

## **Thursday, March 10**

### **Pre-Conference Workshops**

Workshops require separate fees and entry tickets; not included with general registration. On-site tickets may be purchased at the CAPS Registration Booth.

#### WSA 1 **WORKSHOP ONE:**

*Christian Psychology: Locating Transformational Spiritual Practices at the Heart of Psychotherapy*

**Room: San Gabriel      9:00 am -12:00 pm      3 APA & ASWB CE    All Levels**



**Presenter: Gary Moon, PhD** is the Executive Director of the Martin Institute for Christianity and Culture as well as the Dallas Willard Center for Christian Spiritual Formation at Westmont College.

**Summary:** Christian Psychology is one of the newest members to approaches for including theology and spiritual formation in clinical practice. Other views include: Biblical Counseling,

Levels of Explanation, Transformational Psychology, and Integration. In contrast to most of the other approaches, Christian Psychology is more experiential in nature and borrows freely from the disciplines of Christian spiritual formation and spiritual direction. In this workshop you will be exposed to an overview of Christian Psychology and see how it can be applied to the various stages of working with a client. The session will conclude with a clinical demonstration and a time for interaction around the specific case study and example.

**Learning Objective 1:** Explain the relevance of Christian Psychology to the practice of psychotherapy.

**Learning Objective 2:** Identify how a Christian Psychology approach to psychotherapy can be applied across the various stages of working with a client (e.g., intake, assessment, exploration, deeper understanding, change strategies).

**Learning Objective 3:** Demonstrate several intervention strategies for how this spiritually sensitive approach to counseling can be applied in psychotherapy.

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#### WSA 2 **WORKSHOP TWO:**

*Cultural Psychology's Perspectives on Individual and Community-Based Interventions*

**Room: Pasadena I      9:00 am-12:00 pm      3 APA & ASWB CE    Intro-Intermediate**



**Presenters:** **Jenny Pak, PhD** is an Associate Professor of Psychology at Fuller Seminary, Graduate School of Psychology. **Bradford Smith, PhD** is an Associate Professor of Psychology at Belhaven University and serves as the President and CEO of Care and Counsel International, Inc. **Alvin Dueck, PhD** is a Professor of Psychology and former Evelyn and Frank Freed Chair for the Integration of Theology and Psychology at Fuller Seminary.

**Summary:** Culture is not separate or external to the person, but the relationship between the personal and the cultural is dialectical and engaged in a process of dynamic change. This workshop will review most significant findings in cultural psychology and relate them to developing culturally-informed therapy practice and integrating broader community-based interventions and programs.

**Learning Objective 1:** Summarize key theoretical concepts and research findings in the field of cultural psychology.

**Learning Objective 2:** Analyze how cultural psychology can guide and undergird community psychology approaches which are essential for adequately addressing human psychological need.

**Learning Objective 3:** Observe demonstration and describe how cultural psychology can be applied through storytelling and life history method to facilitate cultural learning process in psychotherapy and counseling.

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### **WSA3 WORKSHOP THREE:**

*Doctor, I Had a Dream Last Night: Interpreting and Utilizing Dreams in Clinical Practice*

**Room: Pacific AB      8:00 am –1:00 pm      5 APA & ASWB CE    All Levels**



**Presenters:** **Lowell Hoffman, PhD & Marie Hoffman, PhD** are Clinical Psychologists and Psychoanalysts; they serve as co-directors at the Brookhaven Center for Counseling & Development in Allentown, Pennsylvania. They were the founding coordinators of the CAPS Psychoanalysis track.

**Summary:** This workshop will provide training in clinical usage of patients` dreams. Following an overview of basic concepts of dream interpretation, the presenters will discuss how various orientations assess dreams. Practical clinical skills for interpreting and utilizing dream imagery will be demonstrated through ample clinical examples.

**Learning Objective 1:** Differentiate how various orientations approach and interpret dream imagery.

**Learning Objective 2:** Utilize a particular orientation`s approach to offer narrative meaning to dream action.

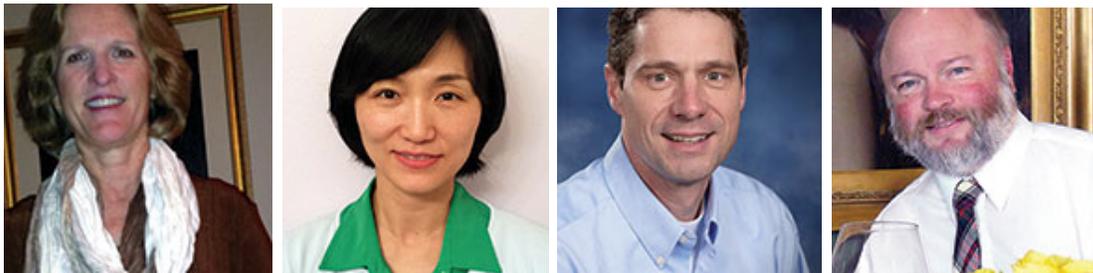
**Learning Objective 3:** Utilize dream interpretation in clinical practice through following practical guidelines on correct timing, emphasis, and integration of dream material into the psychotherapy process.

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#### **WSA 4 WORKSHOP FOUR:**

***Attending to the In-Between: How Openness, Respect, Curiosity & Accountability Inform our Training, Clinical Work & Personal Lives***

**Room: Monterey      9:00 am -12:00 pm      3 APA & ASWB CE      All Levels**



**Presenters:** **Claudia Grauf Grounds, PhD** is a Licensed Marriage & Family Therapist and Professor of Marriage & Family Therapy at Seattle Pacific University. **Hee-Sun Cheon, PhD** is a Licensed Marriage & Family Therapist and Assistant Professor of Marriage & Family Therapy at Seattle Pacific University. **Scott Edwards, PhD** is a Licensed Marriage & Family Therapist and Associate Professor of Marriage & Family Therapy at Seattle Pacific University. **Don MacDonald, PhD** is a Licensed Mental Health Counselor and Professor of Marriage & Family Therapy and Psychology at Seattle Pacific University.

**Summary:** Professional mental health training takes spirituality and values seriously as key dimensions of cultural competency. This experiential workshop reviews an intentionally articulated curriculum called the ORCA-Stance that has been used in multiple contexts over the past decade. Training processes, theological foundations and clinical applications will be identified throughout.

**Learning Objective 1:** List core relational practices that are foundational to clinical encounters and evidence-based care.

**Learning Objective 2:** Demonstrate training processes that illustrate how culture and gender shape clinical and supervisory relationships.

*Learning Objective 3:* Create an initial template of interpersonal behaviors that will guide you during difficult professional interactions.

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## **Thursday March 10 Conference Schedule**

**12:00 noon- 1:00 pm**

**Student volunteers training/CONNECTION session in Pasadena II;** trainers are Dr. Miyoung Yoon Hammer, volunteer coordinator, and Dr. Steve Allison, conference manager. All student volunteers are required to attend this session; light snacks provided.

**12:00 noon- 2:00 pm**

**Lunch on your own; CONNECT** with friends and invite a first-time attendee to enjoy lunch at one of Pasadena's 100+ restaurants; Trevo's Restaurant in the Hilton is open.

**12:00 noon- 5:30 pm**

**Spiritual CONNECTION: Prayer & private devotions in the San Jose Room;** contact Dr. Steve Stratton or put a note in the prayer request box inside the room, if you desire prayer/conversation with a spiritual director or counselor.

### **2:00-3:00 pm One-Hour Breakout Sessions**

**PSA T1: *Trauma and Theodicy: Theoretical and Theological Perspectives on a Psychoanalytic Case***

**Room: Pacific A      1 APA & ASWB CE      All Levels      Seminar**

**Theresa Tisdale, PhD, Azusa Pacific University; Angela Allan-Peck, PsyD, Brookhaven Institute & Natalia Yangarber-Hicks, PhD, Wheaton College**

**Summary:** This seminar includes presentation of a psychoanalytic case and two discussants who represent different theoretical and cultural/theological perspectives. Descriptions of trauma, theodicy, and psychoanalytic theory and practice will be provided as they relate to particulars of the case and illustrate the influence of these factors on both analyst and patient.

**Learning Objective 1:** Describe theoretical and theological positions on trauma and theodicy and apply theoretical and theological principles to the treatment of trauma.

**Learning Objective 2:** Compare diverse clinical approaches utilized when responding to trauma disclosed in clinical encounters.

**Learning Objective 3:** Assess salient factors from their own theoretical and cultural/religious narrative that might influence their response to traumatic experiences disclosed by patients.

**PSA T2: *Toward Embodied Psychotherapy: Psychoanalysis and the Embodied Mind***

**Room: Santa Barbara      1 APA & ASWB CE      Intermediate      Seminar**

**Brad Strawn, PhD, Thomas Paulus, MA, Jeremy Cerner, MA & Paul Flores, MA,  
Fuller Theological Seminary, School of Psychology**

**Summary:** This presentation highlights the psychological, philosophical, and clinical problems that follow from dualistic anthropologies. Drawing on the work of embodied cognition and contemporary psychoanalytic theory, we propose an embodied non-Cartesian model of psychology and explore its implications for clinical practice as well as working with religious patients in religious settings.

**Learning Objective 1:** Describe the difference between Cartesian and non-Cartesian psychotherapies.

**Learning Objective 2:** Explain how utilizing embodied cognition and contemporary psychoanalytic theory lead to a more holistic psychotherapy.

**Learning Objective 3:** Describe what an embodied psychotherapy would look like in clinical practice as well as articulate therapeutic interventions that make use of the body.

**AR T3: *Helping Clinicians and Researchers Understand, Deepen, and Promote Humility***

**Room: San Marino    1 APA & ASWB CE    All Levels    Seminar**

**Everett Worthington, Jr., PhD, Virginia Commonwealth University**

**Summary:** To inform both clinical interventions and personal growth of the psychotherapist, we define humility, review research on its predictors and sequelae, and describe two intervention studies. Clinical and basic research provide clinicians (and researchers) an understanding of what psychology can add to Biblical understandings of humility.

**Learning Objective 1:** Explain to clients (and incidentally to church members) a scientifically supported understanding of humility.

**Learning Objective 2:** Counsel clients using an evidence-based model of humility.

**Learning Objective 3:** Describe the research evidence regarding basic and applied research supporting the evidence-based intervention to promote humility.

**AR T4 Part 1: *Clinical Outcomes for Same-Sex Attraction Distress: Change and Well-Being***

**Room: Santa Rosa    .5 APA & ASWB CE    Intermediate    Seminar**

**Carolyn Pela, PhD, Arizona Christian University & Joseph Nicolosi, PhD,**

**Thomas Aquinas Psychology Clinic**

**Summary:** The presenters will introduce a quasi-experimental, longitudinal study that is examining the well-being and changes in identity, thoughts, feelings, and behaviors of current psychotherapy clients presenting with conflict and distress related to their sexual attractions. Ethical concerns and risks related to conducting treatment outcome research with this client population will be discussed.

**Learning Objective 1:** Compare and contrast previous research methodologies exploring this presenting concern with the current study's quasi-experimental longitudinal design.

**Learning Objective 2:** Describe and analyze the influence of psychotherapy with clients presenting with distress or conflicting feelings about their sexual attractions.

**Learning Objective 3:** Apply the research findings to their current clinical setting.

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**AR T4 Part 2: *Transgender Attitudes and Knowledge Scale (TRANS): Development, Validation, and Application to the Evangelical Christian Community***

**Room: Santa Rosa .5 APA & ASWB CE Intro-Intermediate Paper**  
**Teresa Pegors, PhD, Azusa Pacific University & Yasuko Kanamori, MTS, Missouri State University**

**Summary:** We report on the development and validation of the Transgender Attitudes and Knowledge Scale (TRANS). Next, we use this scale to conduct a descriptive survey study, comparing evangelical and non-religious Americans' beliefs and attitudes toward transgender persons. Third, we present possible directions for future research.

**Learning Objective 1:** Discuss ways in which religious communities often make distinctions in attitudes toward transgendered individuals.

**Learning Objective 2:** Describe how, based on the survey, evangelical Christian and non-religious individuals differ in their attitudes and beliefs towards transgender.

**Learning Objective 3:** Recognize specific factors that may be influencing an individual's attitudes towards a transgender person.

**CP T5: *Multiple Relationships & Boundary Crossings: A Multi-Factor View***

**Room: Pasadena I 1 APA & ASWB CE All Levels Seminar**  
**Randolph Sanders, PhD, Independent Practice & John Eric Swenson III, PhD, Hardin-Simmons University**

**Summary:** Most contemporary ethics codes take a somewhat more permissive approach toward non-sexual multiple relationships (NSMRs). In this presentation we summarize the current rules, and what research says that Christian clinicians actually do when faced with NSMRs. In addition, we consider the fact that clients from different cultures, and from different age ranges and backgrounds can have vastly different attitudes about the appropriateness of certain boundary crossings and multiple relationships. We then offer some recommendations for clinicians when they contemplate engaging in a NSMR.

**Learning Objective 1:** Identify how a client's age, culture, and characteristics may have an impact on the way the client views NSMRs and boundary crossings.

**Learning Objective 2:** Identify how the most prominent mental health professional ethics codes currently address NSMRs, and the areas of agreement and disagreement between the ethics codes and laws.

**Learning Objective 3:** Identify ethical decision making strategies that clinicians can use when trying to decide whether to engage in a NSMR or not to engage in a NSMR.

**CP T6: *Mindfulness-Based Therapies: A Christian Perspective***

**Room: Del Mar 1 APA & ASWB CE All Levels Seminar**  
**Aaron Rosales, BA, & Pamela King, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** Should Christian clinicians use mindfulness-based approaches? This review of the leading edge literature critiques Christian approaches to mindfulness interventions. Clinicians will be equipped to assess the appropriateness of these approaches for their own practice and will experience demonstrations of mindfulness practices from a Christian perspective. Future directions are considered.

