility of Humanistic Diagnosis: Bringing Meaningful Change to People and Systems

Anthony J. Pavlo, PhD

Humanistic psychology and diagnosis have a complicated relationship. On the surface, diagnosis seems to be fundamentally at odds with the central tenets of humanistic psychology, particularly when diagnosis signifies a detached, illness-based approach that locates psychological problems solely within the individual. Given our emphasis on the therapeutic relationship, subjectivity, agency, and context, such diagnosis offers very little to

the humanistic practitioner, yet this approach is ubiquitous in mental health settings. Despite these tensions, humanistic psychology has made great strides in recent years to both humanize diagnosis and begin to offer alternatives to the prevailing categorical, individualistic, illness-based approach to diagnosis. This presentation will begin to address the question of how to implement these alternatives and how such reforms can lead to meaningful changes in mental health practice.

This presentation will focus on personal and system level implementation questions. First, this presentation will explore how, and to what extent, one can practice humanistic diagnosis in dehumanizing settings. I will outline approaches to humanizing diagnosis and explore the implications for routine mental health care. Second, this presentation will address the social and structural issues in diagnosis that serve as barriers to implementing humanistic alternatives. Without adequate attention to factors such as disparities that exist in diagnosis, the social determinants of health, discrimination, and stigma in mental health care, we run the risk of minimizing the impact of dehumanizing systems and potentially recreating systems of oppression with any new approach to diagnosis. I argue that contending with this issue requires turning the diagnostic lens onto ourselves and the systems in which we work. To this end, I will describe strategies and approaches for diagnosing systems as well as the people seeking help within these systems.

Guideline Adherence During COVID-19: Changes in Individual Willingness to Adhere or Vaccinate After Exposure to Falsified Data (Poster)

Scout Dusty Rhodes

The outbreak of the 2019 Coronavirus led to profound changes in social, behavioral, and psychological domains of functioning (Park, et al., 2020; Velavan & Meyer, 2020; Karim & Oliveira, 2021). As Coronavirus variants mutate and evolve, adherence to guidelines such as social distancing and wearing masks are critical in mitigating the pandemic's detrimental effects. Previous non-causal research found significant positive associations between individuals' perceptions of others' adherence to Centers for Disease Control (CDC) recommended guidelines and their own willingness to adhere (Norton, et. al, 2021). These findings suggest that witnessing social conformity plays a significant role in one's adherence during a public health crisis.). The present study expands upon this research by experimentally manipulating the percentage of the population participants believe to be adhering to guidelines using doctored graphs and poll results from the CDC. We predicted that because people are significantly more likely to mimic normative behaviors, messages indicating a greater percentage of the population are adhering to guidelines will encourage participants to increase their own willingness to adhere. Study 1 was a randomized between-subjects design with one independent variable and four levels. Each image depicted different levels of mask adherence (i.e., 40%, 70%, and 100%) and an empty city control. Study 2 was a randomized between-subjects design with one independent variable and four levels consisting of statistically doctored polls with varying levels of guideline adherence (i.e., 23%, 67%, and 92%). The National Highway Traffic Safety Administration graph served as the control. For Study 1, we anticipated that guideline adherence would be higher in conditions showing more masking. For Study 2, we predicted that guideline adherence would increase in conditions showing a higher percentage of the public adhering. We conducted a One-Way

ANOVA to analyze the effects of the photos on participants' overall willingness to adhere to guidelines.

Female Eco-Martyrs Experiences of Violence When Defending Their Eco-Movements
(Poster)

Shannon Roberson, Kari Allen, Richard Bargdill, PhD, Cloey Bibbs, Julia Germano, Carley Harrison, Tejas Henry, & Christopher Latourrette

Each year the Global Witness organization compiles a yearly list of individuals who have been assassinated while in pursuit of environmental and indigenous protections. We aim to properly acknowledge and recognize the narratives of the Earth Defenders' preservation and conservation efforts. Within this study, we have expanded the concept of Earth Defenders by associating their actions with a set of psychological qualities that have been developed as criteria we label as Eco-Martyrdom. While there are hundreds of Eco-Martyrs around the globe, this study focuses on just three female Eco-Martyrs. This study aims to explore the differences in the level of violence perpetrated against male and female Eco-Martyrs. A qualitative approach was used to collect and examine the violent treatment of these Eco-Martyrs. The results suggest that there were slightly elevated levels of violence in female Eco-Martyrs based on their gender, with females.

