



WAPCEPC Conference  
Program Part-B

# Integrity Interdisciplinarity Innovation

New York City July 20-24, 2016

## LOCATIONS

Pre Conference  
Columbia School of Social Work  
1255 Amsterdam Avenue  
(at 121 Street)  
New York, NY, 10027

Conference  
CUNY Graduate Center  
365 Fifth Avenue  
(at 34th Street)  
New York, NY 10016

[nypcrc.org/pce2016](http://nypcrc.org/pce2016)



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## SPECIAL PRESENTATION



### Dr. Natalie Rogers and Dr. Sue Ann Herron

#### Dr. Sue Ann Herron

Dr. Sue Ann Herron ([www.personcenteredexpressivearts.com](http://www.personcenteredexpressivearts.com)) will present "Natalie Rogers's Life and Work: An Experiential Psychology of Self-Realization Beyond Abraham Maslow and Carl Rogers." This is a historical and biographical study of the psychotherapist Natalie Rogers, her work in person-centered expressive arts therapy, and her place in psychology. The study answers the question, "Why is it important for psychology to have a scholarly biography of Natalie Rogers's life?" Pivotal life events from 1956-1996 are explored: her early married life and ensuing crisis in her marriage, Abraham Maslow's early influence on Natalie's life choices, her Masters work at Brandeis, her early feminist influences, the workshops on the person-centered approach with her father, Carl Rogers and her changing relationship with him, and the development of her unique approach to person-centered expressive arts therapy.

#### Natalie Rogers In Memoriam 1928 to 2015:

##### Honoring the Life and Work of Natalie Rogers, presented by Sue Ann Herron

Dr. Natalie Rogers was a strong supporter of this conference. To honor her life and work, her colleague and official biographer, Dr. Sue Ann Herron ([www.personcenteredexpressivearts.com](http://www.personcenteredexpressivearts.com)) will present "Natalie Rogers's Life and Work: An Experiential Psychology of Self-Realization Beyond Abraham Maslow and Carl Rogers." This is a historical and biographical study of the psychotherapist Natalie Rogers, her work in person-centered expressive arts therapy, and her place in psychology. The study answers the question, "Why is it important for psychology to have a scholarly biography of Natalie Rogers's life?" Pivotal life events from 1956-1996 are explored: her early married life and ensuing crisis in her marriage, Abraham Maslow's early influence on Natalie's life choices, her Masters work at Brandeis, her early feminist influences, the workshops on the person-centered approach with her father, Carl Rogers and her changing relationship with him, and the development of her unique approach to person-centered expressive arts therapy.

Historical and biographical research methods provide the opportunity to explore the entire realm of Natalie's lived experiences. The presentation draws from a total of 61 hours of archival material consisting of 25 interviews previously collected with Natalie Rogers, including one digital video interview, plus 19 interviews with Natalie's colleagues, family, and friends. Additional data comes from Carl Rogers's archival documents from the Library of Congress and a substantial collection of books, articles, photographs, letters, art journals, artwork, and other ephemera from Natalie Rogers's own personal archives. Sue Ann's presentation includes photos of Carl, Natalie and images of the expressive arts work as it is experienced.

Dr. Herron is director and Executive Faculty of the Person-Centered Expressive Arts Program, Meridian University and is on the faculty of Existential, Humanistic, and Transpersonal Psychology at Saybrook University. She co-facilitated PCEAT training programs with Natalie Rogers for psychology students, educators, counselors, and healthcare professionals from around the world. She completed a post-doctoral fellowship at AgeSong's Gero Wellness program providing clinical services for elders, and worked with bereaved children.

Dr. Herron co-authored chapters in the following 2016 publications:

"Cutting-edge person-centred expressive arts." In C. Lago & D. Churara, eds. *Person Centred Counselling and Psychotherapy Handbook: Origins, Developments and Contemporary Applications*. Maidenhead, UK: Open University/ McGraw-Hill, 2016.

"Person-Centred Expressive Arts Therapy: An experiential psychology of self-realization." In P. Wilkins, *Person-Centred and experiential therapies*. Thousand Oaks, CA: Sage Publications Inc., 2016: 89-103.

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## SPECIAL PRESENTATION

### Lifetime Achievement Award



**Dr. Eugene Gendlin**

Dr. Eugene Gendlin, founder of Focusing Oriented Therapy (focusing.org), will receive a lifetime achievement award. Dr. Gendlin was born in Vienna, Austria, in 1926. He and his family immigrated to the United States to escape the Nazis while Dr. Gendlin was still a child. He studied under Carl Rogers during the 1950s and received a Ph.D in philosophy from the University of Chicago.

Dr. Gendlin's theories impacted Rogers' own beliefs and played a role in Rogers' view of psychotherapy. After graduation, Dr. Gendlin became a professor of philosophy and psychology at the University of Chicago, where he worked until 1995. Dr. Gendlin founded The Focusing Institute in 1986 to facilitate training and education in Focusing to academic and professional communities and to share the practice with the public.

He has been honored by the American Psychological Association (APA) four times, and he was the first recipient of the APA's Distinguished Professional Psychologist of the Year award. In 2007 Dr. Gendlin was honored with the Viktor Frankl Award of the City of Vienna for outstanding achievements in the field of meaning-oriented humanistic psychotherapy. Dr. Gendlin was a founder of the journal, *Psychotherapy: Theory Research and Practice*, and the author of several books, including *Experiencing and the Creation of Meaning* (1962), and *Focusing* (1978), which has been translated into 17 languages.



## WORKSHOP

### Carl Adams

Carl Adams is a master in special education (Orthopedagogiek) and a person-centered, emotion focused psychotherapist. He is a lecturer at the Artesis Plantijn College in Antwerp (Belgium). He is a staff member of FMS (Focus on Emotion vzw) for the 3 year course counselor/coach. He is a trainer Rock and water and a trainer in Krav Maga (specialized in anger management and in self-defense for the caregivers). He also works in an private practice.

### Psycho-physical training for adults

#### Abstract

In this 90 minutes workshop, I will give a brief overview of the content of the full nine hour (1 full day or 3 evenings) training course is designed for adults who have difficulties in dealing with their emotions and in interaction with others. The training is experiential and there is a focus on the process of the participant. The full course is a training in a small group of 12 participants with two trainers.

The central aim of this training is to improve the self-awareness, self-control and the self-confidence of the participants. This training is an introduction and must help the participant to decide what is needed in his/her individual process. We would start with an intake interview were we find out whether this training is appropriate for the participant. The training contains theoretical background information, time for reflection and lots of exercises. After the training there is always one follow up interview.

The program Rock and Water developed by Dutch educationalist Ykema Freerk has inspired me. This program is a psycho-physical training for boys and girls in primary school, secondary school, youth work, mental care and children with autism spectrum disorders.

In the workshop, we will have a lot of time to experience the exercises. All exercises have a connection to the central aim of the training. The exercises in the program have always the aim to help the participant to experience what really happens. For example: what is your experience when somebody comes too close, or when you hold your breath. We help the participants also to reflect on their 'emotional housekeeping'. Some questions can help: what is an emotion? What is the history, what is the psychical reaction, what is the need?

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## PAPER SESSION

### David Joseph Alpert

Founder and Sole Proprietor of a Private Practice called "Enlightened Care"; Author of "We-Rhythm Therapy"; Founder of "The Elemental Method"; LMHC, LADC, CADC, NCC, PGS; Former Adjunct Professor at four colleges.

### Comparing Ethical Systems across Counseling Models: A Meta-Ethical Perspective

#### Abstract

I aim to introduce an ideal means of comparing ethical systems across counseling models. Specifically, I will explore the implicit and explicit ethical systems of the five following models of counseling: Psychoanalysis, Behaviorism, Humanistic Psychology, Transpersonal Psychology, and Relational Psychology. My personal definition of an "ethical system" is "the essential aspects of human nature posited by any particular theory about humans."

For the purpose of comparing ethical systems, I first introduce Immanuel Kant's meta-ethical perspective known as "The Categorical Imperative." This idea was fleshed out by Kant in his text *Groundwork of the Metaphysic of Morals*. What "The Categorical Imperative" stipulates, essentially, is that a) means to desirable ends must legitimately be ends in themselves, b) means and ends must be universalizable, and c) means and ends must truly be willable.

I then introduce and describe "The Elemental Method," a model meta-ethical perspective which I have developed, that, as I see it, not only fulfills the Kantian "Categorical Imperative" but also expands on it by identifying four necessary attributes for any "functional ethical system," which are: Responsibility, Transcendence, Freedom, and Humaneness. Then, I examine Psychoanalysis, Behaviorism, Humanistic Psychology, Transpersonal Psychology, and Relational Psychology to assess the degree to which each model of counseling fulfills or fails to fulfill the requirements of a functional ethical system.

Significantly, only Relational Psychology offers a functional ethical system consonant with The Elemental Method. As I see it, the person-centered approach has typically been misclassified as solely a Humanistic Psychology. Yet, it seems clear that the person-centered approach to counseling, the product of Carl Rogers and his colleagues, and those others who have furthered its development, at least by the time of the 1980 publication of Carl Rogers' "A Way Of Being," while clearly a third-force Humanistic Psychology, had explicitly become, simultaneously, a fourth-force Transpersonal Psychology as well as a fifth-force Relational Psychology.

Furthermore, even in the heyday of client-centered therapy, by the time of the publication of his "Necessary and Sufficient Conditions of Therapeutic Personality Change" paper, Carl Rogers had articulated an implicitly fifth force Relational Psychology. This is salient. Because of this fact, Carl Rogers may be viewed as an implicit 'father' of Relational Psychology, and the person-centered approach might be best classified as a Relational Psychology.

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World Association for Person Centered & Experiential  
Psychotherapy & Counseling

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## PAPER SESSION



### Niels Bagge

Niels Bagge, cand. psych. (Master of Clinical Psychology) from University of Copenhagen, licenced psychologist in Denmark, specialist and supervisor in psychotherapy from The Danish Psychological Association. Niels Bagge work as clinical psychologist in private practice in Roskilde, Denmark, and is head of Institute for Emotion Focused Therapy Denmark that aims at promoting PCE-therapies and offers training, supervision and lectures on EFT and person centered and experiential psychotherapies. Niels Bagge has psychotherapeutic training from several perspectives: Emotions-Focused Therapy with Ph.D Leslie Greenberg, person-centered and experiential psychotherapies, psychodynamic, State-Differentiated Psychotherapy, Holotropic Breathwork and hypnosis. He is co-counder of the Danish Carl Rogers Forum.

### Learning from the world of inner space

#### Abstract

Carl Rogers wrote: “.. this whole intuitive and psychic world is being opened to thoughtful, serious investigation. .. examples are ... the careful research of Dr. Grof (1975) on the puzzling and challenging inner experiences of individuals under LSD. There is ample reason to think that the inner experience of individuals constitute a vast and mysterious area for exploration as the incredible galaxies and “black holes” of out space. I am simply expressing the hope that innovative educators and learners may have the courage, the creativity, and the skill to enter and learn this world of inner space” (Rogers, 1980). After the last research project on LSD-therapy was stopped in the 1970’s Stanislav Grof and his wife Christina developed Holotropic Breathwork (HB), a non-drug method of inner self-exploration using accelerated breathing, evocative music and body-work to create conditions that will open the mind to the same realms that was found when using LSD. The author has practiced and offered Holotropic Breathwork sessions in groups for 20 years and will in this paper present this method of inner exploration and share his findings from the world of inner space. Holotropic Breathwork will be compared with person centered therapy and emotion-focused therapy. Holotropic Breathwork is proposed as operating through a person-centered and non-directive stance, combined with offering an extensive experiential procedure that gives the participants opportunity to experience deep intense emotions and explore their inner world in an non-ordinary state of consciousness. Experiences of personal, perinatal and transpersonal nature are described and their implications for therapy considered through a case-example. The potentials for Holotropic Breathwork to be adjacent to verbal-therapy, integrated in verbal therapy in a modified form and a mode of therapist training is discussed balancing innovation with integrity. Holotropic Breathwork can open participants to new understandings of the person, ad new evocative procedures to therapy practice and new possibilities in training.

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## PAPER SESSION

### Dr. Christiane Bahr

Dr. Christiane Bahr is a client-centred psychotherapist, psychologist and personcentred supervisor, working in private practice, as well as a lecturer at the University of Salzburg (Austria), firstly the Department of Educational Science and secondly 'gendup', the Centre for Gender Studies and the Advancement of Women. She teaches about Psychotherapy with the elderly on the one hand and educational issues concerning old age, sustainability, sustainable development and how to get old happily on the other hand. Last but not least she is a staffer of "Person", the International Journal for Person-Centred and Experiential Psychotherapy and Counselling, Facultas University Press, Vienna.

### Wisdom and Integrity. A Theoretical Approach to Wisdom and a Practical Example of Person-Centred Support for Personal Wisdom within Sustainable Leadership-Coaching

#### Abstract

This paper presentation considers scientific perspectives of wisdom in relation to the professional support of sustainable leadership skills through empowering personal wisdom. It is based on issues raised in Erikson's stages of 'integrity' and 'generativity', as well as other scientific concepts of personal and general wisdom, referencing clinical theories in addition to those of personality and development. Finally the focus moves to the implicit person-centred approach to personal wisdom. This is shown in a carefully documented process of personcentred supervision as leadership-coaching with the management team of a retirement home. An adapted version of Schulz von Thun's well-known 'inner team' technique was also applied therein. - To conclude, these findings are reflected in reference to possible and urgently necessary, sustainable development processes in continuously growing mega-cities of the world, with huge slums, which require complex, supportive human systems, combined with international activities and therefore many wise (and elderly) persons who could help (voluntarily) to establish and development various fields of effective educational, social and health care infrastructures.



## PAPER SESSION



### **Anna Maria Baldauf**

Anna Maria Baldauf is a bilingual doctoral student in Clinical Psychology at the Illinois School of Professional Psychology in Chicago. She received her Masters in Clinical Psychology in 2015. She has trained in a variety of settings, including a university counseling center, an outpatient clinic, and a treatment center for survivors of torture. Her clients include children, adolescents, adults, and families. Anna Maria has provided culturally sensitive trauma-focused psychotherapy for survivors of torture who are seeking political asylum in the United States. She has collaborated with an interdisciplinary treatment team to provide clients with holistic care. Anna Maria is passionate about social justice and issues of multiculturalism. She is devoted to offering clients a safe and relational space to process joyous, painful, and traumatic life experiences. She also has worked as a movement and dance therapist at a psychotherapeutic treatment center in Switzerland honoring creative expression as a means of healing.

### **Working with Survivors of Political Torture: Applying Person-Centered Principles as Clinical Foundation**

#### **Abstract**

Ms. B is a middle-aged lesbian from an African country. She sought political asylum in the United States following violent and traumatic experiences of persecution and torture she suffered in her homeland. These included periods of detention with multiple brutal torture methods because of political reasons and her sexual orientation. Ms. B is one of millions of people who flee their home countries because of war, persecution, and the dehumanization of torture. "Remaining alive after all has been said and done is the terrible task of people who have died" (Nguyen, 2012, p. 308) during the process of being erased and silenced to keep the status quo. In this paper, I share fragments of Ms. B's death-life story and reflect on the healing power of person-centered principles during psychotherapy to re-construct external and internal safety and trust in the lives of those who have experienced human rights abuse. I reflect on the strengths and challenges inherent in working with an interdisciplinary treatment team and therapeutic triad of client, therapist, and language interpreter. I also reflect on the essential innovations within the treatment process to be able to meet the needs of torture survivors, and on the integrity that is the basis of the therapeutic encounter.

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## WORKSHOP



### Manu Bazzano

Manu Bazzano is a psychotherapist and supervisor in private practice, primary tutor at Metanoia Institute, London, and visiting lecturer at the University of Roehampton, London and various other schools and colleges. He facilitates workshops and seminars internationally on Zen and Phenomenology. Among his books: *Buddha is Dead: Nietzsche and the Dawn of European Zen* (2006); *Spectre of the Strange: towards a Phenomenology of Hospitality* (2012); *After Mindfulness: new Perspectives on Psychology and Meditation* (2013); *Therapy and the Counter-tradition: the Edge of Philosophy* (co-edited with Julie Webb), and the forthcoming *Zen and Therapy* (Routledge) and *Nietzsche and Psychotherapy* (Karnac).

He is co-editor of *Person-Centered and Experiential Psychotherapy*, and book review editor for *Self & Society Journal of Humanistic Psychology*. He studied Eastern contemplative practices since 1980 and in 2004 was ordained a Zen monk in the Soto and Rinzai traditions. [www.manubazzano.com](http://www.manubazzano.com).

### A Bid for Freedom: the Actualizing Tendency Updated

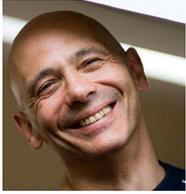
#### Abstract

Drawing on clinical and experiential work, personal reflections, and theoretical discussion, this paper explores links between one of the central tenets of person-centered practice and philosophy – the actualizing tendency – and strands of progressive contemporary thought. It aims to contribute towards the reformulation of autonomous universal activity in ‘a bid for freedom’ – the expression used by mathematician and philosopher Alfred North Whitehead to describe life itself. The paper redefines the actualizing tendency in a naturalistic rather than onto-theological frame, re-describing person centered therapy as a unique, counter-traditional practice in agreement with philosophies of becoming – one that is at variance with dominant therapeutic modalities. The paper endeavors to broaden the picture in order to apprehend human incongruence and distress (as well as human ability to incarnate wisdom and compassion) in the wider context of the human-animal continuum and in that of the organic-nonorganic continuum. By refusing to confine life to the organic, it challenges, as well as expands, the notion of the ‘organism’. By critiquing the received notions of ‘self’ and ‘personhood’, it sensitizes person-centered therapy to contemporary notions such as ‘event’, ‘emergent phenomenon’, ‘subjectivities with no subjects’ and ‘larval subjects’ among others. These formulations reflect strands of progressive contemporary thought that include modalities such as process philosophy, post-structuralism, post-phenomenology and eco-philosophy. They will be corroborated by sketches of client work and applied to a radical re-invention of human actualizing along the lines of Nietzsche’s pioneering notion of the ‘overhuman’ that preceded and inspired later philosophical developments: not as humans overcoming nature but as nature aiding humans overcome themselves.

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## WORKSHOP



### Manu Bazzano

Manu Bazzano is a psychotherapist and supervisor in private practice, primary tutor at Metanoia Institute, London, and visiting lecturer at the University of Roehampton, London and various other schools and colleges. He facilitates workshops and seminars internationally on Zen and Phenomenology. Among his books: *Buddha is Dead: Nietzsche and the Dawn of European Zen* (2006); *Spectre of the Strange: towards a Phenomenology of Hospitality* (2012); *After Mindfulness: new Perspectives on Psychology and Meditation* (2013); *Therapy and the Counter-tradition: the Edge of Philosophy* (co-edited with Julie Webb), and the forthcoming *Zen and Therapy* (Routledge) and *Nietzsche and Psychotherapy* (Karnac).

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### Zen and the Art of Person Centered Therapy

#### Abstract

Carl Rogers emphasized presence as crucial to therapy, as a factor a great deal more important than the acquisition of academic knowledge or the mastery of a particular set of skills. Developing therapeutic presence enhances the well-being of the therapist, makes the practitioner more attuned and receptive, and increases spontaneity and creativity in the therapy room. We will use a mixture of experiential work, Zen meditation, and exercises.

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## PAPER SESSION

### Elliot Benjamin, Ph.D, Ph.D

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.

He is a psychology mentor/Ph.D committee chair at Capella University ([www.capella.edu](http://www.capella.edu)), and also teaches psychology and mathematics at CALCampus ([www.calcampus.edu](http://www.calcampus.edu)). Elliot was a mathematics professor for 21 years, and has published four books and over 150 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 and enjoys playing the piano, tennis, and ballroom dancing, and has an author's website that can be viewed at [www.benjamin-philosopher.com](http://www.benjamin-philosopher.com)

### Humanistic Antidotes for a Narcissistic Social Media Addicted Society

#### Abstract

This paper/presentation proposal addresses the serious growing concerns about the dangers of widespread social media addiction mixed with excessive narcissism in U.S. society, and virtually all over the world. After briefly describing the enormous epidemic proportions of this twofold problem, I will share my own vulnerable experiences of cell phone addiction in the classroom, as a college psychology teacher, along with humanistic antidotes to offset this addiction, from the qualitative research context of autoethnography. I will then open up discussion about the experiences of session participants, including myself, in regard to social media addiction and excessive narcissism in our society, as well as humanistic antidotes to try to offset these overwhelming cultural entrapments that we are now living in.

My paper/presentation relates quite naturally to the integrity, interdisciplinarity, and innovation theme of the conference. I address the context of integrity in being whole, complete, honest, and fair through the ways I have engaged, and my college students in personal relevant sharing about the academic topics they are studying. In some significant ways this approach resembles Carl Rogers' advocacy of whole person education, where people learn to express what is personal and meaningful to them and to listen with openness and sensitivity to others' accounts that may be very different from their own experiences. I believe that this approach is especially important to maintain in these current times amidst our continuous bombardment and unrelenting pressures to engage in a lifestyle of excessive social media involvement and narcissistic behavior. The humanistic antidotes discussion that I will initiate will very naturally combine the disciplines of psychology and education, as it includes the focus of helping college students become more self-aware, interpersonally involved, and sensitive to others, in the midst of the extreme social media and narcissistic environment that envelops every aspect of their lives, and will also include our successes as well as failures in actualizing our humanistic antidotes.

This time being allotted for the humanistic antidotes discussion is an important part of my presentation, as it gives participants the opportunity to share their own experiences of living in a narcissistic social media addicted society, and the humanistic antidotes they have developed to cope with the challenges of living as genuine, sensitive, and caring human beings in today's world. I believe my combined presentation/discussion will be an innovative conference offering, and my goal is for all who attend my presentation, myself included, to walk away with a renewed sense of being human in the context of Carl Rogers' person-centered approach to living.

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## PAPER SESSION

Dr Lucia Berdondini & Sandra Grieve (UK), Ali Kaveh (Afghanistan), Francisco Ntanda (Angola)

### Developing and Implementing Humanistic Experiential Counselling in Countries in War and Post-Conflict: the Co-Construction of a Training Model applied (SO FAR!) in Afghanistan and Angola

#### Abstract

This presentation aims to illustrate and discuss a training model in counselling, based on Humanistic/Experiential Approach created and, so far, applied successfully in two countries in war and post conflict: Afghanistan and Angola.

The model was firstly developed during a four years project, funded by the British Council under the scheme called INSPIRE (2010-2014) in collaboration between the University of Strathclyde (Glasgow UK) and the University of Herat (Afghanistan). During this project the various elements of the training course, totally based on a 'student-centred' approach, and focused on training local practitioners (doctors, nurses, psychologists, students, lecturers) in counselling skills, were constantly assessed, evaluated, implemented by the participants. This process of co-construction of the training between the trainers and the trainees became an evident key of success of this model and one of its core aspects. How transcultural and social issues were embraced and incorporated in the training model will be examined and discussed together with challenges and limitations. The impact of the INSPIRE project on the whole country of Afghanistan will also be illustrated, reporting an update of the current status of the local mental health services. A reflection on the contribution of such a project to the peace reconstruction process in Afghanistan will also be explored together with the current political challenges and possible future implications.

In the second half of the presentation the authors will illustrate the expansion of the INSPIRE project into another post-conflict reality, Angola, where the training model has been carried out in a preliminary version. The results so far have been very promising and we are currently exploring funding opportunities to keep developing this project locally. The proven adaptability and validity of this model, in a totally different cultural context compared to the previous one, will be explored, as well as its flexibility.

In both realities, together with the crucial aspect, already mentioned, of the 'co-construction' of this training, other elements that seem to be keys of success for these transcultural projects are:

- The integration of Person-Centred Approach with experiential approaches such as Psychodrama and Gestalt, as it allowed to open space to a creative and pro-active engagement of all participants in those cases where words and cultural taboos became an obstacle.
- Fostering a process of 'reflexivity', in the 'here and now', during the training, was another crucial aspect of success;
- The 'background stage' where personal relationships between UK and local coordinators of the projects have been established, built up and rooted, prior the starting of the training, creating a platform of mutual trust and commitment, has been invaluable for the success of the two projects so far;

For the trainers, owing the awareness of being in an 'unknown' place, open to be challenged, questioned and 'exposed', became soon a crucial key skill in both realities.

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## WORKSHOP

### Art Bohart

Formerly professor at California State University Dominguez Hills and Saybrook University. Now semi-retired and doing part-time teaching at Santa Clara University and Meridian University.

### A Theory of Psychopathology Based In Person-Centered Theory

#### Abstract

I will present a whole-person model of psychopathology. I argue all persons have problems in living. Research on couples has found that in functional couples over 60% of their problems are unsolvable. Couples need to learn to productively live with problems and difference. I will argue that this is a good model for individual psychopathology. It is not the presence of problems per se that cause psychopathology. Rather it is how we relate to problems in living that create psychopathology. In particular what we call psychopathology comes from being turned against ourselves. Problems in living can be biologically based limitations. They can be limitations imposed by early experiences. They can be limitations based on our position in the world and culture. It is how we react to these things that matters. Do we deal with them in ways that promote coping as creatively as we can with the world? Or do we turn against ourselves in ways that not only make problems worse but get in the way of our natural creative ability to solve them? Mental "health" is working with who we are and what we have, including limitations. It is making the best out of what we have and who we are. It is when we view ourselves with alarm, despair, self-criticism, shame, or disgust, that we create "psychopathology." This can make anxiety and depression, which might normally pass if we did not view ourselves with alarm, get worse. It can make impulse problems get worse. It can make hearing voices crash into full fledged schizophrenia.

What gets in the way of full functioning? Rogers' idea of conditions of worth is key. However conditions of worth are not limited to childhood. They can come from living in an oppressive society that may denigrate people's identities. It happens in particular because we are largely a conformist species that is not comfortable with difference. We can get turned against ourselves at an early age but it can happen later on. The mental health profession exists largely as a "conformity-molding" enterprise. It looks at people, sees how they don't fit the norm, and then labels and tries to shape people into the norm, instead of working from within the person outward, finding their strengths, and helping them best adjust to the norm as they can in their terms.

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## PAPER SESSION

### Art Bohart

Formerly professor at California State University Dominguez Hills and Saybrook University. Now semi-retired and doing part-time teaching at Santa Clara University and Meridian University.

### Empathy-Based Psychotherapy

#### Abstract

There continues to be controversy over what forms of psychotherapy fall into the person-centered camp. Are Gendlin's focusing-oriented psychotherapy and emotion-focused psychotherapy person-centered or not? In this talk I plan to step outside of the debate and look at how therapists of different theoretical persuasions proceed. I focus on their core therapeutic method.

In order to do this I will rely on the concepts of connected knowing (empathy-oriented) and separate knowing (observational/external) from Belenky et al.'s work on Women's ways of knowing. I will argue that connected knowing is a better term for what Carl Rogers was up to than empathy. In that regard I will briefly consider different meanings of empathy and talk about how empathy as connected knowing better characterizes what person-centered relating is about. I will contrast that with approaches that adopt a separate knowing perspective. With that in mind I will discuss how one can operate in an integrative fashion from a connected-knowing/empathic perspective.

Finally I will elaborate by going deeper into the client's experience. I will argue that empathy-based therapy works primarily by taking as a starting point the subjectivity of the client. The goal is to work from the client's subjectivity, to help clients explore and deepen their subjectivity. In contrast, psychodynamic and cognitive-behavioral points of view adopt a primarily external point of view. That is not to say they are not empathic. However empathy is in service of their using a primarily external point of view to "bring news" to the client, to bring subjectivity in line with that external point of view. In contrast empathy-based therapy believes that one can work wholly or primarily within clients' subjective experience, in order to unfold and expand it.

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## PAPER SESSION

David J. Cain, Ph.D., ABPP

### Three Generations of Humanistic Psychotherapies: Our Pioneering Past, Vibrant Present, and Promising Future

#### Abstract

In the 70+ years since Humanistic Psychotherapies were founded, many of the most promising conceptual developments have now blossomed into increasingly sophisticated and effective therapies. Beginning with the precursors of Humanistic Psychotherapies, I will review the most compelling teachings of the pioneers who founded or advanced the variety of humanistic therapies. Emphasis will be placed on the ideas that have stood the test of time, where we are now and what the future portends. It will review the most compelling advances in our understanding of the therapeutic relationship and the therapist responses and manner of being that promote constructive client change. The presentation will show how contemporary humanistic psychotherapies have constructively influenced other major schools of psychotherapy. The argument will be advanced that the pioneering spirit that led to the Third Force in psychology continues to stimulate creative ideas that have led to innovations in how therapy can be understood and optimally practiced. Accumulating quantitative and qualitative research have both supported the effectiveness of humanistic psychotherapies as well as refined the way they are practiced. In sum, I will argue that humanistic psychotherapies remain on the cutting edge in stimulating more sophisticated theory and practice.

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## PAPER SESSION

David J. Cain, Ph.D., ABPP

### How Therapists and Clients Make Therapy Effective: A Research-based Synthesis of Humanistic Psychotherapies

#### Abstract

The research base of humanistic psychotherapies has burgeoned in the last 20 years. It is now substantial and compelling. The accumulative research evidence is now adequate to propose an integrated model of humanistic practice grounded in well-established evidence-based practice (EBP). This includes quantitative and qualitative research, case studies, change-process research, efficacy and effectiveness research, and RCTs, as well as established clinical experience and wisdom that have stood the test of time.

The proposed synthesis identifies the major humanistic variables that affect the process and outcome of humanistic psychotherapies. The review integrates research on humanistic psychotherapies over the past 70+ years, with an emphasis on those bodies of research that are most compelling over time. The twenty proposed premises interweave therapist and client variables, interactive variables, and guidelines regarding where therapists should focus to maximize the effects of therapy. The primary goal of the synthesis is to illuminate how therapists and clients work together to make therapy optimally effective. The proposed integrative model will have wider applications in the larger field of psychotherapy, especially since it has moved increasingly toward integrative models of practice.

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## PAPER SESSION

### Joanne Calenti

Jo has a diploma in Person-Centered Counselling from Middlesex University in the UK and is a newly qualified Person-Centered Psychotherapist BA (hons). She is currently a student at the London School of Biodanza. A profound experience in 2010 inspired her to undertake psychotherapeutic training. It is her hope that Biodanza enters psychiatric services, schools and prisons and she is looking forward to sharing her research and dancing in NYC.

### Biodanza: A Person-Centered Therapeutic Process

#### Abstract

The purpose of the research was to establish if Biodanza is a form of dance therapy that is Person-Centered. A qualitative methodology of heuristic inquiry was used and the data was collected in the form of a questionnaire, completed by 13 participants. The data is presented in the form of a poem using the heuristic process, that reflects accurately the participant responses. The participant's responses and the research indicate that the core conditions of empathy, unconditional positive regard and congruence are offered and perceived in the environment of biodanza, which are all elements evident in the theoretical model developed by Rolando Toro. The research into the training of biodanza teachers confirms that empathy, unconditional positive regard and congruency are promoted in the biodanza teacher training programmes. The research further uncovered that non-directivity is a central element that exists in the theoretical model of biodanza. Carl Rogers and Rolando Toro both believed in the unseen potential within the human being, and the capacity for self-healing, given the right environment. Rogers called it the actualising-tendency and Toro the genetic potential. The scientific research into biodanza confirms that improvements into the self-efficacy of the student occurs in biodanza, along with readjustment of the organism, resulting in psychological and physical wellbeing. Although biodanza is a unique model in its own right, it does appear that the six necessary and sufficient conditions for therapeutic personality change exist in the environment of biodanza.

Person-Centered Therapy; Biodanza; Carl Rogers; Rolando Toro; Six Necessary and Sufficient Conditions

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## WORKSHOP



### Cal Calvird

Cal Calvird is a LCPC in private practice in Chicago IL. In addition to his clinical practice, he is a lecturer at the School of the Art Institute of Chicago where he teaches Creative Process as Art Therapy. For the past 15 years Cal has been an active member of the Open Studio Process community as an OSP practitioner, Open Studio Project facilitator and staff member, and for the past 7 years an OSP trainer. Most recently, Cal established Create Space Studio to offer creative process workshops and intensives as well as other experiential and process-oriented modalities.