**Learning Objective 1:** Articulate basic mindfulness principles.

**Learning Objective 2:** Critique mindfulness principles from a Christian perspective.

**Learning Objective 3:** Assess future directions for the use of mindfulness with Christian clients.

**LPC T7: *Connecting the Dots: Understanding Race, Gender and Generation in the Psychospiritual Formation of Counselors in Training***

**Room: San Diego 1 APA & ASWB CE Intro-Intermediate Seminar  
Todd Bowman, PhD, Indiana Wesleyan University & Acha Goris, EdD,  
MidAmerica Nazarene University**

**Summary:** The present research examines the psychospiritual formation of counselors-in-training at faith-based institutions. Specifically, variables such as race, gender, generational status, and CACREP affiliation will be examined. Implications for the practice of counselor education will be explored.

**Learning Objective 1:** Examine the psychospiritual development of counselors-in-training at faith-based institutions.

**Learning Objective 2:** Apply the findings of the present research to faith-based counselor preparation programs.

**Learning Objective 3:** Integrate the data into a conceptual framework for understanding spiritual formation with specific regard for racial, gender, and generational demographics.

**LPC T8: *Accreditation in Stereo: Challenges and Lessons Learned***

**Room: Sacramento No CE Introductory-Intermediate Seminar  
Stephen Parker, PhD & James Sells, PhD, Regent University**

**Summary:** The increasing demands that traditional face to face programs in counseling be delivered in an online format create challenges for the accreditation process. This presentation shares challenges encountered and lessons learned in preparing self-study documents for counseling programs delivered in both online and face to face formats.

**Learning Objective 1:** Discuss several challenges that counseling programs face when seeking accreditation for programs delivered in both online and face to face formats.

**Learning Objective 2:** Create potential solutions to these challenges.

**Learning Objective 3:** Evaluate and apply these potential solutions to their own accreditation efforts.

**INT T9: *Faith as Coping: Role of Faith on African American Graduate Student Success***

**Room: Pacific C 1 APA & ASWB CE Intro-Intermediate Seminar  
Martha Morgan, PhD, John Brown University & Mary Helms, PsyD, Vista Hill Foundation**

**Summary:** Within the African American community, faith has been an essential component of overall wellbeing. Therefore, an appreciation of a faith perspective when working with African American graduate students has the potential to enhance their learning process, growth, and aid in their adjustment to graduate school at predominately White institutions (PWIs).

**Learning Objective 1:** Describe the impact of Christian faith on the experiences of African American graduate students attending Predominately White Institutions (PWIs).

**Learning objective 2:** Discuss the challenges and triumphs of African American graduate students attending PWIs.

**Learning Objective 3:** Examine the importance of utilizing Christian faith as a way of coping in helping African American graduate students navigate the challenges of attending PWIs.

**MFSC T10: *The Five Dimensions of Intimacy within Human Relationships***

**Room: Santa Clara 1 APA & ASWB CE                      Introductory                      Seminar**  
**Estaban Montilla, PhD, Mehmet Avci, MA, Jennifer Zuniga, MA & Yasir Kurt, MA, St. Mary's University**

**Summary:** Intimacy in human relationships is essential in establishing a sense of connectedness and belonging in the world. The presentation aims to define and explore cognitive, emotional, corporal, social, and spiritual intimacy within the context of relationship.

**Learning Objective 1:** Summarize the five dimensions of intimacy in human relationships.

**Learning Objective 2:** Recognize and analyze various ways of connecting with others relationally.

**Learning Objective 3:** Utilize presented information while engaging in the therapeutic relationship to aid in the understanding of their clients as well as supervisees/mentees.

**MFSC T11: *I-Relationships: A Look at How Technology is Impacting Relationship Connection***

**Room: Monterey 1 APA & ASWB CE                      Introductory                      Seminar**  
**Todd Frye, PhD, Taylor Johnson, MA & Brent Moore, PhD, MidAmerica Nazarene University**

**Summary:** Twenty years ago technology promised to increase our productivity and somehow we were left with more to do with less time. Technology is now promising increased relationship connection. Is technology going to fail us again? This presentation looks to answer this question as we currently understand the most compelling research in this area and its clinical applications.

**Learning Objective 1:** Identify current research on technologies impact on relationship connection. Included in this will be a review of the presenters most research qualitative research on this subject.

**Learning Objective 2:** Identify the impact that technology is having on their relationships and that of their clients.

**Learning Objective 3:** Explain ways to clinically intervene in instances where technology is playing a role in connection.

**Christian Psychology Mini-Conference T12: *The Exclusive Prerogative of Christianity: How the Doctrine of Forgiveness Shapes Christian Psychology & Spiritual Formation***

**Room: San Gabriel 1 APA & ASWB CE                      Intermediate-Advanced                      Seminar**

**Sarah Colyn, PhD, Ministries of Pastoral Care/Sanctuary Psychological Services & Barbara Byers, PhD, Independent Practice**

**Summary:** The term forgiveness is used with varied and secularized meanings in psychology literature. The Christian doctrine of forgiveness offers a distinct theological and psychological framework. Drawing from the writings of Leanne Payne we will articulate how a truly Christian understanding of forgiveness forms the heart of Christian spiritual formation.

**Learning Objective 1:** Summarize the key elements of a distinctly Christian theology and psychology of forgiveness.

**Learning Objective 2:** Recognize the differences between secularized and Christian approaches to forgiveness.

**Learning Objective 3:** Utilize a truly Christian approach to forgiveness in psychotherapy for the sake of psychological health and spiritual formation.

**3:15-5:15 pm Two- Hour Breakout Sessions**

**CP T13: Invited Distinguished Scholar/Master Therapist**

*Unaccompanied Children Fleeing Violence and Adversity: What Clinicians Can Do to Address Their Mental Health Needs*

**Room: Pasadena I      2 APA & ASWB CE      Intermediate      Seminar**



**Lisseth Rojas-Flores, PhD, Fuller Theological Seminary, School of Psychology**

Dr. Rojas is an Associate Professor of Marital and Family Therapy at the Graduate School of Psychology, Fuller Theological Seminary. She was the Principal Investigator in a recent 3-year study funded by the Foundation for Child Development-Young Scholars Program dealing with “Parental

Detention and Deportation and the Adjustment of Latino Citizen Children.”

**Summary:** The presenter will provide an overview of how contemporary patterns of international migration and current systems of immigration enforcement in the US have consequences on the well-being of unaccompanied immigrant children. Specific clinical concerns and possibilities for trauma-informed care and advocacy for unaccompanied children are discussed and highlighted with case examples.

**Learning Objective 1:** Summarize basic immigration history and current immigration enforcement policies and practices and their consequences for unaccompanied immigrant children and youth.

**Learning Objective 2:** Identify the clinical presentations and effects of trauma in unaccompanied immigrant children and youth.

**Learning Objective 3:** Utilize a trauma-informed understanding and approach to caring for unaccompanied immigrant children and youth.

**MFSC T14: Invited Distinguished Scholar/Master Therapist**

*Resilient Relationship Models*

**Room: San Marino 2 APA & ASWB CE All Levels Seminar**  
**Judith Balswick, EdD, Fuller Theological Seminary, School of Psychology**



Dr. Balswick is a Senior Professor in the Marriage and Family Therapy Department of the School of Psychology at Fuller Theological Seminary. A sampling of her many publications includes the books, *The Family: A Christian Perspective on the Contemporary Home* and *Authentic Human Sexuality: An Integrated Christian Approach*.

**Summary:** The work of Virginia Satir, a pioneer leader in the field of marital and family counseling, will be the seminar focus. There will be a demonstration of sculpting techniques with a re-constituted family. A relationship model including four core spiritual components that contribute to family resilience will be presented.

**Learning Objective 1:** Explain the basics of Satir's four communication sculpting styles and, through the demonstration, will learn to apply these styles to their own work.

**Learning Objective 2:** Discuss two common myths of reconstituted families and state the actual truth about reconstituted families in place of these myths.

**Learning Objective 3** Identify and explain how the four core spiritual components of the Balswick Relationship Model relate to client-clinician relationships and discuss how they can apply these skills in their practice.

### **3:15-4:15 pm One-Hour Breakout Sessions**

#### **PSA T15: *Out of the Ashes: Psychotherapeutic Reconstruction after a Stroke***

**Room: Santa Barbara 1 APA & ASWB CE Intro-Intermediate Seminar**  
**Mitchell Hicks, PhD, ABPP, Walden University and Independent Practice & Michael Mangis, PhD, Wheaton College**

**Summary:** Although psychoanalysts frequently write about contextual factors influencing development, little is available about how catastrophic changes in neurological functioning affect one's sense of self. A clinical case illustrating work focused on helping one navigate the losses and changes to both self and relationships resulting from a stroke will be presented.

**Learning Objective 1:** Describe relevant psychoanalytic and existential perspectives on the experiences of those who have suffered a stroke.

**Learning Objective 2:** Discuss the transformation in one's sense of personal and relational self when one has experienced a stroke.

**Learning Objective 3:** Analyze clinical challenges involved in working with those who have experienced neurological damage.

#### **PSA T16: *Getting Closer: Playing, Boundaries and Connection in Psychotherapy***

**Room: Pacific A 1 APA & ASWB CE Intro-Intermediate Seminar**  
**James Mitchum, MA, MidAmerica Nazarene University & Earl Bland, PsyD, Biola University, Rosemead School of Psychology**

**Summary:** This clinical presentation/paper frames the process of therapeutic connection in conversation with the work of Richard Geist and Donald Winnicott. Using case material and theoretical elaboration we outline the convergence of Christian virtues, the connected therapeutic relationship, and Winnicott's processes of play in the therapeutic relationship.

**Learning Objective 1:** Describe the theoretical and clinical insights of Richard Geist's articulation of therapeutic connectedness in relation to Winnicott's notions of clinical play.

**Learning Objective 2:** Articulate the importance of deep empathic connectedness as a mode of engagement in the psychotherapy relationship and its connection to Christian sensibilities of relational grace and mercy.

**Learning Objective 3:** Apply specific attitudes of engagement and insights to deepen and expand their experience of therapeutic connectedness within their own clinical work.

**AR T17: *Contemporary Trends in Addressing Religiosity and Spirituality in Graduate Psychology/Counseling Education***

**Room: San Diego 1 APA & ASWB CE Inter-Advanced Seminar**  
**David Entwistle, PsyD, Malone University, Brian Eck, PhD, Azusa Pacific University, Scott White, MS, Belhaven University, Emily Jackson, PhD-candidate, Indiana University of Pennsylvania, & Jennifer Ripley, PhD, Regent University**

**Summary:** Recent research suggests that the beliefs, values, and experiences of millennial students differ significantly from those of previous generations of students. This symposium will explore those changes and implications for understanding students' views of religion and spirituality at the graduate level as professors and students discuss their experiences.

**Learning Objective 1:** Articulate why ethical pedagogy requires that we understand the viewpoints that inform our students' approaches to studying psychology in general, and integration of faith and learning, in particular (Principal 7 of the APA Code of Ethics).

**Learning Objective 2:** Identify sociological trends that have contributed to recent generational differences in how cohorts conceive of religiosity and spirituality.

**Learning Objective 3:** Discuss two recommendations for how to address changes in addressing religiosity, spirituality, and integration as key components of graduate psychology education.

**AR T18 Part 1: *Two Grace Studies: (1) Is All Grace the Same? and (2) Considering the Impact of Grace Salience in the Dictator Game***

**Rodney Bassett, PhD, Jonas Eastman, Jonas Gage, Erin Holley, Billie Jo Marr, Joshua Pieters & Chelsea Touchstone, Roberts Wesleyan College**

**Room: Santa Rosa .5 APA and ASWB CE All Levels Paper**

**Summary:** Two studies considered grace. One study addressed the possibility that John Wesley's distinctions between prevenient, justifying, and sanctifying grace might have psychological implications. The other study considered the impact of grace salience upon decisions to allocate money to self and/or to needy people who deserved help, or not.

**Learning Objective 1:** Describe grace salience and different aspects of grace.

**Learning Objective 2:** Describe and apply the connections between grace salience and grace as a dispositional construct.

**Learning Objective 3:** Address some of the implications of grace salience for the clinical process and clinical outcomes.

-AND-

**AR T18 Part 2: *Two Studies: (1) Considering Sexuality through the Sexual Lenses Scale, and (2) Becoming a Good Neighbor and Lateral Attitude Change***

**Room: Santa Rosa .5 APA and ASWB CE All Levels Paper**  
**Rodney Bassett, PhD, Elizabeth Fenton, Emily Hatch, Alysa MacMillen, Abby Monroe, Rebecca Murray, & Ariana Zimmer, Roberts Wesleyan College**

**Summary:** One study considered the relationship between the newly developed Sexual Lenses Scale (SLS) and Moral Foundation Theory. Further validation of the SLS was also undertaken. In a second study, an intervention to help Christian students value homosexual persons was performed and the possibility of lateral attitude change for out-group individuals was assessed.

**Learning Objective 1:** Describe lateral attitude change.

**Learning Objective 2:** Apply lateral attitude change to interventions designed to help individuals appreciate the value of out-group members.

**Learning Objective 3:** Describe moral foundations theory and apply that approach to moral psychology to different ways of thinking about sexuality and risky sexual behavior.

**LPC T19: *Transitioning to the 2016 CACREP Standards: What Every Program Needs to Know***

**Room: Monterey 1 APA & ASWB CE Introductory Seminar**  
**Todd Frye, PhD, Andrew Secor, MA & Beth Russell, MA, MidAmerica Nazarene University**

**Summary:** This breakout session looks at the new CACREP 2016 standards for those seeking initial accreditation or renewing existing accreditation. The presenters will review changes in standards from 2009 with an emphasis on program assessment.

**Learning Objective 1:** Identify the language of current CACREP standards.

**Learning Objective 2:** Identify the new language and expectations of 2016 standards.

**Learning Objective 3:** Delineate the new process in place for program assessment to meet CACREP standards.

**LPC T20: *Encouraging Self-Care in Counselor Training: Advancing Healthy Practices of Student Interns***

**Room: Pacific C 1 APA & ASWB CE Intermediate Seminar**  
**Jama White, PsyD, Amanda Blackburn, PsyD & Mary Plisco, PhD, Richmond Graduate University**

**Summary:** This presentation highlights an ongoing study which seeks to increase programmatic self-care activities of counseling interns by incorporating psychoeducation, experiential rest interventions, and opportunities for peer support into their clinical course sequence.