Differences in Gender Violence in Eco-Martyr Assassinations: A Mixed Methods Study
(Poster)

Shannon Roberson & Richard Bargdill, PhD

Climate change has resulted in a variety of humanitarian crises all across the globe. One crisis that has only recently gained attention is the assassination of environmental defenders, or what Bargdill et al. call eco-martyrs; these are people who have been murdered specifically due to their conservation efforts. This study explores the differences in violence based on gender in the assassinations of the eco-martyrs through a mixed-methods analysis of the eco-martyrs' assassination narratives. The project was sparked by observations by eco-martyr researchers who noticed that female leaders often appeared to have more gruesome deaths than their male counterparts. This study aimed at evaluating the assassination of male and female leaders in order to determine if there were any scientific differences assessable in their murders. An exploratory sequential mixed-methods approach was used to collect and examine qualitative and quantitative differences in violence used based on the eco-martyr's gender. The results suggest that there were differences associated with the level of violence used against female leader eco-martyrs, particularly in the area of sexual violence. However, overall differences in violence did not reach a level of statistical significance. Sexual violence was a tactic exclusively used on women in this sample.

An Existential Conflict: Terror Management Theory and Russian-Ukrainian War
(Poster)

Jonathan Sundby, Marcus Chur, Moussa Diarra, Yasmine Daugherty, & Tylor Kistler

As Russian forces rolled into Ukraine in late February 2022, images and descriptions of the invasion quickly spread across American media. As they witnessed the violence of the war, Americans across the political spectrum began to voice support for Ukraine and America's involvement in the conflict. We use the framework of Terror Management Theory (TMT)—which posits that death-related stimuli elicit a drive to cling to one's cultural worldview—to

explore whether exposure to violent media increases support for one's in-group (i.e. America/NATO) and disdain for the out-group (i.e. Russia). In this content analysis study, we analyzed how the violence and death portrayed in news articles about the recent war in Ukraine affected commentators' responses (N=100) on social media. To conduct the study, we first calculated the proportion of violence- and death-related words in an online news article. We then analyzed public comments on the article's Facebook post for different TMT defenses, including worldview defense. Results showed that news articles that evoked mortality salience (MS) through the use of a high proportion of violence- and death-related words tended to yield comments criticizing Russia. These results suggest that violent media pertaining to the Russia-Ukraine conflict elicits MS, which leads to disdain for the out-group. Our study expands on TMT literature showing that death-related thoughts can lead to the degradation of out-groups, and specifically uses analysis of social media to apply these findings to a recent conflict.

The Shade is Queer, the Shadow is Vers: Humanizing the Perverse, the Weak, the Addicted, and the Wicked (Poster)

Jack Thomas

This poster will ask attendees to question the concept of “clinical justification” and join the presenter in witnessing part of the historical mistreatment of LGBTQIA+ people in psychiatry and psychology, which includes weaponizing the constructs of “clinical justification.” Central to this experience, attendees will explore unpleasant historical connections between psychology/psychiatry in the United States and Nazi psychiatry, which developed during the rise of fascism and the holocaust in the 20th century.

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- Opportunities to present on your research and expertise
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- RMHCPA Listserv (with announcement of local events) and Facebook page
- Mentoring Network for students and early career counselors and therapists
- Coming Soon: The Rocky Mountain Humanistic Archives & Library

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The Rocky Mountain Humanistic Counseling and Psychological Association is a growing organization and we are looking for individuals looking to get involved and help us grow. We have openings for people to serve on the board and many of our committees. We have opportunities for students to serve on the board and many committees as well. If you are interested in becoming involved with RMHCPA, please email the RMHCPA Executive Director, Dr. Louis Hoffman, at lhoffman@rmhcpa.org.

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RMHCPA is in the process of developing the Rocky Mountain Humanistic and Existential Institute (RMHEI), which will include an archive, library, training center, and clinic with practicum sites. RMHEI will provide many additional membership benefits while serving the local community and the field of humanistic and existential psychology.

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