### Open Studio Process: Creative Process as Restorative Practice

#### Abstract

The Open Studio Process is a self-directed creative process methodology that combines intuitive, process-oriented art making with reflective writing within a group atmosphere of supportive non-interference. Both the assumptions that undergird the Open Studio Process as well as the values and attitudes that are embodied by facilitators and participants are in alignment with the person-centered ethos. The Open Studio Process emphasizes process over product and is experiential in nature.

This workshop would introduce participants to the arch of the Open Studio Process: Intention, Process-Oriented art making, Witness Writing, and Reading. All aspects of the Process are voluntary and self-directed to the extent that one person's process does not interfere with that of another persons. The value-neutral group context and atmosphere of supportive non- interference is achieved primarily through the "no comment agreement"; no comment, be it critical or supportive, is allowed during the writing, art making, and discussion. This allows each person to be more present to their personal process and minimizes external distraction and influence.

The Open Studio Process is self-directed and Intention driven. Each person sets their Intention; be it play or healing, clarity or distraction, energy or calm. The no comment agreement allows for each person to engage process in ways most personally relevant and pleasurable. Each person individuates the Process while simultaneously contributing to the group atmosphere of support non-interference. The Process can be engage to reconnect to the birthright of intuitive, spontaneous and pleasurable creative expression from which most adults are largely distanced.

- The 90 min workshop would introduce participants to the Open Studio Process primarily through experiential learning while some time will be reserved for didactic and discussion.

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## PAPER SESSION



### Dr Zoë Chouliara

Zoë Chouliara, Associate Professor in Counselling, Transformation & Professional Practice Zoë is an award winning Practitioner Counselling and Health Psychologist, and Person-Centred Psychotherapist/Counsellor (BJN Dermatology Award, 2016). Her most recent research focuses on the role of relational variables- mainly Interpersonal Trust- in physical and mental health, on psychosocial aspects of dermatology, and on person-centred models of recovering and growth following adversity. She is the lead author of the Acts of Recovery, the first evidence-based, survivor-centred self-help booklet for survivors of childhood abuse.

### Interpersonal Trust and Wellness in Adversity – *An overlooked Super-Condition?*

#### Abstract

Background: We introduce for the first time internationally the importance of interpersonal trust both for psychoemotional and physical wellness in adversity. Survivors of trauma often present with physical, as well as psychological complaints, partly as a result of the chronic inflammatory response. Compromised ability to trust is a key psychological feature in complex trauma, and an important condition for recovering. We claim that trust not only is a key factor in the recovering process within and outwith therapy, but it also mediates the link between adversity and illness processes. Thus we are introducing a novel formulation of body-mind links in adversity with trust being a key player. We are also making a case that trust is a super-condition, over and beyond the core conditions, which has been previously overlooked. Methods: We will present findings from our previous qualitative and quantitative work over the last 10 years. We will summarise our qualitative work highlighting trust as a key factor in client satisfaction and recovering from relational trauma in individual and group therapy settings and outwith therapy. We will also present the findings of a groundbreaking study, the first of its kind to look at trust and illness processes in adversity. In a non clinical sample (N=30) in Scotland, we measured levels of psychological trauma history (Childhood Trauma Questionnaire-; Life Events Checklist) and symptomatology (Impact of Events Scale-R), and interpersonal trust (Trust Scale –Rempel et al., 1985) by using standardised questionnaires. Blood serum cortisol, pro-inflammatory cytokines associated with immune activation which is a key process in autoimmunity, and Erythrocyte Sedimentation Rate (ESR) were also measured. Findings: The findings of our research overall highlighted the importance of relational variables and trust in emotional and physical wellbeing in adversity. Our qualitative research emphasised the importance of trust in propelling the development of empathy through shared experience, facilitating a more accurate symbolisation of the traumatic experience, and 'holding' the self during therapeutic dissonance. Preliminary results from our quantitative research indicated that higher interpersonal trust levels are directly associated low levels of post-traumatic symptoms in a non clinical sample. Trust levels mediated the relationship between psychological trauma history and symptoms and pro-inflammatory/autoimmune biomarkers, key in illness processes. Discussion: Our findings introduce trust as a super-condition, over and above the core conditions, which holds the therapeutic process, supports the self concept during dissonance, and accelerates therapeutic change. We also make a case for trust as the potentially missing link between physical and psychological wellness, which allows both physical and psychological systems to get re-organised after trauma. In an increasingly traumatogenic world, the role of interpersonal trust as a 'psychosocial vaccine' which could lessen the negative impact of adversity on physical and emotional wellness becomes paramount. The role of relational variables and trust as a preventative and remedial factor, determining the impact of adversity on physical health inevitably redefines our understanding of the body- mind link, by expanding our understanding of the link between distress, relational variables and inflammation. Our findings put relational variables back in the forefront.

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## PAPER SESSION

**Mick Cooper, Jacqueline Hayes, Peter Pearce, Michael Barkham, Jenni Beachem, Pete Bower, Karen Cromarty, Andy Fugard, Charlie Jackson, Megan Stafford, Cathy Street**

Mick Cooper is a Professor of Counselling Psychology at the University of Roehampton and a chartered psychologist. Mick is author and editor of a range of texts on person-centred, existential, and relational approaches to therapy, including *Existential Therapies* (Sage, 2003), *Working at Relational Depth in Counselling and Psychotherapy* (Sage, 2005, with Dave Mearns), and *Pluralistic Counselling and Psychotherapy* (Sage, 2011, with John McLeod). Mick has also led a range of research studies exploring the process and outcomes of humanistic counselling with young people. Mick's latest book is *Existential psychotherapy and counselling: Contributions to a pluralistic practice* (Sage, 2015).

### **School-based humanistic counselling for psychological distress in young people (the ETHOS trial): A nationally-funded randomised controlled trial**

#### **Abstract**

School-based humanistic counselling is a 'standardised' form of person-centred therapy for delivery in a school context. It is based on the competences for humanistic counselling with young people developed by the British Association for Counselling and Psychotherapy. In 2015, the University of Roehampton -- along with colleagues at the University of Sheffield, University of Manchester, University College London, London School of Economics, and British Association for Counselling and Psychotherapy-- were awarded approximately \$1.5m by the UK's Economic and Social Research Council to undertake a randomised controlled trial of this intervention, the first of its type. This presentation will discuss the research and policy context that led to the development of this trial, including a review of previous evidence. We will then discuss the design of the study, and the issues that we have encountered in developing a fully-funded randomised controlled trial with over 300 young people and approximately 20 schools. As part of the presentation we will also discuss our 'process model' for school-based humanistic counselling, which forms the hub of our 'manual', training and adherence measure. For discussion, we will look at the issue of whether it is appropriate to instigate trials of person-centred interventions and, if so, the strategies that the person-centred and experiential field can take to develop this work.

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## PAPER SESSION



### Jeffrey H. D. Cornelius-White and Yasuko Kanamori

Jeffrey H. D. Cornelius-White is Professor of Counseling at Missouri State University and doctoral faculty at the University of Missouri-Columbia in Educational Leadership and Policy Analysis. He is the former coordinator for graduate programs in counseling at MSU, former Chair of the Board of the World Association for Person-Centered and Experiential Psychotherapy and Counseling, former editor of *The Person-Centered Journal*, and current Co-Editor of *Person-Centered and Experiential Psychotherapies*. Jef has collaborated on several teaching, mentoring, and research projects with Renate since 2003, including *The Interdisciplinary Handbook of the Person-Centered Approach* (Springer, 2013). He has published over 100 works and is the scientific committee chair for PCE 2016.

Yasuko Kanamori, doctoral student at the University of Memphis, has Masters degrees in Mental Health Counseling and Theology. She is studying Counseling Psychology and is particularly interested in transgender issues. She has conducted several studies with Jef Cornelius-White on attitudes toward transgender and theoretical manuscripts with Teresa Pegors (Assistant Professor of Psychology at Azusa Pacific University) on engagement between evangelical churches and transgender people.

### Transgender: What we know about the attitudes of counselors, healthcare providers, Christians, non-religious people

#### Abstract

Interest in transgender and related issues has skyrocketed in the last few years. For example, Google searches of the term "Transgender" increased by 500% in a period of a year. Additionally, numerous laws, lawsuits, and government agency initiatives have involved transgender issues in recent years. However, relatively little is known about the public's attitudes toward transgender at the current time, in part due to the lack of validated measures. In a series of studies, the authors developed and validated the Transgender Attitudes and Beliefs Scale (TABS), using a variety of methods including exploratory and confirmatory factor analyses with diverse samples in the United States. Comparisons with several groups to evaluate attitudes in counseling and related professions as well as with evangelical Christians, a commonly cited political opponent to GLBT issues in the US, and non-religious persons were conducted. This presentation will introduce the instrument, TABS, including its underlying constructs, and report the results from the studies utilizing the newly developed instrument. Additionally, the presentation will discuss how the topic addressed may relate to person-centered therapy and advocacy work concerning gender issues more broadly.

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**PAPER SESSION**

**Giuseppe Crisafulli**

**The Q-SHEL (Social Health Education Learning) for Evaluate the Self-Concept in Helping Professional and the Method of “Communicating Areas”, A New Procedure for Administration of the Q-SORT.**

**Abstract**

The Q-SHEL is a tool created to stimulate and analyze the self-evaluation of the helping professionals. The hypothesis incorporates theory and the work of Carl Rogers et al. (1954) who created a tool (Q-Sort ) to measure the change in self-perception (Self Concept) in clients during psychotherapy. The Q-Sort consisted in hundred statements about itself derived from sound audio-recordings of therapeutic interviews. The process of construction of the Q-SHEL, which in the current version consists of one hundred items divided into twelve categories, was characterized by a succession of stages from the qualitative analysis of a sample of self-evaluations of students of Degree in Professional Education of the University of Trento (Italy). The Q-SHEL can be a means of integration in evaluation procedures in training in helping professional and in helping professions. In self-evaluation process, the person takes an active role which allows him the self-representation and, at the same time, to build their own sense of professional identity.

The method of Communicating areas

The method of communicating areas is a procedure that enables the easy administration of the Q-Sort (see Rogers and Dymon, 1954) .

Traditionally, the Q-Sort is administered through the arrangement of cards containing statements on the self on a desk so as to reproduce a gaussian distribution divided into nine columns. This procedure can determine, given the high number of items (usually 100), a certain level of stress and confusion in the examined.

The method communicating areas is a procedure, more focused and structured than the traditional one, created to reduce the levels of stress and confusion in the examined, in addition to reducing time of administration.

The procedure involves a more active intervention (in six steps) of the examiner, which directs the examinee to complete the distribution of the Q-Sort by integrating the spatial arrangement of the cards with the numerical calculations.

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**PAPER SESSION**

**Giuseppe Crisafulli**

**Teleological Hypothesis of Change in Psychotherapy: The Self Project.**

**Abstract**

From the origins of Client-Centered Therapy (40s) were theorized, and operationalized, variables related to the process of change in psychotherapy. These variables determined the epistemological assumptions of Person Centered Approach.

The researches and theories contemporary, even in disciplines other than psychology, confirm theoretical and epistemological assumptions of the Person Centred Approach and, in particular, those relating to the organisms ability to achieve levels of structure and organization (ontogenetically and phylogenetically) always more complex. For example, the concept of autopoiesis, developed by Maturana in 1975, suppose that the humans, as complex organisms, have innate ability to self-construction and consequently, in accord with Abraham Maslow theories, self-determination.

In this presentation one wonders to what extent the change in psychotherapy should be considered, in addition to the care and restoration of the functions of the client, according to the possibility that the person can design and realize knowingly a radical transformation.

This vision it refers to the process of self-construction of personalities that orients the individual to achieve a not previously hypothesized configuration.

Given the vision of complexity theory, and the hierarchical succession of structures and functions cerebral, this possibility is related to the upper ones that constitute the self.

Ultimately: you can assume a process of change in psychotherapy that presupposes the existence of a function, or sub-function, of the person can design the Self?

In the same way in which the Self develops in interaction with the figures criterion, the project of a "new Self" can be developed in the interaction with the therapist in which himself becomes a new criterion in which such a possibility can be developed?

Starting from the clinical experience and the integration of different theories, the presentation will aim to substantiate the assumptions of the sub-function design the Self and formulate a research hypothesis that can verify it.

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## PAPER SESSION

### Ross Crisp

Ross Crisp is a registered psychologist in Australia with extensive experience as a rehabilitation consultant and psychologist. He has published numerous articles on disability and rehabilitation; and more recently on person-centered and experiential psychotherapies.

### The person-centered approach, social ethics and politics: A cautionary tale

#### Abstract

A rationale for how a person-centered approach (PCA) may contribute to social ethics will be discussed. By way of illustration, I will refer to the clinical and political action taken in October 2015 by approximately 400 medical and allied healthcare staff at a large public hospital in Australia. Their action, prompted by a perceived threat to their duty of care, took the form of refusing to discharge children who they believed would be returned to an existence of “systematic abuse” in immigration detention centres. Their action reinvigorated public debate about the morality of having children in detention.

First, I will outline the socio-political context in which the hospital acted and the current “state of play” (as at July 2016).

Second, I will argue that the great moral principle formulated by the 18th century philosopher Immanuel Kant can assist us to understand the action taken by the hospital and the moral and ethical difficulties that may follow.

Third, I will argue for the necessity for persons and groups with opposing views to undergo a process of self-examination and dialogue. Both Kantian and person-centered perspectives advocate self-examination: (1) knowing the limits of our understanding, (2) valuing these limits as the impetus for further enquiry, dialectical debate and critique, (3) considering, not fearing the objections of our opponents. Kant also advocates (4) comprehending a priori the possible (not actual) collective “public sense” that is detached from self-interest and subjective judgment but which, contra PCA, precludes attempts to empathically understand the inner world and self-understanding of others. I will discuss Kant’s emphasis upon the regulatory functions of an autonomous will, and Rogers’ focus on the facilitative conditions for enhancing the innate tendency of individuals and groups to organize, develop and co-exist constructively.

Finally, I will draw inferences from the practice of sociotherapy advocated by Peter Schmid that is more attuned to Buber and Levinas than Kant. I will, however, argue that these opposing perspectives can be intertwined and instructive for the practice of social ethics. I will argue, for example, for social inclusion and social empathy: discriminated minority groups (such as refugees / asylum seekers) need to be included in the discourse of a “fundamental We” instead of being treated as outsiders and detainees who cannot be trusted and who are subject to social exclusion. The first step involves embracing the Kantian principle of a universal moral law whereby we always treat others as ends and never merely as means. We are then faced with task of responding to the alterity of the Other. Rogers would say that we have much to learn from asylum seekers about their experiencing when we genuinely encounter them as co-learners and co-explorers of reality.

#### Note

I declare that I have no direct affiliation with the abovementioned hospital and no potential conflict of interest with respect to the views expressed in this paper.

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## PAPER SESSION



### Terry Daly

Terry Daly, Independent practitioner, counsellor, supervisor and trainer Glasgow. Member of British Association of counselling and psychotherapy and Person Centred Therapy Scotland.

**Interdisciplinary, Integrity and innovation. Continuing to use the person centred approach outside of the therapy room with integrity: courageous practice or naïve daydreaming?**

### Abstract

“A person who has integrity lives his or her values in relationships with coworkers, customers, and stakeholders. Honesty and trust are central to integrity. Acting with honor and truthfulness are also basic tenets in a person with integrity.” This workshop will be an opportunity to look at the challenges of maintaining integrity of the person centred approach whilst working with different paradigms and disciplines to create new visions and challenge institutionalised behaviours within organisations both private and public. The author believes the key issue is the development of “self-leadership”. Along with a presentation from the author of his experience of using the approach with many of the challenges of working with multidisciplinary organisations. Individuals attending the workshop will be invited to bring their questions and their own experiences of using the person centred approach outside of the therapy room. Particular focus will be placed on the challenges of maintaining integrity, what does this look like in reality? Example of the work will include supporting organisations in the voluntary sector, the private sector and government funded organisations and initiatives looking at leadership and the person centred approach.

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## PAPER SESSION



### Ayse Dogan

Ayse Dogan is a clinical psychologist and a person centered psychotherapist. She is interested in working with interpersonal processes in individual therapy and in group therapy. She works in a clinical practice and is a trainer in courses involving person centered psychotherapy and clinical psychology.

### **No pain, no gain. Regulating emotions in feedback that threatens the self-concept of a person.**

#### **Abstract**

Rogers (1969) expressed in his 'Freedom to learn' (1969) the natural tendency of people to learn and develop themselves in relation to their environments. Feedback is up till now the most popular psychological intervention to promote learning and development. Research in work psychology for instance, shows that people are inclined to actively seek for feedback about their performances. However, this active feedback seeking behavior is directed toward certain personal needs. These needs don't always promote development of the self. Besides the need to develop oneself, people also want to be accepted and loved. In this regard, Rogers referred to circumstances that undermine the intrinsic motivation to grow and develop oneself. One of these circumstances is feedback that involves a reorganization of the self. Critical feedback sometimes involves a re-evaluation of the persons self-concept in such a way that one has to integrate 'less positive' aspects in his identity. This can be perceived as threatening by the individual because of the fear of losing self-worth or the acceptance of others. Consequently, this kind of feedback elicits automatic emotional responses that block the learning motivation of the person. These emotional feedback situations are an interesting challenge to tackle in daily life, work and more specifically in learning situations. Awareness and regulation of emotions, mental processes and behavioral inclinations playing a part in responses to feedback perceived as a threat will support the inhibition of protective reactions disabling the process of learning.

In this paper, I will summarize several mental processes involved in the perception of threat in feedback. I will also present a way of regulating the triggered emotional reactions. If possible, the participants will get the time to reflect upon a personal feedback situation to understand their own automatic reactive style when confronted with perceived emotional threat.

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## PAPER SESSION

Ivan Ellingham

### **Madness and the psychotherapy of madness: a person-centred, process-relational exposition based upon the work of Garry Prouty, founder of Pre-Therapy**

#### **Abstract**

Carl Rogers, the founder of the person-centred approach to counselling/psychotherapy and human relations, was adamant in maintaining that 'the medical model is an extremely inappropriate model for dealing with psychological disturbances' and that the model that makes more sense from a person-centred point of view is a 'growth model or a developmental model'. However, as Peter Schmid has made plain, those of us committed to the person-centred approach face a hugely challenging task in developing 'genuinely person-centered conceptions of what are called psychological disorders'.

One person committed to the person-centred approach who fully appreciated the pressing need for the development of person-centred theory and practice with respect to that most severe of psychological disorders, madness, was Garry Prouty. Prouty developed his own psychotherapeutic approach termed 'Pre-Therapy' and employing it he worked intensively and effectively with individuals whom the medical model labelled suffering from such mental 'illnesses' as 'schizophrenia'.

Prouty saw the theory and practice of Pre-Therapy as a congruent development of both Rogers' Person-Centred Therapy and Eugene Gendlin's Experiential Therapy. Part of his legacy consists in an abstract discussion of the nature of that development; another part consists of a number of case study vignettes of his psychotherapeutic work with clients, accounts based upon actual transcripts of the interpersonal interactions.

As empirical accounts of the psychotherapeutic change process in relation to individuals suffering from severe mental distress, madness, these accounts are to my mind pure 'gold' and of unique value, insofar as they provide significant support for Rogers' contention that it is a developmental/growth model that best makes sense of psychological disturbances from a person-centred perspective.

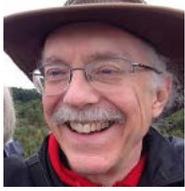
In my paper, I overview the work of Prouty and consider the way in which he sought to build upon the theory and practice of Gendlin and Rogers. I pick up, in particular, upon his formulation of the 'pre-symbol' and his appeal to the thought of Ernst Cassirer and Susanne Langer in his development of this notion. I highlight, though, that by not examining the thinking of these two philosophers in greater depth Prouty remained unaware that his concept of the 'pre-symbol' was effectively equivalent to Cassirer and Langer's concept of the 'presentational' or 'non-discursive' symbol, a realization that would have opened up a rich vista of intellectual connections.

For Cassirer and Langer were exponents of a process-relational philosophical perspective and by linking their thought to Prouty's, and indeed to person-centred theorizing in general, I believe it is possible to advance person-centred understanding of madness and its psychotherapeutic amelioration in terms of a developmental/growth model. It is this task I make a beginning on in the paper with respect to some of Prouty's case studies.

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## PAPER SESSION



### **Robert Elliott, Susan Stephen, Lloyd Cheng, Katharine Miller-Cole, Adrienne Eyre, Elizabeth Riddell & Victoria Hagman**

Robert Elliott is Professor of Counselling in the Counselling Unit at the University of Strathclyde, Glasgow, Scotland. He is co-author of "Facilitating Emotional Change" and "Learning Emotion-Focused Therapy" He is recipient of the distinguished career award of the Society for Psychotherapy Research and of the 2008 Carl Rogers Award of the Division of Humanistic Psychology of the American Psychological Association. His co-authors in this paper are researchers working in the Strathclyde Counselling & Psychotherapy Research Clinic.

### **The Personal Questionnaire Classification Project: Developing a person-centered system to categorize client datasets according to individualized statements of presenting problems.**

#### **Abstract**

Since the Strathclyde Counselling and Psychotherapy Research Clinic opened in 2008, we have gathered a rich data set from over 300 clients on the process and outcome of person-centered therapy offered, mostly, by trainee person-centered counsellors (the 'practice-based protocol'). From the beginning of our protocol - consistent with the non-pathologizing principles of our approach - we used the Personal Questionnaire (PQ) to enable each client to describe the main difficulties that they wanted to work on in their therapy and create their own outcome measure of approximately 10 items. However, as our data archive grew, this left us with a practical problem: how do we navigate this substantial data set in order to identify individuals and groups of clients whose data we would wish to analyze more closely? At the PCE 2014 Conference we presented the results of a pilot study to develop a tool that can be used to categorize the content of our clients' individualized PQ items and so classify their dataset within our archive. As a result of this pilot study we developed a framework that contained a set of 8 non-mutually exclusive categories: Interpersonal, Self-related, Life functioning, Depression, Emotion Processing, Stress/Anxiety, Trauma, and Self-Damaging. Since then we have continued to develop this framework by systematically working as a team through the whole dataset gathered within the practice-based protocol. In the first part of this presentation, Susan Stephen will present the results of the project, and describe our experience of the process including the challenges for a team of person-centered practitioners to develop sufficient inter-subjectivity amongst us in order to achieve acceptable inter-item reliability (ranging from .76 to .93) when using the classification system. In the second part, Robert Elliott will present the results of the first analysis that has been conducted using the PQ Classification data as a means to distinguish and compare the pre-post outcomes of groups of clients within our archive who have been clustered according to their own identification of the difficulties that they wanted to work on in therapy.

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## KEYNOTE



### **Jobst Finke, Dr. med.**

Jobst Finke, MD, is a specialist in Psychosomatic Medicine and Psychotherapy as well as Neurology and Psychiatry. He is an instructor in the Society for Person-Centered Psychotherapy (GwG) and also the 2nd chairman of Medical Society of Person-Centered Psychotherapy (AEGG). He has taught Person-Centered Psychotherapy for junior doctors for 20 years at the Psychiatric University Hospital in Essen. At this clinic, he was also active in the research of effectiveness of inpatient psychotherapy, particularly Person-Centered Therapy, which resulted in several publications in German and English. He has also published several books about Person-Centered Therapy. Today he is working as a therapist, therapist educator, and supervisor, especially in Germany and Austria.

### **Beyond orthodox client-centeredness: Arguing the need to extend the conceptual framework of PCT**

#### **Abstract**

Rogers' intention in calling his method client-centered therapy was to emphasize a "counter-centeredness" to the approaches and methods which he felt to be therapist-centered. But what does this counter-centeredness consist of and how radical can it be without becoming trapped in contradictions or problematic biases? Are orthodox biases in the theoretical positions not inevitably negated by concrete practice? These questions will be examined on the basis of some controversial topics in person-centered psychotherapy: Is empathic understanding also a form of interpretation, i.e. is interpretation in PCT in line with the conceptual theory? Is the use of diagnoses to be rejected unequivocally or are there situations in which diagnoses are helpful even in PCT? What is the relationship between person-centered psychopathology and person-centered treatment theory? For example, should the implications of the incongruence model be taken into greater account in the concept of empathic understanding? Can we justify the need for defining modes of intervention, i.e. a "therapeutic technique," in person-centered therapy, by arguing that they provide orientation in the therapeutic situation, improve the to teach our approach, and help to safeguard its identity? These questions will be examined by reflecting on certain positions regarding therapeutic theory. In this context I will plead for greater openness towards the broader scientific community and conceptual and practical cooperation with mainstream psychotherapy.

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## PAPER SESSION

### Penny Gardner

Penny is Academic Course Advisor for Therapy Studies, and a lecturer in the Graduate Programs in Counselling at Western Sydney University, where she has a teaching, co-ordination and research role. She co-authored (with Hugh Crago) *A Safe Place for Change* and continues to have a small private practice believing that students have an enriched learning experience when their teachers and tutors share current experiences and discoveries from the valued place of being with clients. Penny is passionate about understanding the sensitivities of being human, and the nature of the therapeutic relationship.

### A Safe Place for Change

#### Abstract

How often do we hear the words 'This is my safe place' come from the lips of clients? This may be said in various ways, although usually in a spontaneous manner: as though the safety of the therapeutic space is a 'given' and 'natural', and as if we will understand exactly what these words mean for the person saying them.

Most damage to human beings occurs within the context of relationship – whether the context is one of family abuse and/or neglect, societal or political violence, or the small, persistent, cumulative hurts of not being understood and supported in daily life. Therefore, it makes sense that the best possibility for healing that damage lies within the therapeutic relationship (as common factor research has established).

Hugh Crago and I wrote *A Safe Place for Change* (2012) because we have observed that many counsellors emerge from their training without a clear grasp of this fundamental point, which, we believe, underlies the basic requirements for successful therapy in any modality. Beginning therapists seem faced with a welter of approaches claiming to be 'the way' to healing. In wishing to be the best therapist they can be many new graduates understandably turn to training in techniques, theoretical models and approaches at the expense of paying sufficient attention to their most important asset—themselves.

In a similar vein, counsellors have often been encouraged to see 'trauma' as a separate category to other human distress, requiring specific, highly complex skills and knowledge. There is much to be gained from a knowledge of trauma-focussed approaches. The problem is that the separation and specialisation of trauma work tends to distance us from our own capacities as therapists to work effectively with clients who have trauma histories, thus distancing us from an interpersonal relationship with these clients. Instead we make them into the subjects of specialised expert knowledge and techniques. Rather than utilising the power of keeping them company as Gendlin (1996) described two decades ago.

When this is the predominant culture, a renewed emphasis on, and commitment to, the person-centred values of integrity and congruence becomes innovative.

This return to simplicity is supported by theoretical constructs from other disciplines such as neuroscience which begin to explain the deeply intuitive aspects of the therapeutic relationship. The psychoanalytic tradition speaks of the powerful, implicit connection between the unconscious of the therapist, and the unconscious of the client: in essence 'right brain to right brain communication' (Schore, 2012).

Extending on the thinking in *A Safe Place for Change*, I propose, in this paper, that the capacities required to work in a person-centred way with a traumatised individual (whether 'big trauma' or 'little trauma') are essentially no different from those required to work in depth with any client. I suggest this idea is radically humanising - restoring the possibility for us to create a safe place to work with all who are in need of being met in the deeply human way that is the basis of interpersonal healing.

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## FEATURE PRESENTATION



### Bill Gayner

Bill Gayner, BSW, MSW, RSW, has trained and mentored mental health professionals in mindfulness for over a decade. An Adjunct Lecturer at the Factor-Inwentash Faculty of Social Work, University of Toronto, and Mental Health Clinician at Mount Sinai Hospital in Toronto, he teaches and researches mindfulness for hospital staff, people living with HIV, and outpatients in general psychiatry, and integrates mindfulness into individual psychotherapy. He led a large randomized-controlled trial of mindfulness for gay men living with HIV. Bill is innovating and transposing an experientially open, emotionally friendly form of Buddhist meditation into a psychological modality, Emotion-Focused Meditation, using Emotion-Focused Therapy as an integrative frame.

### Emotion-Focused Mindfulness: Cultivating Self-Compassionate Awareness through an Experientially Open Form of Meditation

#### Abstract

Mindfulness can involve more than focusing attention on neutral or pleasant objects such as the breath in order to calm down. It can be a way to deepen and transform our relationship with experience, cultivating gentleness, curiosity and openness towards feelings, thoughts and whatever mind states emerge. Emotion-Focused Mindfulness (EFM) emerged out of a search to adapt Mindfulness-Based Stress Reduction to better help clients suffering from difficult emotions and thoughts associated with internalized stigma.

EFM uses Emotion-Focused Therapy (EFT) to enhance clients' ability to navigate difficult emotions in meditation so that their emotions help them to live more deeply valued lives. EFT orients therapists in interviewing clients about their meditation. As a strategic person-centred approach, EFT also provides an appropriate frame for integrating Motivational Interviewing to better help clients address ambivalence in developing a meditation practice and approaching experience more directly.

EFT's experiential focus and grounding in the cognitive sciences provides a rich context for integrating Recollective Awareness Meditation, developed by the Buddhist meditation teacher Jason Siff, author of *Unlearning Meditation, What to Do When the Instructions Get in the Way*. Both EFT and Recollective Awareness value experiential openness. Cultivating curiosity, gentleness and openness towards whatever thoughts, feelings and states of mind emerge can provide a powerfully coherent way of developing self-compassionate awareness. In contrast, mainstream Buddhist and clinical mindfulness emphasize shifting attention away from difficult emotions and thoughts, interrupting emotional processes and risking exacerbating self-critical splits.

Workshop participants will learn how an Emotion-Focused orientation to mindfulness can enhance their therapeutic presence and help them integrate mindfulness into their clinical practice using common therapy factors, regardless of the therapy modality in which they are most deeply embedded. Participants will experience, journal and discuss a short Recollective Awareness Meditation, and, in doing so, experience and reflect on EFM-style meditation interviewing and coaching.

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## PAPER SESSION



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### Emotion-Focused Mindfulness: an Experientially Open Way of Cultivating Self-Compassionate Awareness and Deeply Valued Living

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## PAPER SESSION



### Ellen Gunst

Drs. Ellen Gunst is a clinical psychologist and an experiential psychotherapist. She specialized in experiential group psychotherapy, focusing-oriented therapy, and emotion-focused therapy. Ellen has been working for almost twenty years as a psychotherapist at the Forensic Institute for Sexual Deviance (FIDES) in a private psychiatric hospital in Belgium. Four years ago she started as a researcher and a PhD-student at the University of Ghent (Belgium). Her research topic is emotional change in sex offender treatment. Ellen is a staff member of the postgraduate training Integrative Psychotherapy at the University of Antwerp and a certified supervisor of the Flemisch Association of Client-Centered and Experiential Psychotherapy and Counseling (VVCEPC). Publications: <https://www.linkedin.com/in/ellen-gunst-42515521>

### Facilitating emotional change in sex offenders - preliminary findings of a first single case study

#### Abstract

**Aim:** At the present state of affairs, forensic treatment of sexual offenders predominantly focuses on cognitive change. Some theoretical models and research findings, however, suggest that emotional processes underlie offenders' cognitive schema's and behavior and thus should be addressed in therapy as well. Furthermore, 'emotional responsivity' is considered an important process variable in psychotherapy. Contact with emotions and experiential reflection is correlated with good outcome.

The present study addresses two major research questions: 1. Does emotional change occur throughout a comprehensive inpatient psychotherapy program for sex offenders? More specific, we will study whether different subdimensions of affect regulation will significantly change throughout treatment. 2. Is there an incremental value of an emotion-focused experiential psychotherapy (EFEP) in such a program. In addition, we study in a qualitative way (using client and therapist reports and session transcripts) in which way specific experiential interventions impact (positively or negatively) on the change process.