**Learning Objective 1:** Utilize examples of various methods of teaching or fostering self-care among graduate students to assist in self-care programming and design.

**Learning Objective 2:** Explain the critical nature of modeling self-care in order to enhance student learning and application.

**Learning Objective 3:** Describe and apply findings from a study investigating the effectiveness of psychoeducation-based and experiential self-care interventions to the enhancement of healthy practices of counseling graduate students.

**INT T21: *Connecting Internationally: Mental Health Awareness in Nigeria - Research, Practices and Lessons***

**Room:** Pacific B      **1 APA & ASWB CE**                      **Intermediate**                      **Seminar**  
**Acha Goris, EdD, MidAmerica Nazarene University, Sarah Haney, EdD, Colorado Christian University & Jonathan Osiki, PhD, University of Ibadan**

**Summary:** This is an examination of a recent mental health symposium held in Lagos, Nigeria in June 2015. Emphasis will be placed on mental health practices within the Nigerian/African setting as well as general lessons regarding mental health treatment in Nigeria.

**Learning Objective 1:** List major concepts in addressing mental health in the African setting.

**Learning Objective 2:** Identify and summarize some of the differences in treating mental illness in the Nigerian/African setting.

**Learning Objective 3:** Apply the concepts/lessons learned in counseling with people from African settings or similar backgrounds.

**INT T22: *Stories of Transformation: Multicultural Immersion Experiences for Counselor Educators***

**Room:** Sacramento                      **No CE**                      **Introductory**                      **Seminar**  
**David Lawson, PsyD, Palm Beach Atlantic University & Michaela Kelly, PhD, Barry University**

**Summary:** Immersion experiences as part of the educational process have become more commonplace. Most research has indicated that immersion is as transformative and effective as counseling for personal growth and change. This session review the stories of students who experienced immersion as part of their education 7 years after the experience.

**Learning Objective 1:** Describe the immersion experience and it's impact upon counselor growth and development.

**Learning Objective 2:** Identify key immersion experience factors for personal and professional growth through personal stories and narratives.

**Learning Objective 3:** Explore opportunities within counselor education training programs to develop immersion experiences.

**Christian Psychology Mini-Conference T23: *The Hard Road to Glory: The Role of Suffering in Flourishing***

**Room:** San Gabriel      **1 APA & ASWB CE**                      **Introductory**                      **Seminar**  
**M. Elizabeth Hall, PhD, Biola University, Rosemead School of Psychology**

**Summary:** What does it mean to suffer in such a way that it leads to psychological growth and flourishing rather than despair? In addressing this question, the post-

traumatic growth and meaning-making psychological literatures, and trinitarian theology will be addressed.

**Learning Objective 1:** Articulate the central role of meaning-making in the post-traumatic growth process.

**Learning Objective 2:** Identify the processes involved in processing trauma in ways resulting in growth.

**Learning Objective 3:** Distinguish between aspects of worldview that evidence change in the growth process.

#### **4:30-5:30 pm One-Hour Breakout Sessions**

##### **PSA T24: *Neuropsychanalysis and Forgiveness: A Case Study***

**Room: Santa Barbara 1 APA & ASWB CE Inter-Advanced Seminar**  
**Nancy Thurston, PsyD, ABPP, George Fox University**

**Summary:** This seminar will provide a case study of a theologically trained patient who participated in a year of psychoanalysis at 5 sessions per week. EEG, GSR, heart rate, MMPI-2, and Rorschach testings were done at intervals during the analysis and provide clues to understand the patient's increased capacity for forgiveness.

**Learning Objective 1:** Analyze a psychoanalytic case study regarding dynamics of conflict and forgiveness.

**Learning Objective 2:** Interpret test data from the MMPI-2, Rorschach, 16PF, EEG, GSR, and heart rate and integrate the findings in a psychoanalytic case involving dynamics of conflict and forgiveness.

**Learning Objective 3:** Construct outcome studies for psychoanalysis using psychological and neuropsychological assessments.

##### **PSA T25: *Staying Connected When Things Fall Apart: The Personal and Professional Life of the Therapist***

**Room: Pacific A 1 APA & ASWB CE Introductory-Intermediate Seminar**  
**Roy Barsness, PhD, The Seattle School of Psychology & Theology & Anita Lehman-Sorenson, PhD, Private Practice**

**Summary:** As Relational Psychoanalysis emphasizes the self of the analyst as the primary instrument in psychotherapy creating new demands on the therapist's self-esteem and self-regulation, this paper attends to the impact working in the intersubjective field and the analyst's private, social and professional life offering internal reflective meditations and action-centered exercises.

**Learning Objective 1:** Identify the risk and vulnerability that is inevitable in the practice of Relational Psychoanalysis - a model of treatment that emphasizes the person of the analyst as the primary instrument of change.

**Learning Objective 2:** Identify places of vulnerability within themselves that deregulate and can cause harm to self and to others.

**Learning Objective 3:** Apply strategies and rituals that regulate self-esteem, self-competence and self-efficacy and advance healing through relationship – relationship to self and other.

##### **AR T26 Part 1: *Needs of Ministry Leaders***

**Room: Santa Rosa                      No CE                      All Levels                      Seminar**

**Amy Trout, PsyD, Regent University**

**Summary:** Results of a needs assessment of 150 ministry leaders in southwest Florida churches, conducted through interviews, focus groups, and questionnaires (to identify areas of need, and to assist in organizing existing ministry resources) will be reported. Needs will be categorized in the following domains; individual level, institutional level, and congregational/community level. Recommendations will be made for resource development, including a central repository for community level resources.

**Learning Objective 1:** Evaluate needs in local ministry from leadership perspectives.

**Learning objective 2:** Organize recommended supportive collaborative opportunities in response to identified needs.

**Learning Objective 3:** Investigate ways mental health professionals can partner to further support vibrancy in ministry.

-AND-

**AR T26 Part 2: *The Status of Our Shepherds: A Study of Pastoral Attrition***

**Room: Santa Rosa                      .5 APA & ASWB CE                      All Levels                      Seminar**

**Adam Mason, MAMFC, Houston's First Baptist Church, Richie Stanley MS, North American Mission Board & Richard Dockins, MD, Independent Consultant**

**Summary:** This presentation will examine the results of a 2015 research project on pastoral attrition. 1500 pastors of evangelical and historically black churches were surveyed to gain an accurate understanding of current rates of premature pastoral attrition and causal factors. These factors point to possible interventions and the need for further study.

**Learning Objective 1:** Define premature pastoral attrition.

**Learning Objective 2:** Identify significant factors contributing to premature pastoral attrition.

**Learning Objective 3:** Create interventions for working with those in pastoral ministry that mitigate premature attrition.

**AR T27 Part 1: *Healing and Counseling Outcomes: What Do Client Factors Contribute?***

**Geoffrey Sutton, PhD, Heather Kelly, PsyD, Evangel University & Everett**

**Worthington Jr., PhD, Virginia Commonwealth University**

**Room: Pacific B                      .5 APA & ASWB CE                      Intro-Intermediate                      Paper**

**Summary:** We report findings from an exploration of contributions of client factors to Christian counseling outcomes. We used multiple measures of client factors possibly linked to counseling outcomes, including measures of Christian spirituality. We assessed outcomes using measures of spiritual growth and general improvement.

**Learning Objective 1:** Identify the contributions of client factors to outcomes for participants in Christian counseling.

**Learning Objective 2:** Identify and describe useful outcomes measures for clinical practice and research.

**Learning Objective 3:** Identify and describe useful measures of client factors they can use in clinical practice and research.

-AND-

**AR T27 Part 2: *Relationship Success by Thinking of One's Self Relationally***

**Room: Pacific B .5 APA & ASWB CE All Levels Paper**  
**Eric Jones, PhD, Regent University & Steve Sherman, PhD, Grand Canyon University**

**Summary:** This presentation will describe how bringing a relational ontology into awareness enhances relationship quality. Data suggest relational ontology recognition increases self-reported virtues, commonly understood to directly affect various relationships. The techniques used, the empirical results and the nature of the person will be discussed within a psychological/theological framework.

**Learning Objective 1:** Summarize the basic distinctions between individualistic and relational ontologies of the person.

**Learning Objective 2:** Apply techniques that bring a relational ontology into awareness.

**Learning Objective 3:** Discuss the relationship benefits of becoming aware of a relational ontology.

**LPC T28: *Lessons in Counselor Education: The Relationships between Novice Educators and Novice Counselors***

**Room: Pacific C 1 APA & ASWB CE Intermediate Seminar**  
**Susan Lahey, PhD, Trevecca Nazarene University & Angie O'Gieblyn, MA, Grace College**

**Summary:** This session will focus upon the parallel processes that exist as a novice counselor educator develops. The parallel process mirrors experiences that are consistent from novice counselor to novice counselor educator. The session will also focus on the personal experiences of a counselor educator and their student teaching assistant.

**Learning Objective 1:** Examine their own experience, whether novice or experienced counselors and counselor educators, as a way of maintaining a gate keeping stance in the field.

**Learning Objective 2:** Compare the novice counselor educator using their own previous experiences to guide decisions in the classroom, normalize anxieties as a new educator, and provide for further professional development.

**Learning Objective 3:** Explore issues of diversity and ethics that are involved in educating counselors while examining parallel experiences.

**LPC T29: *When Connection Has a Shelf Life: How to Connect and Disconnect the Supervisory Relationship***

**Room: Santa Clara 1 APA & AWSB CE Introductory Seminar**  
**Taylor Johnson, MA, MDiv, & Brent Moore, PhD, MidAmerica Nazarene University**

**Summary:** This session will offer practical ideas for cultivating and fostering connection, and prepare supervisors to end these relationships responsibly. Special attention will be given to supervisors' multiple roles (e.g., teacher, counselor, consultant).

**Learning Objective 1:** Describe how supervisor roles and supervision foci (e.g., Bernard, 1979) impact the sense of connection.

**Learning Objective 2:** Analyze the idiosyncratic needs of supervisees to tailor connection and disconnection efforts efficaciously.

**Learning Objective 3:** Apply approaches for connecting and disconnecting supervisory relationships in ways that best suite individual supervisory styles.

**INT T30: Invited Distinguished Scholar/Master Therapist**

*A Community-Based Approach to Survivor Trauma in Rwanda*

**Room: Monterey 1 APA & ASWB CE Introductory-Intermediate Seminar**

**Donald Miller, PhD, University of Southern California**



Dr. Miller is a Professor of Religion and the Executive Director of the Center for Religion and Civic Culture at the University of Southern California. A prolific writer and publisher, two of his more recent books are: *Spirit and Power: Growth and Global Impact of Pentecostalism* and *Finding Faith: The Spiritual Quest of the Post-Boomer Generation*.

**Summary:** Drawing on 260 interviews with survivors of the 1994 genocide in Rwanda, this lecture explores the post-trauma symptoms of widows and orphans who experienced the violence and examines how forgiveness and reconciliation function in the ongoing individual and communal healing process.

**Learning Objective 1:** Describe a community-based group intervention to effectively respond to crisis resulting from the Tutsis genocide in Rwanda.

**Learning Objective 2:** Discuss how subgroup social mores and interaction patterns are applied to develop culturally sensitive methods to help trauma survivors heal.

**Learning Objective 3:** Explain the role of public rituals in initiating forgiveness and reconciliation and facilitating the community's healing process.

**Christian Psychology Mini-Conference T31: Facilitating Differentiation and Integration in Therapy with Christian Clients**

**Room: San Gabriel 1 APA & ASWB CE Intermediate Seminar**

**Eric Johnson, PhD, Southern Baptist Theological Seminary**

**Summary:** The developmental processes of differentiation and integration are involved in all good therapy. This claim is illustrated in the therapeutic process at the heart of many different therapeutic processes variously labeled transference, mentalization, exposure, and disidentification. Christian application of these concepts will be discussed.

**Learning Objective 1:** Grasp how the developmental concepts of differentiation and integration are relevant to psychotherapy and counseling.

**Learning Objective 2:** Identify the universal psychotherapeutic process promoted by many diverse models of psychotherapy using different labels.

**Learning Objective 3:** Utilize spiritual terms, concepts, and practices found in the Christian tradition to facilitate psychological differentiation and integration.

**5:45-7:00 pm DINNER in the International Ballroom**

Dinner is included as part of all registrations (no additional charge): join us for a delicious meal and great fellowship. Dinner is a plated meal that will be served to you at your table; notify your waiter if you have dietary restrictions. There are topics written on

table tents on some tables; you are welcome to sit at these tables, if you wish to **CONNECT** with colleagues who share your academic/practice interests.

**7:00-8:00pm PRAISE & WORSHIP; Awards and Honors Presentations in the International Ballroom**



**Alex Espinoza** has been the worship arts pastor at Christian Assembly Church in Los Angeles since 2007. He holds an MAT degree from Fuller Theological Seminary. One of his greatest passions is **CONNECTING** hearts, minds, and souls through spirit-led worship in song. He lives in Altadena with his wife Nancy (and their dog, Truffle, and cat, Fig).

**8:00-9:00 pm OPENING PLENARY in the International Ballroom**

**P1: Bodies Are for Relationships: How the Body Helps Us Understand One Another and the World**

**1 APA & ASWB CE**

**All Levels**

**Plenary**

**Brad Strawn, PhD, Fuller Theological Seminary, Graduate School of Psychology**



Dr. Strawn is the Evelyn and Frank Freed Professor for the Integration of Psychology and Theology at Fuller Theological Seminary, Graduate School of Psychology. He has edited or co-authored three books including *The Physical Nature of Christian Life: Neuroscience, Psychology & the Church* (Cambridge: with Warren Brown) and *Christianity and Psychoanalysis: A New Conversation* (IVP: with Earl Bland). He also regularly publishes

in integrative journals focusing on the dialogue between Christianity and Psychology.

Brad's research interests include embodied cognition, clinical psychology, psychoanalysis, the integration of psychology and theology, and psychology and ecclesiology. He is an ordained Elder in the Church of the Nazarene and a licensed psychologist who maintains a private practice in Pasadena, California.

**Summary:** Human persons don't have bodies they are bodies and these bodies are central when it comes to the healing power of relationships. This presentation will explore the recent scientific, psychological and philosophical developments in the area of Embodied Cognition as a developing area in cognitive science and human anthropology. Implications of this approach will be explored in research, clinical work and client spirituality.

**Learning Objective 1:** Summarize the scientific and philosophical literature in Embodied Cognition as a recent development in cognitive science and human anthropology.

**Learning Objective 2:** Apply findings from Embodied Cognition to their clinical work with clients suffering from relational and other mental health difficulties.

**Learning Objective 3:** Apply findings from Embodied Cognition when working with a client's spirituality when presenting in the clinical setting.

**9:00-10:30 pm WELCOME DESSERTS RECEPTION in California Ballroom**

All attendees are invited to indulge your “sweet tooth”....enjoy the “guilt-free” goodies! **CONNECT** with friends, mix with students/volunteers, browse exhibits and bookstores.

**9:15-10:15 pm Global Mental Health Conversation Hour in Del Mar Room**

Grab some desserts at the Welcome Reception and **CONNECT** with attendees from around the world. This will be a time to hear from each other about our interests and involvements as mental health professionals in international/global areas--research, practice, teaching, etc. What are some of the challenges and opportunities? Are there ideas to further develop/coordinate our global involvements? Facilitated by Drs. Kelly and Michele O'Donnell, CEO/Psychologists with Member Care Associates in France.

**9:30-10:30 pm CAPS East Members/Leaders Gathering in Santa Monica Room**

Attendees who live in the Mid-Atlantic and Northeastern USA or Eastern Canada are invited to grab some desserts at the Welcome Reception and **CONNECT** with members of the CAPS East Board. Facilitated by CAPS International Board Members, Dr. Gwen White & Dr. Rachael Kerns-Wetherington.

## **Friday March 11 Conference Schedule**

**7:30 am – 11:30 am; 2:00 pm – 6:00 pm**

**Spiritual CONNECTION: Prayer & private devotions in the San Jose Room;** contact Dr. Steve Stratton or put a note in the prayer request box inside the room, if you desire prayer/conversation with a spiritual director or counselor.

**8:00 – 9:00 am- One Hour Breakout Sessions**

**PSA F1: *Humility and Mentalization: Exploring Connections That May Facilitate Strong Relationships***

**Room: Santa Barbara 1 APA & ASWB CE Introductory- Intermediate Paper**  
**William Orme, MA, MDiv & Keith Edwards, PhD, Biola University, Rosemead School of Psychology**

**Summary:** This paper will present current theoretical and empirical bases for connections between humility and the capacity to mentalize. Attention will be given to practical ways that the concepts may interact to facilitate understanding of others in times of relational stress.

**Learning Objective 1:** Describe the fundamental principles of mentalization theory.

**Learning Objective 2:** Explain the theoretical and empirical bases for the role that humility may play in understanding others during relational conflict.

**Learning Objective 3:** Identify potential benefits of adopting a humble posture when seeking to understand clients in the therapeutic process.

**PSA F2: *The Relational Cost of Moralism: Implications for Congregational Practice***

**Room: Pacific A      No CE      All Levels      Paper**

**Matthew Jarvinen, MA, Fuller Theological Seminary, School of Psychology**

**Summary:** The presenter will differentiate between God concept and God image, demonstrate the psychological and relational processes involved in the construction of God images, show how one's God concept can stand in stark contrast to one's God image and how they can be better integrated, and suggest implications for congregational practice.

**Learning Objective 1:** Differentiate between God concepts and God images, and to describe the psychological and relational processes involved in the construction of God images.

**Learning Objective 2:** Describe how therapy, through the secure attachment relationship with the therapist, can allow for a new experience of God's character to be experimentally felt, and for warped implicit relational schemas to be restored.

**Learning Objective 3:** Identify congregational and cultural barriers to relational intimacy, and apply strategies which will help diminish shame, enhance intimacy, and restore God images.

**AR F3: *Grace, Gratitude, and Wisdom Go to Church: Investigating Positive Psychology in Christian Faith Communities***

**Room: San Marino    1 APA & ASWB CE    Introductory      Symposium**

**Mark McMinn, PhD, Rodger Bufford, PhD, Paul McLaughlin, MA, Jeff Moody, MA, Laura Geczy-Haskins, MA & Jens Uhder, MA, MS, George Fox University**

**Summary:** Research in positive psychology has transformed the way psychologists and counselors understand many aspects of human experience, including gratitude, grace, and wisdom. Almost none of this research has occurred in the context of faith communities. We report results from four studies where positive psychology interventions were offered in Christian congregations.

**Learning Objective 1:** Identify prominent topics in positive psychology and connect them with the historic identity of Christian faith communities.

**Learning Objective 2:** Explore and discuss findings from four positive psychology studies involving 7 different Christian faith communities.

**Learning Objective 3:** Consider how faith leaders and scientists can continue working together to generate an enriched understanding of the topics being studied in positive psychology.

**AR F4: *Thriving: Beyond the Buzzword to Fostering Relationships and Spirituality That Empower Youth to Thrive***

**Room: Santa Rosa    1 APA & ASWB CE    Introductory      Seminar**

**Pamela King, PhD, Benjamin Houlberg, PhD & James Furrow, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** The seminar provides a conceptual overview of PYD and thriving. We will discuss importance of nurturing relationships and relational spirituality that promote young people with a solid sense of identity, purpose, emotional attunement, and

commitment to contributing to the greater good. Implications for clinical practice and psycho-education will be discussed.

**Learning Objective 1:** Define thriving and positive youth development and describe their relevance to clinical practice and youth work.

**Learning Objective 2:** Identify important research-informed ways to create an emotional climate for youth to thrive.

**Learning Objective 3:** Describe ways that spiritual frameworks can enhance therapeutic work with youth.

**CP F5: *Healing and Hurting in Relationships: Addressing Violence in Therapy***

**Room: Del Mar 1 APA & ASWB CE Intro-Intermediate Seminar**

**Justin Smith, PsyD, Phoenix Seminary**

**Summary:** Elimination of violence and promotion of mental health are prominent themes within the psychotherapy field and in the current UN Sustainable Development Goals. Practically, however, clinical training and practice are geared more toward helping survivors of violence than with the prevention or treatment of violence. Etiology, prevention, and early intervention of interpersonal violence through psychotherapy will be explored.

**Learning Objective 1:** Describe the etiology and risk factors of interpersonal violence.

**Learning Objective 2:** Explain how to assess for risk of violence with individuals, couples, and families.

**Learning Objective 3:** Analyze treatment strategies for intervening in individuals, couples, and families at risk for or engaging in acts of interpersonal violence.

**CP F6: *Facing Death: Faith, Coping, and Acceptance and Commitment Therapy***

**Room: Pacific C 1 APA & ASWB CE All Levels Seminar**

**Timothy Sisemore, PhD, Richmond Graduate University**

**Summary:** A brief review of the literature on older adults and others facing death leads to consideration of ways of coping. The Christian tradition is contrasted with Terror Management Theory, climaxing in a suggestion of ways the Christian tradition of facing death gels nicely with Acceptance and Commitment Therapy.

**Learning Objective 1:** Describe some important statistics on religious coping in those facing death.

**Learning Objective 2:** Explain differences between Terror Management Theory and Christian views of facing suffering and death.

**Learning Objective 3:** Utilize at least 6 techniques based on an ACT model to counsel the dying who identify as Christians and their families.

**CP F7: *The Influence of Faith on Anger Experience in Southern Women***

**Room: Pasadena II 1 APA & ASWB CE Intro-Intermediate Seminar**

**Lorrie Slater, PhD, Richmond Graduate University & Elizabeth O'Brien, PhD, University of Tennessee at Chattanooga**

**Summary:** Southern culture embraces faith and feminine gentleness. Teachings of self-denial and emotional control as an act of faith are integrated into the personality of Southern women. This session summarizes research examining southern culture, faith maturity and religious coping styles on the experience of anger in Southern women.

**Learning Objective 1:** Articulate at least two important findings on the relationship of healthy religious coping and emotional health during strong emotional events.

**Learning objective 2:** Articulate the role cultural context can play in religious women's expression of anger.

**Learning Objective 3:** Understand what to explore when women have difficulty expressing anger and how to point them to imprecatory psalms and explore possible suppression of anger toward God, as well as positive religious coping styles.

**LPC F8: *Building Authentic Relationships and Connections Utilizing a Shame-Resiliency Curriculum***

**Room: Pasadena I 1 APA & ASWB CE Introductory- Intermediate Seminar  
Richard Shaw, DMFT, George Fox University**

**Summary:** One of the most pervasive and invasive threats to true connection is shame. Shame seeks to destroy and hide who we really are thus making deep, authentic relationship and connection with self, others and God near impossible. Based on Curt Thompson's and Brene Brown's work on shame, this seminar will attempt to reveal the neurobiological roots of shame, describe the rupture and repair of shame and describe a Psycho-educational Shame Resilience Curriculum for bringing health and healing to shame in relationship.

**Learning Objective 1:** Identify the neurobiological research and roots of shame.

**Learning Objective 2:** Describe the rupture and repair process of shame that takes place in the brain and in relationship with safe and authentic others.

**Learning Objective 3:** Examine and utilize a psycho-educational shame resiliency curriculum for bringing health, healing and wholeness to shame in relationship.

**INT F9: *Transforming Supervisory Relationships: Healing Cross-Cultural Ruptures***

**Room: San Diego 1 APA & ASWB CE Inter-Advanced Seminar  
Elisabeth Wilson, PhD, Pacific Lutheran University & Lina Ponder, PsyD,  
Private Practice**

**Summary:** Effective supervision relies on building and maintaining a strong relationship between clinician-in-training and supervisor. The purpose of this workshop is to explore how healing ruptures, in particular around cross-cultural issues, can ultimately strengthen the supervisor-supervisee relationship and benefit the overall supervision process.

**Learning Objective 1:** Recognize a range cross-cultural and contextual issues that impact the supervisory relationship and can lead to unintentional ruptures, eg. White privilege and micro-aggressions.

**Learning Objective 2:** Analyze the impact of cultural ruptures in actual case studies between supervisors and supervisees.

**Learning Objective 3:** Apply the following skills to build an effective cross-cultural supervisory relationship: 1) opening the "uncensored heart," 2) socially locating oneself, 3) facilitating emotionally regulated direct conversations, and 4) utilizing intentional feedback.

**INT F10: *Translating Psychological Constructs into the Language of Sin: Implications for Culturally Competent Care***

**Room: Pacific B 1 APA & ASWB CE All Levels Seminar**

**Anita Graham-Phillips, PhD, Capital Seminary & Graduate School/Lancaster Bible College, Lee Underwood, PsyD, Regent University & Conrad Smith, MA, Grace Bible Church**

**Summary:** The American Counseling Association's spiritual and religious competencies require inclusion of therapeutically relevant religious concepts. The concept of sin is critical to increasing engagement of religious African Americans in mental health care. This workshop explores a culturally competent explanatory framework that brings sin and psychopathology into an explicit meaningful relationship.

**Learning Objective 1:** Summarize the need for the explicit inclusion of the concept of sin in clinical work with highly religious African Americans.

**Learning Objective 2:** Discuss a culturally competent explanatory framework that facilitates the translation of psychological constructs into the language of sin.

**Learning Objective 3:** Demonstrate applications of the framework to specific DSM-V diagnostic categories.

**MFSC F11: *Can't Contemporary Couples Commit? Comparing Cohabitation, Contracts and Covenants***

**Room: Monterey    1 APA & ASWB CE                    All Levels                    Seminar**

**Jared Pingleton, PsyD, Focus on the Family**

**Summary:** According to research, the incidence of cohabitation is at an all-time high, increasing exponentially in the last several decades. Contemporary thinking generally advocates testing out various relationship components such as compatibility, communality and connectivity before they agree to consider commitment. This workshop explores the salient cultural and relationships dynamics surrounding this burgeoning phenomenon and offers Biblical and psychological understandings of how to clinically address the underlying issues involved.

**Learning Objective 1:** Describe and clinically apply seven key psychological and theological principles of trust as foundational to a healthy relationship.

**Learning Objective 2:** Summarize and articulate ten characteristics of a relationship contract versus ten components of a relationship covenant.

**Learning Objective 3:** Analyze and explain the relational descriptors and dynamics of cohabitation, and how to address them with couples in a clinical setting.

**MFSC F12: *Trinitarian Marriage: Christian Marriage Reimagined***

**Room: Santa Clara                    No CE                    All Levels                    Seminar**

**Michael Grogan, PhD, Southeastern University**

**Summary:** The presenter will offer a new look at our most profound and mysterious human relationship, marriage, in light of the most profound and mysterious relationship in all creation, the Trinity. Current models of Christian marriage; hierarchical, complementarian, and egalitarian are inadequate to capture the beauty and wonder of living Christian marriage empowered by Trinitarian connection.

**Learning Objective 1:** Discuss a creation motif that reveals God's basic model for husband/wife connection.

**Learning Objective 2:** Explain the basis for historic views of marital connection based on theological, historical, and cultural misunderstandings.

**Learning Objective 3:** Apply a new view of marital connection based on an "essential" rather than a "functional" understanding of Christian marriage.

**Friday 9:00-10:30 am**

**COFFEE BREAK & POSTERS SESSION** in California Ballroom & Foyer. Pour yourself a cup of coffee/tea and **CONNECT** with colleagues and students/volunteers, browse exhibits and bookstores, and check out these interesting posters, including the CAPS Student Paper Competition award-winning papers.