**Methods:** We use a quasi-experimental ABCA single case design in a clinical setting to address these questions. Twenty patients will be followed through four treatment phases (A = pre-treatment baseline, B=treatment program without EFEP, C=treatment program with EFEP, A=post-treatment baseline). The Difficulties of Emotion Regulation Scale (DERS) and the Observer Measure of Affect Regulation (OMAR) will be used on respectively a weekly and monthly basis to assess emotional change. Furthermore, changes in negative affectivity will be assessed by means of mass spectrometry of saliva samples on a monthly basis. The data will be analysed by means of mixed quantitative-qualitative methods.

**Discussion:** Strengths of this study include detailed analysis of the data at the level of different single cases, multi-method assessment of process and outcome, and the use of a biological outcome-indicator. Shortcomings of the study include the lack of correlations with outcome in terms of recidivism.

In this paper we will present the preliminary findings of a first single case study.

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## WORKSHOP



### **Melissa Harte**

Dr Melissa Harte is recognised as an International Trainer in Emotion Focused Therapy. She is a Counselling Psychologist and is currently undertaking a Masters in Clinical Psychology. Her diverse range of services includes; face-to-face counselling, training, supervision and professional development within an Emotion Focused Therapy (EFT) framework. Melissa has established the Harte Felt Centre to ensure a secure working environment for client-centred healing practices in Australia and provide a supportive community for both practitioners and clients. In her clinical work and documented in her Doctoral research she extended Gendlin's Focusing therapeutic intervention to assist individuals to work with painful and traumatic experiences. Melissa's uniquely structured workshops are personally transformational for therapists and are designed to assist those therapists to deliver more comprehensive services for their clients.

### **Anxiety and children: From an Emotion-Focused and parent perspective**

#### **Abstract**

Background: Fearful and anxious behaviour is common in children. Most children learn to cope with a range of normal fears and worries. However, extra help may be needed when anxiety interferes with their normal day to day functioning. Anxiety can also result in physical difficulties such as sleeplessness, diarrhoea, stomach aches and headaches (sometimes referred to as somatic complaints). It can also involve irritability, difficulty concentrating and tiredness. Often these symptoms are categorised as behavioural by the parents and overlooked as symptoms of anxiety. The child may experience internalised or externalised symptoms that may not easily be identified as those of anxiety. Highly aroused and sensitive children as those with autism may also be exhibiting signs of anxiety. So what can parents do to become more aware of their children's anxiety and what practical things can they do if anxiety is indeed becoming a problem? Aim: This workshop focuses on helping practitioners to assist parents to notice if their children's symptoms are signs of anxiety. Approach: The concept of the "highly sensitive child" presented by Elaine Aron is introduced in conjunction with the principles of working with emotion suggested in Emotion-Focused Therapy (EFT) theory which offers some practical suggestions. EFT is one of the most rigorously researched forms of humanistic practice and has been shown to be efficacious in the treatment of depression, anxiety, and PTSD. Some brief EFT theory about the adaptive nature of emotional expression will be presented. If the child is able to express the appropriate primary emotion and articulate their needs within a safe supported environment the child learns how to manage their anxious state. The flight / fight arousal process is also highlighted and how anxiety interferes with a child's learning. The principles outlined in this workshop can be applied to any modality. Conclusion: Participants will be able to apply knowledge gained from this workshop and integrate into their work with their children and parent clients immediately as no prior knowledge of EFT is required.

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### Supervision using Emotion-Focused Therapy (EFT) "in mode"

#### Abstract

Background: Emotion-Focused Therapy (EFT) is an integrative, evidenced-based, manualised, experiential therapy that emphasises the quality of the client-therapist relationship and offers efficient interventions/tasks to assist clients to deal with emotional experience in the present moment. The EFT approach employs a series of client markers as indicators of client constructed experience, to direct the therapist in the choice of effective process interventions/tasks. Supervision in this area has tended to focus on appropriate use of tasks, the analysis of client emotional processing and the relationship developing between the client and counsellor. An extension of this more standard approach to EFT supervision has seen the development of supervision "in-mode" by using the method's markers, to inform a supervision practice that is parallel to the EFT process. Tasks such as empty chair and two-chair work are used to debrief the counsellor, bring the client more to life, and to clarify for the counsellor those blind spots and dilemmas they are experiencing in the relationship. Supervision becomes less concentrated on the unknown client's story and more on the counsellor's experiencing of the work. Aim: This workshop offers supervisors and would-be supervisors with an opportunity to explore this experiential mode of supervision. Approach: Experiential exercises that involve participant involvement will highlight the process nature of EFT Supervision. Process markers will be presented both theoretically and experientially. These include: dealing with puzzling moments from past sessions; working through meaning protests where the therapist is challenged in practice to re-examine their own deepest convictions; managing unfinished business as in the experience of loss or disconnection from a client, and dealing with conflict splits seen as difficult choices of therapeutic action; or self-interruptive processes such as difficulty speaking the unspeakable. In this way it is possible to explore what happens when supervisor and supervisee are more present to the process in supervision, and allow there to be a flow between the work in therapy and subsequent reflection in supervision. Conclusion: Participants will be able to apply knowledge gained from this workshop and integrate into their supervision work immediately as no prior knowledge of EFT is required.

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## WORKSHOP



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### **Practical ways of working with trauma using Emotion-Focused Therapy (EFT): Including processing painful/traumatic experiences using Focusing**

#### **Abstract**

Background: Emotion-Focused Therapy (EFT) is one of the most rigorously researched forms of humanistic practice and has been shown to be efficacious in the treatment of depression, anxiety, and PTSD. In practice, this approach is about maintaining a creative tension between the client-centred emphasis on creating a genuinely empathic and respectful relationship while permitting a more active, task-focused process-directive style of engagement. A significant number of adults report being exposed to one or more traumatic event in their lifetimes and child abuse disturbingly common. Working with single event trauma or developmental trauma requires careful consideration around avoiding re-traumatisation and recognising dissociation. Knowing the signs of dissociation and how to deal with it is vital in trauma work. Aim: This 90-minute workshop will provide participants with introductory knowledge and theoretical understanding of the EFT model and exposure to some of the models therapeutic interventions applicable to trauma work. Approach: Practical skills taught include grounding, developing dual awareness as proposed by Barbette Rothschild, developing a safe place to promote self-soothing and simple but effective methods to assist with hyperarousal. In addition to the basic principles of working with trauma, a model of trauma processing will be briefly presented. This model proposes that if a traumatic memory is accessed via bodily felt-sense in conjunction with emotional arousal and activation of other schematic elements, it is possible to reprocess the event in such a way that the person is no longer plagued by the painful aspects of it and not re-traumatized by the re-remembering that occurs when asked to retell their story. If the person is able to express the appropriate primary emotion and articulate their needs within the remembered experience, the associated painful emotional charge is lessened. The event is remembered as having occurred but the emotional intensity is greatly reduced. This reprocessing of the traumatic event is more than a desensitising of that traumatic experience. Conclusion: Participants will be able to apply knowledge gained from this workshop and integrate into their work with their trauma and non-trauma clients immediately as no prior knowledge of EFT is required.

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## PAPER SESSION

Dr Jacqueline (Jac) Hayes

### Voices, visions and feelings of presence in grief: a research process and a personal process

#### Abstract

In this talk I will present recently published research on experiences of voices, visions and feelings of presence during grief. These happenings have been described in numerous ways and their significance a source of controversy; are they sources of pathological grief, or simply part of a continuing bond with loved ones who have died? Using a collection of 17 different personal stories as data, the study reports on the meanings and consequences that these experiences can have. The study used a 'sources of meaning analysis' (Hayes and Leudar, 2015\*), which are principles of ethnomethodology and conversation analysis applied to the understanding of psychological phenomena. I will also discuss the implications of the study for person-centred therapeutic work.

I will also reflect a little on my relationship to this research and the personal process that happened alongside the empirical one. There will be time for discussion and I will be inviting the audience to contribute their responses and ideas.

\*Hayes, J. and Leudar, I (2015). Experiences of continued presence: The practical consequences of hallucinations in bereavement. *Psychology and Psychotherapy: Theory research and practice*. Currently available on 'early view'.

Dr Jacqueline (Jac) Hayes

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## PAPER SESSION

### Jacqueline (Jac) Hayes, Mick Cooper, Sarah Cantwell, Adam Gibson

Jacqueline Hayes works as a Lecturer in Counselling Psychology at the University of Roehampton, London, UK. Here she teaches person-centred and experiential therapies and qualitative research methods. She is a person-centred therapist and has a special interest in working with young people, and working with experiences of hearing voices. In the past she has worked at The Anna Freud Centre, University College London, and the University of Manchester.

Mick Cooper is a Professor of Counselling Psychology at the University of Roehampton and a chartered psychologist. Mick is author and editor of a range of texts on person-centred, existential, and relational approaches to therapy, including *Existential Therapies* (Sage, 2003), *Working at Relational Depth in Counselling and Psychotherapy* (Sage, 2005, with Dave Mearns), and *Pluralistic Counselling and Psychotherapy* (Sage, 2011, with John McLeod). Mick has also led a range of research studies exploring the process and outcomes of humanistic counselling with young people. Mick's latest book is *Existential psychotherapy and counselling: Contributions to a pluralistic practice* (Sage, 2015).

### Shared decision making in person-centred therapy: What, when and how?

#### Abstract

How do counsellors and psychotherapists share decisions with their clients about the process of therapy? Is this something that, from a person-centred standpoint, we should be explicitly doing with our clients, or should the process of shared decision making be implicit in the therapeutic work and evolve organismically? This talk will presents findings from an ongoing research programme into the process of shared decision making in therapy and the development of a 'pluralistic' person-centred approach. It will look at what we have learnt about the nature of shared decision making, the opportunities for it to take place, clients' experiences of sharing decisions, and pointers towards effectively sharing decisions with clients. The talk will also explore the question of whether, from a person-centred standpoint, it is appropriate to instigate shared decision making with clients, and the kind of person-centred practice that this points towards.

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## PAPER SESSION

### Diana Huey-Smith

Diana M. Huey Smith received her doctorate in Clinical Psychology in 2015. She has been a licensed spiritual counselor since 1989 and a certified hypnotherapist since 2010. She believes that we are all wonderfully made creative beings. We all have the ability to change our lives by changing our minds. According to her “Mental health is based on flexibility and adaptability. Wellness is a journey, but instead of taking one step at a time you take one thought at a time. Thoughts are things and the quest to good health is one good thought at a time.”

### Exploring Racial Double-Consciousness Pre- and Post- Civil Rights

Presenters: Diana Huey-Smith, Psy.D. and Margaret S. Warner Ph.D.

### Abstract

Dr. Huey-Smith and Dr. Warner discuss a phenomenological study in which two groups were asked their experiences of “double-consciousness” as described by WEB Du Bois. The first, older group personally witnessed the radical social and political changes of the Civil Rights movement. The second, younger group was born more than a generation after the civil rights movement.

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## PAPER SESSION

### Tomohiro Ide

Diana M. Huey Smith received her doctorate in Clinical Psychology in 2015. She has been a licensed spiritual counselor since 1989 and a certified hypnotherapist since 2010. She believes that we are all wonderfully made creative beings. We all have the ability to change our lives by changing our minds. According to her “Mental health is based on flexibility and adaptability. Wellness is a journey, but instead of taking one step at a time you take one thought at a time. Thoughts are things and the quest to good health is one good thought at a time.”

### How do we overcome problems of case conferences in Japan?

#### Abstract

Case conferences are important opportunities when we try to understand about clients deeply. In Japan, it is performed in various ways, but we have some problems. For example, because many people do not speak up in a case conference actively in Japan, it tends to be adopted opinions of influential persons. As the result, it does not function as a supportive opportunity for a presenter, therefore s/he feels a lack of security and worries about getting feedback (Hikasa et al., 2015).

In these circumstances, Murayama (2012) proposed a new case conference method called PCAGIP and he defined that “Following very brief information on a case by a case presenter, participants including a facilitator, ask questions in turn, to help the case presenter understand the whole situation and find a new carrying-forward direction. All of the participants’ experience and wisdom are fully utilized in this process. With this process, everybody will not only learn about the case itself, but also experience the group’s supportive and creative process” (Murayama, 2012; Hikasa et al., 2015). PCAGIP integrates Person Centered Approach Group principle with the Incident Process method invented by Pigor (1980) to solve problems through an active process of inquiry by participants (Hikasa et al., 2015).

I have been a clinical psychologist at children’s home. Abused children live there, and care workers, social workers and clinical psychologists live with and care for them. Yomo & Masuzawa (2001) pointed that it is important for specialists who are involved in child care to build teamwork at children’s home. A case conference is one of the important opportunities to build teamwork at children’s home but it is sometime difficult because of Japanese case conference style.

In this presentation, I will show the problems about case conferences in Japan, and introduce PCAGIP. In addition, I will show the practice of PCAGIP style case conference at children’s home and examine the effects on building teamwork.

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## PAPER SESSION



Casey Jackson

### Am I Doing This Right? How to Measurably Improve Our Person-Centered Approach to Individual Service Delivery

#### Abstract

"After a thorough review of the health-coaching literature, I found that MI is the only health-coaching approach to be fully described and consistently demonstrated as causally and independently associated with positive behavioral outcomes." Dr. Susan Butterworth.

Motivational Interviewing (MI) is a researched Evidence-Based communication style that improves outcomes for individuals by fundamentally operating from a person-centered approach. This model is internationally recognized as being effective in behavioral and healthcare settings. With the ever increasing focus on implementing measurable Evidence-Based Practices (EBP) into service delivery and the base expectation of improving outcomes, there is a growing demand for models that measurably improve our practices.

With promising practices and EBPs are increasing at a rapid rate, practitioners are overwhelmed with the number of models and amount of information available. Which is the right one for me and the population I serve? Nearly all models in behavioral health and healthcare acknowledge and incorporate a person-centered approach as fundamental to successful outcomes. And it is almost inconceivable for any practitioner in any service field to believe that they are NOT person-centered in their approach. Yet, the number one complaint from clients/patients is that they are not heard or understood.

We developed the Motivational Interviewing Competency Assessment (MICA) to ensure that the communication method of practitioners demonstrates a level of competency representative of MI. The MICA upholds the integrity to the intent of MI by drawing upon a variety of evidence-informed and evidence-based tools. It was borne from the increasing demand for a coding tool solely focused on providing practical feedback to professionals in any service field to build and solidify their skill-set in Motivational Interviewing.

The MICA evaluates a sample of a practitioner's clinical conversation to assess baseline competence in MI from a quality assurance perspective. It also imbeds a quality improvement process for practitioners who want to move from a competent use of MI to a more proficient application of the intentions and skills. The ultimate goal of the MICA is to give professionals easily digestible, structured, and specific feedback regarding their use of MI with their clients.

This is a fast-paced and highly interactive workshop will provide a short introduction to the MICA and opportunities to code recordings using the instrument, preserving time to elicit and explore participants' insights and ideas about using the MICA for coding and coaching.

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## PAPER SESSION



Casey Jackson co-author Kelly Franklin

Co-Author: Kelly Franklin, Assistant Director

### Motivational Interviewing as a Person-Centered Approach to Organizational Change

#### Abstract

Motivational Interviewing (MI) is a researched Evidence-Based communication style that improves outcomes for individuals. This model has not only proven effective in behavioral and healthcare settings, we have demonstrated vast shifts in the culture of organizations. Ultimately, MI is effective in both helping individuals engage in healthy change behavior as well as improving staff morale and performance. At its core, MI is a strength-based, person-centered approach. What would happen if we systemically infused this communication approach into the culture of an organization? Can you strategically foster a workplace that strikes the perfect balance of empathy and focus?

We will present data on systems we have worked with who have incorporated this model effectively and the positive impact on multiple outcomes. This will include divisions within Washington State's Department of Social and Health Services who continues to implement this model and the dramatic cultural shifts that have occurred as a result. The outcomes in Washington VR are associated with implementing MI to fidelity. When IFIOC introduced MI to Washington Division of Vocational Rehabilitation, each year they experienced increased performance, streamlined case movement, increased timeliness in service delivery, reduced costs, increased customer and staff engagement, and increased customer and staff satisfaction. In fiscal year 2007, they had 1,831 rehabilitations, which was 57% of annual target. By then end of fiscal year 2012, they were at 120% of their annual targets. Over that same time period, they continue to spend approximately the same amount of dollars, but shifted from serving around 7,000 customers annually to serving well over 13,000 customers annually. This was accomplished with a concerted focus on fidelity in spite of increases in caseload size, decrease in staff due to hiring freezes, and budget cuts.

Other large scale projects for system-wide implementation of Motivational Interviewing include Missouri Division of Vocational Rehabilitation, Michigan Vocational Rehabilitation, Washington State Department of Corrections (see <http://www.youtube.com/watch?v=zL1rr8te3zg>), Frontier Behavioral Health, and is currently in the midst of Washington's Department of Social and Health Services (DSHS). The Secretary of DSHS was so impressed with the increase in customer satisfaction, the increase in performance outcomes, and the amount of cost savings within the WA DVR implementation model (300 staff) that she consulted with IFIOC for the larger implementation of DSHS's 17,000 staff. IFIOC is currently training DSHS social workers in Aging and Long Term Care, TANF, and WorkFirst programs.

There will be a combination of didactic information presented, discussion, and basic skill practice. Participants will have the opportunity to experience a functional person-centered annual performance evaluation and discuss how it increases engagement and investment. Participants will also learn how to crosswalk the vision and mission statements of their organizations with a personal/professional vision statement to increase staff satisfaction that leads to improved customer satisfaction and positive outcomes.

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## KEYNOTE



### **Sue Johnson EdD.**

Teleconference presenter Sue Johnson EdD. ([drsuejohnson.com](http://drsuejohnson.com)) is the leading developer of Emotionally Focused Therapy (or EFT). She is a Professor Emeritus of Clinical Psychology at the University of Ottawa, Distinguished Research Professor in the Marital & Family Therapy Program at Alliant University in San Diego, Director of the International Centre for Excellence in Emotionally Focused Therapy (ICEEFT) and Director of the Ottawa Couple and Family Institute Inc.

Sue received her doctorate in Counseling Psychology from the University of British Columbia in 1984. She is a registered psychologist in the province of Ontario, Canada, and a member of the editorial boards of the Journal of Marital and Family Therapy, the Journal of Couple and Relationship Therapy and the Journal of Family Psychology.

Dr. Johnson has received a variety of awards acknowledging her development of EFT and her significant contribution to the field of couple and family therapy and adult attachment. Her numerous honors include the Outstanding Contribution to the Field of Couple and Family Therapy Award from the American Association for Marriage and Family Therapy. She is a Fellow of the American Psychological Association.

Sue has numerous publications in the field of couple therapy. Her most recent publication, Soothing the Threatened Brain: Leveraging Contact Comfort through Emotionally Focused Therapy (PLOS ONE) included a brain scan study showing how contact with a loving partner mitigates threat and fear responses. Sue's most recent book, Love Sense: The Revolutionary New Science in Romantic Relationships, outlines the new understanding of why and how we love based on scientific evidence and cutting-edge research. Sue is also the author of the bestseller, Hold Me Tight: Seven Conversations for a Lifetime of Love.

Sue is a recent recipient of the Order of Canada; given by the Canadian Government for outstanding achievement, dedication to the community and service to the nation.

### **The New Era of Couple Therapy : Innovation Indeed**

#### **Abstract**

This presentation will focus on the science of adult bonding and attachment that is revolutionizing how we see, shape and heal our closest relationships. In the last two decades this science has cracked the code of romantic love and offers the couple therapists a clear guide to why love relationships matter so much, how they go wrong, how we can heal them and how they create healing in individual partners. What we understand, we can shape. The practitioner now has a secure place to stand in the chaos of a distressed relationship and, with the empirically validated interventions based on attachment science outlined in Emotionally Focused Couple Therapy (EFT), a clear way to craft a more loving lasting bond with the majority of couples who seek out assistance. The recent study showing that experiential interventions can not only impact relationship satisfaction but can help partners create a more secure bond - a bond that changes how their brain responds to threat- will be described.

The principles of attachment, such as the power and primacy of emotion and emotional signals from others, the healing power of corrective experiences of connection and the validation of universal human longings and habitual coping strategies are a perfect fit with the humanistic experiential model. The workshop will outline the principles of adult attachment and what they tell us about the necessary and sufficient principles of change in couple therapy. The goals, stages and interventions of EFT will be set out and illustrated with case examples and core change events, referred to as Hold Me Tight conversations, set out. The application of this approach to depressed and highly escalated traumatized couples will be briefly discussed. Finally, the argument will be made that this new science, that integrates self and relational system, offers a new way forward for psychotherapy and a new validation of the importance of the humanistic model.

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World Association for Person Centered & Experiential  
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## PECHA-KUCHA



### **Ewa Kaczorkiewicz**

Ewa Kaczorkiewicz is a Psychologist and a trained Humanistic Psychotherapist, with many years of business experience from her past. She runs a successful private practice in Warsaw, Poland where she works with individuals and couples. In her work she focuses mainly on emotions and meaning, trying to reach the personal experience of each of her clients. She is particularly fond of Gestalt and EFT therapy. As a member of Polish Association for Integrative Experiential Psychotherapy and Social Education she participates in the seminar work on experiencing phenomena.

### **Anna Owczarska-Osinska**

Anna Owczarska-Osinska is a Cross-cultural Psychologist and Humanistic Psychotherapist. After 20 years of living abroad with her family and diverse professional experiences, she returned to her home country Poland in 2001, and today is a founder of a private practice "Gardens of Change" where she works as a psychotherapist supporting individuals focusing on the client's experience and the EFT approach. She primarily works in Polish and French supporting foreign expatriates and Polish returnees in Warsaw, and also runs sessions over Skype. She is an involved member of the Polish Association for Integrative Experiential Psychotherapy and Social Education, actively participating in seminar work on experiencing phenomena.

## **Merging experiential psychotherapy with developmental psychology, cross-cultural psychology and neuroscience - a short account of the seminar work on experiencing phenomena**

### **Abstract**

The aim of our seminar is to gather, organize and deepen the knowledge about the nature of human experiencing and its implications for psychotherapy. We understand experiencing as the basic life function of an individual who is not self-sufficient and at the same time exists as a separate entity in the outer world. We work on issues such as: the self and experiencing; experiencing in the relationship context, meaning mainly the therapeutic relationship; experiencing in the context of development and the development of experiencing during the individual's life; experiencing in the context of neuroscience; the phenomenon of experiencing in the cross-cultural environment. We would like to acquire more knowledge to help us answer the following questions: What are the mechanisms behind the experiencing phenomenon? Which psychological phenomena are involved in the experiencing process? Whether and how experiencing evolves and shapes itself in the course of the individual's development? What is the experiencing in the relationship, especially in the therapeutic relationship, characterized by presence? We will suggest 7 hypothesis regarding the essence of experiencing in the context of therapeutic work.

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## WORKSHOP



### Juan Pablo Kalawski

Juan Pablo Kalawski, PhD is a clinical psychologist at the University of Louisville Counseling Center, where he provides psychotherapy and supervision. His interest in emotions dates back to his undergraduate years in Chile. He began studying the Alba method with its creator in 1995. He later obtained his doctorate in Clinical Psychology from the University of North Texas. Dr. Kalawski has published research on emotions and pioneered the application of the Alba method in psychotherapy. He has led Alba workshops in Chile, the United States, and Mexico.

### The Alba method: A science-based tool for working with emotions

#### Abstract

This workshop is an experiential and didactic introduction to the Alba method (also called Alba Emoting), based on research by Susana Bloch and her colleagues. Their studies focused on six basic emotions: anger, fear, joy, sadness, eroticism, and tenderness. Each of these emotions was found to correspond with a specific pattern of respiratory, postural, and facial behaviors. The research also showed that the intentional and accurate execution of these patterns can induce a genuinely felt experience of the corresponding emotions. The Alba method also includes a “step-out” technique to end each emotional exercise and return to a calm but present state. Alba has been most prominently used to train actors. Dr. Kalawski has explored the application of the Alba method in psychotherapy. Alba can help therapists as well as clients increase awareness of their own and others’ emotions. The step-out technique is also very helpful with clients who are overwhelmed or have difficulty with emotion regulation. Finally, the Alba method can be especially useful to help clients access chronically inhibited emotions. Attendees to this workshop will learn the step-out technique and be coached through at least one of the six emotional patterns. The work is respectful and self-paced. The workshop will also include a summary of the research behind the method. Finally, we will discuss the therapeutic usefulness of the Alba method, especially within an experiential approach to psychotherapy.

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## WORKSHOP

### Dr Alexa Kambouropoulos

Juan Pablo Kalawski, PhD is a clinical psychologist at the University of Louisville Counseling Center, where he provides psychotherapy and supervision. His interest in emotions dates back to his undergraduate years in Chile. He began studying the Alba method with its creator in 1995. He later obtained his doctorate in Clinical Psychology from the University of North Texas. Dr. Kalawski has published research on emotions and pioneered the application of the Alba method in psychotherapy. He has led Alba workshops in Chile, the United States, and Mexico.

### International Students Counselling Experiences

#### Abstract

International students are particularly affected by issues related to physical health, academic studies, social and psychological matters. Despite sometimes-enormous emotional distress, there is evidence to suggest that these students are reticent to use counselling services to address these issues. This paper examines the utilization of counselling services by students and their counselling experiences at two major Australian universities in Australia (Melbourne). Ninety participants completed a survey that examined their help-seeking behavior, the barriers that hindered them from seeking counselling, and how they eventually came to access the service. It was found that several barriers hindered students' use of counselling services such as maintaining confidentiality, invasion of privacy and fear of the unknown. It was also found that an overwhelming majority seek help from their friends and other fellow international students rather than counselling services. In addition, follow-up interviews with a subset of these students (n=23) were used to gain more detailed information about their perspective about, their experience of counselling and what they believed contributed to positive and or negative counselling outcomes. It was found that the relationship factor between student and counsellor/psychologist and the counselling approach used are all important. Factors that impeded good counselling outcomes for students included poor cultural understanding and formal counselling procedures. These findings are compared with the counsellor's perspective on this issue.

This study is interdisciplinary in more ways than one as it seeks to combine and integrate educational principles with psychological and counselling practices that will enhance the well being of students. Further, it is innovative as it seeks to implement new methods /ways for university counselling services to counsel a cohort of students who feel very uncomfortable with it.

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## WORKSHOP



### Masaru Kanetsuki

Dr. Masaru Kanetsuki works as associate professor at Hosei university in Japan, and he is also a clinical psychologist focusing on practice and research of cognitive behavioral therapy. He is interested in utilizing perceptual control theory (Powers, 1973) in science and practice of counseling and psychotherapy. He had been supervised by the person centered therapist for long years. He is also a member of the motivational interviewing network of trainers (MINT) since he participated in 2015 MINT endorsed training of new trainers Japan.

### Carl Rogers's concept of actualizing tendency from the viewpoint of perceptual control theory

#### Abstract

Carl Rogers's concept of actualizing tendency is the keystone of clinical psychology. My presentation will show how perceptual control theory (Powers, 1973) can help to explore this concept. Perceptual control theory is a control theory based on control system engineering which explains human behavior. Perceptual control theory was developed by William Powers during the 1950s. Rogers commented on Powers's 1973 book "Behavior : The control of perception" positively. Perceptual control theory specifies how learning occurs in person, a process known as reorganization. It seems to me that actualizing tendency in person-centered therapy (PCT) and reorganization in perceptual control theory (PCT) are interrelated. I hope that two PCT will foster interdisciplinary working.

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## PECHA-KUCHA

Nels Karsvang

**Ways to open the corporate executive world to Rogers significant learnings (from: On Becoming a Person)**

### Abstract

Key points of Pecha-Kucha presentation (7 minutes):

- Challenges and leavers on how to open the corporate world
  - Case experiences from the corporate world
  - Poetry as reduction of judgment and increase of understanding between the corporate and psychotherapy landscape.
- (see attached material - IT IS NOT DIRECTLY PART OF THE PECHA KUCHA, way to much text to be that)

Author:

Nels Karsvang

MA Psychology, Philosophy & Theory of science

Examined Experience-oriented psychotherapist

Organisation:

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## PAPER SESSION

### Tatiana Karyagina

Psychological Institute of Russian Academy of Education, laboratory of scientific foundations for psychotherapy and psychological counseling (Moscow); Association for coexperiencing psychotherapy (Russia)

### Psychotherapist's empathy: natural or cultural?

#### Abstract

Since their introduction to philosophy in the late 19th century, the concepts of "experience" and "empathy" were interconnected as the subject and the method of humanitarian, descriptive (understanding) psychology and phenomenology. This relationship is also basic for experiential approaches in psychotherapy. Therefore, the development of empathy is an important task of experiential psychotherapists training. In recent years our vision of empathy has become more complex but at the same time much more clear for understanding thanks to the growing interest in the subject. Researchers are gradually moving away from the simple dichotomy of affective empathy - cognitive empathy, arriving at the foundation of complex construct and a multilevel vision of empathic phenomena. One of the approaches that can effectively conceptualize empathy as a multilevel cultural phenomenon is the theory of higher psychic functions (HPF) - the cultural-historical theory of L.S. Vygotsky and others. This approach has shown its heuristicity in the context of development and targeted training. Traditionally, for HPF the following characteristics are highlighted: the social character of formation, sign and symbolic mediation, hierarchical structure and voluntary regulation. From the first minutes of life, an infant's innate and natural empathic responses are transformed and restructured under the influence of cultural signs or 'tools' (words, rules and regulations, etc). We have worked out methods of empathy development based upon the HPF theory for the needs of psychotherapists' education (coexperiencing psychotherapy, F.E. Vasilyuk). If we look at the development of a student's 'professional' empathy, we can see the formation of a practically new HPF that occurs on the basis of 'everyday' empathy. This development is mediated by special 'tools' for empathic experience, it's unfolding, regulation and communication. The learning process is the process of internalization of these 'tools'. It is important to understand how these 'tools' are mastered and appropriated personally as they are 'implanted' in the live tissue of a therapist's empathic experience. Our studies demonstrate that in the course of such training sensitivity to different aspects of the experience, the ability to discern it's subtle nuances significantly increase. The empathic process becomes eventually involuntary, but as it has passed the stage of conscious regulation and reflection, it is available for awareness and correction. In my paper I will discuss the cultural-historical approach to the development of empathy in general and to the development of therapist's empathy in particular.

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## PAPER SESSION

M. Kefalopoulou, PhD & M. Iossifides PhD

### Gender construction and PCA : Therapeutic amplifications of gender. A discourse analysis

#### Abstract

This presentation is a discourse analysis of gender construction in person centered therapy. The analysis of 6 semi-structured interviews of Greek person centered therapists is based on Parker's theoretical framework of 'discourse' and uses the six-stage guide on Foucauldian discourse analysis of Willig (2001). Person centered therapists discuss various issues like : the social construction of gender and the concept of gendered self, the description of gender characteristics and gender role in life and in PCA therapy, gender influence on therapeutic process, gendered therapeutic strategies and PCA's therapeutic conditions as related to gender.

Overall, the wider discourses of gender are found to be implemented in everyday life of the therapists and of their clients as the therapists perceive it as well as in the therapeutic relationship through stereotypes, roles and representations.

They primarily take the form of the discursive constructions, the action orientations, the positionings and the subjectivity of the participants of the research illustrating a gendered personal and therapeutic world. Gendered discourses of time, space, biological essentialism, power, social identities and social expectations are particularly analyzed and accompanied by examples from the interviewees' words.

Different and plural discourses reinforce the multiplicity and the dynamic specifications of therapeutic amplifications of gender. The integration of the gender dimension in PCA psychotherapy with an emphasis on dominant and ideological aspects of PCA therapists views constitutes a stimulating field for integrative practices. Gendered therapists in their effort to become fully functioning persons explore gender within the therapeutic relationship in four major issues : How the therapists view him/herself, How the therapists understand the client, How the therapy is conditioned by gender constructs, How the therapeutic theory is understood from within this gendered prism.