### Student Paper Competition Winners

**1<sup>st</sup> place: Maria Mechure, MA, Fuller Theological Seminary, School of Psychology**  
Integration and Application of Liberation Psychology in the Philippines

**2<sup>nd</sup> place: Matthew Jarvinen, MA, Fuller Theological Seminary, School of Psychology**  
The Relational Cost of Moralism: Implications for Congregational Practice

**3<sup>rd</sup> place: Austin Johnson, MA, Fuller Theological Seminary, School of Psychology**  
The Discursively Constituted Self

### Academic/Research Track

**Lauren Bowersox, MA, Rosemead School of Psychology**  
Exploring Christian Spiritual Discernment: Inventory Development and Analysis

**John Buri, PhD, Maria Post, Anna Marie Landis, & Marissa Alliegro, University of St. Thomas**  
Divorce Attitudes of Young Adults: Religiosity Matters

**Karissa Burnett, MA, Mark Graves, PhD, Fuller Theological Seminary, School of Psychology & Michael Spezio, PhD, Scripps College**  
Empathic Dimensions of L'Arche Caregivers: Exemplars of Love, Compassion, and Care

**Shana Daves, MA, Fuller Theological Seminary, School of Psychology**  
Exploring Philosophy of Mind Position from a Self-Narrative Perspective

**Priscila Diaz, PhD, Azusa Pacific University**  
Dimensions of Faith and Attitudes toward Marginalized Groups

**Christin Fort, MA, Fuller Theological Seminary, School of Psychology**  
Divine Passibility & Attachment Theory: A Convergence of Theory and Theology

**Keith Graham, EdD, DMin, Christian Community Churches-Melbourne**  
Perceptions of the Judeo-Christian Definition, Meaning and Healing Power of Forgiveness among Christian Psychologists, Religious Professors and Clergy

**Tyler Greenway, MDiv, Abigail Shepherd Beyenberg, MA & Sarah Schnitker, Fuller Theological Seminary, School of Psychology**

Love thy Neighbor as Thyself (and as Thy In-Group): Examining the Effects of Moral Intuitions and Intercessory Prayer on Generous Behavior

**Danielle Hand, MA & Benjamin Houlberg, PhD, Fuller Theological Seminary, School of Psychology & Scott Plunkett, PhD, California State University-Northridge**

The Role of Emotion Regulation in Understanding the Relationship between Family Emotion Climate and Romantic Attachment in a Diverse Sample of Emerging Adults

**Elena Harriman, BA, Allie Alayan, BA & Ward Davis, PhD, Wheaton College**

Using Spiritual Disciplines as Psychospiritual Interventions: A Review of the Literature

**Mary Helms, PsyD, Vista Hill Foundation & Martha Morgan, PhD, John Brown University**

Soul Food and Obesity: Interpreting Messages about Food in the African American Community

**William Hunter, MS & Matthew Breuninger, MS, MA, Baylor University**

Mental Health and the Relationship with God: An Attachment and Internal Working Model Perspective

**Kristina Kays, PsyD, Rebekah Miles & Christopher Koch, PhD, George Fox University**

Is Social Media Like an Onion? Exploring the Social Penetration Theory as an Explanation for Viral Responses to Intimate Self-Disclosures

**Curtis Lehman, PhD, Azusa Pacific University**

Spirituality and Reasoned Action as Predictors of Participating in Service Projects among College Students at a Christian University

**Samantha Lunde, Scott White, PsyD, Kyle Morrow, PsyD, Danielle Holloway, BS & Casey Nelms, BS, Belhaven University**

The Psychology of Condemnation: The Role of Disgust in Moral Judgment

**April Martin, MA, Alexandra Hosack, Kieth Kutnar, MS, Stephanie Kutnar, BS, Priscilla Wong, BS & Jana Pressley, PsyD, Wheaton College**

Complexity of Connection: A Literature Review of Intergenerational Complex Trauma, Attachment and Community Violence and Implications for the ARC Framework.

**Raquel Mendoza, MA, Biola University, Rosemead School of Psychology**

Adoption and the Development of Self Concept

**Wei Qi, BS & Kenneth Wang, PhD, Fuller Theological Seminary, School of Psychology**

Interpersonal Problems and Cross-Cultural Transition among Chinese International Students

**Samuel Rennebohm, MDiv & John Thoburn, PhD, Seattle Pacific University**  
Process Theology, Holy Spirit, and Psychotherapy Process

**Karisa Smith, MA, Emily Johnson, MA, Jedidiah Mannon, BA & Jana Pressley, PsyD, Wheaton College**  
Implicit Relational Knowing and Spirituality among Adult Survivors of Complex Trauma

**Lars-Goran Sundberg, PhD, Johannelunds Theological University College**  
The “Imago Dei” Concept as A Christian Religious Lens of Understanding of Human Malfunction vs. the DSM Mental Health Paradigm

**Kenneth Wang, PhD, Kendra Jacques, BA & Mary Schuberg, BA, Fuller Theological Seminary, School of Psychology; G.E. Kawika Allen, PhD, Brigham Young University**  
What Does Being Religiously Perfect Mean?

**Laura Waters, MA, Michelle Koster, MA, Lauren Smith, BA, Ashton Winslow, BA, & Jana Pressley, PsyD, Wheaton College**  
"They Give Me Purpose": Preliminary Findings from a Narrative Analysis of How Court-Involved African American Men and Women Find Hope through Relationships

#### **10:30 – 11:30 am – One Hour Breakout Sessions**

**PSA & INT Tracks Co-sponsoring F13: *Towards Cultural Consciousness of Self and Other in Therapeutic Relationship***

**Room: San Gabriel 1 APA & ASWB CE Intro-Intermediate Symposium**  
**Jenny Pak, PhD, Alvin Dueck, PhD, Brad Strawn, PhD, Fuller Theological Seminary, School of Psychology & Roy Barsness, PhD, The Seattle School of Theology & Psychology**

**Summary:** This one-hour, joint psychoanalytic and cross-cultural track symposium is designed to utilize case-analysis discussion to address how therapists can engage with clients who come from different cultural and religious backgrounds meaningfully by committing to critical awareness of self and other, fostering open dialogue, and bridging differences authentically within the therapeutic relationship.

**Learning Objective 1:** Recognize mutual need to make connections across psychological and cultural otherness.

**Learning Objective 2:** Apply reflexivity and collaborative practice to cultural engagement and designing effective therapeutic interventions.

**Learning Objective 3:** Practice hard conversations in facilitating cultural engagement and critical analysis.

**PSA F14: *A Four-Stage Spiral of Love and Healing: A Relational Paradigm***

**Room: Santa Barbara 1 APA & ASWB CE All Levels Seminar**

**James Olthuis, PhD, Ken Van Wyk, PhD (candidate), Christian Counseling Services & Brian Eck, PhD, Azusa Pacific University**

**Summary:** In contrast to step-by-step technique, a “relational” paradigm of psychotherapy focuses on the interactive “dance” between therapist and counselee as a zigzagging spiral movement exhibiting a four-stage rhythm of trusting, re-stor(y)ing, releasing, and transforming.

**Learning Objective 1:** Discuss the four-phases of the relational psychotherapeutic process.

**Learning Objective 2:** Explain the particular tasks, challenges and dangers of each phase.

**Learning Objective 3:** Apply the four-phase paradigm to attendees’ clinical work.

**AR F15: INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST**

***Trauma-Focused Christotherapy: Promoting Healing and Thriving***

**Room: San Marino 1 APA & ASWB CE Introductory Seminar**

**Thema Bryant-Davis, PhD, Pepperdine University**



Dr. Bryant-Davis is a tenured Associate Professor in the Graduate School of Education & Psychology and the Director of the Culture and Trauma Research Lab at Pepperdine University. She was the recipient of the American Psychological Association’s Award for Distinguished Early Career Contributions to Psychology in the Public Interest in 2013.

**Summary:** Numerous Christians each year are subjected to traumatic experiences. This presentation will explore the ways in which trauma can affect Christian’s spiritually and the ways in which Christian faith can serve as a protective factor. The presenter will outline concrete ways attendees can integrate Christian faith in action in the therapeutic process as well as the important role of Christian psychologists in prevention and advocacy efforts. Finally, the presenter will discuss the importance of self-care for Christian psychologists engaged in trauma treatment.

**Learning Objective 1:** Describe three potential spiritual effects of trauma.

**Learning Objective 2:** Describe two specific interventions that can be used with Christian trauma clients.

**Learning Objective 3:** Identify three ways Christian trauma psychologists can engage in self-care.

**CP F16: *Facing the Ethical Challenges of Being a Person of Faith in the Mental Health Professions: A Roundtable***

**Room: Pasadena I 1 APA & ASWB CE Intro-Intermediate Seminar**

**Timothy Sisemore, PhD, Richmond Graduate University, Stephen Greggo, PhD, Trinity International University, William Hathaway, PhD, Regent University & Randolph Sanders, PhD, Independent Practice**

**Summary:** Changes in culture and ethics standards are increasingly intersecting with religion and spirituality, presenting important dilemmas for psychologists, counselors,

and graduate students aspiring to these professions. The roundtable addresses some of these vital issues and leaves room for attendees to raise concerns also.

**Learning Objective 1:** Articulate three issues of tension between the mental health professions and practitioners who hold to a religious faith.

**Learning Objective 2:** Apply ethical codes more precisely in their clinical practice.

**Learning Objective 3:** Explain at least one implication of the ethics codes for training in faith-based institutions.

**CP F17: *Building the Therapeutic Relationship in Multicultural Psychotherapy: Is It Really Different?***

**Room: Pacific A    1 APA & ASWB CE    Introductory    Seminar**  
**Winston Seegobin, PsyD, Rodger Bufford, PhD, Samuel Smith, MA & Jennifer Immingan, MA, George Fox University**

**Summary:** It is estimated that 50% of clients from culturally diverse groups do not return to psychotherapy after the first session. This workshop examines the significance of the therapeutic relationship, some of the reasons for attrition, and provides strategies to improve the quality of the therapeutic relationship with culturally diverse clients.

**Learning Objective 1:** Describe ways in which the therapeutic relationship is unique in multicultural psychotherapy.

**Learning Objective 2:** Demonstrate the relevance of Christian values and worldview in enhancing clinicians' qualities in building the therapeutic relationship in multicultural psychotherapy.

**Learning Objective 3:** Explain strategies for improving the therapeutic relationship in multicultural psychotherapy.

**CP F18: *Four Seasons of Ethics: Enhancing Clinical Practice***

**Room: San Diego    1 APA & ASWB CE    Introductory    Seminar**  
**Kristen Poppa, PhD, Eastern University**

**Summary:** Staying current with the abundance of ethical topics can be a daunting task. By analyzing the literature and codes of ethics, this seminar will identify four seasons of ethics and offer strategies to enhance clinical practice.

**Learning Objective 1:** Identify and critique similarities and differences between four major codes of ethics (APA, ACA, AAMFT, NASW).

**Learning Objective 2:** Summarize the current literature on four topics that represent ethical practice.

**Learning Objective 3:** Identify strategies in four seasons of ethics that can be applied in the delivery of appropriate care to clients and incorporated into the training of future clinicians.

**LPC F19: *Learning the DSM5: Challenges and Opportunities for Professional Counselors and Counselor Educators***

**Room: Pacific C    1 APA & ASWB CE    Intermediate-Advanced    Seminar**  
**Richard Butman, PhD, Wheaton College**

**Summary:** The new diagnostic system of the American Psychiatric Association (DSM5) has been controversial since its inception. It is challenging to master and even more difficult to apply in applied and professional counseling settings. Practical suggestions

will be made.

**Learning Objective 1:** Examine the major changes that have been implemented in the DSM5, in terms of problems of anxiety, problems of mood, and problems of sexuality.

**Learning Objective 2:** Examine the major changes that have been implemented in the DSM5, in terms of problems of social impact (addictions), problems of psychosis, and problems of personality.

**Learning Objective 3:** Discuss the strengths and weaknesses of the newly adopted classification systems (DSM5) in light of the many concerns and controversies raised.

**LPC F20: *Affirming Religious and Sexual Identities in Christian Counselor***

**Preparation: *A Qualitative Study***

**Room: Monterey 1 APA & ASWB CE Intermediate-Advanced Seminar  
James Sells, PhD, Regent University & Bryce Hagedorn, PhD, University of  
Central Florida**

**Summary:** We prepare clinicians to counsel clients regardless of sexual orientation; yet, to affirm both religious and sexual identities is challenging. We present qualitative research of coordinators/deans from CACREP-accredited Christian counseling programs who were interviewed concerning their policies of students work with sexual identities. Participants will discuss implications for training and research.

**Learning Objective 1:** Assess the CACREP accreditation standards relative to preparing ethical and multi-culturally attuned counselors and compare these to those used in their institutions.

**Learning Objective 2:** Apply the Ethical Acculturation Model related to both religious and sexual identities to the teaching of cultural competencies in the multicultural curriculum in counseling preparation programs.

**Learning Objective 3:** Implement Volv's Exclusion and Embrace as a model for to integrating Christian thought in work with clients' sexual and religious identities.

**LPC F21: *Developing Healing Qualities in Counselor /Clinician Trainees through  
Research-Based Training in Contemplative Practices***

**Room: Santa Clara 1 APA & ASWB CE Introductory Seminar  
Susan Hall, PhD, Pepperdine University & Jaclyn Tully, MA, Tending the Self**

**Summary:** Counselor educators are tasked with providing a learning environment that facilitates trainee self-care and personal qualities essential to helping relationships (e.g., CACREP standards). This presentation provides practical skills for training counselors/clinicians in research-based contemplative practices (e.g., mindfulness) to meet such standards and promote the healing power of the counseling/psychotherapy relationship.

**Learning Objective 1:** Identify 5 potential benefits of including contemplative practices (e.g., mindfulness) in the training and development of Professional Clinical Counselors (and other clinicians) in accordance with recent research findings and relevant professional legal and ethical standards.

**Learning Objective 2:** Develop a systematic proposal for implementing a contemplative practices program in their respective educational or training settings to improve personal well-being and helping qualities of counselors and clinicians in training.