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**PAPER SESSION**

**Dr. Zahra Fazli Khalaf, Amerlyn Wong Ee San, Liow Jun Wei, Nur Amanina Mohd Ameeruddin**

**Rogierian history taking: A researcher's fieldwork experience with sensitive topics**

**Abstract**

The principles of interpersonal communication that Carl Rogers introduced based on empathy, congruence and positive regard can be applicable in variety of communication contexts. The qualitative methodology is a context that requires depth of understanding of the participants through individual interviews. Research on sensitive topics, such as gender and sexuality, is strongly influenced by the quality of relationship between the researcher and the respondents. Without such an empathic, safe and non-judgmental relationship, it is not possible "to access the information bound with shame and taboo". This paper presents the researcher's fieldwork experience in application of Rogerian style in conducting qualitative research on sensitive topics such as perception of gender, issues of homosexual population, sexual behaviours and intimate relationships among young adults, and perception of body image among male respondents. Reflective note was carefully written before conducting the fieldwork, and bracketing technique was employed in order to indicate scientific rigor. Among the Rogerian techniques, empathic listening and positive regard were ensured during the interview sessions. Congruence was displayed once the respondents narrated contradictory statements. Field notes were taken while observing the behaviours and recording the significance of relational quality. Analysis of the process through reviewing the field notes and listening to the recorded voice files as well as exploring the interview transcripts indicated that the empathic listening with positive regard was well acknowledged in the second sessions of personal contacts with participants, and those who participated in primary briefing sessions were more likely to reveal personal/confidential information quickly within the actual interview session. Empathic listening helped reveal the issues related to homosexuality, sexual rights, sexual problems and relationship issues. Ensuring positive regard was an important tool in revealing information about sexual orientations, sexual fantasies, pre-marital sexual relationships and gender role issues. Being congruent was quite challenging, especially in the beginning of an acquaintance with a participant.

The research indicated that the Rogerian style of interview (history taking) is a useful technique to conduct rigorous qualitative research on sensitive topics. Hence, the techniques can be recommended for the history taking process in healthcare and clinic settings where a sensitive medical condition is concerned.

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## PAPER SESSION

**Vasileios N. Kiosses<sup>1\*</sup>, Vasileios T. Karathanos<sup>1</sup>, Athina Tatsioni<sup>2</sup>, Thomas Hyphantis<sup>3</sup>, Ioannis D.K. Dimoliatis**

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### **Empathize with me Doctor: Training doctors, starting from zero**

#### **Abstract**

The doctor/patient relationship has been the central instrument of healing throughout the history of medicine. Specific treatments come and specific treatments go. Some help patients; some hurt patients; many have no impact at all. But the constant of 4000 years of modern medicine has been the healing impact of the relationship with a doctor, however ineffective or harmful the type of treatment he provided.

This research tried to investigate whether the philosophy of Person-Centered Approach can be applied at an empathy training which aims to improve medical undergraduates' empathic performance and if this training lasts in time.

We designed a 60-hour experiential empathy training for medical undergraduates, based on the principles of Person-Centered Approach, the "Empathize with me, Doctor!" The training included role plays, encounter groups, study groups, exercises through art and play, theory and skills development. The Jefferson Scale of Physician Empathy was used to assess the empathic performance before and after the training. Trained person-centered counselor were facilitators of the training.

Medical students were introduced on how to conduct an interview with the patient, on history taking and in how to break bad news empathetically.

Twenty-six medical undergraduates from the Medical School, University of Ioannina, Greece, completed the experiential training. The mean score (and standard deviation) before training and after the training was 109.7 (13.2), 122.9 (8.6), respectively. The before-after difference was statistically highly significant ( $p < .0001$ ). One sample, paired t-test was 5.7 with 25 degrees of freedom.

Semi-structured interviews were conducted after the completion of the training, and Interpretative Phenomenological Analysis (IPA) was used to assess the findings. The IPA revealed that one super-ordinate theme ("the experience of training as a chance to actualize") and two sub-ordinate themes ("self-concept's reconstruction through introspection" and "change towards the others").

The Person-Centered Approach, used in the "Empathize with me, Doctor!" project, can effectively be applied in the medical context. This experiential training can facilitate medical undergraduates to improve their empathic performance. Hippocrates stated that patients often recover because they believe in their doctors. This training helps build that trust.

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## KEYNOTE



### Howard Kirschenbaum

Howard Kirschenbaum ([howardkirschenbaum.com](http://howardkirschenbaum.com)), Carl Rogers Biographer, will give a presentation. Dr. Kirschenbaum is Professor Emeritus and former chair of the Department of Counseling and Human Development at the Warner Graduate School of Education and Human Development, University of Rochester (New York). Among his 25 books on education, psychology and history are *The Life and Work of Carl Rogers*, *The Carl Rogers Reader*, *Carl Rogers: Dialogues*, and the best-selling DVD “Carl Rogers and the Person-Centered Approach”. Dr. Kirschenbaum has given workshops and presentations throughout North America and in many countries around the world.

### “Re-Discovering Carl Rogers: Biography as Surprise”

#### Abstract

Having written an earlier biography of Carl Rogers (*On Becoming Carl Rogers*, 1979), Howard Kirschenbaum didn't expect to learn much more when he did an updated version of the biography 25 years later (*The Life and Work of Carl Rogers*, 2007 U.K., 2009 U.S.). But based on many new sources, including Rogers' private papers, heretofore unavailable, and on interviews with Rogers' family and closest colleagues over the years, Kirschenbaum had many surprises and new learnings about Rogers' life and work. In this presentation the author will discuss some of his discoveries about Rogers, personally and professionally-- including his personal relationships, inner life, spiritual journey, involvement with the Central Intelligence Agency, intercultural work, international influence, and latest research on his work. Rogers was a much more complex personality than his widely known persona suggests and his work has had a wider impact than is often recognized. Kirschenbaum will share some of his excitement about literally re-writing history and the insights he gained about one of the major social revolutionaries of the 20th century.

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## SEMI-PLENARY



### Howard Kirschenbaum and Charles O'Leary

Author or editor of *The Life and Work of Carl Rogers*, *The Carl Rogers Reader*, *Carl Rogers: Dialogues*, the DVD "Carl Rogers and the Person-Centered Approach", and many other works in counseling, psychology and education. He is Professor Emeritus and former chair of counseling and human development at Warner Graduate School of Education, University of Rochester (NY).

Marriage and family therapist in private practice in Colorado (USA) and a former student of Carl Rogers. He is author of *Counseling Couples and Families: A Person-Centered Approach* and *The Practice of Person-Centered Couple and Family Therapy*. He presents workshops internationally on couple and family therapy and has taught graduate students at National Univ., San Diego State Univ., and Regis Univ.

### What is Person-Centered? Another Posthumous conversation with Carl Rogers

#### Abstract

There is frequent debate in person-centered circles as to the meaning of "person-centered" counseling and psychotherapy? Is there only one truly person-centered model--the client-centered approach originally developed by Carl Rogers? Or are there "many tribes" within the person-centered nation, such as focusing oriented therapy, process-experiential or emotion-focused therapy, person-centered expressive therapy, and the like? Believe it or not, Howard Kirschenbaum recently had a conversation beyond the grave with Carl Rogers on this very subject. Rogers, who has followed these developments with interest since his death in 1987, revealed to Kirschenbaum how he feels about the different orientations of the person-centered approach and about therapists integrating the person-centered approach with other models.

In the first half of this session, the presenters will re-enact the imagined yet realistic posthumous conversation (PCEP, 2011). In the second part of the session, Rogers will appear again, in multiple personas, and Leary and all the participants will resume the conversation with him about the complex and controversial meanings of a person-centered approach.

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## PAPER SESSION



### Veniamin Kolpachnikov

Graduated with specialist diploma (1983) and got Ph. D. in Lomonosov Moscow University (1990). Work as lecturer in a number Russian Universities, last period (2011-2016) – in National Research University Higher School of Economics (Moscow, Russia). Practicing psychologist and psychotherapist since 1994. Member of CSP since 2002. Vice-President of Russian community of PCA since 2011.

### Client-Centered Psychotherapy from Standpoint of Cultural-Activity Theory: CCT as Psychotechnical System

#### Abstract

Client-centered psychotherapy (CCT) is analyzed from standpoint of cultural-activity theory of Lev Vygotsky and its new development – psychotechnical approach. Under discussion is the perspective of viewing PCA as a cultural movement, not just professional practice. Arguments provided that change of a client in the CCT goes in accord with laws of development of higher psychological formations of a human in a cultural context. On the basis of introduced definition and description of concept of “psychotechnical system” personal characteristics of a client-centered therapist, goals, conceptual system and system of practice of CCT, system of interaction between client and psychotherapist are described.

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## PAPER SESSION



### Kirill S. Kryuchkov

Kirill is a Counseling Psychologist from Russia. He is a Board Member of the Russian Community for Person-Centered Approach. Kirill works as a private counselor, he also works as a researcher and was affiliated in a different roles: as a graduate student, lecturer, and researcher, with several institutions such as Moscow Region State University (Russia), Higher School of Economics (Russia) and Point Park University (USA). Kirill also is an Editor of the Journal for Practicing Psychologist (Russia). Kirill's interests including the structure and the nature of the philosophy and methodology of PCE, PCE outside of psychotherapy, PCE and existentialism.

### Person-Centered Approach and Hermeneutics of Love: re-thinking PCA as an applied hermeneutics of love

#### Abstract

Some authors (Selig, 2015; Robbins, 2015) offer the term 'hermeneutics of love'. Robbins (2015) contrasted this term with the term 'hermeneutics of suspicion', offered by P. Ricoeur. Under the hermeneutics of suspicion Ricoeur mentions approaches (Such as Marxist or Freudian, we could add here Lacan) which imply, that what is pronounced is not what the truly meaning is. So, the other person is always 'under the suspicion'. While hermeneutics of love 'interprets not through a mood of fear but through the attitudes of charity, empathy, and openness. It is based on the ontological view of another person as a person with own freedom and free will, which means ethically: acknowledgment of the freedom and dignity of the other and epistemologically: approaching the subjects and the valuable individuals with through the attitudes of charity, empathy openness, agape (non-egocentric) love and good will for other (Robbins, 2015; McInerney, 2015). I would more accurately call that approach - 'hermeneutics on love', as hermeneutics based on love. In a short, love as agape love seems to be the main prejudice for such hermeneutics.

That leads us to the claim that the PCA is an applied form of hermeneutics of love.

Lee (2012) claimed: "Unconditional experiencing basically involves simply being with another. While simply being with another or others immediate, direct, instantaneous, right here-and-now, impersonal and impartial viewing and expression take place. In such a state of Mind, unconditional acceptance and appreciation is naturally-spontaneously happening which directly leads to clear understanding'. CCT and PCA are based on certain pre-suppositions, pre-judgements we use to approach the client. The most important are: belief into an actualizing tendency, belief into a positive direction of a person, denial of any 'evaluation or judgement'. We may say that what is called an 'unconditional positive regard' is a form of an agape love: Rather than responding to antecedent value in its object, agape instead is supposed to create value in its object and therefore to initiate our fellowship with God (or with the other). Even more, the necessary and sufficient conditions themselves may be legitimately considered as hermeneutical 'pre-judices' or 'pre-suppositions' through the scope of which we consider our clients in the practice of PCA.

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## PAPER SESSION



### Kirill S. Kryuchkov

Kirill is a Counseling Psychologist from Russia. He is a Board Member of the Russian Community for Person-Centered Approach. Kirill works as a private counselor, he also works as a researcher and was affiliated in a different roles: as a graduate student, lecturer, and researcher, with several institutions such as Moscow Region State University (Russia), Higher School of Economics (Russia) and Point Park University (USA). Kirill also is an Editor of the Journal for Practicing Psychologist (Russia). Kirill's interests including the structure and the nature of the philosophy and methodology of PCE, PCE outside of psychotherapy, PCE and existentialism.

### The Necessary and Sufficient Conditions of Therapeutic Personality Change: the qualitative pilot study

#### Abstract

##### *Introduction*

There are several studies scrutinizing the necessary and sufficient conditions (Rogers, 1957) of therapeutic personality changes. (see, for example: Combs, Cowen, 1948; Norcross, Hill, 2004; Elliot et. Al. 2011). However, there are very few studies examining the 'rogerian triade' from the counselors' point of view. The present study has two main objectives: to get the phenomenological image of the Rogerian triade (empathy, congruence, an unconditional positive regard (UPR); and to examine the issue of the nature of those conditions. Some PCA practitioners claim that there is a difference between 'skills' and 'conditions' (see, Meadows, 1999, 2014). We assumed that Rogerian conditions could be defined as 'aptitudes', holistic phenomena that consist both 'personal qualities' and 'professional skills' (Kryuchkov, 2014). We tried to get phenomenological response to that inquiries and which would help to define Rogerian conditions more accurately. To achieve that goal we conducted the phenomenological inquiry on how CCT-counselors in training subjectively perceive Rogerian conditions and CCT values. This study is considered as a 'pilot study' due to the limited sample. Further broader inquiries are needed in order to better verify and validate our results.

##### *Methodology*

The sample consisted of 6 counselors. All participants were the participants of the 2-years CCT-training Group conducted by the Trainers of the Russian Community for the Person-Centered Approach in the Cooperation with the Counseling Psychology and Consulting Institute in Moscow (Russia). Interviews were conducted during the two last months of the training course. Participants took part in the interview via skype chat. Questions were set in order to get a descriptions of the participant's subjective perceptions of the: CCT in general, empathy, congruence, UPR. Then the scripts were analyzed with the usage of method 'meaning condensation' (Kvale, Brinkmann, 2009) and an IPA (interpretative, phenomenological analysis (Smith et al., 2008). - as a result, common dominating 'themes' across the single interviews were determined and then - meta-themes, common across the whole sample of interviews have been derived.

##### *Results*

As a result, condensed meta-descriptions were the following: in the reference to the CCT in general attention and concentration are the common topics. Also, skill and process were the topics belong to the CCT in general. In reference to empathy common topics were: attention, involvement, concentration, spontaneous response VS conscious process, non-cognitive process. In reference to congruence condensed topics was accuracy (The most accurate expression of feelings). In reference to an Unconditional Positive Regard topics were: inaction, allowance to be for something without modification.

In addition to condensed topics we collected the most common metaphors participant used in their descriptions. They were: 'bodily' metaphors (metaphors where 'body language was used'), inactivity, concentration, also 'examples by contradictions' were used quite often (what it is NOT).

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## FEATURED PRESENTATION



### Kevin C Krycka

Kevin C. Krycka is Director of the Graduate program in Existential-Phenomenological Psychology and Professor of Psychology at Seattle University, where he has been since 1988. He is also a psychotherapist specializing in working with embodiment in therapy. Kevin is an active in utilizing the philosophical and psychological works of Eugene Gendlin, particularly his 'Process Model,' to strengthen research, the training & supervision of therapists, peace work in the Mideast, and gay studies. Kevin is member of the Board of Trustees of the Focusing Institute.

### Carrying Forward the Tradition

#### Abstract

Gene Gendlin, the noted philosopher and psychologist honored here, has given us in the person-centered and experiential community reasons to hope for the future of our psychologies and therapies, and indeed hope for the future of humankind. He has given us a new philosophy that turns upside down the typical, and turns us toward generativity on a scale at once intrapersonal, interpersonal, societal, and cultural. We are challenged too, to see interaction first, carrying forward, and implicit intricacy - three core principles of his philosophy - as a foundation for our therapeutic work and beyond it. My comments will not dwell too long on these things, but instead, as best as I can, to narrate how Gene's works have encouraged me and us to think, to think beyond his thoughts or those of Carl Rogers, and generate new questions, theories, lines of research, and interactions outside the realm of disciplinary psychology.

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## WORKSHOP



**Katalin Maria Laban coauthor Angelika Kiss**

### **From fear to inner peace, from disintegrated to integrated**

#### **Abstract**

The demands of our personal life can give rise to fear. Also the outer world can give rise to fear. The individuals in most cases lack the ability to respond to such situations.

The workshop offers an opportunity to encounter each other and talk about anxiety and fears and some solutions. Anything can happen. Death can come anywhere and any time. We don't know, we can't recognize our enemies. We would like to defend ourselves. But the chances are very little that we can defend ourselves physically, so we have to strengthen ourselves psychologically. We have to multiply our inner strength. We cannot pretend that we are in safety. Some groups of people are so afraid to lose their identity that to express their fear from death, fear from disappearing they attack and destroy and kill others. They start war to face death, to win, to be alive, to prove that they survived? I don't know, and I don't want to go into politics.

Peace can be achieved if we deal with death, meditate about death, deal with our anxiety and help other people realize, get to know these thoughts. We have to face death every day. Or rather we should. But we don't. Life is so wonderful. When I was a little girl I thought, I can't believe that the world will exist after my death. But it will.

The value of human relationships is becoming more and more precious when we realize that our life is over sooner or later. Finding our inner peace becomes crucial, not to fear and enjoying life's little beauties and helping people realize this are the topics we would like to discuss during the workshop. Towards becoming a whole person...

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## ROUNDTABLE



### Dale G. Larson

Matt Blanchard is a 5th-year doctoral student in Clinical Psychology at Teachers College, Columbia University. He is currently beginning his pre-doctoral internship training at the Veterans Administration Hospital in Manhattan. mpb2160@tc.columbia.edu

Barry A. Farber, Ph.D. is Professor and Director of Clinical Training in the Department of Counseling & Clinical Psychology at Teachers College, Columbia University. He is the author of *Self-Disclosure in Psychotherapy* (2006, Guilford) and *The Psychotherapy of Carl Rogers* (1996, Guilford). farber@exchange.tc.columbia.edu

Dale G. Larson, Ph.D., is Professor of Counseling at Santa Clara University. He is a Fulbright Scholar and Fellow in the American Psychological Association. dlarson@scu.edu

Melanie Love is a third year doctoral student at Teachers College, Columbia University. She is working with Dr. Barry Farber on his work on disclosure and dishonesty in psychotherapy, including an upcoming book by the APA Press entitled *Lies and Secrets in Psychotherapy*. melanienlove@gmail.com

## Secrets, Lies, and Psychotherapy

### Abstract

This roundtable, and the lines of research contributing to it, lie at the intersection of Carl Rogers' work on the critical importance of the therapeutic relationship, the humanistic psychologist Sidney Jourard's work on the healing nature of self-disclosure, and more recent work, exemplified by the studies of Clara Hill, Barry Farber, and Dale Larson, on the nature of lies, secrets, and concealment across multiple interpersonal relationships, but particularly that of the therapeutic relationship. Dale Larson will summarize the now extensive body of research on self-concealment, present a working model of the mechanisms for its effects on health and psychotherapy process and outcomes, and interpret these findings with reference to current research and theory on secret keeping and health, emotion- and self-regulatory processes, authenticity, and help seeking. Barry Farber, Matt Blanchard and Melanie Love will then present research and theory emerging from a series of studies conducted at Columbia University. Blanchard and Farber will present on *Clients' Lies About the Therapeutic Relationship*, drawing upon a large-scale study of client lies in psychotherapy. A core finding is that client dissembling regarding their feelings about the therapeutic relationship is widespread and that clinicians' assumptions about the strength of this relationship may often be inaccurate, leading to significant clinical difficulties. The implications of these results for establishing and strengthening the therapeutic relationship and for dealing with ruptures and other clinical impasses, especially within the context of a humanistic therapeutic approach, are discussed. Love and Farber will next present on *The Price of Client Inauthenticity*, reporting data from a large-scale follow-up study of client lies and concealment that confirm earlier reports regarding fairly widespread client lies and concealment regarding their feelings about the therapeutic relationship. Their presentation focuses on clients' perceptions of the consequences of their dishonesty in this realm and of what therapist interventions would have encouraged more openness.

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## WORKSHOP



### **Dale G. Larson, Ph.D.**

Dale G. Larson, Ph.D. (U. C. Berkeley) is Professor of Counseling Psychology at Santa Clara University and a Fellow in the American Psychological Association. A clinician and Fulbright Scholar, he is the author of *The Helper's Journey: Working With People Facing Grief, Loss, and Life-Threatening Illness*, and has published widely on counseling and health issues, self-concealment, stress theory, and counseling skills. His undergraduate degree in psychology is from the University of Chicago, where a course with Gene Gendlin awoke a passion for psychology. Dale was Senior Editor and a contributing author for the *Finding Our Way: Living with Dying in America* national newspaper series that reached 7 million Americans, and is the recipient of numerous awards for his contributions to end-of-life care and training, including the 2016 Death Educator Award from the Association for Death Education and Counseling.

### **A Person-Centered Approach to Grief Counseling**

#### **Abstract**

Grief's ubiquitous presence in our world is a disquieting reminder that loss is an inescapable part of life. Personal encounters with loss of a loved one bring this reality closer, and with it the mental and physical pain so familiar to bereaved persons. Despite its often overwhelming intensity, grief is now understood to be a natural condition, the human reaction to loss, and for most people is expected to abate over time, and frequently lead to psychological growth. Given this understanding of grief, the role of grief counselling is to accelerate or unblock this natural healing process, particularly for persons for whom this process is moving more slowly than would normally be expected, or for those suffering more severe or protracted reactions to their losses.

Our understanding of grief and the needs of grieving persons has advanced significantly in recent years, but these insights are typically not connected to specific counseling theory and practices which could then provide a foundation for effective grief counseling. In this workshop, I will present a rationale for a person-centered approach to grief counseling serving as this foundation, drawing upon my recent chapter "A person-centred approach to grief counselling" appearing in the Cooper, O'Hara, Schmid, Bohart (Eds.) *Handbook of person-centred psychotherapy and counselling* (Larson, 2013). After first highlighting the ways this approach fits with contemporary theories of grief and mourning and the needs of bereaved persons, I will then present illustrations of the approach in action, using vignettes from my recently released two-part psychotherapy training video, *Person-Centered Grief Counseling* (Sage Video Counseling and Psychotherapy Collection, 2015). Experiential exercises will be used to teach the core features of this approach to participants. This workshop fulfills the conference theme of innovation, since the application of the PCA to grief counseling has not previously been systematically studied or explicated.

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## PAPER SESSION



### **Dale G. Larson, Ph.D.**

Dale G. Larson, Ph.D. (U. C. Berkeley) is Professor of Counseling Psychology at Santa Clara University, where he directs the graduate studies in health psychology. A Fulbright Scholar and Fellow in the American Psychological Association, he has published widely on counseling and health issues, self-concealment, stress theory, and counseling skills, and has had a clinical practice for more than 25 years. His undergraduate degree in psychology is from the University of Chicago, where a course with Gene Gendlin awoke his passion for psychology.

### **Secrets and Self-Concealment: From Jourard and Shlien to the Present Day**

#### **Abstract**

Psychologists have long had an interest in secrets and secret keeping: William James observed “One would think that in more men the shell of secrecy would have had to open, the pent-in abscess to burst and gain relief,” and Freud and his followers have persistently pursued their patients’ pathogenic secrets. In *Secrets and the Psychology of Secrecy*, John Shlien (1984) contrasted Carl Rogers’ approach to secrets with Freud’s, noting that Carl, unlike Freud, did not search out secrets as key events or hidden traumatic episodes. In *The Transparent Self*, Sidney Jourard, best known for documenting the positive health consequences of disclosing important self-information, also emphasized the negative health consequences of hiding significant aspects of the self, noting that nondisclosure goes beyond merely not disclosing: it includes an active struggle to avoid becoming known. Although Jourard highlighted the critical role of hiding or concealing aspects of the self, subsequent self-disclosure research instead focused almost exclusively on the factors promoting disclosure. When self-disclosure levels did not predict important health outcomes, it became clear that adequate testing of Jourard’s disclosure/health hypothesis would require a move toward study of the management of highly private self-information and the factors that inhibit disclosure. In response to this call for a refocusing of research in the self-disclosure area, and also stimulated by Pennebaker’s investigations of the health effects of revealing, or not revealing--undisclosed traumas, Larson and Chastain (1990) conceptualized the self-concealment construct and its measure, the Self-Concealment Scale (SCS). Since its introduction to the scientific literature, the SCS has been used in more than 150 empirical studies, and represents a major contribution to what is an emerging literature on the psychology of secrets and secret keeping. In this presentation I will summarize the extensive body of research on the self-concealment construct, present a working model of the mechanisms for its health effects, and will interpret these findings with reference to current research and theory on secret keeping and health, person-centered and experiential psychotherapy, emotion- and self-regulatory processes, help seeking, and the related areas of trauma disclosure, social constraints, shame and stigma.

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## PAPER SESSION



### Germain Lietaer

His master's voice: Carl Rogers' response modes in therapy and demonstration sessions throughout his career. A quantitative analysis and some qualitative-clinical comments

### Abstract

We are lucky to possess about 150 transcripts\* of therapy and demonstration sessions of the founder of our therapy approach. In this paper I will present an empirical analysis of session transcripts we have from the different phases of Carl Rogers' career: Ohio 1940-41; Chicago 1945-1955; Wisconsin 1958-1960; La Jolla 1965-77 and Workshop demonstrations 1980-86. This will be done with an adapted and further differentiated "Hill Counselor Verbal Response Modes Category System." [A description of it can be found in : G. Lietaer (2004). Carl Rogers' verbal responses in "On anger and hurt": Content analysis and clinical reflections. In R. Moodley, C. Lago, & A. Talahite (Eds.), Carl Rogers counsels a black client. Race and culture in person-centered counselling (pp. 52-70). Ross-on-Wye, UK: PCCS Books]. On the basis of quantitative data (percentages of response modes) and some qualitative-clinical comments I will focus on questions like: What types of responses does Rogers make and to what extent? What strikes us as responses he almost never makes? What are the idiosyncratic characteristics of his reflections of feelings, of the way in which he confronts and gives feedback, of his personal task-related process comments, of his expressed relational here-and-now feelings ... ? Did he change over the years ...? To what degree and in what sense are his responses 'experiential' ...? How does he handle some of the process tasks as described in Emotion-focused therapy? ...

Questions and proposals for further use of the transcripts of Rogers' therapy and demonstration sessions in training and research ....

\*Lietaer, G., & Brodley, B.T. (2003). Carl Rogers in the therapy room: A listing of session transcripts and a survey of publications referring to Rogers' sessions. *Person-centered & Experiential Psychotherapies*, 2(4), 274-291.

\*Brodley, B.T., & Lietaer, G. (Eds.) (2006). *Transcripts of Carl Rogers' therapy sessions*. Vols. 1 to 17. Word documents, available for research and training through: [germain.lietaer@ppw.kuleuven.be](mailto:germain.lietaer@ppw.kuleuven.be); [k.moon51@gmail.com](mailto:k.moon51@gmail.com)

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## PAPER SESSION

### Chin-Ping Liou

Chin-Ping Liou is an assistant professor in the Holistic Education Centre and a counselling psychologist in the students' counselling center at Fu Jen Catholic University, Taipei. She holds a PhD in counselling and psychotherapy from the University of Edinburgh, Scotland, UK. Her research interests include attitudes towards help-seeking, holistic healing, spirituality and culture, and ch'i-related exercises and counselling practice.

### Ch'i as a way of understanding in psychotherapy

#### Abstract

My presentation will focus on how the idea of ch'i is employed as a way of understanding in an actual counselling setting. Many counsellors and psychotherapists in Taiwan trained in Western-based counselling and psychotherapy practice ch'i and hold ch'i-related beliefs. Studies indicated a gradual integration of the idea of ch'i into counselling practice. Research findings provide evidence of the therapeutic use of the concept of ch'i as a way of understanding in psychotherapy. However, no study so far has demonstrated how the concept of ch'i is employed in an actual counselling setting.

From a social constructivist perspective, holding that knowledge is co-constructed through a process of inter-subjective meaning making and story-telling, I adopt a qualitative narrative approach to the research. Six participants were selected using a purposive sampling method. The sample is taken from counsellors who claimed to have had personal experiences of ch'i and have made use of the idea of ch'i in their counselling practice. The data were co-constructed between the researcher and the six participants using a semi-structured in-depth interview approach. Interview data were analyzed using the holistic-content and the category-content approaches proposed by Lieblich, Tuval-Mashiach, and Zilber (1998).

The core themes emerging from the study including (1) perceiving ch'i, (2) conveying ch'i, (3) contemplating ch'i, and (4) trusting ch'i represent the various modalities of the application of the idea of ch'i in psychotherapy. The study results were discussed through the lens of the integral model of empathy as proposed by Clark (2010). The findings of the study provide a greater understanding of how the idea of ch'i is employed as a way of understanding in an actual counselling setting and shed light on how empathy in psychotherapy can be understood from a perspective of the Chinese concept of ch'i.

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## PAPER SESSION



### Sissy Lykou

Sissy Lykou MA, PGCert, is registered with the UK Council for Psychotherapy and the Association for Dance Movement Psychotherapy-UK. She is a Psychotherapist, Dance Movement Psychotherapist and Counselling Psychologist. She practices privately with adults and children and in community psychotherapy projects for the under 5s and their parents/carers in London. She is Senior Lecturer in Dance Movement Psychotherapy at Edge Hill University, UK and teaches on several psychotherapy and supervision trainings in the UK and Europe. Her professional experience includes research posts with EU projects at the Universities of Heidelberg and Athens, editorial board membership of international journals, contributions in books and journals, and she is a member of the steering group of Psychotherapists and Counsellors for Social Responsibility.

### **Body as Wounding/Body as Healing: An Interdisciplinary Approach to Conflict and Conciliation via Expressive Movement**

#### **Abstract**

Working with movement and the body introduces vital new ways of thinking and acting into a situation (N. Rogers, 1993; Chesner & Hahn, 2002;). The workshop develops the idea that embodiment underlies group dynamics and therefore the negotiation of power within the group. So, when it comes to issues of conflict and conciliation, there is a place for ideas such as bodily expression, rhythm, integration, cohesion, body symbolism and synchrony (Schmais, 1985).

We will explore together how to approach 'difference' in an innovative way. Using movement in particular, we will find ways of constructing non-verbal forms of dialogue. Although not therapy, the experience will be grounded in Dance Movement Psychotherapy. This is a therapy modality committed to discovering the cultural and social benefits of individual and collective human creativity. The hope is for a release from the competitive shackles of a materialistic and consumeristic capitalism, and for human flowering within society and in relation to the non-human environment – animals, forests, seas, the earth. The problem that this workshop addresses is well-known, personally and politically. Often, frustrations boil over into conflict and anger when someone can't find 'the right words'. Similarly, when there is a real chance of conciliation, it doesn't work out because logos (the word) is not adequate to carry matters forward. We will explore as a group both the practice and the theory of non-verbal dialogue via the expressive use of our bodies and movement that can lead to the integrity of the group and the wider context (e.g. society, nation, etc.). A few words of reassurance to potential participants: you definitely do not have to be 'good at dancing' to enjoy the workshop (any more than you have to be 'good at speaking' to contribute to discussion, though it often feels as if one should be). And I promise that we will talk as well!

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## PAPER SESSION



**Karin Macke**

### Abstract

“I contain multitudes.” (Walt Whitman)  
Creative Writing in Person-Centered Psychotherapy  
Writing is a way of encountering yourself.

The act of writing brings forth metaphors and other aspects of the intrinsic creativity of language, which invite further thought and which can take us forward in our understanding. Putting the words or feelings out there allows the writer to reflect on her/his life. In addition, there is an incredible quality to the human capacity to use language that introduces the potential for new understanding.

In this workshop we will experiment with creative writing exercises to find out how they might facilitate personal growth and creativity. We will also talk about the healing power of “the word” and about how to implement writing into a person-centered practice.

“Yet there is, I believe, a much more important reason for my writing. It seems to me that I am still — inside — the shy boy who found communication very difficult in interpersonal situations: who wrote love letters which were more eloquent than his direct expressions of love; who expressed himself freely in high school themes, but felt himself too “odd” to say the same things in class. That boy is still very much a part of me. Writing is my way of communicating with a world to which, in a very real sense, I feel I do not quite belong. I wish very much to be understood, but I don’t expect to be. Writing is the message I seal in the bottle and cast into the sea. My astonishment is that people on an enormous number of beaches — psychological and geographical — have found the bottles and discovered that the messages speak to them. So I continue to write”. (Carl Rogers, A Way of Being )

Absolutely no artistic skill or experience is required.  
Speakers of English as well as German are welcome.