**Learning Objective 3:** Practice the use of 2-3 experiential, relational and Christian contemplative practices applicable to counselor educators, clinicians and trainees that can be incorporated into attendees' educational or training programs, or professional practices with clients.

**INT F22: *PTSD Symptoms in Teachers: Understanding the Relationship between Forgiveness and Trauma among Salvadorian Educators***

**Room:** Pacific B    **1 APA & ASWB CE**    **All Levels**    **Seminar**  
**Roanne Joy Tiongson, MA, & Lisseth Rojas-Flores, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** Little research has examined the relationship between exposure to community violence, forgiveness, and PTSD in cross-cultural and high-conflict areas. This presentation will discuss the challenges educators are facing in El Salvador and explain the role of forgiveness within this vulnerable population.

**Learning Objective 1:** Describe the history of violence in El Salvador and its impact on educators.

**Learning Objective 2:** Explain the relationships between CV, PTSD, and forgiveness in this cross-cultural population.

**Learning Objective 3:** Identify future areas of research and implications for training and support of teachers working in high conflict areas.

**MSFC F23: *Where Are We Now? A Look at Sexual Morality in America***

**Room:** Del Mar    **1 APA & ASWB CE**    **Introductory**    **Seminar**  
**Michelle Rogers, MA, Brianna Staley Shumaker, MA & Stephen W. Simpson, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** The importance of developing and articulating a healthy sexual ethic, as proposed by Dianna E. Anderson (2015), will be explored through an examination of sexual morality in America, the effectiveness of previous approaches to sexual morality, and the various challenges encountered by mental health professionals.

**Learning Objective 1:** Describe the current state of sexual morality in America, including sex education perspectives, purity culture, and rape culture.

**Learning Objective 2:** Explain how developing a healthy sexual ethic leads to greater psychological well-being for individuals, families, and communities.

**Learning Objective 3:** Apply practical concepts gathered in this discussion to develop their own healthy sexual ethic and apply these principles to their personal and professional environment.

**MSFC F24: *Commercially Sexually Exploited Children: Critical Levels of Community Intervention and Treatment***

**Room:** Santa Rosa    **1 APA & ASWB CE**    **Introductory- Intermediate**    **Seminar**  
**Sonja Sutherland, PhD & Lorrie Byrd Slater, PhD, Richmond Graduate University**

**Summary:** Two million children worldwide and 300,000 domestically, are sold for sex each year. This workshop identifies resources and tools that will prepare clinicians to provide education for encouraging the collaboration of faith-based and community

organizations in breaking cycles of child sex trade victimization, and promoting the healing of family relationships.

**Learning Objective 1:** Identify and develop two practical interventions that could assist in educating and encouraging greater involvement and collaboration of faith-based and community organizations.

**Learning Objective 2:** Discuss symptoms that victims may present with in clinical practice and factors that disempower victims and prevent disengagement without help.

**Learning Objective 3:** Understand family-of-origin issues that lead to child sexual exploitation victimization (prostitution).

**11:30 am – 1:45 pm – LUNCH & PLENARY SESSION in International Ballroom**

**11:30 am -12:45 pm...LUNCH in the International Ballroom** is included in all registrations; you do not need a ticket for admission. Lunch is a plated meal that will be served to you at your table; notify your waiter if you have dietary restrictions. There are topics written on table tents on some tables; you are welcome to sit at these tables, if you wish to **CONNECT** with colleagues who share your academic/practice interests.

**Student Paper Award winners and student volunteers** will be introduced at this luncheon.

**12:45-1:45 pm – PLENARY PRESENTATION in the International Ballroom**

**P2: *The Power of Relationships: Bridging Difference and Developing Virtues***

**1 APA & ASWB CE**

**All Levels**

**Plenary**

**Alexis Abernethy, PhD & Cynthia Eriksson, PhD, Fuller Theological Seminary, School of Psychology**



Dr. Abernethy is a Clinical Psychologist and Professor in the Graduate School of Psychology at Fuller Theological Seminary. Her Spirituality and Health Lab includes three research teams: Experience of Spirituality and Health-Related Outcomes; Spirituality, Cancer, and Health Disparities; and Spirituality, Culture, and Eating Disturbance. She has numerous research publications and has also written in two areas of clinical specialty, group therapy and cultural competency training. Dr. Eriksson is an Associate Professor of Psychology at Fuller Theological Seminary, School of Psychology. She participates in the Headington Program in International Trauma at Fuller, focusing her research on international trauma, spirituality, and cross-cultural workers. She has completed research in settings such as Jordan, Guatemala, Liberia, Uganda, and Spain. Friends and colleagues, Drs. Abernethy and Eriksson, have shared teaching the core diversity course for the doctoral students in Fuller's School of Psychology for the past decade.

**Summary:** This presentation is designed to help participants recognize key concepts and relational dynamics that impede and facilitate cultural competence. Presenters will reflect on their own and their students' journeys toward deepened capacities and skills in addressing diversity in clinical practice. Key insights that enhance the helping relationship and increase sensitivity to cultural issues will be addressed.

**Learning Objective 1:** Summarize key concepts in diversity training that facilitate cultural competence.

**Learning Objective 2:** Identify relational dynamics associated with difference.

**Learning Objective 3:** Discuss factors that contribute to openness or guardedness, related to diversity, so that interactions with clients will be enhanced.

### **2:00 pm - 3:00 pm** Mini-Mentoring Session in the California Ballroom

In this discussion-based session, you will meet and talk with CAPS members who are published authors, seasoned clinicians, and respected academics. Come prepared to ask questions about how to get into graduate school, publish a journal article or book, prepare yourself for tenure, establish an effective practice, and become more involved in CAPS. Every 15 minutes, a bell will ring so you can rotate and experience dialogue with at least four groups of mentors/topics during this hour. You will have opportunities to speak with Drs. Clark Campbell, Donnie Davis, Al Dueck, David Entwistle, Todd Frye, Fred Gingrich, Heather Gingrich, Liz Hall, Todd Hall, Peter Hill, Marie Hoffman, Lowell Hoffman, Josh Hook, Jennifer Kunst, Gary Moon, Jim Sells, Tim Sisemore, Brad Strawn, Theresa Tisdale, William Hathaway, Mark McMinn, Steve Allison and Bill Buhrow.

### **2:00-4:00 pm – Two Hour Breakout Sessions**

#### **PSA F25:** *Even When I Hate I Love: Making Room for Discordant Connection in Psychotherapy*

**Room:** Monterey    2 APA & ASWB CE    Intermediate-Advanced    Seminar  
**Shawn Hofer, PhD, Minnesota Psychoanalytic Institute, Angela Allen-Peck, PsyD, Brookhaven Institute for Psychoanalysis & Christian Theology & Earl Bland, PsyD, Biola University, Rosemead School of Psychology**

**Summary:** Connection is dangerous and unpredictable. In contrast to sanitized visions of harmonious mutuality, we propose that depth psychotherapy requires a bare-knuckled engagement with the parts of the therapist that are prone to hate and destroy. Using clinical material, this panel discusses the necessary role of hate in connection and healing.

**Learning Objective 1:** Articulate the role of hate and aggression in the psychotherapeutic process of healing and growth.

**Learning Objective 2:** Assess strategies to manage and process strong negative emotions that threaten to disrupt therapeutic connection and progress.

**Learning Objective 3:** Recognize and explain how negative emotional experiences (such as hate) can be essential components to symptom resolution and growth.

#### **LPC F26:** **Invited Distinguished Scholar/Master Therapist**

*Conceptualizing Supervision Processes and Levels of Impact*

**Room:** San Gabriel    2 APA & ASWB CE    Introductory    Seminar

## Rod Goodyear, PhD & Conroy Reynolds, PhD, University of Redlands



Dr. Goodyear is a Professor at the University of Redlands, as well as Emeritus Professor of Counseling Psychology, University of Southern California. He served as the 2014-15 President of the APA Division 29 Society for the Advancement of Psychotherapy, and was the recipient of the 2015 Award for Distinguished Career Contributions to Education and Training in Psychology by the American Psychological Association. His co-authored book (with J.M. Bernard), *Fundamentals of Clinical Supervision*, is the standard text in this field. Dr. Reynolds is currently a visiting Assistant Professor in the Clinical Mental Health Program at the University of Redlands. His research focus is in the area of relational spirituality, mental health, relationships and human development.

**Summary:** This presentation addresses literature on the processes that moderate supervisor impact and what is known about the levels of impact on supervisee's skill, conceptualization, personhood, client interaction and client outcomes. A focus on spirituality as a type of influence is addressed as well as implications for supervisory practice.

**Learning Objective 1:** Describe the key relationship variables that are most associated with positive supervision impacts and their likely mechanisms of change.

**Learning Objective 2:** Describe the several levels of supervision impacts in the Bernard and Goodyear (2014) model, as well as supervision interventions that are most associated with attaining those impacts.

**Learning Objective 3:** Discuss spirituality's effects on supervisor, supervisee, client, and the interactions among them.

### 2:00-3:00 pm – One Hour Breakout Sessions

#### **PSA F27: Close Encounters: The Promise and Peril of Therapist Disclosure**

**Room: Santa Barbara      1 APA & ASWB CE      Inter-Advanced Seminar**  
**Scott Koeneman, PsyD, MidAmerica Nazarene University, Ryan D. Kuehlthau, PsyD, Independent Practice & Nancy Thurston, PsyD, ABPP, George Fox University**

**Summary:** This seminar will explore the emotional contours of therapist disclosures in a variety of therapeutic encounters. An exploration of the varied psychoanalytic framework for understanding therapist disclosure will be provided. Several clinical vignettes exploring the promise and peril of self-disclosure will be offered.

**Learning Objective 1:** Summarize a basic understanding of explicit therapist disclosure from a psychoanalytic perspective.

**Learning Objective 2:** Recognize the importance of therapist disclosure to help resolve clinical impasses.

**Learning Objective 3:** Observe several clinical vignettes demonstrating the effectiveness of therapist disclosure in the service of therapeutic connection.

**AR F28: *Comparing the Telos of Three Positive Psychologies: Secular, Buddhist, and Christian***

**Room: San Marino 1 APA & ASWB CE Intermediate Seminar**  
**Eric Johnson, PhD, Southern Baptist Theological Seminary**

**Summary:** Every well-developed intellectual community has a distinct model of the mature human being based on its worldview. A positive psychology that aims at cross-communal breadth will encompass the models of a mature human being of different, notable communities. We will examine three important models in our day: those of the secular, Buddhist, and Christian communities.

**Learning Objective 1:** Recognize the communal basis of all reflection on what is the goal of human maturation.

**Learning Objective 2:** Critique the attempt of contemporary positive psychology to offer a single “community-neutral” account of the goal of human maturation.

**Learning Objective 3:** Understand the diversity that exists between the goal of human maturation of three worldview communities: secular, Buddhist, and Christian.

**AR F29 Part 1: *The Person in Catholic Undergraduate Psychology Curricula***

**Room: Santa Rosa .5 APA & ASWB CE All Levels Seminar**  
**Angela Sabates, PhD, Bethel University & Keith Houde, PhD, Ave Maria University**

**Summary:** A comprehensive review of the undergraduate psychology curricula was completed on schools recommended by the Cardinal Newman Society. These data suggest some variability across programs along with a degree of coherence in their general education courses. A comparison of these programs with APA Guidelines for the Undergraduate Psychology Major and data from CCCU undergraduate psychology programs are discussed.

**Learning Objective 1:** Evaluate applicability of APA guidelines for undergraduate curricula in Catholic colleges.

**Learning Objective 2:** Assess the potential impact of psychology’s reductionist and naturalistic view of humans on the curricula in Catholic colleges.

**Learning Objective 3:** Discuss the implications of their own undergraduate psychology curricula for the clinician’s understanding of persons.

**-AND-**

**AR F29 Part 2: *Cura Personalis & Graduate Women of Color: The Art of Mentoring the Whole Person***

**Room: Santa Rosa .5 APA & ASWB CE All Levels Seminar**  
**Tina Armstrong, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** This presentation focuses on the intricacies of mentoring and nurturing the personal and professional development of emerging psychologist, with an emphasis on developing Women of color scholars from historically marginalized communities.

Providing individualized care and attention to the particular needs and strengths of such individuals is key to ensuring success.

**Learning Objective 1:** Highlight key intentional and unintentional barriers that impede the success of historically underrepresented students.

**Learning Objective 2:** Identify the specific day-to-day challenges, practices, and strategies used to mentor and enhance the academic, professional and personal development of students of color.

**Learning Objective 3:** Explore the strengths and limitations of using such a model in working with multicultural students to ensure growth and development in the mental health setting.

**CP F30: *Promoting Mutual Engagement in Healthcare: Developing Healing Cross-Cultural Relationships with Underserved Populations as a Mental Health Clinician***

**Room: Pasadena I 1 APA & ASWB CE Introductory Seminar  
Kathryn McLean, PsyD & Sally Schwer Canning, PhD, Wheaton College; Casey Clardy, PhD, Lawndale Christian Health Center & Jennifer Hailey, PsyD, Philhaven Hospital**

**Summary:** In this panel discussion, we will explore how mental health clinicians 1) adapt traditional mental healthcare models to join with underserved, cross-cultural populations using an integrated BH model, 2) experience deep, meaningful relational connection within an abbreviated model, and 3) attend to spiritual concerns and incorporate faith into treatment.

**Learning Objective 1:** Summarize opportunities and challenges in addressing physical, emotional, and spiritual concerns in a healthcare context with underserved populations.

**Learning Objective 2:** Discuss factors that facilitate therapeutic healing within cross-cultural relationships in an abbreviated context.

**Learning Objective 3:** Apply therapeutic skills to assist multidisciplinary healthcare teams in creating mutual engagement as a mental health clinician.

**CP F31: *Facebook Self-Disclosure and Other Conversation Starters***

**Room: Pacific C 1 APA & ASWB CE Introductory Seminar  
Kristina Kays, PsyD & Rebekah Miles, George Fox University**

**Summary:** A tattoo and depression self-disclosure led to a world-wide conversation, connecting thousands in less than a week. This seminar explores theories which help explain viral responses to self-disclosure of mental health concerns. In addition, this seminar will consider practical applications for the use of social media in mental health.