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## WORKSHOP



### Jessica Marques, MA

Ms. Marques is completing a Doctorate in Counseling Psychology, Psy.D program at the College of Saint Elizabeth, Morristown NJ. She received a Master's degree in Forensic Psychology and Counseling and a Bachelors Degree in Psychology also from the College of Saint Elizabeth. Her diverse range of experiential services includes; crisis intervention and prevention, school based counseling, psychological assessment, individual counseling, couples counseling and group counseling with children, adolescents, and adults. Most recently, Ms. Marques has been working within forensic facilities counseling adult males within a Person-Centered and Emotion Focused Therapy framework. In her clinical work she extends Person-Centered and Emotion Focused Therapy to assist individuals and couples with empathic reflection, emotional awareness, sensitivity, validation, forgiveness, and reconciliation. Jessica's workshop is uniquely structured to assist other clinicians and doctorate level student's to deliver transformational and comprehensive services to their clients, in particular couples.

### Developing Empathic Listening and Emotional Awareness Training with Men in Couples Counseling

#### Abstract

Background: Emotion-Focused Therapy focuses on developing emotional intelligence within relationships. Emotions tell a person what is important in a situation, which then guides a person to their wants and needs. Society only recognizes six core emotions that can be read through a person's facial expression: joy, anger, sadness, excitement/surprise, disgust/shame, and fear. A therapist using Emotion-Focused Therapy uses these core emotions to help clients better understand these emotions and help the client to make sense of them. It is important as a therapist to first, develop a coherent understanding of emotions before helping a client. This type of therapy has been recognized as one of the most researched and most effective approach to change distressed marital relationships. Emotion-Focused Therapy has been used as a brief systematic approach to modify constricted interaction patterns and emotional responses, while fostering the development of a safe emotional bond between couples. Emotional engagement is essential for significant change and has been proven to alter couples dysfunctional relationship patterns and emotional responses. Society has built gender roles claiming that men cannot demonstrate negative emotions such as feelings of sadness or display weak behaviors, such as attending therapy. Therefore, males are most reluctant to seek out therapy, especially a therapy focused on emotions. The purpose of this workshop is to demonstrate and educate the clinical effectiveness though using Emotion-Focused Therapy techniques and interventions within male participants, while in individual and couples counseling. We conceptualize that Emotion-Focused Therapy will improve couple's particularly with the male counterpart by actively reflecting and heightening the couple's attachment pattern, validating and empathizing to create a safe haven in therapeutic sessions.

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## WORKSHOP

Tricia McCann coauthor Iguaraya Morales

### Connecting networks for International Research

#### Abstract

The purpose of this workshop is to bring together International researchers who are interested in meeting, exchanging ideas and working in collaboration with other researchers. It is an opportunity to exchange ideas on Research possibilities for International projects. The WAPCEPC has established an ongoing Scientific Committee chaired by Iguayana Morales South America and comprised of Jeanne Watson, Canada, Bernie Neville Australia, David Murphy United Kingdom, Elektra Diakolambrianou Board, Gabriella Philippou, Greet Vanaerschot Belgium, Marianne Tatschner Board, Sofiana Milioritsa Sotiria Grafanaki and Tricia McCann Board.

WAPCEPC Scientific Committee wish to connect researchers with each other for the purpose of supporting International research into PCE. The Association Scientific Committee wish to connect researchers and support the establishment of research networks.

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## KEYNOTE



### **William R. (Bill) Miller, Ph.D.**

Dr. Miller is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico (USA). His work represented in more than 50 books and 400 articles and chapters spans the psychology of change, the treatment of addictions, therapeutic relationship, and the interface of spirituality and psychology. The Institute for Scientific Information has listed him as one of the world's most cited scientists.

### **Motivational Interviewing: An Evidence-Based Evolution of Person-Centered Counseling**

#### **Abstract**

This keynote address will briefly summarize the method, research, and four-decade development of motivational interviewing (MI) from the humanistic approach of Carl Rogers and his students. First described in 1983 as a way for helping people with drinking problems, MI is now being used in health care, social work, mental health, corrections, coaching, dentistry, and education with ongoing training and practice in at least 50 languages.

Fundamentally MI is a particular way of engaging in conversations about change. Its foundational interpersonal skills and underlying spirit are those of a person-centered approach, and accurate empathy has specifically been shown to be fundamental to the processes and outcomes of MI. Unique to MI is clinical and research attention to the language of change such that post-treatment outcomes of MI (and of other psychotherapies) are predictable from measurable aspects of clients' in-session speech that in turn are influenced by specific practitioner skills.

MI has remained faithful to the empirical research tradition pioneered and prized by Carl Rogers: that the processes and outcomes of counseling should be measured in order to permit scientific verification and replication by others. The practice of MI has been evaluated in more than 460 controlled clinical trials to date. Methodology for fidelity and quality assurance of MI is well-developed and extensive research supports a causal chain that (1) training in MI yields specifiable change in practice behavior and (2) MI-consistent practice is linked to hypothesized aspects of client speech, which in turn (3) predict treatment outcome. MI has also been shown to minimize client resistance which, precisely as Rogers predicted, is inversely related to positive change. There is also a large research literature on how to help practitioners learn and develop competence in MI.

Although the idea of responding differentially to particular types of client language may seem inconsistent with unconditional positive regard (a value shared by MI), Truax (1966) demonstrated that Rogers did so himself, and indeed it could be difficult if not bizarre to respond to clients in a truly non-contingent fashion. MI offers some clear and research-based guidelines on practical issues in person-centered practice and training: Of all the material that clients express during a session, what should a counselor particularly reflect or include in summaries, and why? What kinds of questions should one ask (or not ask) and why? It matters.

MI thus involves a well-specified blend of the general relational factors emphasized by Rogers (and in current critiques of "evidence-based" treatment) with measurable and learnable clinical skills that do improve client outcomes above and beyond the benefits of the facilitative conditions of any person-centered approach. Given recent criticism of client-centered counseling as lacking a scientific evidence base it may be fruitful to become familiar with the extensive published research on processes, outcome and training of MI, which is at heart a person-centered approach.

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## WORKSHOP



**William Miller, Ph.D. coauthors Christopher Wagner, Ph.D. Allan Zuckoff, Ph.D.**

### Abstract

Motivational Interviewing and Person-Centered Therapies

This panel presentation will include presentations focused on the person-centered roots of motivational interviewing, theoretical developments in motivational interviewing, and the potential for bidirectional contributions between motivational interviewing and other person-centered therapies in regards to future theoretical and practice developments across approaches.

### Person-Centered Counseling and Motivational Interviewing: Congruence and Influence

**Allan Zuckoff, PhD**

The practice of motivational interviewing (MI) is universally acknowledged to rest upon a person-centered foundation. Yet, the relationship between Carl Rogers' theory of therapy, personality, and psychological suffering and the theory of MI has not been thoroughly explored. In part, this stems from the origins of MI in academic and practice settings far from the centers of the person-centered approach; in part it reflects the intellectual orientation of MI's founders, William R. Miller and Stephen Rollnick, empiricists by nature who largely eschewed theorizing and developed MI pragmatically. I will begin by presenting an account of the key components of MI's eclectic theoretical underpinnings in social psychology, person-centered counseling practice, and other sources, alongside a reading of Rogers' theory of personality, valuing, and the embodied self informed by contemporary phenomenological analyses. I will then describe ways in which person-centered theory so understood could strengthen and deepen the still-developing theory of MI, including the influence of the Rogers' concepts of the organismic valuing process and the need for positive regard as well as the Rogerian understanding of defense. I will also argue that MI's core construct of "ambivalence," a cognitive-affective state that interferes with the natural process of healthy self-becoming (or "self-enhancement" properly understood), and its concepts of partnership and client-centered directionality through special attention to the language of change, represent important innovations in the theory and practice of person-centered counseling.

### How does Motivational Interviewing Fit in the Person-Centered Family of Approaches?

**Christopher C. Wagner, Ph.D.**

This presentation considers how Motivational Interviewing (MI) fits in the broader array of person-centered and other therapeutic approaches from both theoretical and empirical angles. Theoretical developments in motivational interviewing (MI) both sharpen and extend the classic Rogerian person-centered therapeutic approach, including Rogers' concept of incongruence. At the same time, MI could be further honed by integrating modern person-centered notions such as multiple sub-selves or social identities. Barth and Nasholm's multivalence construct may offer a valuable link between MI and these related disciplines as a representation of incongruence and conflict between these multiple subselves or social identities. The presentation will also include evaluation of how MI fits empirically with other therapeutic approaches in regards to both global concepts such as empathy, collaboration and interpersonal stances as well as differences in communication styles and conversational focus. It extends this consideration to comparing how MI groups fit with other group therapy approaches.

### Discussant

**William R. Miller, Ph.D.**

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## KEYNOTE



### Virginia Moreira

Virginia Moreira is an invited speaker. She has a Doctorate in Clinical Psychology (PUC, São Paulo) and a Post-Doctorate in Medical Anthropology (Harvard University, USA). She is a Full Professor of the Post-Graduate Program in Psychology at the Universidade de Fortaleza - UNIFOR, Brazil, where she coordinates APHETO - Laboratório de Psicopatologia e Clínica Humanista Fenomenológica (apheto.com.br). She is a former Fulbright Visiting Professor (2003-2004) and Affiliated Faculty (2004-2011) at the Department of Global Health and Social Medicine of Harvard Medical School. She is a Doctoral Advisor Professor in Co-Tutorage in international collaboration (Universidade de Fortaleza / Université Paris-Diderot - Paris VII). She is a Professor of Productivity in Research in CNPQ - The National Committee of Scientific and Technological Development in Brazil (PQ - 2).

Virginia trained in the Person Centered Approach with John Keith Wood (La Jolla, USA) and Rachel Rosenberg (USP, São Paulo). She participated in training workshops with Maureen O'Hara, Maria Bowen and Carl Rogers during the 1980s in Brazil. She was chair of the XII Forum for Person Centered Approach in 2013, in Cumbuco, Brazil.

Virginia's research in clinical phenomenology - psychotherapy and psychopathology - seeks to develop the thought of Carl Rogers, using the phenomenology of Merleau-Ponty as a lens to understand lived experience. She has been a psychotherapist for individuals, couples and groups in Fortaleza, Brazil, since 1981. Since 2005, she has coordinated a tutorial program of Humanistic-Phenomenological Psychotherapy.

Virginia has published seven books in Chile, France and Brazil and over 80 articles in scientific journals.

### Abstract

Carl Rogers' proposal of the person-centered approach has been developed differently in different parts of the world. One of these developments has used the phenomenological method in research based on Maurice Merleau-Ponty's philosophy of ambiguity. This method seeks to overcome the dichotomy between the subject and object, having the Lebenswelt—or the lived world—as the leading thread. The aim of this presentation is to present a phenomenological development of the person-centered approach: the humanist phenomenological clinic or Lebenswelt's clinic. It first discusses Merleau-Ponty's views as an inspiration for theoretical and empirical studies. Based on theoretical studies of the stages of the person-centered approach, research that analyzed Carl Rogers sessions of psychotherapy at different phases are described, which proposes to overcome the anthropocentric approach that focuses on the inner person of the client in order to focus on his lived world, in the intersection with the lived world of the psychotherapist and the world itself. We discuss the theoretical studies, developed over the last thirty years in Brazil, regarding: how the concept of authenticity is developed from congruence to authenticity, as presence; the development of the concept of experience, showing that Carl Rogers' work refers to conscious experience; the notion of psychopathology in Rogers' work and how phenomenological tradition of psychopathology can contribute; how the concept of empathy develops from empathy to empathic comprehension; the proposal of how empathy is in fact used to achieve the Lebenswelt - the lived world in psychotherapy and clinical interventions, during which the psychotherapist and client walk together, hand in hand, toward the client's lived world in the intersection with the psychotherapist's. This innovating proposal - the humanistic phenomenological clinic - maintains Carl Rogers' conditions as well as develops phenomenological attitudes such as description, using phenomenological brackets, multiple listening to oneself, to the client and to the contemporaneous world that constitute the client and the psychotherapist. It searches for the meanings of pre-reflexive lived experience, which is not conscious or unconscious, inside or outside, individual or social. It looks for the primary talk described by Merleau-Ponty to emerge in psychotherapy as a method of insight and possible existential transformation. As an example, we present the work on anxiety in psychotherapy understanding it as an existential style and also case studies. Using a phenomenological method inspired in Merleau-Ponty's philosophy, which analyzes data through steps, we also present empirical research on how humanistic psychotherapists use the phenomenological brackets as a powerful tool in order to achieve empathy; how they understand and use the actualizing tendency in their work; how do psychotherapists experience being empathic.



## PAPER SESSION

### **Salvador Moreno-Lopez**

Dr. Salvador Moreno-Lopez has worked as a university professor in psychotherapy and human development master programs. He was trained as a person-centered psychotherapist, and later he integrated Focusing and Gendlin's philosophy of the implicit into his work at the university and in his private practice. Dr. Moreno-Lopez has written several articles about psychotherapy and published a book about Focusing. He has developed a proposal on psychoeducational experiential groups to help care-givers persons to create well-being in their everyday lives.

### **Lilia Isabel Luna Sillas**

Lilia Luna M.A. is a psychologist, with a master's degree in psychotherapy. Currently, she works as a psychotherapist in private practice and teaches some psychology courses at Universidad Autónoma de Nayarit. She has studied and practiced dance for several years.

### **The music of the speech: a key aspect to understand client's feelings**

#### **Abstract**

Some reflections and hypotheses raised from the clinical experience of the first author in relation to how the metaphor of the music of the speech helps to understand the feelings of a client and to express the emotional nuances of therapist's understanding will be shared.

We will describe what we mean by the music of the speech and talk about the implications of using this metaphor instead of looking at the prosody of language or non-verbal aspects of communication.

How does a psychotherapist attend client's music of the speech to grasp and understand the feelings expressed? How paying attention to the client's music of the speech can help a psychotherapist to understand client's feelings, compared to attending to client's words only? These two questions will lead our conversation.

From an interdisciplinary perspective, some theoretical and clinical references that argue for the importance of looking at the music of the speech as a significant way of expression and communication of feelings in a psychotherapeutic process will be presented.

In addition, the results found in an exploratory study will be discussed. Seven psychotherapists were asked to identify the feelings of a client from reading a dialogue of a psychotherapy session; and later from listening to the same dialogue.

The results show areas in which most psychotherapists identified feelings more clearly from listening the session rather than reading the transcript. Some implications will be suggested for psychotherapy practice and psychotherapists' training.

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## PAPER SESSION



### Yuko Morikawa, Koji Nagano, Hideki Fukumori, Tatsuya Hirai

They started studying PCA under professor Shoji Murayama at Kyusyu University ,Japan. Morikawa has been active as a focusing practitioner since 1990. She was a victim counselor of a police, a student counselor of universities. From 2003, she was a lecturer in Kyusyu Sangyo University. Currently she is an associate professor at the university. She established an office“Fukuoka Focusing Forum”in 2015, for teaching focusing.

### Development of revised versions of the focusing manner scales; FMS-18 and FMS-12

#### Abstract

We have developed the Focusing Manner Scale (FMS), which is for measuring the degree to which one has focusing attitudes in his/her daily life (Fukumori&Morikawa,2003). Since then, FMS has been used in many research studies in Japan. However, in some studies, it was indicated that FMS may have some issues such as; 1) several items didn't belong to any factor, 2) the third factor had only three items, and so on.

Thus, in this study we developed revised versions of the focusing manner scales. Data was collected from undergraduate students (n=348, 18-25 years). It seemed to consist of three factors “attention,” “acceptance,” and “distance.” Examples of each factor are as follows. Attention: “I try to pay attention to my inner experiences even when I cannot grasp my feelings clearly.” Acceptance: “I tend to express myself while trusting my feeling.” Distance: “When I have some concerns in my life, I try to take a distance from them” Then, the highest loading 6 items from each factor were selected to compose the new version of FMS, called “FMS-18”. We also create a short version of FMS-18, called “FMS-12”.

The internal consistency of the each factor of the FMS-18 proved to be adequate ( $\alpha=.818-730$ ), so was FMS-12 ( $\alpha=.752-645$ ). In addition, the three factors of FMS-18, FMS-12 had good test-retest reliability within a month period. Correlational analysis for validity verification showed that daily focusing attitudes, measured by FMS-18 and FMS-12, were related to authenticity (Linley,2008), subjective well-being(Nishida,2000).We also try to portrait each factor's function for subjective well-being and mental health.

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## KEYNOTE



### **Yoshihiko Morotomi, Ph.D.**

Yoshihiko Morotomi, Ph.D. (morotomi.net) will be a speaker this year. He is a Japanese colleague interested in the field of meaning-oriented humanistic counseling and psychotherapy. He is professor at Meiji University and president of the Japan Transpersonal Association. He was honored by The Japanese Association of Counseling Science in 1997.

His publications encompass more than 200 books as author and editor, including V. E. Frankl: Life Theory and Practice (1996), Psychology of Emptiness (1997), Carl R. Rogers: Life, Theory and Practice (1997), Meaning of Life (2005), An Introduction to the Philosophy of the Implicit of Eugene T. Gendlin (2009), and Psychology of Resignation (2012) (only in Japanese).

### **“Therapeutic Stoppage” Creates a Space Where a “Moment of Movement” Will Come**

#### **Abstract**

In this paper, the following points will be touched upon:

- 1.) The meaning of “Therapist TAE” in the process of learning and growing as a Person-Centered and Focusing-Oriented Psychotherapist.
- 2.) The meaning of Therapeutic Stoppage and the experience of “Moment of Movement” (Rogers, 1956) and “Vacuum” (Tomoda, 1962).

I think that one of the most important and meaningful issues in Person-Centered and Focusing-Oriented Psychotherapy in Japan during the past 10 years is the development of the method of “Therapist TAE”.

TAE (Thinking at the Edge) is the method of creative and experiential thinking and theory building developed by Eugene. T. Gendlin and Mary Hendricks.

In Japan, TAE is applied to the method of reflection about clinical cases by the therapist and the method of theory building by experienced middle aged Person-Centered and Focusing-Oriented Psychotherapists. This method is named “Therapist TAE.”

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## ROUND TABLE



### Renate Motschnig and Jeffrey H. D. Cornelius White

#### Renate Motschnig

Renate Motschnig is a professor and head of the Computer Science Didactics and Learning Research Center at the University of Vienna, Austria. Since her studies in the 80's she participated in encounter groups and several events based on the Person-Centered Approach. She is deeply interested in the multiple ways in which understanding and whole-person learning happen and can be facilitated in today's workplace and education. Renate is determined to foster a style in higher education and communication that is based on person-centered attitudes, our co-actualizing potential, and a thoughtful support by technology. She appreciates synergies between a multitude of disciplines and cultures, co-authored 2 books on person-centered communication, acted as scientific lead in European-scale projects involving the PCA, and co-edited 2 volumes on the interdisciplinary nature and scope of the PCA.

#### Jeffrey H. D. Cornelius White

Jeffrey H. D. Cornelius-White is Professor of Counseling at Missouri State University and doctoral faculty at the University of Missouri-Columbia in Educational Leadership and Policy Analysis. He is the former coordinator for graduate programs in counseling at MSU, former Chair of the Board of the World Association for Person-Centered and Experiential Psychotherapy and Counseling, former editor of The Person-Centered Journal, and current Co-Editor of Person-Centered and Experiential Psychotherapies. Jef has collaborated on several teaching, mentoring, and research projects with Renate since 2003, including The Interdisciplinary Handbook of the Person-Centered Approach (Springer, 2013). He has published over 100 works and is the scientific committee chair for PCE 2016.

### The Person-centered Approach: An Emergent Paradigm?

#### Abstract

While co-editing two sibling books on interdisciplinary research, theory and applications of the Person-Centered Approach (Cornelius-White et al., 2013) with contributions from 6 continents and application areas reaching from spirituality and arts to medicine, neuroscience and management, we started to perceive the bigger picture. Somehow the individual contributions filled a whole space and called upon us to capture the connections and to visualize how the PCA influences most diverse fields. It also became apparent that person-centered and experiential approaches – spanning pre-cognitive, cognitive and meta-cognitive realms – are available to deal with very recent challenges such as intercultural communication, conflict resolution, leadership under strained conditions, education in the 21st century, etc. This, in particular, calls us to action.

The goal of this round-table is to illustrate the reach of the PCA into various disciplines, to share some of the facilitators' questions and revelations on the PCA as emergent paradigm, to facilitate dialogue about how the influence of the PCA in any of the fields could be strengthened by collaborative effort. All participants in the roundtable are most welcome to interact, form new perspectives and initiate new or strengthen existing collaborations!

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## WORKSHOP



### **Renate Motschnig**

Renate Motschnig is a professor and head of the Computer Science Didactics and Learning Research Center at the University of Vienna, Austria. Since her studies in the 80's she participated in encounter groups and several events based on the Person-Centered Approach. She is deeply interested in the multiple ways in which understanding and whole-person learning happen and can be facilitated in today's workplace and education. Renate is determined to foster a style in higher education and communication that is based on person-centered attitudes, our co-actualizing potential, and a thoughtful support by technology. She appreciates synergies between a multitude of disciplines and cultures, co-authored 2 books on person-centered communication, acted as scientific lead in European-scale projects involving the PCA, and co-edited 2 volumes on the interdisciplinary nature and scope of the PCA.

### **Open Case: Person-centered problem solving in small teams and its relationship to encounter groups**

#### **Abstract**

Encounter groups or intensive experiential workshops have been acknowledged as one of the most potent social inventions of the 20th century. While there is vast agreement about their unique potency and effectiveness in the training of counselors, psychotherapists, teachers, etc., nowadays human resources professionals often consider encounter groups as highly time consuming, general, and difficult to assess. These are some of the reasons why some organizations refrain from offering their employees intensive group experience and rather look for settings that aim to develop job-related problem-solving skills rather than personality development in general. This gives rise to the question: How would a workshop setting look like that meets at least the following criteria? It preserves significant potentials of person-centered encounter groups, it reduces various risks of encounter groups, it works in time-restricted situations, it emanates in person-centered attitudes, it directly affects problem-solving capacities.

The current workshop starts with briefly presenting the "open case" setting that has been developed at the University of Vienna within an EU-project on Constructive International Communication ([www.icomproject.eu](http://www.icomproject.eu)) with the above criteria in mind. Consecutively participants are invited to provide cases and form small teams in which "open case" is going to take place and be reflected both experientially and theoretically. The final dialogue will focus on the process-guidelines, opportunities, limitations and areas of applications of the innovative setting from the participants' points of view.

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## WORKSHOP

**Dr. David Murphy**

**Co-authors: Prof. Robert Elliot and Lorna Carrick**

**Identifying therapist competences in early stages of person-centered and emotion focused psychotherapy for socially anxious and traumatised client.**

### **Abstract**

In this workshop we will present some preliminary findings from an ongoing study comparing good and poor outcome cases of person-centered and emotion-focused psychotherapies. The study aimed to identify therapist variables that support socially anxious clients' engagement in the early stages of trauma focused work.

The study asked the following questions: What are the therapist in-session variables that facilitate socially anxious clients' engagement in the early stage of trauma focused work in psychotherapy? To what extent can the analysis of good and poor outcome cases of person-centered and emotion-focused therapy for social anxiety/trauma act as a method for the identification of therapist competencies in the absence of randomised control trial manuals?

In the workshop we will consider both the potential empirical and methodological contribution to the field of person-centered and emotion-focused psychotherapy by drawing on research in the field of social anxiety and trauma. Our analysis so far has identified a number of therapist variables that are common to both good outcome cases in person-centered and emotion focused psychotherapy for client engagement in trauma work for socially anxious clients. We will provide examples of therapist-client exchanges to highlight these. Similarly we have identified examples of practice that are specific to each approach in good outcome cases. Likewise there is emerging evidence of therapist action that indicates poor outcome in engaging clients in trauma focused work. The workshop also aims to provide the opportunity for engaging in discussion/experiential exercises to explore these competencies and relate them to their current practice.

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## PAPER SESSION



### **Koji Nagano, Tatsuya Hirai, Hideaki Fukumori, and Yuko Morikawa**

They started studying PCA under professor Shoji Murayama at Kyusyu University ,Japan. NAGANO has been active as a facilitator of encounter groups and a trainer of focusing seminars since 1991. He was a clinical psychotherapist of a psychiatric clinic, a school counselor of junior high schools, and a student counselor of universities from 1991 to 2000. From 2000, he was a lecturer in psychology department Otomon Gakuin University. Currently he is an associate professor at the university.

### **Relationships between focusing attitudes in daily lives and psychological stress responses, stress coping behaviors, and work motivation**

#### **Abstract**

In this study, we examined the relationships between focusing attitudes in daily lives and psychological stress responses, coping behaviors, and work motivation, by using the revised Focusing Manner Scale (FMS-18) developed by Morikawa et al. (2014). The Focusing Manner Scale consists of three focusing attitudes; 1) Being aware of the felt sense, 2) Accepting and acting from the felt sense, 3) Finding an adequate distance from problems. Research data was collected from 322 Japanese college students and business people (142 male, 180 female, and average age was 32.27). Questionnaires used in this study were; 1) FMS-18 (Morikawa et al, 2014), 2) 18 items related to psychological stress responses from the Brief Job Stress Questionnaire (Ministry of Labor and Welfare, 1999), 3) Stress Coping Behavior Questionnaire, and 4) Work Motivation Questionnaire. Results showed high score group in FMS displayed; 1) more coping behaviors, such as behaviors for problem solving and thought switching, 2) less stress responses, showing higher scores in “liveliness” factor and lower scores in “anxiety” and “depressive” factors of the Brief Job Stress Questionnaire, and 3) higher scores in Work Motivation Questionnaire. Based on these results, it was indicated that those who use focusing attitudes in daily lives can use stress coping behaviors more constructively, have higher work motivation, and less psychological stress, which concludes that the use of focusing attitudes in daily lives is an effective self-care method for one’s mental health.

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## PAPER SESSION



**Georgeta Niculescu**

### **A historical perspective of PCP ideas in Romania**

#### **Abstract**

Knowing the branch by which the main theoretical PCP ideas entered in a communist country, actually post-communist and the way in which they were assimilated and presented by the representative theoreticians in the field of psychology and psychotherapy in Romania has become a very important pursuit for me.

My hypothesis is that the level of knowledge about the history of the assimilation process' roots could have consequences on the understanding, practicing and the development of such of culture in a post-comunist country. It is possible the admiration of Carl Rogers ideas but a lack of trust in practicing them.

I will focus on the 1960-1999 period, because it is relevant for the beginning of psychotherapy in a period of political changes and challenges in developing of psychology and psychotherapy.

My research until this abstract's formulation are concluded in three main ideas:

- Around the 1970s the main preoccupation was the understanding of personality structures, a comparison between Rogers and Freud (Nicolae Margineanu 1973).
- Around the 1980s the presentation of the theory of non-directivity of Carl Rogers (Mielu Zlate 1988).

In 1989 the communist regime falls.

- Around the 1990s there was a tendency of grouping Carl Rogers' ideas, Gestalt-therapy, Bioenergetic Analysis, Transactional Analysis and experiential part of Psihodrama in the book "Experiential therapy" (Iolanda Mitrofan 1997)
- In 1999 began the training in PCP by Austrian association (OGWG)
- My research materials show that the bibliography used by the mentioned authors was written in French and English.



## PAPER SESSION



### Sara Nosari

Sara Nosari is an Associate Professor of the Department of Philosophy and Sciences of Education at the University of Turin (Italy), where she teaches Pedagogy of Creativity and Educational Theories of Change. Her specialization concerns the questions on the theoretical principles of the educational action (educability, finalities of education, human character, conditions of creativity). Currently she studies the theories and the practices of creative process. Sara is coordinator of the specialization course in Philosophy and Sciences of Education at the School of Specialization for Secondary School Teachers (TFA, Piedmont, Italy). Member of SIPED (Italian Society of Pedagogy), she has participated to national and international research projects on disciplinary and interdisciplinary issues.

### Creativity for Community: The Ethical Character of Creative Person

#### Abstract

Person has an extraordinary capability to create. This capability can be interpreted in two different ways: instrumentally and assertively. Person makes an instrumental use of his/her creative capability when he/she disassembles and reassembles the experience of reality, exploiting its implied possibilities. Involved in giving new forms to reality, the person chooses the possibility that optimizes the change. The assertive use of this capability, instead, involves person in the creation of an "other" order, not implicit in the "natural" order of things. Person is able to create a "human order" where change is transformed in "direction of sense".

Thanks to this assertive meaning, person represents the existence as it could be lived and acts to realize it. However, that representation doesn't suggest an objective achievable by a program. The representation stages a sense of existence that have to be only testified by behaviour and gestures.

Consequently, the possibility to live by designing and testifying a "human order" is entrusted to the initiative of every one. According to this possibility, the sense must be lived as an imperative: every creative action must be faithful to the sense recognized and believed in. As imperative, this sense is indeed an essential and inexhaustible commitment.

Therefore, the capability to create a human order must be educated to practice and enforce this existential sense continuously and constantly. The assertive capability shows then an ethical character: this direction involves the responsibility of every one in the change of a common destiny. Accordingly, the education of this assertive creative capability becomes the priority of a community truly interested in a change according to a human direction. The presentation will justify the ethical character of creativity and propose educational paths to empower it.

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## WORKSHOP



Dagmar Nuding coauthor Theresa Jakob

### Schema-based Relationship Play Therapy - in Action

#### Abstract

The child's self is seen as a bundle of direct relationship experiences in schema-based relationship orientated play therapy. The experience of a person's self is a summary of relationship experiences. Based on its self-experience a person develops schemes of interaction and experience. Those schemata can be modified through schema-based relationship orientated play therapy. During therapy the child stages its individual schemas of interactions and relationships. Through interactions with the therapist the child experiences that relationships can be different. Through consistent other experiences of relationships the child is able to change his relationship schemes and also his patterns. Different schemas of interactions allow changes in self-structure and self-experience.

A relationship-orientated therapist for children and young people with knowledge about this theoretical background who agrees to conjoint play with the child makes the therapy to become an immediate encounter. He answers child's actions with own actions, he gives empathic responses attuned to the child's feelings. He reflects the child's actions with similar energy but in a modified way without adding anything. That's how schema-based relationship orientated therapists work.

During the workshop you'll have the opportunity to get to know more about schema-based relationship orientated interventions in play therapy and to try them. During role-play sessions you'll have the possibility to experience how schema-based relationship orientated play therapy works in the role of the therapist and in the role of the child you'll experience how it feels like. Interactive resonance and central intervention of schema-based relationship orientated play therapy can be understood as enhancement of the person-centered core-condition empathy. But it has a lot to do with authenticity of the therapist. The therapist is present as a real person with own motivations, and he stands in for them in a fair but consistent, reliable and acceptant way also during conflicts.

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## PAPER SESSION



### David Oberreiter

Dr. David Oberreiter is a psychiatrist. He is director of the Institute of Psychotherapy of the Kepler University Hospital in Linz, Austria. David established the person-centered training for psychiatrists in Austria. His clinical work in the division of psychiatry indicates concrete concepts to build beneficial relationships with persons suffering from severe psychiatric disorders.

### **Psychotherapy of Delusions. Pathophysiological principles of psychotherapy: the concept of para-position in psychosis therapy.**

#### **Abstract**

The handling of delusional ideas poses a particular challenge in psychotherapy. Beginning with the pathophysiological processes, a person-centered perspective of the phenomenon is developed and the psychotherapeutic approach to be derived from this is presented.

In pathophysiological terms, the delusion is manifested as a disorder of the regulation of thalamic filter. If one considers the significance of relationship experiences as specific and qualitatively different from other impressions, the dysregulation processes that without this perspective are incomprehensible and pathological can be understood as essentially healthy psychological processes: they are an attempt by the organism experiencing a deficit of positive relationship experiences through a diminishing of the thalamic filter function to maximize the uninhibited influx of available relationship-oriented impressions. From this perspective, the delusion does not represent a disorder but rather an attempt at a solution.