**Learning Objective 1:** Summarize the current trends in self-disclosures on social media.

**Learning Objective 2:** Describe theories that explain current self-disclosure trends.

**Learning Objective 3:** Recognize how self-disclosure can be used to build connections, and promote mental health.

**INT F32: *Transforming Our World: Mental Health Professionals and the Sustainable Development Agenda***

**Room: San Diego 1 APA & ASWB CE Intermediate Seminar**

**Kelly O'Donnell, PsyD & Michele Lewis O'Donnell, PsyD, Member Care Associates, Inc.**

**Summary:** This presentation explores how mental health professionals (MHPs) can connect and contribute to the growing efforts to promote wellbeing for all people and the planet. It reviews key global reports, global mental health resources, and multi-sectoral collaboration, and encourages MHPs' involvement in the United Nation's 2030 Agenda for Sustainable Development.

**Learning Objective 1:** List three of the UN Sustainable Development Goals which are directly relevant for the mental health field.

**Learning Objective 2:** Describe the four objectives of the WHO Mental Health Action Plan 2013-2020.

**Learning Objective 3:** List three specific resources that can help you further connect and contribute globally, as a mental health professional.

**INT F33: *The Power of a Moment: Critical Reflections on Immersive Cross-Cultural Training***

**Room: Pacific A    1 APA & ASWB CE    Introductory-Intermediate Seminar  
Adam Ghali, PhD, Maricela Chavez, MA, Caroline Dower, BS & Lisa James, BA,  
Fresno Pacific Biblical Seminary**

**Summary:** This symposium will describe the pedagogical strategy of an immersion course used for training in cross-cultural counseling, with emphasis on developing clinician self-awareness. Symposium discussants are past course participants who will offer critical reflection on a formative cultural experience. Issues of gender, power, racism, history, and trauma will be explored.

**Learning Objective 1:** Describe a cultural immersion course as a pedagogical strategy for self-awareness in cross-cultural counseling education.

**Learning Objective 2:** Examine and critique their own social location and cultural biases.

**Learning Objective 3:** Plan a learning experience that develops their self-awareness.

**MSFC F34: *Why Do We Fight? Understanding Conflict in Couples***

**Room: Pacific B    1 APA & ASWB CE    All Levels    Seminar  
Ronald Welch, PsyD, Denver Seminary**

**Summary:** The author of *The Controlling Husband-What Every Woman Needs to Know* (Baker/Revell, 2014) will discuss a new approach to conflict in marriage. He will describe 10 factors, which contribute to the creation of conflict in marriage and share specific Transformational Marriage TM techniques for overcoming the challenges these factors create.

**Learning Objective 1:** Describe 10 different factors that contribute to conflict in marital relationships.

**Learning Objective 2:** Describe at least three specific techniques for overcoming the challenges that these 10 factors create in marital relationships.

**Learning Objective 3:** Explain how marital transformation in these types of marriages can occur, identify the four principles of Transformational MarriageTM, identify specific therapeutic skills counselors can use to intervene with these couples, and describe the value of hope, selflessness, forgiveness, and praise in the healing process.

**MSFC F35: *rIQ: The Healing Power of Young Adult Relationship Education***

**Room: Santa Clara 1 APA & ASWB CE Introductory- Intermediate Seminar**

**Kathleen Eldridge, PhD & Hannah Parmelee, MS, Pepperdine University;**

**Soloman Wang, MA, Loma Linda University**

**Summary:** As clinicians, church leaders, and academics, it is critical to help young adults be relationally and spiritually strong as they individuate from families of origin and establish their own family systems. Learn about this unique life stage, how to discuss healthy sexual behavior choices, and research on the Relationship IQ program.

**Learning Objective 1:** Describe the relational and developmental needs of young adults as they emerge from their families of origin, and discuss the opportunities for clinicians to assist young adults prepare for family formation and relational success.

**Learning Objective 2:** Discuss observations from a demonstration of a biblical and biopsychosocial approach, used in the Relationship IQ program, for fostering healthy sexual behavior choices among adolescents and young adults.

**Learning Objective 3:** Summarize preliminary research findings on young adults' relational, spiritual, and sexual development and Relationship IQ program effectiveness.

**3:15-4:15 pm One-Hour Breakout Sessions**

**PSA F36: *The Struggle to Be: Pathological Accommodation and the Battle for Personhood in This World and Before God.***

**Gary Ventimiglia, PhD, Independent Practice**

**Room: Santa Barbara 1 APA & ASWB CE Intermediate Seminar**

**Summary:** Bernard Brandchaft construct of "pathological accommodation," the all too common experience of the child's submission to her parent's injunctions of denial of essential aspects of her self (temperament, aptitudes, proclivities) because of the parents anxiety is examined in relationship to how this affects the adult in normal living, and in the believers understanding of the love of God as Father.

**Learning Objective 1:** Summarize the tenants of pathological accommodation in one's life. How one avoids making decisions; following through on courses of actions, and thinking about being responsible for oneself.

**Learning Objective 2:** Recognize the different areas where P.A. strategies most thwart satisfying outcomes in one's work, play and relationships (both on human and Divine levels).

**Learning Objective 3:** Utilize therapeutic interventions both as a clinician dealing with this phenomenon, and in one's own life.

**AR F37: *Mind and Personhood: Complex, Emergent, Developmental, Linguistic, Relational, Neurophysiologicalism***

**Room: Pacific B 1 APA & ASWB CE Introductory Seminar**

**Brad Strawn, PhD & Warren Brown, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** This presentation presents a model of personhood called Complex, Emergent, Developmental, Linguistic, Relational Neurophysiologicalism that takes seriously

physical embodiment and contextual embeddedness, while avoiding reductionism and the loss of the complexity in models of human anthropology. Theoretical, research, clinical, and integrative implications of this model will be explored.

**Learning Objective 1:** Describe the main elements in the CEDLRN model of human personhood.

**Learning Objective 2:** Critique models of human personhood that individualize personhood and oversimplify human anthropology.

**Learning Objective 3:** Apply the model to clinical settings in ways that engage religious and non-religious patients.

**AR F38 Part 1: *The Bible and Corporal Punishment: Changing Attitudes by Challenging Conservative Christian Understandings***

**Room: Santa Rosa                      No CE                      All Levels                      Seminar**

**Cindy Miller-Perrin, PhD & Robin Perrin, PhD, Pepperdine University**

**Summary:** This presentation reviews and challenges conservative Christian interpretation of the various “spoil the rod, spare the child” passages in the Bible. An intervention study incorporating alternative interpretations of these scriptures is described and the results finding significant attitude changes toward spanking are discussed.

**Learning Objective 1:** Identify the various Biblical passages relevant to debates about corporal punishment, and how these passages are interpreted by conservative Christians.

**Learning Objective 2:** Identify progressive Christian understandings of these passages.

**Learning Objective 3:** Equipped with progressive understandings of these passages, participants will be prepared to more effectively advocate within the conservative Christian community.

-AND-

**AR F38 Part 2: *The Naturalness of the Supernatural: Children’s Understanding of Intentional Agents***

**Room: Santa Rosa    .5 APA & ASWB CE                      All Levels                      Seminar**

**Gregory Foley, MA & Justin Barrett, PhD, Fuller Theological Seminary, School of Psychology**

**Summary:** This presentation will explore the naturalness of belief in supernatural beings during the early stages of human development. Utilizing a cross-cultural experimental study of Chinese and Ecuadorian children, this presentation will argue that children possess cognitive mechanisms that prepare them to understand supernatural abilities more readily than natural limitations.

**Learning Objective 1:** Describe various theories of human development and their relationship to theory of mind.

**Learning Objective 2:** Summarize recent findings in the field of the cognitive science of religion, particularly as they relate to human development and naturalness of supernatural beliefs.

**Learning Objective 3:** Discuss the importance of recognizing the extent that children understand concepts of supernatural beings throughout human development.

**CP F39: *Exhibiting Love and Justice in Psychotherapy: Ethical Tensions and Resolutions***

**Room: Del Mar                      1 APA & ASWB CE                      Intermediate                      Seminar**

**Alan Tjelveit, PhD, Muhlenberg College**

**Summary:** We will address tensions between professional ethics and Christian ethics, especially the professional ethical principles of beneficence and justice, and love and justice in Christian ethics. I will contest the claim that clashes don't occur and challenge participants to develop rigorous solutions that deeply reconcile love, justice, and professional ethics.

**Learning Objective 1:** Articulate the main thrust of the acculturation model and identify one criticism raised against the acculturation model.

**Learning Objective 2:** Identify two ways in which the Christian ideals of love and justice are harmonious with professional ethics codes and one way in which tension can exist between Christian understandings and professional codes of ethics.

**Learning Objective 3:** Describe two ways of ethically addressing tensions between (a) love and justice and (b) the dictates of professional codes of ethics.

**CP F40: *Ignored and Adored: Understanding and Working with Narcissistic Patients***

**Room: Pacific C      1 APA & ASWB CE      Introductory      Seminar**

**Jeff Terrell, PhD, John Brown University**

**Summary:** Narcissistic patients are commonly seen in clinical settings, but most clinical programs offer little training in the area. This workshop will offer simple, constructive strategies for working with narcissists.

**Learning Objective 1:** Describe the beginnings of narcissistic behavior.

**Learning Objective 2:** Analyze the impact of American culture on the development of narcissism.

**Learning Objective 3:** Identify five ways to maintain empathy and manage your own feelings when working with narcissistic individuals.

**INT F41: *Best Practices for Developing Culturally Sensitive Assessment Scales***

**Room: San Diego      1 APA & ASWB CE      Introductory-Intermediate      Seminar**

**Jenny Pak, PhD & Kenneth Wang, PhD, Fuller Seminary, School of Psychology**

**Summary:** This one-hour seminar focuses on addressing the importance of cultural sensitivity in the development of assessment measures. The presenters will provide practical tips on how to construct a culturally indigenous psychological measure using both qualitative and quantitative research methods. Participants will also gain knowledge about how to evaluate the appropriateness of using assessment measures with culturally diverse clients.

**Learning Objective 1:** Recognize the importance of using culturally indigenous measures.

**Learning Objective 2:** Summarize quantitative and qualitative research methods in creating scale items.

**Learning Objective 3:** Describe a culturally sensitive and psychometrically sound measure.

**INT F42: *What Happens to People After They Visit L'Arche?***

**Room: Pacific A      1 APA & ASWB CE      Introductory      Seminar**

**Jay Pope, PhD, Fresno Pacific University**

**Summary:** Undergraduate psychology students visited L'Arche communities in England and France, where people with and without physical and intellectual disabilities live in an intentional faith-based community. This presentation focuses on how students' perspectives on disability changed after being introduced to an alternative perspective on disability that clashes with traditional treatment models.

**Learning Objective 1:** Discuss the differences between traditional treatment modalities (e.g., therapy, medicine) for disability and an alternative approach that focuses on intentional community.

**Learning Objective 2:** Identify how people change and grow after a challenging cross-cultural experience.

**Learning Objective 3:** Discuss the implications of various treatment modalities as they relate to personhood, community, and mental health.

**MSFC F43: *How Healthy Marriages Increase Leadership Effectiveness: Developing Self-Control, Compassion and Patience***

**Room: Pasadena I 1 APA & ASWB CE Introductory Seminar**

**Terry Hargrave, PhD, Fuller Theological Seminary, School of Psychology & Sharon Hargrave, MA, Pepperdine University, Boone Center for the Family**

**Summary:** Leadership marriages in clinicians, pastors and academicians often have difficulty executing virtues in their own relationships. This clinical presentation teaches clinicians techniques to help individuals experience self-control, compassion and patience in relationships. The techniques examined are bi-lateral stimulation, four-step mindfulness, narrative connection, understanding couple conflict and focus on responsibility.

**Learning Objective 1:** Demonstrate at least one of three bi-lateral stimulation techniques (paper fold, sway and sing, ball toss).

**Learning Objective 2:** Practice accessing narrative through identity and safety questions and sequencing with one other participant.

**Learning Objective 3:** Describe the process of emotional regulation and how responsibility increases patience in individuals.

**MSFC F44: *Listening to Sexual Minority Christians across Time and Place: A Survey of Students Attending Sixteen CCCU-Member Institutions***

**Room: San Marino 1 APA & ASWB CE Introductory-Intermediate Seminar  
Janet Dean, PhD, Stephen P. Stratton, PhD, Asbury Theological Seminary, Mark A. Yarhouse, PsyD, Regent University; Michael D. Lastoria, EdD, Houghton College & Emma K. Butcher, MA, Regent University**

**Summary:** Sexual minority students at CCCU (Council of Christian Colleges and Universities) schools have faced challenges regarding their faith and sexuality identity across the last decade. This seminar explores survey and interview data from a new longitudinal project, comparing the experiences of 160 students with two previous samples surveyed since 2005.

**Learning Objective 1:** Describe the surveyed perceptions of campus climate, policies, and resources among students who experience same-sex attraction and attend CCCU-member institutions.

**Learning Objective 2:** Discuss the personal experiences of students relative to religious/spiritual identity, sexual identity, sexual attitudes, psychological health, and close relationships, as evidenced in both objective and qualitative assessments.

**Learning Objective 3:** Analyze the current research findings in light of two previous corresponding studies, noting areas of change and stability in students' perceptions and personal experiences over the past ten years of cultural shifts in the US.

**Friday 4:30-6:00 pm... POSTERS SESSION in California Ballroom and Foyer**  
**CONNECT** with colleagues and students/volunteers, browse exhibits and bookstores, and dialogue with the authors of these interesting posters.