This can provide a basis for concrete psychotherapeutic action. The goal of therapy is not the elimination of the symptom, but rather to create the experience of a sufficient and intensively positive (therapeutic) relationship. In order for a person suffering from delusional symptoms to build beneficial relationships, several particularities must be taken into consideration. Therapeutic para-position can succeed in the building of a supportive relationship. Para-position refers to the therapist's approach of neither contradicting nor affirming the delusions of the client. Empathic understanding of content that is extremely far-removed from reality is not possible – but with the attitude of para-position it is, however, possible to empathize with the emotions of the client and the emotional impacts of delusional experience without passing judgement. The positive regard paid by the therapist eliminates the original deficit of truly affirming relationship experiences. This constitutes the healing process.

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## ROUNDTABLE



**David Oberreiter (Austria), Michael Barg (Germany), Oliver Wüntsche (Germany), Robert Waldl (Austria), Sylvester Keil (Austria):**

### **David Oberreiter**

Dr. David Oberreiter is a psychiatrist. He is director of the Institute of Psychotherapy of the Kepler University Hospital in Linz, Austria. David established the person-centered training for psychiatrists in Austria. His clinical work in the division of psychiatry indicates concrete concepts to build beneficial relationships with persons suffering from severe psychiatric disorders.

### **Robert Waldl**

Robert Waldl, M.A., Ph.D., is a person-centred psychotherapist and trainer in psychotherapy at the Forum in Austria. He works as a coach and management consultant in Vienna.

## **PCE Literature - an Innovative Internet Project**

### **Abstract**

In 2009 two person-centered organizations in Austria (Forum and ÖGWG) started to establish an international database for person-centered and experiential literature; in 2013 the German person-centered organization GWG joined this cooperative project. Today the database comprises more than 11,000 references, including a small number of abstracts and full-texts, and is freely accessible via the Internet to support scientific work. The majority of the publications is in English, German and Dutch, but publications in French, Spanish, Russian, Hungarian, Greek and Japanese are included as well.

In the lecture the new webpage of [www.pce-literature.org](http://www.pce-literature.org) will be presented. Learn how to use the database, by searching via keywords, author, title, date of publication a.o.m. See how the search results can easily be used with bibliographic software, automatically formatted according to the rules of common citation styles (APA, Chicago Manual of Style, and MLA) and transferred to useful data formats.

This database is a continuous work in progress. The important next steps of the project will be presented and can be discussed.

Address of all authors: [office@pce-literature.org](mailto:office@pce-literature.org)



## PANEL



**Maureen O'Hara, Arthur C. Bohart (not pictured) and Peter F. Schmid**

### Maureen O'Hara

Dr. Maureen O'Hara is Professor of Psychology, National University, La Jolla. Working with Dr. Carl R. Rogers, John K. Wood and Natalie Rogers, she played a key role in development of Person-Centered Approach large group community process. Recently her work has examined the psychological challenges of big issues such as climate change, dehumanization, the relationship between culture change and the inner life. Writings include *Em Busca Da Vida*, (1983) Summus, Brasil.; *Handbook of Person-Centered Psychotherapy* (2007) co-edited with Cooper, M., Schmid, P.F. & Wyatt, G., Palgrave and Second edition (2013) Palgrave, co-edited with Cooper, M., Schmid, P.F. and Bohart, A.; *Ten Things to do in a Conceptual Emergency*, (2009) co-authored with Graham Leicester) and *Dancing at the Edge: Competence, Culture and Organization in the 21st Century* (2012) co-authored with Graham Leicester. Triarchy and over 50 chapters and articles.

### Whither Personhood in the Brave New World?

#### Abstract

Carl Rogers introduced the idea of "fully functioning person" into psychological discourse and argued that such a person should be the goal of psychotherapy, education and social policy. He saw persons as irreducibly self-determining, creative, empathic, in touch with nature and experiencing the flow of life, and free to choose an authentic path towards their own fulfillment. This humanistic view contrasts with much contemporary social thought which increasingly sees humans in non-human terms and reduces personhood to lists of abstract qualities. Such a robotic view currently drives much education, psychotherapy, management and social policy. Beyond that, a transhumanist movement celebrates the arrival of machine-human hybrids. This panel will reflect on the state of personhood in the 21st century and with participants consider what a person-centered view of personhood should be and what person-centered thinking and practice could/must offer to counter these dehumanizing trends.

Maureen O'Hara PhD., Chair. Department of Psychology, National University, La Jolla, California. mohara@nu.edu, www.maureen.ohara.net.

Arthur C. Bohart See bio.  
Peter F. Schmidt. See bio.



## WORKSHOP



### Charles O'Leary

Charles J. O'Leary has a private practice in which he works with couples and families in Denver Colorado. He is the author of *The Practice of Person-centred Couple and Family Therapy* (Palgrave MacMillan, 2012) and *Counselling Couples and Families: a Person-centred Approach* (Sage, 1999), the first book to integrate Carl Rogers' therapeutic conditions with couple and family therapy. During the early 1970s he studied at and was a member of the Center for Studies of the Person when Carl Rogers was in residence. He was very young at the time.

### **The Practice of Person-Centered Couple and Family Therapy.**

#### **Abstract**

Reflecting on more than thirty five years of experience with couples and families, Charles O'Leary will demonstrate how client-centered listening, empathy and acceptance may bring about positive change in relationship life. Recently described common factors in many approaches to work with couples and families rely on the core values of our approach. The workshop will feature: 1) therapist roles such as translator, moderator and host, which allow space for safe sharing of feelings and wishes; 2) support in research for a person-centered approach to slowing down family conflict so that injuries, losses and fears may be shared as feelings rather than accusations; and 3) personal reflections by presenter and participants on the experience of being present to more than one person at the same time, suspending judgment and urgency in favor of understanding and client unfolding.

Questions, brief demonstrations, and participant self reflection to bring the experience of our clients into the room. Charles will present briefly, offer participant reflection experiences, facilitate participant questions and demonstrate his work. He will talk about mistakes, foolishness and dreadful moments in this work as well as the experiences that make it more meaningful and encouraging than ever.

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## PAPER SESSION



### Junko Oniduka

Lecture(Psychology, Mental Health), Learning Support Counselor, Handicapped Art Market In Organizer, Mind Expression School Instructor.

### A Study of Interactive Self-referential Process that Occurs in a Peer Growth Group

#### Abstract

In the University of Japan, support for the developmental disorder around students who show some maladjustment in relation to school has become essential. And not come to the university, it is not put into the classroom, self-expression and communication is poor, can not be friends, study is not known, such as not write sentences, students who require a variety of considerations about 8-10 percent if you include the potential number of it is believed to be enrolled to.

The author, as a learning support of developmental disorders students, in basic education center than four years ago, to organize the special support classes by peer support, and offered of communication learning lesson, has opened a peer room as whereabouts of the university.

Among to spend as a member for four years classmate, while affecting each other, learn how to spend my own university life, such as learning and communication skills is up, it was seen to improve the adaptability.

It becomes graduation year, for students who can not graduate research and job hunting at the same time, this fiscal year than began a pre-work program for employment transition assistance and work experience to target a 3-4-year in the university.

In the peer support group experience of the main consideration students, a variety of interaction from the group members speculated from the chaos of individual independence, and symbolize, occur acquisition of subjective sense of self, such as trim, the risk of a student as a result reduce the effect was observed.

The author, a group dynamism in which the interaction of the peer support group is promoting the mental growth of individuals called "peer-growth", finely follow the movement of the interaction between group members, mutual support experience by a plurality of members we want to verify the change in the psychological and behavioral surface to individuals to bring.

In this paper, when the two parties relationship became group, by feeling the involvement and roles that I think an opponent one person members to support the individual, it is by itself selected, is transported in the direction you want, and is cancer-bearing, to emerge, clarified differentially, based on the hypothesis that this process is the foundation of peer growth, vague and uncertain, a series of action and the work that takes place in the group, I want to write provisionally named "interactive self-referential process."

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## WORKSHOP



### Rebecca L. Pluciniak

Ms. Pluciniak is completing a Doctorate in Counseling Psychology, Psy.D program at the College of Saint Elizabeth, Morristown NJ. She received a Master's degree in Counseling Psychology at the College of Saint Elizabeth and a Bachelor's Degree in Psychology from Montclair State University, Montclair NJ. Her diverse range of experiential services includes: individual and group counseling, and psychological assessment with children, adolescents, and adults. Most recently, Ms. Pluciniak has worked in a forensic facility counseling adult males as well as an outpatient mental health clinic counseling children, adolescents and adults using a Person-Centered and Emotion Focused Therapy framework. Her clinical work uses Person-Centered and Emotion-Focused therapy to assist individuals with empathic reflection, emotional awareness, validation and sensitivity. Rebecca's workshop is uniquely structured to assist other clinicians and doctoral level student's deliver transformational and comprehensive services to their clients, in particular couples.

### Developing Empathic Listening and Emotional Awareness Training with Men in Couples Counseling

#### Abstract

Background: Emotion-Focused Therapy focuses on developing emotional intelligence within relationships. Emotions tell a person what is important in a situation, which then guides a person to their wants and needs. Society only recognizes six core emotions that can be read through a person's facial expression: joy, anger, sadness, excitement/surprise, disgust/shame, and fear. A therapist using Emotion-Focused Therapy uses these core emotions to help clients better understand these emotions and help the client to make sense of them. It is important as a therapist to first, develop a coherent understanding of emotions before helping a client. This type of therapy has been recognized as one of the most researched and most effective approach to change distressed marital relationships. Emotion-Focused Therapy has been used as a brief systematic approach to modify constricted interaction patterns and emotional responses, while fostering the development of a safe emotional bond between couples. Emotional engagement is essential for significant change and has been proven to alter couples dysfunctional relationship patterns and emotional responses. Society has built gender roles claiming that men cannot demonstrate negative emotions such as feelings of sadness or display weak behaviors, such as attending therapy. Therefore, males are most reluctant to seek out therapy, especially a therapy focused on emotions. The purpose of this workshop is to demonstrate and educate the clinical effectiveness though using Emotion-Focused Therapy techniques and interventions within male participants, while in individual and couples counseling. We conceptualize that Emotion-Focused Therapy will improve couple's particularly with the male counterpart by actively reflecting and heightening the couple's attachment pattern, validating and empathizing to create a safe haven in therapeutic sessions.

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## SPECIAL PRESENTER



**Lynn Preston**

### **Eugene Gendlin Lifetime Achievement Award Presenter**

Lynn Preston, MA, MS, LP, is a focusing-oriented relational psychoanalyst, teacher and supervisor. She is a graduate of the PPSC Advanced Self Psychology program, a faculty member of the Institute of Contemporary Psychotherapy (ICP) and the founding Director of the Experiential Psychotherapy Project (EPP). Lynn has written and presented internationally on the integration of focusing and relational psychoanalysis. She also has an abiding interest in experiential teaching and integrative processes.

### **How Gene Gendlin's work Has Carried Therapy Forward**

"When the therapist understands how it truly feels to be in another person's world, without wanting or trying to analyze or judge it, then the therapist and the client can truly blossom and grow in that climate'." (Rogers) Gene Gendlin was profoundly inspired and influenced by Carl Rogers' ways of being and working with people. Although Gene has introduced and included many of his own concepts, concerns and passions, his clinical work has always remained, in spirit, "Person Centered."

Gendlin is primarily a philosopher and his Philosophy of the Implicit illuminates the realm of experience that Rogers is pointing to. He helps us to think anew about what it means to "truly" understand another person's world. He gives us a fresh vision of the implicit embodied nature of inner worlds and the living process of feeling or sensing into them. He shows us how this blossoming and growing - this furthering - is inherent to the nature of human experience and how we as therapists can harness it.

Many people and communities have been impacted by Gendlin's focusing approach, often associated with embodied introspection - "finding oneself inside." What is less well known is his understanding that life process is interactive - "we ARE INTERACTION." The self that we find is not a separate entity self, but an interactive self-in-relation. "Our main job as therapists," Gene says, "is to BE the kind of interaction that will make the person better."

Through clinical stories and a brief video, I want to convey, not only the revolutionary ideas and practices he has contributed, but the spirit of his way of BEING that carries us forward.

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## PAPER SESSION

### **Katherine Purswell**

Katie E. Purswell, Ph.D., LPC, NCC, RPT is an Assistant Professor and Co-Director of the Clinical Mental Health Counseling Program in the Counseling and Human Services Department at the University of Scranton. She specializes in working with children and families through child-centered play therapy, and is a Registered Play Therapist (RPT). Dr. Purswell received her Ph.D. in Counseling from the University of North Texas. Her primary areas of research include play therapy and counselor development. She regularly presents and publishes on these and other topics.

### **Counseling Children and the Person-Centered Philosophy: Developmental Considerations**

#### **Abstract**

The purpose of this presentation is to delve into way the person-centered philosophy can be implemented with children based on developmental considerations. Often, counselors either attempt to apply adult modalities to work with children or they see work with children as somehow different from their person-centered work with adolescents and adults and treat children with the more behavioral approaches common in societies around the world. Other counselors may realize their adult training does not quite prepare them for work with children, and so opt not to see children in their practice, thus depriving children of person-centered and experiential counselors. The purpose of this presentation is to discuss how, when children's unique developmental needs are considered, the person-centered philosophy can be implemented with the same integrity with children as with adults. The facilitator will engage participants in a discussion of key tenets of person-centered theory and how those tenets might play out with children at different levels of development. For example, the therapist provided condition of empathic understanding might be communicated very differently to a three-year-old, an eight-year-old, and an adult. The facilitator will also discuss aspects of child development particularly relevant to the therapeutic relationship, such as lack of abstract thinking and difficulty distinguishing between fantasy and reality (for young children). The facilitator will also share some of her experiences using the medium of play in child-centered play therapy.

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## PAPER SESSION



### Jean Marc Randin

Jean-Marc Randin is a psychologist, client-centered psychotherapist, and trainer in Lausanne, Switzerland. He started working in private practice in 1994, and used to teach PCA in several high schools for social workers. From 1999 to 2001, he directed the French translation of The Carl Rogers Reader, published in 2001 under the title *L'approche centrée sur la personne*. He was a board member of the WAPCEPC from 2006 to 2012, is co-founder and Managing Editor of the journal *ACP Pratique et recherche*, member of the Swiss association *pca.acp*, and co-founder of the institute IFAACP.

### The Growth Process. Challenges and Issues for the Person

#### Abstract

After decades of experience, we have, as person-centered community, a lot of observations and a real knowledge about the growing process, and about psychotherapy and counseling itself. This experience not only reinforces our conception of the person as trustworthy, as able. It also shows that many people, if not most, have some kind of inner feeling that they could be “more” of who they are, that they have an untapped potential. And, finally, it highlights several dimensions that are faced by clients during their therapeutic journey. In this paper, I'll address these elements that seem to be common, to be part of the human challenges encountered by the people engaged in a growth process – even if they are experienced differently at an individual level. These dimensions are all about being in a state of incongruence, about the person being disconnected with him/herself, not aware of him/her inner process. They are real issues both for the therapist and for the client, and, among them, for our social interactions and our living together as humanity.

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## FEATURED PRESENTATION

**Authors: Dee Ray, Dagmar Nuding & Michael Behr**

### **Dee C. Ray**

Dee C. Ray, Ph.D., LPC-S, NCC, RPT-S is Distinguished Teaching Professor in the Counseling Program and Director of the Child and Family Resource Clinic at the University of North Texas. Dr. Ray has published over 100 articles, chapters and books in the field of play therapy, specializing in research specifically examining the process and effects of Child Centered Play Therapy. Dr. Ray is author of *A Therapist's Guide to Development: The Extraordinarily Normal Years*, *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*, *Child Centered Play Therapy Treatment Manual*, and co-author of *Group Play Therapy and Child Centered Play Therapy Research*. She is a founding board member and past president of the Association for Child and Adolescent Counseling. She is current editor of the *Journal of Child and Adolescent Counseling* and recipient of the American Counseling Association Don Dinkmeyer Social Interest Award, Association for Humanistic Counseling Educator Award, and Association for Play Therapy Outstanding Research Award, among others. Dr. Ray supervises counseling services to community clients at her university clinic and leads a school outreach program providing play therapy to hundreds of children each year. Current State of Evidence for Child-Centered Play Therapy

### **Current State of Evidence for Child-Centered Play Therapy**

#### **Abstract Part One: Dee Ray**

Child-centered play therapy (CCPT) is a mental health intervention that recognizes the relationship between counselor and child as the primary healing factor for children and uses play as the primary language for communication. CCPT is based on the person-centered philosophy, marked by its trust in the innate tendency present in all individuals for growth-enhancing self-structure, emotions, and behaviors (Ray, 2011). CCPT is recognized as the most popular approach to play therapy in the United States (Lambert et al., 2005) and enjoys a strong international reputation (West, 1996; Wilson, Kendrick, & Ryan, 1992). Although many approaches to play therapy have emerged over time, they are heavily influenced by the CCPT approach (Ray, 2011). In response to historical criticism that play therapy was not supported by sound scientific research, researchers in the last decade have reviewed, summarized, and analyzed play therapy studies conducted since the earliest publications dating back to the 1940s. In 2015, two independent meta-analyses on CCPT (Lin & Bratton, 2015; Ray, Armstrong, Balkin, & Jayne, 2015) were published that supported the effectiveness of CCPT. Since 2000, over 18 randomized controlled trials have been conducted examining the outcomes of CCPT while numerous quasi-experimental and single case design studies have been published supporting the use of CCPT. The purpose of this presentation is to provide a summary of the research in play therapy, examining general and specific outcomes. Recently, CCPT has demonstrated effectiveness with children who are anxious (Stulmaker & Ray, 2015), disruptive (Bratton et al., 2013), functionally impaired (Ray, Stulmaker, Lee, & Silverman, 2013), and traumatized (Schottelkorb, Dumas, & Garcia, 2012), as well as with children who suffer from other emotional or behavioral challenges. The presenter will discuss research methods and analyses used throughout CCPT literature. Finally, the presenter will offer implications for the future of CCPT practice and how practitioners can use findings to support their work with children.

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## FEATURED PRESENTATION (cont.)



### Dagmar Nuding

Dagmar Nuding is a person-centered psychotherapist for children and young people, she works as a lecturer at the University of Education Schwäbisch Gmünd Germany and as psychotherapist in a psychiatric day care hospital for children and young people. She is an editor of the journal PERSON and delivers play therapy training in Stuttgart and Schwäbisch Gmünd.

### Michael Behr

Michael Behr is Professor for Educational Psychology and Counselling at the University Schwäbisch Gmünd, Germany. He authored and edited several books, his latest ones are textbooks on 'Person-centered & Interactive Play Therapy', and one, co-authored with G. Aich, on 'Parent-Teacher-Conferences'. He is an editor of the journal Person-centered and Experiential Psychotherapies and of PERSON. He has held visiting positions at numerous person-centered organisations and at the Universities of Vienna, Antwerp, Gent, Glasgow, Freiburg and Stuttgart. He delivers person-centred play therapy training programs in Stuttgart and Schwäbisch Gmünd.

## Current State of Evidence for Child Centered Play Therapy

### Abstract Part Two: Dagmar Nuding & Michael Behr

Person-Centered and Experiential Psychotherapy for Children and Young People - Conclusions from 67 years of effectiveness research. Results of a meta-analytic review of 85 person-centered and experiential child and adolescent psychotherapy and counseling studies is presented. Data of 67 years of effectiveness research on person-centered and experiential psychotherapy and counselling for children and young people is aggregated and summarized, differential evidence for various sets of problems, settings and age groups is given. The presented systematic meta-analytic review includes a total number of 4.117 participants. The mean age of the participants in the studies varied from 4.34 years to 17.1 years. The number of children and young people that received a person-centered and experiential treatment condition totaled 2.337. Geographically, 76.3% of the included studies were conducted in North America, 8.4% in the United Kingdom, 4.7% in Germany, 2.4% in Switzerland, 1.2% in Belgium, 1.2% Brazil, 2.4% in India, 2.4% in Taiwan and 1.2% in Iran. Seven studies investigated the effectiveness of a person-centered and experiential treatment on children and young people suffering from affective disorders (F3, including F94.1; F53), five studies examined the usefulness of person-centered and experiential treatment of children and young people suffering from anxiety disorders and obsessive-compulsive disorder (F40-F42; F93 and F94.0), 34 studies researched the benefits of person-centered and experiential psychotherapy and counselling on stress and adjustment disorders (F43), three studies explored the effectiveness on psychological and social factors of somatic disorders (F54), five studies investigated the success on psychological and social factors of intelligence disorders (F7) and deep developmental disorders, 13 studies considered the effectiveness of hyperkinetic disorders (F90) and disorders of social behavior (F91, F94.2-F94.9), 10 studies investigated the efficacy on specific developmental disorders (F80-F82) and in 11 studies it was not possible to identify a diagnosis. A medium treatment effect was found for those who participated in person-centered and experiential psychotherapy and counseling for children and young people. Results of the meta-analysis revealed statistically significant effects for person-centered and experiential psychotherapy and counseling for children and young people and for different outcome constructs, including anxiety, symptoms of affective disorders, aggression, problem behavior, emotional distress, and trauma symptoms. Results of the systematic review indicate that person-centered and experiential psychotherapy and counseling studies provided quantitative support and promising-to-strong qualitative evidence in validation of its use with children and young people.

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## PECHA-KUCHA



### Rodrigo Rezende

He is a person-centered psychologist and psychotherapist working in private practice, with a post-graduation degree in Psychosomatic Medical Psychology and a degree in Clinical Psychology. He was trained in Person Centered Psychotherapy by the Centro de Psicologia Humanista of Belo Horizonte (Brazil) and in the Instituto Humanista de Psicoterapia of Belo Horizonte (Brazil). Amongst other events, I have participated of the: Conference 2015 - Association for the Development of the Person Centered Approach - Loyola University - Chicago, USA; International Forum PCA 2015 XIIIth edition (paper: Depression, uncertainty and PCA) - Snagov - Romania; Conference of the Word Association for Person Centred & Experiential Psychotherapy 2014 - Buenos Aires - Argentina; Carl Rogers Birthday Annual Conference 2014 - San Diego, California, USA; XII Forum Internacional da Abordagem Centrada na Pessoa 2013 - Cumbuco - Ceará - Brazil; XVI Encuentro Iberoamericano del Enfoque Centrado en la Persona 2013 - Olmué - Chile; XV Encuentro Latinoamericano del Enfoque Centrado en la Persona 2010 - Ouro Preto - Brazil.

### PCA, a very special way of being together

#### Abstract

When people are together, there is always a tendency to self-valorize, to conquer supremacy or to dominate others. This tendency of self-valorization, supremacy or domination is natural and normal for both animals and humans. It has several degrees, from slavery and other forms of imposing interest and subjugating, to a subtle control, when it is almost imperceptible. Extraordinarily, PCA seeks to move in the opposite direction to that natural and powerful tendency of domination. The human configuration that PCA stimulates is something closer, in theory, to a perfect or utopic socialism. During Encounter Groups that happen in the PCA forums and conferences around the world, egalitarian moments, respect and mutual appreciation are created, and participants are delighted at the extraordinary state of universal love, almost an ecstasy among themselves. In psychotherapy, the PCA professional acts to stimulate the creation of a mood where there is room and opportunity for relationships that respect the opinion and position of others and reduce the tendency of domination. So, as psychotherapy encourages the creation of this climate or relational configuration between people, feelings are created in a way to contribute to understanding, acceptance and constructive insights. Therefore, this special way of being together without some people trying to dominate or to impose to others their interest and, in contrast, all respecting the differences and even oppositions, is one of the main and essential characteristics of PCA.

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## PAPER SESSION



### Dr Anna Robinson

Dr Anna Robinson is a Psychologist, Person-Centred Therapist and Director of the Masters in Autism programme at the University of Strathclyde, Glasgow. She spent over 20 years leading autism expertise and knowledge exchange for Scottish Autism; where she developed a counselling service for people with Asperger Syndrome in 1997, working individually, with couples and small groups. She trained in EFT with developers Robert Elliott and Jeanne Watson. Her PhD thesis Enhancing Emotion Processing within Emotion-Focused Group Therapy for People with Asperger's Syndrome (EFT-AS) has led to an EFT-AS protocol and the Client Emotional Processing Scale-Autism Spectrum (CEPS-AS); an observer measure that tracks changes in emotion and empathy processes in clients on the autism spectrum across therapy.

### Emotion-Focused Therapy-Autism Spectrum: Preliminary findings and Case Description of Misempathy Task

#### Abstract

People with Autism Spectrum Disorder (ASD), can have difficulties in emotion processing, including recognising their own and others' emotions, leading to problems in emotion regulation and interpersonal relating. Emotion-Focused Therapy (EFT) has been found to be effective in treating emotional processing and self-awareness difficulties in depression and anxiety. Autistic clients have rejected psychotherapy as they often report being misunderstood by therapists. Therapists can better facilitate emotional transformation if they understand the social-emotional processing differences autistic clients experience. In this presentation I present the main arguments and principles for an adapted Emotion-Focused Therapy for people with autistic spectrum (EFT-AS). The primary change processes include improving access to and symbolizing one's own and others' painful emotional experiences. EFT-AS uses video playback of social-emotional interpersonal reciprocity difficulty task markers to help clients activate, deepen and transform emotions via accessing core pain and associated unmet needs, which in turn point to adaptive emotions such as compassion for self and others. Pilot study outcome data showing marked shifts in client emotion processing are presented and a case example illustrating the resolution of client Misempathy experiences through a series of stages. EFT-AS appears to be an innovative and promising approach to working with this client population.

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## PECHA-KUCHA



**Mark Rogers**

### **Abstract**

Pecha-Kucha presentation: 100-200 words/7 minute presentation Using our skills beyond the clinical setting  
We are White Path - a practice run exclusively by trained humanistic psychotherapists, working beyond the clinical setting.

We have set ourselves a bold mission - to use our skills and training in a work-related, group context, helping individuals within a team to understand one another better, to relate, to communicate and to listen.

At heart, our practice is person-centered. We recognize that the biggest challenge to individuals, in the world of work, is their ability to integrate their own sense of emotional wellbeing with the aims and ambitions of the group, or organization to which they belong.

The presentation will demonstrate the potential for humanistic psychotherapeutic approaches to be adapted to a commercial context. This may interest therapists who are keen to use their skills in a uniquely collaborative process, or perhaps take an approach to their own careers that is more 'portfolio' oriented, mixing clinical practice with commercial outreach.



**PAPER SESSION**

**Nydia Rolon, Michelle Villani, Tonnette Alcide, Judi Amberg**

**Person Centered Therapy with Human Trafficking and Domestic Violence Survivors**

**Abstract**

Human trafficking and domestic violence survivors often continue to suffer lingering psychological effects of trauma. Such trauma may have derived from involuntary servitude in marriage where human traffickers may have forced their spouses to engage in domestic work, labor, or sex work. Human trafficking or domestic violence survivors' trauma may have occurred through being physically or sexually abused by their spouses or threatened by their spouses with immigration and legal consequences. Victims of human trafficking and/or domestic violence may have been forced into prostitution or sex work; they may have been sexually assaulted and/or controlled through domestic violence practices to continue the sex work. Person-centered therapists often encounter clients with a history of trauma. It has been controversial, however, whether or not person-centered therapy is an effective treatment for clients presenting with a significant amount of trauma (Joseph, 2004). This presentation intends to argue that person-centered therapy can be an effective treatment for traumatized individuals specifically survivors of human trafficking and/or domestic violence. Survivors of human trafficking or domestic violence possess strong needs for safety. As displayed on Maslow's hierarchy of needs, safety needs reside just above the basic physiological needs such as breathing, food, water, and sleep. Trauma survivors such as those involved in human trafficking and/or domestic violence may be barred from moving up the hierarchy of needs as they may be suffering from post-traumatic stress disorder in which their need for safety may continue to feel threatened. This presentation intends to demonstrate that the person-centered therapist can provide a therapeutic environment as well as a warm, supportive relationship based on genuineness and unconditional positive regard for such clients to feel safe again hence moving up the hierarchy. This presentation will also discuss what Carl Rogers described as post-traumatic growth processes and how person centered therapy can foster post-traumatic growth (healing) in clients suffering the effects of trauma.

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## PAPER SESSION



### Jamesina Rooney

Jamesina Rooney is a BACP Accredited Counsellor. She is currently working with a small number of clients in clinical practice and is in the final year of her PhD studies in Ulster University (Northern Ireland). Her area of interest is in therapeutic connection/ relating and bridging the divide between research and practice in the counseling/ psychotherapy field.

### The Heart of Therapy: Therapeutic Connection In Clinical Practice

#### Abstract

**Aim:** To bridge the divide between research and practice existing literature recognises the need to explore the inner-felt experience and micro-processes of therapeutic connection within the dyadic context. This study aims to deepen understanding of how client- therapist dyads identify, experience and co-create therapeutic connection in clinical practice.

**Method:** A multiple case study design with 6 counselling dyads was employed. Recruitment included experienced therapists, also supervisors and/or trainers and one of their current clients. Dyads audio-recorded one counselling session and were interviewed individually soon after. The interview involved listening to the counselling session and the IPR method was used creatively to inform the interview process. Participants were invited to identify moments of connection, which were noted, and subsequently analysed post-interview. Following each identified moment, participant's inner-experience was explored. The analysis of selected moments comprises a fine-grained interactional and linguistic analysis combined with participant reflection on their inner-experience. Ethical approval was granted from Ulster University Research Ethics Committee (UUREC). Procedures to ensure credibility of research include; researcher reflexivity; adequate evidentiary support (e.g.) providing samples of talk and thick descriptions of experience; triangulation.

Findings relate to the conference themes: Different levels of connection were identified. Clients and therapists in all dyads experienced at least one 'shared' moment of deep connection at the same time. Selected moments were subjected to intense analysis. Authenticity is a common important element in deep connection and relevant to the theme of integrity. How the therapeutic bond emerges both internally in the client and therapist 'agency' and felt experience, and externally in the co-created interpersonal 'dance', will be illustrated and discussed. Bringing the client and therapist voice to the foreground based in clinical practice also implements the integrity theme. This research also incorporates the interdisciplinary theme. Firstly, it attempts to bridge the gap between research and practice by going to the heart of clinical practice and implementing a robust research design to explore therapeutic connection. Secondly, it explores well-founded theoretical constructs that have received less empirical attention; thus bridging theory and practice in the psychotherapy field. Thirdly, the findings are relevant to those working in a range of caring professions, hence extending beyond the psychotherapy field. Finally, this research is innovative in several ways. Firstly, rather than isolating the dyad (client or therapist) and exploring 'their' connection from a retrospective lens, this study is based on the dyadic context (client and therapist) and explores their connection from a more immediate time-frame. Secondly, rather than examining one aspect alone it in-cooperates a detailed inquiry of participants inner-experiences as well as the micro-processes of client-therapist relating, as identified by them. Thirdly, the IPR method is used in a creative and novel way to examine the interaction and inner-experience in counselling. Application of findings for clinical practice is suggested.

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## PAPER SESSION



### Caroline Rosta

Caroline Rosta is a therapist and researcher based in Toronto. She has worked in primary care, university student counselling services, a grassroots community agency and in private practice. Her interests include trauma and PTSD, grief, wellbeing, belonging and community, indigenous and marginalized knowledges and worldviews. She is interested in becoming involved with counsellor training and researching PCT alongside occupational therapy for PTSD in military and first-response personnel. She studied person-centered counselling at the University of Strathclyde (PG Dip) and the University of Aberdeen (MSc). Caroline also has a specialist certificate in CBT for Anxiety disorders (Toronto).

### **Making Sense of the 'Identity' Debate in Person-Centred and Experiential Therapies: A practitioner's perspective**

#### **Abstract**

For nearly thirty years, the 'nation' of person-centered and experiential therapies (PCET) has been characterized by an internal debate centered on the question of identity; arguments stem from diverse interpretations of the nature and scope of person-centered therapy and questions of ownership and entitlement to use the term 'person-centered'. The implications of the controversy and lack of a clear identity are evident within the nation of PCET and in its interface with the outside world. The debate takes place primarily in the literature; nevertheless, the author maintains that it is of theoretical interest and professional import to the practicing counsellor. In its interface with the outside world, the ongoing 'identity' debate has implications in education and training, funding opportunities and political and therapeutic credibility. She argues that understanding the various perspectives within PCET provides a foundation for interdisciplinary collaboration and consensus when presenting person-centered therapies to the outside world. In this paper, the author examines diverse arguments and distinguishes three principal perspectives advanced by various 'tribes' and other developments within the PCET nation: 'sufficiency' perspectives, 'experiential' perspectives and 'insufficiency' perspectives. The author then proposes a model of the 'identity' debate in PCET as a whole based on six inherent qualities: holistic, relational, territorial, phenomenological, dynamic, and transformational. The author hopes that by engaging with this debate she will encourage other practice-based therapists who are not affiliated with academia to participate more actively in the ongoing debate within PCET. It is hoped that attempts to re-frame the ongoing debate will contribute to the formulation of new perspectives, promote dialogue, foster a sense of shared purpose, engender collaboration and contribute to the promotion of person-centered therapies as meaningful, viable and effective.

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**PAPER SESSION**

**Dr. Claudio Rud**

**The Philosophy Practice of Spinoza and the Person-Centered Paradigm**

**Abstract**

In my opinion, the person centered paradigm implies a greater vision that consists of a particular way of conceiving and experiencing human relationships and the relationships with the world, from which a way of being in the therapeutic encounter comes off “naturally”. In addition to an epistemology that gives a conceptual frame to this paradigm. With this presentation, I would like to share how Baruch Spinoza’s philosophy, with its ethical, immanent and non-dualist vision of the world, provides coherence, clearness and effectiveness to our way of being and working with helping relationships.

With the understanding of this practical philosophy, we try to overcome the dualist vision of the world, along with its views of individualism, separation and submission. This allows us to transform the suffering and “become free”, leaving room for joy as an expression of radical reciprocity, mutual power and full presence.

I will talk about the political and social implications of both views, and I will go through the issue of power as an act of domination, instead of power as a mutual potency in act.

I will share as well the influence of this vision on the therapeutic presence’s task.

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## WORKSHOP



### **Peter F. Schmid**

Peter is founder of person-centred training in Austria and co-founder of both the World Association (WAPCEPC) and the European Network (PCE-Europe). Co-operation with Carl Rogers in the eighties. Teacher at the Sigmund Freud University, Vienna, psychotherapist and trainer at the Institute for Person-Centred Studies (APG•IPS) in Austria. Author and co-editor of 27 books and more than 350 academic publications about the foundations of the PCA and anthropological, epistemological and ethical issues of person-centred psychotherapy and counselling. Co-founder of the two major international academic person-centred journals: the German language journal PERSON and the English language journal Person-Centered and Experiential Psychotherapies. Websites: [www.pfs-online.at](http://www.pfs-online.at), [www.pca-online.net](http://www.pca-online.net).

### **“A kind of liking which has strength” (Carl Rogers)**

#### **Does person-centered therapy facilitate through love?**

#### **Abstract**

Quite a few theoreticians of humanistic and existential orientations consider love as the healing element or quality in psychotherapy. Others oppose and warn to use the ambiguous word for the description of a relationship that should be as clearly defined as possible and therefore prefer an academic terminology. But the question goes far beyond terminology and touches the nature of a psychotherapy through relationship.

Love is ‘all around’. Nothing moves and occupies us as much as love in its multifaceted meanings. Struggling to understand what love exactly does mean in our interpersonal relationships, in our professional work, in private life, art, philosophy and ethics, in faith etc. fills books, lifetimes, history. It seems to be a limitless endeavour to understand its existential meaning, its force, its pleasure, its threat.

Does love play a role in psychotherapy? And if so, what kind of love? And how does it ‘work’? Is it adequate to love a client? Is it love that cures in therapy? Is love the core of what therapy, facilitating, ‘healing’ is about? Or is this simply a naïve, superficial or even harmful way to understand love as the therapeutic in therapy.

How is (therapeutic) love related to prosocial behaviour, altruism, alterity, integrity, presence, empathy, unconditional positive regard, care, mutuality, dialogue, being-with and being-counter, becoming-together, bodily awareness, sexual attraction etc.

After a profound analysis of the matter and description of my personal stance which role which kind of love plays in psychotherapy, the person-centred one in particular, I look forward to a discussion among and with the participants.

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## WORKSHOP



### Gerti Schoen

Gerti Schoen is a licensed psychoanalyst and certified couples counselor in New York City and Ridgewood, New Jersey. Her work has been informed mostly by contemporary psychoanalytic thought, Imago Relationship Therapy, Self Psychology, Buddhist philosophy and Internal Family Systems Therapy. Her main modalities of practice are proven techniques such as mindfulness, Rogerian and psychodynamic therapy. She has a strong interest in contemporary spirituality, shamanic healing, past life regression and Eastern thought. Before becoming a mental health professional, she had a fulfilling career as a journalist in her native country Germany. She has published two books, *The Gentle Self* and *Buddha Betrayed*, and is writing a blog on Psych Central.

### **Imago Therapy, Mindfulness and Person Centered Therapy: Reconnecting Couples through Empathy and Unconditional Positive Regard**

#### **Abstract**

Empathy and Unconditional Positive Regard are the cornerstones of Imago Relationship Therapy. With the help of practical hands-on techniques, the therapist teaches couples to learn how to mirror each other, validate and empathize with each other. This is what revitalizes their lost connection, and helps them to open up to restore emotional and physical intimacy.

Imago is built on the premise that the challenges that come up between couples have existed in each partner long before they even met. They learn to take responsibility for what each person has yet to grow into. The conflict that brings them into therapy in the first place, becomes a fertile ground to understand what they were looking for and how to make each of them whole. They recover lost parts of themselves and stop blaming the other for what doesn't seem to work.

So often what happens is that one person tries to do all of the communicating while the other withdraws. Both partners want to connect. Yet one ends up feeling that there is no way to get through, while the other feels overwhelmed and retreats. The pursuer will learn to take a step back, while the distancer is called to take a step forward.

In this experiential workshop you will have the opportunity learn about your own triggers in intimate relationships, how your current conflicts are related to your childhood experiences, and how to move past conflict and help bring couples into connection.

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## WORKSHOP



### Gerti Schoen

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### Saying No to Depletion and Compassion Fatigue: Building Resilience in Your Therapy Practice and Everyday Life

#### Abstract

Exaggerated altruism, sometimes called compassion fatigue, can become a threat to any clinician: We are trained to approach others with understanding and empathy, not just in our work with clients but in our relationships with family, friends and colleagues.

We don't always apply the same amount of attention to our own needs. But rather than depleting ourselves, we can use our abilities to build resilience in the face of suffering.

According to research, up to 67% of mental health professionals end up suffering from symptoms related to pathological altruism, at some point in their lives. The symptoms are: questioning one's profession and effectiveness, feeling inadequate, or even post traumatic stress responses like avoidance, numbness or increasing addictive behaviors.

There are times, when any clinician can become overwhelmed by the needs of others, and finds that she is neglecting herself. This is when we fail to put up appropriate boundaries when caring for and making ourselves available to others. The danger here is to get caught up in the their suffering, to the extent that we become unaware of the boundary between self and other. Eventually, we become overwhelmed and resentful and lose sight of our own needs.

The way to heal the symptoms of exaggerated or pathological altruism is to become keenly aware of empathy over-arousal, and draw a clear distinction between the suffering of self and that of the other. It is when we start to suffer that we have to intervene.

The workshop will provide experiential exercises how to become aware of possible boundary violations, how to generate self awareness of one's own capacity for empathy, and how to cultivate non-attachment to the outcome of our work through yogic exercises and meditative techniques.

We will discuss how attention to the changing self states of the clinician is inherent in the congruence principle of Rogerian thought, and how mindfulness techniques are enhancing and expanding on the work of Carl Rogers.

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**PAPER SESSION**

**April A. Schottelkorb, Ph.D., LPC, NCC, Yumiko Ogawa, Ph.D. and Karrie Swan, Ph.D.**

**Parent Consultation in Child-Centered Play Therapy: A Model for Research and Practice**

**Abstract**

Many child therapists throughout the world utilize an evidence-based type of play therapy in their practice, called child-centered play therapy (CCPT). Virginia Axline developed CCPT as a developmentally appropriate application of person-centered theory in work with children. Although significant research now exists that proves CCPT effectiveness with a variety of populations and presenting problems, little is known about the impact parent consultation may have as an adjunct to CCPT work. Thus, we developed a Child-Centered Parent Consultation Model (CCPC) based upon our training and knowledge of CCPT, the limited literature regarding parent consultation, and our experience providing play therapy in school, clinical, and research settings. The CCPC model has five main components: 1) the formation and maintenance of the relationship through the core relationship conditions, 2) being present to listen and respond to parents, 3) respecting parents as experts on their own children, 4) sharing relevant knowledge with parents, and 5) teaching therapeutic skills to parents (Schottelkorb, Swan, & Ogawa, 2015). In this presentation, we will explain our manualized CCPC model with attendees, and distribute the session scripts, parent brochure, and other materials needed to facilitate these parent consultation sessions with clients in practice and research settings.

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## PAPER SESSION

### Fedor Shankov

Graduated from Lomonosov Moscow State University as a clinical psychologist and from master's programme at Moscow State University of Psychology and Education as a counseling psychologist. Finished a 5 level training program of Co-experiencing psychotherapy. Currently works at Moscow Service of Psychological Help with clients via phone and e-mail; face-to-face counselor under supervision; writes PhD dedicated to spiritual dimension of client's experience in Psychological Institute of Russian Academy of Education.

### Co-experiencing Psychotherapy: a Harvest of Encounter between Rogers and Vygotsky

#### Abstract

During his visit to Moscow in 1986, Carl Rogers facilitated an encounter group, which took place at the Institute of Psychology of Russian Academy of Education. Fyodor Vasilyuk, Ph.D., who has just published his first book called "Psychology of Experiencing", was among the group participants. In his work Vasilyuk demonstrated how methodological tools of Russian cultural-historical psychology founded by Vygotsky, may be used to describe the phenomenology of human experience. With the seeds Rogers planted on the rich soil of Russian cultural-activity approach to psychology grew a unique system of Co-experiencing psychotherapy (CEPT). Currently, it is one of the leading psychotherapeutic schools in Russia. The application of CEPT may be analyzed in three main areas: science, practice, and education.

To the general psychological theory it proposes a complex of conceptual schemas: 1) a model of an «integral unit of psychological analysis»; 2) a theoretical understanding of experiencing as a productive internal meaning-generating activity, which differs and in some ways enriches Gendlin's understanding of experiencing; 3) the conceptual models of levels, registers and structures of consciousness, which allows to have a more clear view of phenomenology of experiencing. It is an innovative solution to overcoming the division between academic psychology and psychological practice.

In terms of psychotherapeutic practice it suggests several novel ways to conceptualize psychotherapy: 1) psychotherapy as a specific anthropological practice; 2) proposes a system of «psychotechnical units» of psychotherapeutic activity; 3) a structural analysis of psychotherapeutic situation. These and other concepts are useful not only for reflection of one's practice, but within psychotherapeutic process itself in order to fully understand and facilitate client's experience.

To the education it brought an original programme with creative exercises and didactical principals, and also gave a birth to several educational platforms. For example, programme on the department of Counseling and Clinical Psychotherapy at the Moscow State University of Psychology and Education successfully functions for over 15 years by now. Ultimately, CEPT is a unique cross-theoretical approach, which grew from a personal encounter between two individuals with very diverging cultures and methodological views on psychology and psychotherapy, but similar in their goals and values.

Participants will be offered a brief overview of key concepts and findings of the approach, shared with some person-centered view on its history and invited to start a mutually enriching dialogue.

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## PAPER SESSION



### Elena Sheryagina

Elena Sheryagina is a Counselling Psychologist. She is Associate Professor at the Chair of Individual and Group Psychotherapy, Counseling and Clinical Psychology Department, Moscow State University of Psychology and Education. Her interests are study of some phenomenon of professional and non-professional psychological help, assistance forms and strategies that are linked with empathy, consolation and support. She is a trainer and supervisor in the Russian Association of Coexperiencing Psychotherapy – experiential approach, based on experiencing theory of F. Vasilyuk.

### Consolation as Interpsychological Form of Experience

#### Abstract

The person trapped in a difficult situation requires the help of the psychologist, but by our everyday experience it is known that nonprofessional help of a friend or a relative, who can tactfully support, console in time, may be not less effective, than the help of the psychotherapist. Referring to the psychotherapist, people are also looking for the support. Usually it is tacitly assumed that the client's "self-help" is ineffective, so it is a psychologist who is an "expert" in the field of human relationships. In our view, situation is much more complicated. The client facing difficult situation does the hard work — the work of experiencing. He is overwhelmed by a flood of emotions, memories, thoughts, and this internal process is inherently dialogical. The client asks himself questions without answers, insults himself or pities, gives orders or persuades, and the psychotherapist's work should be built into this stream. He should support it, carry out "co-experiencing" as the special activity (Vasilyuk F.E., 1984, 1991). Thus, the psychotherapist not simply influences the client; there is an encounter of two people creatively participating in overcoming the crisis.

The stream of client's experience as a matter of fact represents internal dialogue; the genre and style of this dialogue can help psychotherapist to reveal that ways and methods, which can be used as the base for his work. For example, we can catch in the client's speech and behavior that he convinces himself: «It's still early to make the decision, it is necessary to wait ». It can be assumed for this client that his basic internal mechanism for coping with a critical situation is patience. The main hypothesis of our research suggests that the experience can be considered as the higher psychic function (according L.S. Vygotsky theory); the primary interpersonal form of this function is the consolation in the communicative system «adult —child». We assume that depending on consolation strategies used by adults in relation to the child, the latter will form various corresponding strategies of experience, coping and self-support. Knowledge of these strategies is important for our understanding of productive experience mechanisms, and for professional psychotherapists' training also. Special projective method was developed for consolation strategies study. Results of this qualitative research will be presented in my paper.

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## PAPER SESSION



Masahiro Shirai, co-authors Yoshino Matsumoto, Mihoko Kawamoto

### How can we train beginner's therapist in Person Centered Approach Orientation?

#### Abstract

What is the most appropriate training for Person Centered Approach (PCA) ?

Now days, PCA training is seemed to be training for theory of PCA. However, should it be the real PCA training?

On PCA training, I think, it must be "person (as therapist)" centered, not "theory" centered. Shirai (2007) insisted on necessity of the training, which was not only to learn knowledges and to acquire skills, but also to lookback on an experience and to arrange one's thought. I have named the training "Therapist Centered Training (TCT)". In other words, TCT is a training to find "own therapy", not to learn "right therapy".

The purpose of this presentation is to consider effectiveness of TCT workshop for beginner therapist. Most of beginner therapists in Japan tend to think, "Is my way all right?" and feel anxiety.

We will show two beginner therapists' examples in this presentation. A therapist who was thinking that her identity and orientation were unclear so that she selected a theme; "What is the proper therapy for myself?" in TCT workshop. Another was thinking that she couldn't decide theory to support her therapy, so she wanted to find out suitable orientation through the workshop. In these examples, at first both therapists felt anxiety that their therapy was correct or not they realize that they needed to find their therapy basement. However they could reconfirm important factors for their therapy and started establishing their therapist identity through TCT workshop.

Two cases show different process and conclusion, but the attitude to accept what they are is common. As a result, reconfirming their attitude helped to reduce their anxiety. These two cases show us that TCT has possibility to help to reconfirm therapist identity and reduce anxiety for beginner's therapist.

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## PAPER SESSION



### Susan Stephen

Susan Stephen is a person-centered therapist, supervisor, trainer and researcher working at the University of Strathclyde (Glasgow, Scotland). She has recently commenced PhD studies to investigate patterns of change in client congruence/incongruence while participating in person-centered therapy.

### The Strathclyde Inventory: Next steps in the development of a person-centered outcome measure

#### Abstract

Person-centered and experiential therapy is based on a potentiality model in which psychological wellbeing and growth is anticipated as an outcome of therapy. In general, however, psychotherapy outcome measures are based on the perception of therapy as a means to control and eliminate symptoms of distress. Levitt et al (2005) described this as “weighing oranges with thermometers”. They identified a need to develop measures that better fit the theoretical concept of outcome within humanistic therapies. This was the motivation for the development of the Strathclyde Inventory (Freire, 2007), a self-report outcome measure based on Rogers’ concept of the ‘fully functioning person’. Originally a 51-item instrument, the Strathclyde Inventory has been tested and refined by a series of researchers using data collected from a variety of client and non-client population samples. To date, it has demonstrated excellent inter-item reliability, adequate test-retest reliability and good convergence with related measures. Analysis of early versions of the measure found greater than desired overlap with clinical distress (Freire, 2007) however analysis of a more recent 22-item version (Zech et al, in preparation) found moderate negative correlations with symptoms of anxiety and depression. Exploratory factor analyses have suggested that the measure contains two factors (or one factor with two sub-factors): Congruence/Experiential Fluidity and Incongruence/Experiential Constriction. In this presentation, Susan Stephen will describe the story of the Strathclyde Inventory so far and make recommendations for future developments.

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## KEYNOTE



### William B. Stiles

William B. Stiles is Professor Emeritus of Psychology, Miami University, Oxford, Ohio, USA, and Adjunct Professor of Psychology at Appalachian State University, Boone, North Carolina, USA. He has been President of Division 29 (Psychotherapy) of the American Psychological Association and of the Society for Psychotherapy Research. He has served as Editor of *Psychotherapy Research* and *Person-Centered and Experiential Psychotherapies*. He has published more than 300 journal articles and book chapters, most dealing with psychotherapy, verbal interaction, and research methods.

### Finding the Right Words: Symbolizing Experience in Practice and Theory

#### Abstract

Most people agree that we can never fully understand another person's experience, but therapists are in the business of trying to understand it, particularly person-centered and experiential therapists. Therapists' main tool is language. Much of therapy is devoted to finding words to accurately symbolize the experiences the client chooses to share. Accurately symbolizing clients' problematic experiences allows them to be assimilated and transformed into personal resources.

Words are designed for sharing experience. Word meanings grow by accumulating the experience of those who use the words. As a result, language incorporates a huge repertoire of personal and cultural experience, which therapists draw on to help clients articulate and transform their experiential difficulties.

Building a theory likewise requires finding the right words to accurately symbolize people's scientific and clinical observations. A theory grows by accumulating these observations. Thus, a good theory reproduces, in a compact form, an aggregate of the experience of those who have researched it.

In both practice and theory, there is a continuing tension between relying on others' words and seeking new formulations. Received narratives can guide a productive and fulfilling life or can maintain a client's confusion and distress. Received theories can guide effective practice or can mask errors and cause a field to stagnate. Therapists and scientists have the responsibility and opportunity to address this tension.

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## WORKSHOP

Hayley L. Stulmaker

### Integrity in the Person-Centered Approach: Understanding and Embracing Unconditional Positive Self Regard

#### Abstract

Within person centered counseling, the person of the therapist is an important facilitative agent in the client's change process. To uphold integrity within the person centered approach, it is important to go delve deeper into the therapists' process and how that impacts the counseling relationship. Most discussions around Rogers' (1951, 1959) necessary and sufficient conditions for change are focused on what happens within the counseling relationship. However, therapists' own process and levels of unconditional positive self regard (UPSR) have a direct impact on how they are able to engage in relationships with their clients. Unconditional positive self regard is the therapists' level of unconditional positive regard for themselves. It has been argued that prior to being able to provide unconditional positive regard for clients, it is necessary for therapists to provide UPSR to themselves (Bozarth & Wilkins, 2001; Tolan, 2012). It can be challenging for therapists to be self-accepting unconditionally within their counseling role at times. This workshop will focus on the concept of UPSR in counseling, both in the therapists' and clients' processes. The presenter will conduct experiential activities, throughout the presentation, geared towards helping participants determine their own levels to UPSR and potential barriers in their own UPSR process. The presenter will conduct this workshop in a very interactive manner, presenting the concept of UPSR and allowing for discussion and participation throughout the presentation. The impact and importance of UPSR in the counseling process will be attended to. The presenter will use her own personal experiences as a launching point for further processing and discussion about UPSR in practice. As a result of this workshop, participants will understand the importance of UPSR, gain interpersonal process insight from experiential activities, and be able to apply their awareness and knowledge of the process in their future clinical work.

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## PAPER SESSION



### Gerard Stumm

Gerhard Stumm, Ph.D., 1950, is a freelance person-centred therapist, a clinical and health psychologist, and trainer of the “Forum”, a training institute for person-centred therapy in Vienna, Austria; publications: e.g. co-editor of „Wörterbuch der Psychotherapie” (with Alfred Pritz) (‘Dictionary of Psychotherapy’) (2000), „Die vielen Gesichter der Personzentrierten Psychotherapie” (with Wolfgang Keil) (‘The many Faces of Person-centred Psychotherapy’) (2002), „Praxis der Personzentrierten Psychotherapie” (with Wolfgang Keil) (‘Practice of Person-centred Psychotherapy’) (2014), and editor of „Psychotherapie: Schulen und Methoden“ (‘Psychotherapy: schools and methods’) (2011).

### Congruence and communication of the psychotherapist: A model and practical guidelines

#### Abstract

Congruence of the therapist, by many, is regarded as the crucial therapy condition. As concordance of an experience and its symbolization and awareness in the self, the concept constitutes an intrapsychic category. At the same time it is a functional quality that is expressed verbally and very often transpires non-verbally or para-verbally with more or less awareness. This refers to the interpersonal level of congruence, the communicative aspect of it. The model I will present distinguishes the following categories:

- transparent congruent communication: explicit (verbal) communication that is congruent
- transparent incongruent communication: explicit (verbal) communication that contains distorted symbolization
- a selective mode of communication: material, be it congruent or incongruent, that is withheld and therefore not explicitly communicated to the client
- implicit communication: autonomous reactions that become visible for the client (“body language”)

Not all that the therapist expresses will be congruent. This is true also for spontaneous reactions. In reverse, not all that is congruently symbolized ought to be communicated to the client.

This raises the question of considering guidelines to aid transparent resonance, including responses from the frame of reference of the therapist. When does this seem to be appropriate? Finally, I suggest exploring situations in which a therapist might better be cautious in being fully transparent. Hopefully that will stimulate a general discussion in which participants will bring in their own experiences.

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## PAPER SESSION



### Yasuhiro Suetake

Dr Yasuhiro Suetake is Professor of Clinical Psychology at Hosei University and teaches person-centered and focusing-oriented therapy and counseling to graduate and undergraduate students. He has been in private practice in Tokyo over twenty-five years. And he is acting as the chief director of the Japan Counseling Center which is one of the oldest counseling organizations in Japan and was founded by Fujio Tomoda at 1959. Currently he has taken interest in Gendlin's Process Model and the philosophy of the implicit. His writings include 'The clinical significance of Gendlin's Process Model' in PCEP 9(2) (Suetake, 2009).

### On a guide to integral focusing therapy (IFT) and its clinical application

#### Abstract

Recently the presenter has attempted to make a guide to integral focusing therapy (IFT). IFT is an integrative approach to psychotherapy using various methods pluralistically, which is also based on person-centered/focusing-oriented therapy and especially Gendlin's Process Model philosophy.

IFT has four steps:

- Grounding; warming up to focusing
- Holistic comprehension; focusing and direct referent formation
- Carrying forward; finding implicit patterns carried forward
- Reconstituting; sequencing and versioning of implicit patterns

Each step is composed of some detailed instructions and methods including bodily scanning, mindfulness meditation, activating self-sense, evenly suspended attention, pre-focusing, focusing, direct referent formation, amplification method, thinking at the edge (TAE), and so on.

In this session the presenter provides the background and theory of IFT, the concrete procedure of it, and its clinical application. The presenter hopes participants will share IFT's concept and procedure, and also discuss this approach.

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## PAPER SESSION



Yasuhiro Suetake

### On a guide to integral focusing therapy (IFT) and its clinical application

#### Abstract

Recently the presenter has attempted to make a guide to integral focusing therapy (IFT). IFT is an integrative approach to psychotherapy using various methods pluralistically, which is also based on person-centered/focusing-oriented therapy and especially Gendlin's Process Model philosophy.

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<http://www.hosei.ac.jp/images/gakubu/gendaifukushi/suetake.jpg>

[http://www.focusing.org/fot/murasato\\_theory.html](http://www.focusing.org/fot/murasato_theory.html)

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## WORKSHOP



### Krista Susman coauthor Renata Fuchs

Krista Susman and Renata Fuchs are leading the Austrian association “center for counselling, training and development”. An average of 3.000 clients consult the center per year. Renata Fuchs is furthermore psychotherapist and trainer of the “Institute for Person-Centered Studies” (IPS) in Vienna.

### The I in the We. The integrative power of the pca by the example of an innovative project in Austria

#### Abstract

Presentation of an innovative model of empowerment for unemployed women (“career centre for women”, CCW) that we have developed based on the person-centred approach. We are attempting to show how the integration of pc- counselling into an interdisciplinary setting not only enhances its effects but also promotes social participation. It is essential for us to understand the pca not only in its therapeutical, but even more in its socio-political dimension. It is about getting a holistic understanding of the person in her evolvment in and her relatedness to the collective. It has been our objective to create the prerequisites to enable individuals to both experience autonomy (saying “I”) and relatedness (saying “we”). After the presentation we will open up space in the workshop for encounter, aiming to explore the potential of pca concepts especially in these times of fear and anxiety, exclusion and social bunker mechanisms – towards empathy and community.

The CCW scheme closely links psychotherapeutic and pedagogical approaches within a setting that is oriented towards the wholeness of the person. It implements experiences from various fields. The target group is unemployed people and, based on our experiences and research, the CCW explicitly addresses women: it is a meeting place where the participants are given the possibility to experience themselves as self in the community, beyond the limitations due to hegemonic gender biases. The objective is to perceive and expand the own spheres of action in relation to the development of professional and personal prospects. This is done in an all-year programme in which clients can compile their personal time table completely freely for a duration of about five weeks; they can choose from among a variety of settings. The focus is not on the completion of a curriculum, but on personal growth beyond the scope of problem definitions. It is a place of encounter for persons who could not be more diverse in terms of their age, health status, educational background, origin, life plan and other identity concepts: at first sight, the only thing participants have in common is their current exclusion from employment and their gender. But an increasing number come with medical diagnoses, and also their health is suffering from the consequences of social alienation. In the course of the participation, a space of experiences evolves, allowing self-acceptance, growth and social action. We see the CCW as a contribution towards facilitating holistic experience and collective action, therefore consequently as a response to increasing social polarisation.

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## WORKSHOP

### Karrie L. Swan, April Schottelkorb, Yumiko Ogawa

Karrie Swan, PhD is an Assistant Professor of Counseling at Eastern Washington University. Before she joined academia in 2011, she served as licensed professional counselor, school counselor, and special education teacher. Dr. Swan has several national peer-reviewed journal articles on play therapy and creative counseling interventions for children and adolescents.

Dr. April A. Schottelkorb is a Licensed Clinical Professional Counselor in Montana, a National Certified Counselor, a certified school counselor in the state of Montana, and a Registered Play Therapist-Supervisor (RPT-S) through the Association for Play Therapy. She has several national peer-reviewed journal articles on play therapy and has received several grants that focus on play therapy research.

Dr. Yumiko Ogawa is an Assistant Professor of the Educational Leadership and Counseling Program at New Jersey City University. She is a Licensed Professional Counselor (LPC) and a Registered Play Therapist Supervisor (RPT-S) She has a wealth of experience in working with children and their families at various settings and has several peer-reviewed journal articles on play therapy.

### Pre-therapy in Child-Centered Play Therapy: A Model for Treating Exceptional Children

#### Abstract

Child-centered play therapy (CCPT) is considered to be a leading approach in working with children. Drawing on principles inherent to attachment, CCPT relies on the therapists' use of self and an array of relational conditions to form a treatment alliance and impact change. Paramount to the development of this growth-producing relationship, Rogers (1957) held that psychological contact is an integral prerequisite to the development of a therapeutic relationship, and impaired contact between client-therapist dyads poses threats to the relationship. For some client populations, including children diagnosed with autism and intellectual and developmental disabilities, contact work is necessary for establishing affective and empathic attunement and fostering one's innate forward-moving capabilities. Because contact work in person-centered therapy has been found to increase social and communication skills, the present authors speculate that contact work in child-centered play therapy may increase self-awareness and functional communication for children with developmental disabilities. Therefore, the purpose of this presentation is to present a model of contact work in child centered play therapy for treating children with ASD and other developmental disabilities.

In this workshop, the authors integrate interpersonal neuropsychology with contact work in PCT to create a model of pre-therapy in CCPT. The primary goal in using the model is to provide innovative techniques and moment-to-moment responses that will increase connection and contact, strengthen attachment relationships, improve social interaction, and increase complex imitative play behaviors for children with developmental disabilities. The presenters will emphasize attunement and how a therapist might congruently match a child's internal dialogue, emotional world, and self-in-environment with specific, concrete contact reflections that focus on environmental stimuli, client affect, words, speech patterns, and bodily movements. Using specific examples, the authors will detail the use of contact reflections including situational and body reflections, mirroring of verbalizations and affect, word-for-word reflections and reiterative reflections. The present authors will further discuss how contact reflections lead to increases in contact behaviors and ultimately to growth in play behaviors.

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## PAPER SESSION

### **Maria Tutsch-Steurer**

Dipl. Päd. Maria Tutsch-Steurer is a teacher at an Elementary School in Vienna, Austria. Where the focus of her teaching is the Christian Religion and the dialogue between different Faiths. Her school is predominantly represented by Christian and Muslim students. She is also a tutor for practical studies at the Pädagogische Hochschule in Vienna. She is a Person-centered Therapist with her own practice in Vienna. She is the mother of three children.

### **One Thousand and one Nights.**

#### **Abstract**

One Thousand and one Nights. The actualizing tendency is never asleep. Dreams, Neuroscience and the person-centered-approach. In 2008 in the course of her training and the written final thesis Maria Tutsch-Steurer pursued the question whether there exists a connection between the current state of dream-research and the PCA. She attempted to interpret the latest dream-research data by applying Roger's theory of personality. This contribution does not represent a final theory, but a possible additional building block to further the integration of neuroscience and the PCA. It also offers the possibility to consider the client's dreams from a new angle.

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**PAPER SESSION**

**Noriko Takahashi**

**Elements Need to be Included in Training Programs for Supporters for Suicide Prevention in the Affected Areas**

**Abstract**

This study identifies the required elements for the training programs for the supporters for suicide prevention in the affected areas based on the practices of the gatekeeper training programs, one of the suicide prevention measures, offered in Fukushima. The feedbacks from the participants of the gatekeeper training programs were examined. The supporters in the affected areas showed fatigue because they could not see how things would turn out, strong responsibility for suicide prevention, and strong guilty feeling for the suicide of the people they supported. Therefore, the training programs for the supporters in the affected areas should include self-care and postvention programs.

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## PAPER SESSION



Verheul-Takens

### Abstract

In a naturalistic study using routine outcome monitoring (ROM), we compared the course of psychotherapies conducted by client-centered psychotherapists with psychotherapies conducted by cognitive-behavioral therapists, psychodynamic-, system-, and integrative therapists, respectively. We applied a tracking procedure in which a measure was taken at the beginning of every session.

The data were originally collected in a study that investigated the effect of ROM on the course of therapy - a replication of one of the well known studies of Michael Lambert - in which a number of therapists of different orientations participated. We conducted a post-hoc analysis in which we specifically looked at the effect of the different orientations respectively.

Results showed that all therapists were effective. Results showed that all therapists were effective, but clients following therapy by client-centered and system therapists showed the biggest improvement. Behavioral therapists worked more short-time with their clients than other therapists. Additional analyses correcting for severity of complaints at the start of the therapy did also not show differences in effectiveness between the various treatment modalities.

In this presentation we will outline the conduct of the study and will present the results in detail.



## PAPER SESSION

Victoria Traynor

### Developing a Person Centered Fear and Dementia (FaDe) Assessment Tool for Individuals Living with a Dementia

#### Abstract

##### Background and study aim

Since the 1980s, dementia care practitioners and researchers have worked to embed the person-centered principles of Kitwood (1987) into the daily lives of individuals living with a dementia. Within the field of psychotherapy, there is a new and growing awareness about the contribution of person-centered theory and practice for the wellbeing of older people, including individuals living with a dementia (Pörtner, 2008; Courcha, 2015; Von Homboldt & Leal, 2015). The aim of this international multi-disciplinary study\* is to develop a person-centered fear and dementia (FaDe) assessment tool for practitioners. The purpose of the tool is to enable practitioners to enhance their empathic attunement and understanding of the phenomenological experience of fear for individuals living with a dementia.

##### Research design

Qualitative and quantitative methods were adopted. A literature review of fear (in mental health childhood and dementia) was undertaken to create a preliminary set of factors and individual items for the new tool (Draft 1). This list was reviewed by managers working in aged care using a group nominal technique (Draft 2) and a Q-Sort was undertaken by dementia care and person centred counselling practitioner and research experts to further refine the factors and items (Draft 3). Next, ethnographic observations of individuals living with a dementia in a nursing home were undertaken and compared to findings from other assessment tools to complete validity testing (Draft 4) and practitioners working in aged care tested the reliability of the items (Draft 5). Factor analysis was undertaken to finalise the set of factors and individual items to create the new tool (Final Version).

##### Findings

Practitioners and researchers from across New South Wales and the Australian Capital Territory, Australia, and Scotland, participated and ethnographic observations were undertaken in nursing homes with individuals living with a dementia. The validity and reliability statistics of the new tool will be reported in this presentation. The outcome of this study will be the person-centred FaDe tool to assess fear experienced by individuals living with a dementia. The tool will be developed as a digital resource for practitioners and researchers to use in their practice and research studies.

##### Conclusions and implications for practice

The FaDe tool will be available as freely available resource and promoted as a strategy to identify fear experienced by individuals living with a dementia (University of Wollongong, 2016). The FaDe tool could be used to develop care plans and educational strategies for staff to alleviate the distress associated with fear. Future activities by the research team include producing filmed vignettes to demonstrate using the FaDe tool and studies in which the tool tests the outcomes of interventions on fear for individuals living with a dementia. Our international multi-disciplinary team ensured a digital and well validated and reliable person centred FaDe assessment tool was developed for individuals living with a dementia.

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## PAPER SESSION



**Alicia M. Trotman coauthors Toni Anne Cappello, Shannon Carroll, Krystal Contreras, Selena Felipe, Alexandra Ionescu, Maya McDuffie, Alexandria Paterno, Amanda Raiola, Ismarie Rodriguez, Frank Todaro & Kayla Tufo**

**A Way of Being in the Classroom: How Students and Instructor created space for growth-promoting interpersonal communication**

### Abstract

In current political times, there has been consternation regarding the status of psychology as a discipline. Firstly, the recent statements of one of the presidential candidates asserting that psychology majors were not likely to hold careers that carried prestige or usefulness for American society may have illustrated the disregard for the discipline. Secondly, the incriminating evidence found in the leadership of the American Psychological Association colluding with the Department of Defense in violating the ethical codes for interrogation policies may have depicted the abuse of the discipline. These events may hint towards a need for a broader dissemination of research findings to the general public that psychology's infusion into several other disciplines has launched them into new uncharted areas. For example, corporations have been able to maintain their profits by tracking and projecting the purchasing habits of consumers. Then there is the foundational work between psychology professionals and the human populace that should provide the baseline for service before self-advancement. For example, the ethical intention as a psychologist is to help and not harm the client/patient. Therefore, it seems that a psychology major becomes useful and prestigious if humans are used to advance the objectives of a system. On the other hand, psychology is abused if harming the client/patient fulfils the objective. Both of these examples suggest that the person has been dismissed in the philosophical mission of psychology as a result of systems seemingly appropriating more recognition. This is in great contrast to the person-centered approach advocated by Carl Rogers. If acknowledged, the changed attitudes experienced by persons helped by the discipline may have communicated and demonstrated the mental health of persons as paramount and led those who provide the service to recognize and appreciate the substantial responsibility they carry for themselves and their clients/patients. These discoveries subsumed part of the work encountered in our humanistic psychology class.

In our paper, we attempt to elucidate the changing curriculum and ourselves as we progressed through the course. We found that Carl Rogers modernized the backdrop for the historic rudiments of psychology as human's quest for adventure along with human's struggle against fate with growth promoting interpersonal relationships. We spoke of taking risks by describing our participation in activities never tried before, and we discussed our emotional reactions and responses as we felt and failed. But the encounter is necessary for each of us to begin to transform. As we encountered humanistic/existential scholars and each other, we found the times we stepped back to listen and stepped forward to participate, the tensions produced a clarity that generalizations can be harmful and self-worship can be delusional. In other words, judgements made about the other, without the other present, were narrow and vapid. In our classroom, the person's presence became the center of our milieu and allowed for contextualized interpretations which then opened possibilities for listening and accepting the other. Even though we are not from different disciplines, we innovatively created new potentialities for ourselves with integrity and intercontextuality.

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## WORKSHOP



**Greet Vanaerschot**

### **Empathy training**

#### **Abstract**

Can empathy be learned or is it an inborn ability that you can refine? Can it be trained? And what about emotional empathizing: is it not something you have or don't have? What if you empathize too strongly? Can this be a problem? Can you learn to handle this?

In the workshop several ways to train different aspects of empathy are proposed and can be experienced. Beside that, roads are handed to detect empathy erosion in oneself and to restore the empathic contact.

I will propose some ideas on empathy training and will work with the group based on my experience with 25 years of empathy training in the postgraduate psychotherapy training programs of the University of Antwerp, the Catholic University of Leuven and the RINO psychotherapy training programs in the Netherlands.

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## PAPER SESSION



### Greet Vanaerschot

Dr. Greet Vanaerschot, Phd., is clinical psychologist and client-centered/experiential psychotherapist. She is professor in psychotherapy and coordinator of the psychotherapy training programs at the University of Antwerp, Belgium, and chief lecturer at the RINO psychotherapy training programs in Utrecht, The Netherlands. Her current interests are: psychotherapy integration, psychotherapy training, process-outcome research and the (research-based) development of person-centered and experiential treatment 'protocols'. She also works in private practice.

**See me, feel me, touch me, heal me...**

### Abstract

On the healthy and impaired development of empathy, emotion regulation and reflective functioning and how well-attuned therapeutic empathy can improve disturbances in these abilities.

Empathy is crucial for satisfying human relationships. It is the basis of human contact, emotional connectedness and taking care for each other. 'Contact' is about touching and being touched, about moving and being moved. This mutual emotional touching and the emotional connectedness that goes with it is possible through empathy. Empathy implies the ability to recognize the emotions and needs of the other and to take them into account. It is a biologically rooted ability that develops fully with 'good enough' empathic attunement from the primary caretakers. Attachment theory learns us that 'good enough' attuned empathic responsiveness on the child needs is crucial for the development of a safe attachment; a safe attachment is considered as determinative for an adequate emotion and attention regulation and for the ability to reflect on one's own and other's emotional functioning.

Many of our clients experience - temporarily or not - difficulties to keep an authentic and satisfying contact with others. Their empathic ability seems undermined and often emotion regulation abilities and reflective functioning are disturbed as well. What is the matter with them? How can we understand these disturbed processes? And most important: how can psychotherapy improve the ability for empathy, emotion regulation and reflective functioning?

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**PAPER SESSION**

**Siebrecht Vanhooren**

**Working with prisoners from a person-centered, experiential-existential approach: Pathways to posttraumatic growth and pro-social change.**

**Abstract**

Unexpected circumstances such as disease, divorce, accidents and violence disrupt our lives in dramatic ways. These stressful life events can lead to a loss of meaning on many levels. Clients are challenged to make sense of what happened and to find new meaning and purpose in life. Eventually, most of them succeed in finding new ways to appreciate life. Moreover, by working through the loss of meaning that was initiated by a seismic life event, many people experience posttraumatic growth (Tedeschi & Calhoun, 2004). Posttraumatic growth can be defined as a fundamental shift in how people experience themselves, others, and the world. Janoff-Bulman (2013) argues that people can also experience a loss of meaning as a consequence of their own actions. Committing a crime can lead to an existential crisis and imprisonment can amplify this experience. We explored whether prisoners experience a loss of meaning, how they cope with this loss, and whether prisoners experience posttraumatic growth. Posttraumatic growth among prisoners and offenders has been associated with desistance from crime. Knowing that person-centered and existential therapies are very suitable to facilitate posttraumatic growth, these therapies have a rich – and largely unexplored – potential to help offenders to choose new pathways in life.

In this presentation, we will address the most interesting results of our research. Based on our qualitative, quantitative, and case studies, we will propose a person-centered, experiential-existential framework that can help the therapist to support posttraumatic growth in prisoners. We will highlight specific micro processes and therapeutic interventions which support growth and change in this special client population. We will illustrate how exploring the loss of former meanings, exploring unmet existential needs, and integrating the dark side of the self into the larger self can help prisoners to lead a more meaningful and pro-social life in the future.

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**PAPER SESSION**

**Sheryagina Elena Vladimirovna**

**Consolation as interpsychological form of experience**

**Abstract**

The person trapped in a difficult situation requires the help of the psychologist, but by our everyday experience it is known that nonprofessional help of a friend or a relative, who can tactfully support, console in time, may be not less effective, than the help of the psychotherapist. Referring to the psychotherapist, people are also looking for the support. Usually it is tacitly assumed that the client's "self-help" is ineffective, so it is a psychologist who is an "expert" in the field of human relationships. In our view, situation is much more complicated. The client facing difficult situation does the hard work — the work of experiencing. He is overwhelmed by a flood of emotions, memories, thoughts, and this internal process is inherently dialogical. The client asks himself questions without answers, insults himself or pities, gives orders or persuades, and the psychotherapist's work should be built into this stream. He should support it, carry out "co-experiencing" as the special activity (Vasilyuk F.E., 1984, 1991). Thus, the psychotherapist not simply influences the client; there is an encounter of two people creatively participating in overcoming the crisis.

The stream of client's experience as a matter of fact represents internal dialogue; the genre and style of this dialogue can help psychotherapist to reveal that ways and methods, which can be used as the base for his work. For example, we can catch in the client's speech and behavior that he convinces himself: «It's still early to make the decision, it is necessary to wait ». It can be assumed for this client that his basic internal mechanism for coping with a critical situation is patience. The main hypothesis of our research suggests that the experience can be considered as the higher psychic function (according L.S. Vygotsky theory); the primary interpersonal form of this function is the consolation in the communicative system «adult —child». We assume that depending on consolation strategies used by adults in relation to the child, the latter will form various corresponding strategies of experience, coping and self-support. Knowledge of these strategies is important for our understanding of productive experience mechanisms, and for professional psychotherapists' training also. Special projective method was developed for consolation strategies study. Results of this qualitative research will be presented in my paper.

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## PECHA-KUCHA



### Wies Verheul

Wies Verheul is a clinical psychologist and psychotherapist working in private practice. She is also editor in chief of the Dutch-Flemish Journal for Person-centered Experiential Psychotherapy. She has been closely involved in defending the position of client-centered psychotherapy as one of the forms of psychotherapy, which is eligible for reimbursement in the Dutch healthcare system. Wies has - in addition to her original client centered training - been trained as an Emotion Focused therapist, both for individuals and couples (EFT-couples, Sue Johnson).

### **The effectiveness of client-centered psychotherapie relative to other therapeutic approaches. A naturalistic study.**

#### **Abstract:**

In a naturalistic study using routine outcome monitoring (ROM), we compared the course of psychotherapies conducted by client-centered psychotherapists with psychotherapies conducted by cognitive-behavioral therapists, psychodynamic, systemic and integrative therapists, respectively. We applied a tracking procedure in which a measure was taken at the beginning of every session.

The data were originally collected in a study that investigated the effect of ROM on the course of therapy - a replication of one of the well-known studies of Michael Lambert - in which a number of therapists of different orientations participated. We conducted a post-hoc analysis in which we specifically looked at the effect of the different orientations.

Results showed that all therapists were effective. Results showed that all therapists were effective; clients following therapy by client-centered and system therapists showed the biggest improvement. Behavioral therapists worked more short time with their clients than other therapists. Additional analyses correcting for severity of complaints at the start of the therapy did also not show differences in effectiveness between the various treatment modalities.

In this presentation I will outline the conduct of the study and will present the results in detail.

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## PAPER SESSION

### Jeffrey Von Glahn

Fundamental to my practice of psychotherapy is my concept of therapeutic catharsis (see my articles in the PCEP journal: May, 2011; Dec., 2012), which proposes an observable, neurophysiologically-based criterion for when an emotional release is therapeutic and when it is not.

### Abstract:

Therapeutic emotional processing (TEP) is a naturally occurring (i.e., not consciously activated) process that given a particular facilitative condition (see below) has the following outcome: Previously problematic behaviors/thoughts/emotions/situations are handled in a more spontaneous (i.e., without prior planning) as well as in a more psychologically productive way.

TEP is understood as a sympathetic (S) - parasympathetic (P) autonomic nervous system sequence; or more simply, a pre-therapeutic phase followed by a therapeutic one. The facilitative condition for this sequence is the unforced activation of emotional experiencing (EE); i.e., when it emerges coincident with clients receiving sufficient support for their experiencing.

The therapist supports the client's experiencing by (a) Empathically responding to the explicit and implicit (that which was hinted at but left unsaid) dimensions of the client's experiencing; and (b) not distracting clients from their experiencing; i.e., the basic guideline here is if the client did not say it or hint at it, do not refer to it.

When EE is activated in an unforced way (see below for forced activation), the S phase is a manifestation of the unresolved aspects of a hurtful event(s) that have been stored in a neurophysiological state and it is experienced as a delayed fight or flight response. As such, this phase is characterized by (a) elevated vital sign activity, (b) some degree of fear and/or anxiety, (c) "forced" crying and/or "aggressive" sounding anger, and (d) the person describing the ways in which the past event was psychologically threatening.

With the therapist's continuing support for the client's experiencing, the S phase reaches a peak of intensity and at that point it spontaneously transitions to the P (therapeutic) phase. Two simultaneous reactions immediately follow. One is that the elevated vital signs immediately drop to below the person's baseline values, as indicated by the disappearance of physiological tension and the person appearing quite alert. The other reaction is that the fear/anxiety in the S phase is replaced by clients describing the hurtful psychological effects of that event as if they had been transported back in time and were reporting on the experience as it was happening. The client's narrative in this phase is accompanied by a spontaneous acceptance (the opposite of S phase avoidance) of crying and/or indignation. The latter term is preferred over anger as it is how clients sound in the P phase when they describe how they were affected by objectively unfair/unjust treatment.

The forced activation of EE, which typically occurs outside of therapy with an unexpected hurtful or threatening stimulus, is in itself, not therapeutic. When clients talk about such an event, their nervous system has usually been too overloaded for the S phase to transition to a P phase despite how much support they receive. In this case, the therapist listens attentively and waits for the agitated state to dissipate. Although clients may say that they feel better at that time, there is no healing as there is no S-P sequence.

The S phase, whether forced or unforced, is proposed as an explanation for the well-intended but ill-defined concept of retraumatization; i.e., despite appearances during the S phase the client is not being "re-hurt."

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## PAPER SESSION



### Robert Waldl

Robert Waldl, M.A., Ph.D., is a person-centered psychotherapist and psychotherapy trainer at the Forum in Austria. [www.forum-personzentriert.at](http://www.forum-personzentriert.at) He works as a coach and management consultant in Vienna and has been certified as a Business Succession Consultant by the Austrian Chamber of Commerce. A focal point of his work is counseling individuals, couples and families who run family businesses, especially those in the process of handing the company over to the next generation.

### Understanding Families in Family Businesses - Interdisciplinarity between Consulting, Coaching and Counseling

#### Abstract:

Counseling individuals, couples or families, who run family businesses, allows us a unique insight into the interactions between personal and professional relationships, between love and work, and emotions and business. Such complex counseling challenges require a multi-professional, interdisciplinary approach. We cannot think in categories such as relationship only, we also need to consider concepts such as roles and systems. The counselor must actively and constructively deal with the themes of power, hierarchies and organization.

Families who run businesses live and work within a complex interaction between the two social systems of the business- and the private world. Every day they must balance contradictory value systems in decision-making, communication and loyalties. When companies are handed onto the next generation, ensuing issues often endanger both relationships and the business itself.

A person-centred approach in understanding the situation helps at the individual-, interactive and organizational level. Encouraging clients to increase both their self-awareness and their awareness of others, as well as improving communication in double-role situations, increases congruency, allowing clients to move freely between their roles as family members and company functionaries. This opens up new perspectives within the family and the business organization.

While the work with family-run businesses demands an interdisciplinary approach, clarity regarding the roles within the supporting system itself is also necessary. In this presentation cases will also be described showing how clarity in tasks and roles can be achieved in a family-run business through the application of different disciplines.

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## PAPER SESSION



### Robert Waldl

Robert Waldl, M.A., Ph.D., is a person-centered psychotherapist and psychotherapy trainer at the Forum in Austria. [www.forum-personzentriert.at](http://www.forum-personzentriert.at) He works as a coach and management consultant in Vienna and has been certified as a Business Succession Consultant by the Austrian Chamber of Commerce. A focal point of his work is counseling individuals, couples and families who run family businesses, especially those in the process of handing the company over to the next generation.

### Identity and Identification - On Becoming a Person in the Age of Social Media, Biometrics and Big Data

#### Abstract:

Carl Rogers has described the conditions people need in order to develop towards self-determination and autonomy. Unfavourable social conditions can rob individuals the freedom of becoming and being as they truly are. Today the optimism which existed at the beginning of the internet age regarding digital freedom seems naïve. The uncontrolled mass storage of personal data on the web is changing both the way we think and the way we act. Societies in Europe are developing in different directions with some countries increasing the pressure to conform and restricting the freedom of expression and data control. People in such situations react very differently- they may be concerned, they may be afraid. This may result in more self-control in some while others react with greater conformity or mistrust. In such societies people feel they are constantly observed, and developmental opportunities are limited due to a loss of autonomy.

While the digitalization of all aspects of our lives is rich in potential, it contains hidden dangers as well. For many it is not clear just how much personal data they reveal in their daily lives, and the right of each individual to determine the access to - and use of their data is interpreted very differently around the world. Many national authorities and international companies exploit the lack of both technical and legal clarity to collect enormous amounts of personal data.

Data protection is a central question in the twenty-first century. Just as we once fought for the freedom of the media, a fight which still continues today, we must now formulate and defend our basic rights with regard to personal data.

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## PAPER SESSION



### Margaret S. Warner

Dr. Warner is a client-centered therapist whose clinical training was undertaken at the Chicago Counseling and Psychotherapy Center, an offshoot of the original Counseling Center founded by Carl Rogers at the University of Chicago. She has a doctorate in Behavioral Sciences from the Committee on Human Development of the University of Chicago. She is a Professor and co-founder of the Minor in Client-Centered and Experiential Psychology at the Chicago Campus of the Illinois School of Professional Psychology at Argosy University. She has been a practicing psychotherapist for over 20 years and has been teaching courses in client centered therapy, group therapy, and severe psychopathology at The Illinois School of Professional Psychology. Dr. Warner, with a group of volunteers, convened Chicago 2000: The Fifth International Conference in Client-Centered and Experiential Psychotherapy. She was a founding member of the World Association for Person-Centered and Experiential Psychotherapy and Counseling.

### Luke's Process: A Research Study of Schizophrenic Thought Disorder

#### Abstract:

In our ongoing studies of a client "Luke" at the Illinois School of Professional Psychology, we have come to an interesting observations about schizophrenic thought disorder. Luke's irrational-sounding expressions process to quite realistic understandings within non-directive client-centered therapy influenced by Prouty's "pre-therapy" insights. He does this while moving into a "metaphact" language which is a hybrid of ordinary facts and metaphors. Working with metaphacts, Luke tends to clarify what is bothering him, why it is bothering him and what he might do in response. His ability to process while in the midst of schizophrenic thought disorder has increased over the years as has his overall sense of well-being and positive social engagement.

A single session analysis of Luke's process found a strong correlation between "parturience" (a measure developed by James Iberg, Ph.D which measures a client's attention to a felt sense) and schizophrenic language. This suggests that irrational-sounding schizophrenic language is associated with the sorts of inwardly attending felt-sense moments that have been found to be most productive for higher-functioning clients in a number of research studies. Historically, many orientations within clinical psychology have proposed that psychotherapy should stay away from any "crazy-sounding" language. This finding suggests that the opposite may be true, that attending to such schizophrenic language may be crucial to clients' ability to process feelings and thoughts.

A group of doctoral level students at the Illinois School of Professional Psychology are following up with an analysis of "parturience" and schizophrenic language in a larger set of sessions randomly selected from audiotapes from a more than ten year period. In this presentation we will be discussing Luke's style of processing and presenting preliminary data from this larger research study.

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**PAPER SESSION**

**Jeanne C. Watson and Leslie Greenberg**

**Emotion-Focused Therapy for Generalized Anxiety Disorder**

**Abstract:**

This presentation will focus on the application of emotion-focused psychotherapy in the treatment of generalized anxiety disorder. GAD is a major health problem with high social and economic costs. Research shows that patients with GAD have emotion regulation difficulties (Cassidy, Lichtenstein-Phelps, Sibravam, Thomas, & Borkovec, 2009; Dugas & Robichaud, 2007), including difficulties identifying, labeling and describing their emotions, and comforting and soothing themselves when they become distressed than individuals without GAD (Borkovec, Newman, Pincus, & Lytle, 2002; Dugas & Robichaud, 2007). To be effective treatments for GAD must address the role that emotion dysregulation plays in the disorder.

This presentation will focus on how to work with GAD using emotion-focused psychotherapy. A brief overview of humanistic conceptions of anxiety will be presented followed by an emotion-focused perspective on GAD. The role of worry and negative self-processes in the disorder will be highlighted. A model to guide clinical practice will be presented. The important role of the therapeutic relationship in changing negative self-organizations to strengthen a vulnerable sense of self will be emphasized (Watson, Steckley & McMullen, 2014).

EFT facilitates clients' emotional processing and expression to enable the acquisition of effective affect regulations skills including access to emotional experience, labeling, tolerating, and modulating emotion. Clients develop an increased tolerance of negative emotion and improved capacities for self-soothing. Research has shown that psychotherapy that focuses on patients' affective and bodily experience is more effective in treating individuals with GAD than treatment as usual (Berg, Sandell & Sandahl, 2009).

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**PAPER SESSION**

**Drs. D. Wepster**

**Shame and sadness**

**Abstract:**

Shame and guilt, shame and respect and shame and anxiety were topics of my posters in the conference in the past. Today, to complete this fourfold... shame and sadness.

In 'the empire of trauma' in which I am working, I found great encouragement in those moments in which my clients gave in to their feelings of loss, grieving and sadness. It was as if my mostly wartraumatized clients in those particular moments could make a shift from their shame to sadness, which apparently had burdened their souls until then. As a consequence they moreover discovered their right to exist, sometimes for the first time in their lives and felt their deeper sadness in retrospect. I wondered what took place in those moments in our interaction?

It took quite a while before I could integrate my observations into the ideas of Buber and Levinas which inspired my earlier posters in WACPCE in 2003, 2010 and 2012. In 2012 I emphasized the importance of attention to the interpersonal space between men and more specifically between therapist and client. Tansey, following Buber and Levinas, made me aware of the dialectical tension between shame and empathy in these spaces.

Today I will enrich this argumentation in focussing on the dialectical tension in the interpersonal space of the relationship between shame and loss in trauma therapy.

After conceptual enlightments I will illustrate in two vignettes what happens in therapy when shame is approached, acknowledged and lived through properly. In acknowledging shame as a therapist man's existence gets room and as I found out, this is what made the shift towards grieving in my clients possible. And only not until then.

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## PAPER SESSION



### Carol Wolter-Gustafson

Carol Wolter-Gustafson received her Ed.D from Boston University's Department of Humanistic and Behavioral studies. As a graduate student she first met Carl Rogers at a nine-day residential workshop in New York. Subsequently, she has facilitated groups, lectured, and presented workshops in the United States, Europe, United Kingdom, South America, and Japan. At Lesley University's Graduate School of Education, Carol taught philosophical, psychological and counseling courses for twenty-five years. She has been an invited Visiting Professor at Temenos (UK), Universidad Iberoamericana (Mexico), and Espaço Viver (Brazil).

Her personal and professional life has centered on cultivating a pathway out of the "us-versus-them" thinking and rhetoric that fuels violence locally and globally. She is committed to learning in large group workshops exploring themes of gender, embodiment, personal power, community power, and cross-cultural communication. Currently she consults with Person-centered training programs, is co-facilitating a series of Going Global Workshops which explore personal and social connections to social justice. She maintains a client-centered psychotherapy practice in Boston (USA).

### Exploring the intricate processes creating Organismic order: News you can use from Dr. Julius Seeman and revolutionary research from neuroscience.

#### Abstract:

Carl Rogers famously wrote that the organism is "always up to something." That something proves to be more remarkable than we ever knew. Research shows that organismic order is guided by an intricate, non-dualistic, multi-focal, system-wide, communication and connection network.

This presentation will describe the molecular processes by which order is achieved from the perspectives of research from client-centered and neuroscientific sources, particularly from Dr. Julius Seeman and Dr. Candace Pert.

I will briefly review the theoretical construct of the organism as developed by Carl Rogers, and Jules Seeman whose passion for understanding organismic integration and dysfunction began at the University of Chicago as Research Coordinator of Psychotherapy Research. His continuing investigation led him to research the embodied manifestations of order, disorder, and further into psychoimmunology.

Next, I will describe the two most powerful prime processes that Seeman contends determine either health or dysfunction in the organism. This is the bridge to from Seeman's work and how it absolutely parallels the seminal neuroscientific research conducted by Dr. Candace Pert.

I contend that their fresh understanding, and sophisticated articulation of the construct of organismic wisdom can serve as a powerful alternative to the traditional medical/psychiatric model of human health and wellbeing. Moreover, it can be the basis of our forming collaborative, interdisciplinary alliances capable of challenging this prevailing medical model of health, and the dominance of Big Pharma.

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## PAPER SESSION

### Maiko Yoshikawa

I was born and raised in Okinawa, Japan. Okinawa is a beautiful island with a warm climate. I continue studying with Okinawan people who experienced war in 1945. I've been studying PCA under Shoji Murayama, Japan since 2002. I am an associate professor at Okinawa University.

### The Psychological Impact and Posttraumatic Growth of Okinawan Survivors of the Second World War: A 15-year Longitudinal Study

#### Abstract:

My presentation's main theme will be "World Peace."

For 15 years, I have been investigating the wartime experiences of civilian survivors of the Battle of Okinawa and their psychological status following the war. I conducted the four times surveys that from 2000 to 2015. I analyzed how posttraumatic growth and psychological impacts from the war have changed over the past 15 years. There are some who have over the years come to terms with their experiences on their own, and there are some who still face desperate heartache. Here I present this study's results on the developing conditions of the Okinawan people, which cannot simply be integrated as PTSD from the war.

In addition, I intend to present a message from the people of Okinawa who wish for true peace. At PCE 2006 and PCE 2008, I discussed what could be done for world peace with participants from various countries. With this paper presentation, I would like to take to New York the experiences of the survivors of the Battle of Okinawa. I just want to have a heart-to-heart discussion about "world peace" beyond racial, historical, and political issues with people from all over the world.

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## ROUND TABLE



### **Alberto Zucconi coauthor Renate Motschnig**

Psychologist, president Person Centered Approach Institute (IACP), Italy; member Board of Trustees World Academy of Art and Science (WAAS); Secretary General World University Consortium (WUC).

### **Renate Motschnig**

Renate Motschnig is a professor and head of the Computer Science Didactics and Learning Research Center at the University of Vienna, Austria. Since her studies in the 80's she participated in encounter groups and several events based on the Person-Centered Approach. She is deeply interested in the multiple ways in which understanding and whole-person learning happen and can be facilitated in today's workplace and education. Renate is determined to foster a style in higher education and communication that is based on person-centered attitudes, our co-actualizing potential, and a thoughtful support by technology. She appreciates synergies between a multitude of disciplines and cultures, co-authored 2 books on person-centered communication, acted as scientific lead in European-scale projects involving the PCA, and co-edited 2 volumes on the interdisciplinary nature and scope of the PCA.

## **Working with Refugees in Europe – Person-Centered Initiatives and Opportunities**

### **Abstract**

While the political situation regarding refugees in Europe needs deep dialogue between the various nations and stakeholders, it is a fact that right now thousands of refugees are living in the neighborhoods of our European colleagues. This round table is intended to share ideas, how the person-centered community could contribute to improving the lives of refugees and the interpersonal relationships between them and the local population, while at the same time learning experientially and significantly ourselves. We believe that diversity, when encountered appropriately, can provide us with rich sources of learning about ourselves and our culture and thus can contribute to better relationships across cultures – something vital for our globalized society and economy.

The round-table will be introduced by Alberto Zucconi who will show the documentary film "Orizzonti Mediterranei" (the film directors are Maria Grazia Lo Cicero and Pina Mandolfo) dealing with refugees who arrived at the island of Lampedusa. Enza Malatino, a psychiatrist and Client Centered Psychotherapist has been working for many years with migrants in Lampedusa as the psychiatrist of the local health agency using the Person Centered Approach. She has helped to gather the film materials since all the migrants in the movie are her clients. Several more graduates of IACP work with migrants and political refugees, one has created and is directing a residential community for migrants using the PCA principles. Some IACP psychotherapists give free psychotherapy to political refugees traumatized by torture, others have organized free foster services.

Subsequently, Renate Motschnig will briefly introduce a few projects from the University of Vienna, focusing on students' contributions with helping refugees in language learning and social integration in a person-centered atmosphere. Throughout, participants are invited to share their ideas, projects, questions, and initiate collaborations in bringing a Person-Centered Approach to people from diverse origins.

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## PAPER SESSION



Alberto Zucconi

**How to stop wasting the best natural resource of every nation and community: People - Learnings from 40 years of work in Italy and internationally promoting change at the micro and macro levels with Person Centered Approaches and Client Centered Psychotherapy.**

### Abstract

We will share what we learned in 40 years of activities: IACP members have promoted change in many fields and at many different levels, creating safe spaces designed and managed with Person Centered Approaches. We will also share what we learned from our mistakes, some new fields of application for CCT and PCA we developed, research we did, best practices we developed and our work in progress in interdisciplinary new fields of application, research innovation, quality control and macro interventions with what we developed and called People Centered Approach.

Our work has been focused on empowering individuals, families, groups, organizations, communities and sometimes cities, regions or nations and international bodies. We have developed scientific tools and carried our research, offered consulting and training services to a very large body of stakeholders. We manage several graduate and post graduate courses for Client Centered Psychotherapists and for Person Centered Counsellors. We teach CCT and PCA at the graduate and post graduate level in several universities, some on line. We manage nonprofit centers where we serve the needs of clients in the field of mental health (including psychiatric treatments, psychiatric Day Hospitals, Drug Rehab centers) health promotion, skills development, resilience, education, managing nonprofit or profit organizations. We have developed CCT and PCA approaches for specific needs: victims of sectarian organizations, prison inmates, drug addicts, perpetrators of violence, work with small children, work with transgender clients, promoting resilience and sustainable entrepreneurship in immigrants and refugees etc.

We also try to give our contribution and promote the knowledge and use of PCA at macro levels since we are convinced that it would be a big mistake to do our best only in our psychotherapy or educational settings and to lose track of the big picture since the state of the planet and human affairs dramatically shows the magnitude of the problems and the changes of behavior needed by all the stakeholders in order to be able to effectively manage the serious challenges facing humanity. IACP is actively working at the interdisciplinary level and has created partnership with a large number of United Nations Agencies and public and private international bodies since we strongly believe that the values, principles & tools of PCA approaches can be adapted and effectively used to deal with the present emergencies facing humanity as scientifically validated tools for promoting changes at the macro level, involving thousands or millions of people; this we have called People Centered Approach (Zucconi, 2008, 20011, 2013, 2014)

Alberto Zucconi

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