### Clinical Practice Track

**Victoria Albarracin, BA, Rose Espinoza Mendoza, BA, Vanessa Aguilera, BS & Sally Canning, PsyD, Wheaton College**

Skills over Struggles: Evaluating the Implementation and Value of Providing Group-Based, Primary Care Interventions for Youth in an Underserved Community Context

**Melanie Bennett, MA, Rosemead School of Psychology; Alana Roth, PsyD, Pacific Clinics & Stephanie Griswold, PsyD, Mount Sinai Hospital**

Illusionary Relationships: Texting, Sexting, and a False Sense of Intimacy

**Tricia Brown, PhD, MidAmerica Nazarene University, Rachel Asbury, MA & Jessica Almond, MA, Independent Practice**

Clearing the Lens of Shame: Tracing the Origins of Shame through Attachment Ruptures

**Jesse Burrell, MA, George Fox University**

The Relationship of Attendance at Faith-Based Universities vs. Non-Faith-Based Universities and the Use and Perceived Use of Drugs and Alcohol

**Haley French, MA, University of Aberdeen**

Resurrection in the Counseling Session: The Power of Hope and the Therapeutic Relationship

**Michael Mangis, PhD, Wheaton College**

Death is Always in the Room: Introduction to Existential and Terror Management Theories and Their Usefulness for Clinicians

**Heather Quagliana, PhD, Taylor Lange, Trevor Milliron, PhD & David Quagliana, PhD, Lee University**

Integrating Faith and Psychology in Training Graduate Students to Manage Vicarious Trauma

**Halle Ross, MS, William Hunter, MSCP, Matthew Brueninger, MSCP & Sara Dolan, PhD, Baylor University**

Relationship to God as a Factor in Religious Coping and Mental Health Outcomes in a Diverse Sample

**Alana Roth, PsyD, Wheaton College, Kristopher Stevens, PhD & Samantha Smith, BA, Pacific Clinics**

Pre-escalation Patterns in a High-Risk Youth Population: The Relationship between Classroom Structure, Staff Interventions, and Student Escalation Patterns

**Nathan Varvis, MA, Link Care Center & David Bruce Rose, PhD, Fresno Pacific Biblical Seminary**

Addressing the Cultural Factors Contributing to Eating Disorders in Female Elite Athletes

### Marriage Family, Sexuality & Child Track

**Trista Carr, PsyD, CSATF/SP & Independent Practice**

Unpacking the APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People

**Elisabeth Esmiol Wilson, PhD, Pacific Lutheran University & Kirstee Williams, PhD, Lee University**

Reconnecting After an Affair: Using Gender & Power to Help Christian Couples Heal from Infidelity

**Stephen Lambert, PsyD, MDiv, Robert Linsalato, MA & Sarah Davis, BA, Azusa Pacific University**

Enhanced Relational Intimacy in the Family: Examining a Substantial Sample of Common and Uncommon Genogram Patterns to Explore Relational Beauty in the Family

**Lindsey Robertson, MA, Tamara Anderson, PhD & Elizabeth Lewis Hall, PhD, Biola University, Rosemead School of Psychology**

Mothers and Mental Labor: A Focus Group Study of Thinking Work in Parenting and Household Management

**Julia Sandusky, BS, Ave Maria University**

Karen Horney, John Paul II and a Positive Christian Anthropology

**Brianna Schumaker, MA & Michelle L. Rogers, MA, Fuller Theological Seminary, School of Psychology**

Gendered Capacity: Gender Roles, Religious Institutions, and Female Identity Development

**Alesia Starks, MS, Independent Practice**

The Interdependence of Support

**Daniel Stillwell, PhD, Hope International University**  
Spiritual Competency of MFTs

**Olya Zaporozhets, PhD, Regent University**  
"What Do You Mean You Are Gay?" Messages that Christian Parents Hear When LGBT Youth is Coming Out

**Counselor Education & Licensed Professional Counseling Track**

**Melissa Hall, PhD, John Brown University**  
Using Sex Education and Pedagogy to Shape the Culture of the Classroom

**Benjamin Houlberg, PhD, Christa Nelson, BA, Nanyamka Redmond, MA, Erik Daily, MDiv & Nathaniel Fernandez, MA, Fuller Theological Seminary, School of Psychology**  
An Examination of the Impact of Sports and Activity on Emotional Health and Relationships

**Anita Knight, PhD, Liberty University**  
CBASP and AAI: Treatment for Chronic Depression and Attachment Injuries

**Angie O'Gieblyn, MA & Jerry Vuncannon, PhD, Grace College**  
Exploring the Relationship between Attachment and Perfectionism: Implications for Practice, Education, and Supervision

**Carla Ross, PhD, Meredith College**  
Reconciling Differences in Marriage

**Sheryl Serres, PhD, Sam Houston State University & Reba Criswell, PhD, Southeastern Oklahoma State University**  
Enhancing the Relationship of Teachers and Students through Sandtray: How School Counselors Can Help

**Sonja Sutherland, PhD, Richmond Graduate University**  
The Counseling & Clinical Supervision Relationships: Effective, Respectful, and Ethical Integration of Spirituality and Religion

**Lee Underwood, PsyD, Cyrus Williams, PhD & Smyrna Khalaf, MA, Regent University; Beth Getharrd- Burnham, PhD, Grace University**  
Lived Experience of the Adolescent with Sexual Maladaptive Behaviors

**Lee Wetherbee, PhD, Ashland Theological Seminary**  
Formational Health: Consistencies of Willard's (2002) Spiritual Formation and Wardle's (2001) Formational Counseling Models

## Cross-Cultural & International Track

### **Stephen Allison, PhD & Shacarol Castle, MS (candidate), Abilene Christian University**

Missionary Care across the Missionary Career Cycle

### **Joanna Buickians, MS, Independent Practice**

The Bridge between Community Psychology and Social Entrepreneurship

### **Quincee Gideon, MA, Cynthia Eriksson, PhD, Andrea Canales, MA & Morgan Sorenson, MA, Fuller Theological Seminary, School of Psychology**

Well-Being Depicted through Photos Taken by a Vulnerable Population in Contemporary Northern Uganda

### **Jane Kim, MA, Biola University, Rosemead School of Psychology**

Cultural Differences in Family Affection and Coping Abilities for Missionary Kids

### **Ivan Marroquin, MA, Pepperdine University & Beth Mossman, EdD, Lawndale School District**

Quién Habla Dos Idiomas Vale por Dos: How Language Brokers Positively Impact the Latino Immigrant Family

### **Maria Mechure, MA, Roanne Joy Tiongson, MA, Rachel Falco, MA & Anne Nolty, PhD, Fuller Theological Seminary, School of Psychology**

Applying Liberation Psychology to Clinical Practices in the Philippines

### **Kelly O'Donnell, PsyD & Michele Lewis O'Donnell, PsyD, Member Care Associates, Inc.**

Loving Truth and Peace: Mental Health Professionals and Corruption in the Church-Mission Community

### **Erika Sy, MA, & Pamela Ebstyne King, PhD, Fuller Theological Seminary, School of Psychology**

Assessing Experiences of Pacific Islander Children Who Attended a Parks and Recreation Summer Program: Consumer Satisfaction

### **6:00-7:00 pm...ALUMNI and SPECIAL INTEREST GROUPS RECEPTIONS**

See the Program Addendum sheet in your Registration Packet for a complete list of universities and seminaries having alumni receptions, as well as Special Interest Groups that are meeting; **CONNECT** at these receptions and then enjoy your Night on the Town.

**NIGHT ON THE TOWN...CONNECT** with friends; enjoy the amazing sights and tastes of Pasadena; there are over 100 restaurants in Old Town Pasadena. Students and early career professionals (SECP) who would like to dine together are encouraged to **CONNECT** at the CAPS Registration booth at 6:30 pm; thanks to Fuller Seminary students for serving as hosts/hostesses for this SECP Night on the Town.

## **Saturday March 12 Conference Schedule**

**7:30 am – 10:30 am**

**Spiritual CONNECTION: Prayer & private devotions in the San Jose Room;** contact Dr. Steve Stratton or put a note in the prayer request box inside the room, if you desire prayer/conversation with a spiritual director or counselor.

**8:00- 9:00 am Breakout Sessions**

**PSA S1: *Psychodynamic Theory and Therapy in Doctoral Psychology Curriculum: A Historical Perspective Reconsidered***

**Room: San Gabriel      1 APA & ASWB CE      All Levels      Seminar**  
**Theresa Tisdale, PhD, Azusa Pacific University; Earl Bland, PsyD, Biola University, Rosemead School of Psychology; Stephen W. Simpson, Fuller Seminary, School of Psychology; Nancy Thurston, PhD, George Fox University & Glendon L. Moriarty, PhD, Regent University; Natalia Yangarber-Hicks, Wheaton College**

**Summary:** This seminar presents a rationale for including psychodynamic theory and practice in the curriculum of doctoral psychology programs. Representatives of six college/university doctoral programs will discuss the: rationale for course development, challenges encountered internally or externally, actual course offerings, and benefits to students realized through successful progress through program milestones.

**Learning Objective 1:** Compare the curricular offerings at six college/university doctoral programs it also describes the benefits to students of including psychodynamic theory and therapy courses in doctoral curriculum.

**Learning Objective 2:** Assess the challenges and benefits of developing curricular offerings.

**Learning Objective 3:** Apply data to and plan course development in the attendees' university or training settings, to enhance clinical development of psychologists-in-training and provide empirically-supported treatment.

**PSA S2: *The Awakening of Persons: Personalist Relational Neurobiology***

**Keith Houde, PhD, Ave Maria University**

**Room: Santa Barbara      1 APA & ASWB CE      Intermediate      Seminar**

**Summary:** A Catholic personalist conception of a three-fold awakening of human personhood—ontological, psychological, and ethical—is considered in conversation with the findings and insights of interpersonal biology and relational psychoanalysis. Contrary to a reductionist evolutionary perspective, even brain and body offer eloquent testimony that we are created within relationship for relationship.

**Learning Objective 1:** Describe three aspects of the awakening of human personhood from the perspective of a personalist philosophical psychology.

**Learning Objective 2:** Compare the contributions of interpersonal biology and relational psychoanalysis which demonstrate the profoundly relational cradle of human consciousness and connection.

**Learning Objective 3:** Discuss the profound implications of such a personalist relational neurobiology for nursery and neighborhood, classroom and clinic.

**AR S3: *Psychological and Theological Perspectives on Enjoying Physical Pleasures Well***

**Room: San Marino 1 APA & ASWB CE Introductory- Intermediate Seminar  
Jason McMartin, PhD & M. Elizabeth Lewis Hall, PhD, Biola University,  
Rosemead School of Psychology**

**Summary:** Christians frequently view physical pleasure with suspicion, concerned that it draws us away from piety by gratifying the “lusts of the flesh.” In this presentation, we integrate psychological, theological, and philosophical insights concerning the proper enjoyment of physical pleasure within a flourishing life.

**Learning Objective 1:** Identify spiritual and theological components of addictive behaviors.

**Learning Objective 2:** Implement healthy practices related to pleasure in clinical settings.

**Learning Objective 3:** Create meaningful and adaptive frameworks for the enjoyment of pleasure.

**AR S4 Part 1: *Religiously-Based Prejudice and Self-Censorship: Perceptions and Experiences Among Christian Therapists and Educators***

**Room: Santa Rosa .5 APA & ASWB CE Introductory Seminar  
Christopher Rosik, PhD, Link Care Center**

**Summary:** CAPS members (N = 343) were surveyed to determine the prevalence of religiously-based disparagement, unfair or prejudicial treatment, and self-censorship with reference to both secular and Christian colleagues. Results indicate that these experiences are not uncommon and raise concerns about the future for conservative Christians in the helping professions.

**Learning Objective 1:** Compare the prevalence rates among CAPS members of perceived religiously-based prejudice and self-censorship from secular and Christian colleagues.

**Learning Objective 2:** Describe three steps that could be taken to improve the field of prejudice research and the relations between conservative Christians and the secular psychological associations.

**Learning Objective 3:** Prepare for managing personal experiences of religiously-based prejudice and self-censorship in your professional lives.

**-AND-**

**AR S4 Part 2: *Redeeming the Smartphone: Measuring & Enhancing Hope***

**Room: Santa Rosa .5 APA & ASWB CE Intermediate Seminar  
Betty Jane Fratzke, EdD & Doug Daugherty, PhD, Indiana Wesleyan University**

**Summary:** This presentation will consider the utility of smartphone app tools for psychological assessment and intervention. The presenters will discuss the potential of smartphone apps for extending the reach of services, facilitating individualized interventions and enhancing the therapeutic relationship. The potential of these tools will be illustrated by study of hope-flourishing.

**Learning Objective 1:** Develop an understanding of the potential of smartphone apps for EMA/EMI, including the merits and shortcoming of this approach.

**Learning Objective 2:** Discuss how smartphone app tools might be used to assess client/participant experiences in real-time, extended the reach of our services and/or facilitating individualized interventions.

**Learning Objective 3:** Compare the difference between way-power and will-power aspects of hope, with implications for enhancing these capacities in our clients or students.

**CP S5: *Incorporating Meaning-Making into Trauma Therapy: An Integrative Adaptation to Evidence-Based Practice***

**Room: Pacific A    1 APA & ASWB CE    Intermediate    Seminar**

**Samuel Girguis, PsyD, Azusa Pacific University**

**Summary:** This presentation will offer strategies on how to incorporate meaning-making interventions into evidence-based trauma treatment. Evidence-based trauma treatments will be reviewed as will the research on meaning-making. Suggestions will then be given on how to utilize meaning-making interventions as part of trauma treatment and clinical examples will be offered.

**Learning Objective 1:** Summarize the current psychological literature on trauma treatment and meaning-making.

**Learning Objective 2:** Apply meaning-making constructs to existing empirically supported treatments for trauma therapy.

**Learning Objective 3:** Practice strategies for implementing meaning-making strategies into psychotherapeutic trauma treatment.

**CP S6: *“Beam me up!”: Ethical Considerations and Telehealth***

**Room: San Diego    1 APA & ASWB CE    All Levels    Seminar**

**John Swenson, III, PhD & Sherry Rosenblad, PhD, Hardin-Simmons University**

**Summary:** This presentation will focus on telehealth and the numerous opportunities for clinicians and clients’ telehealth provides, but at the same time, the significant ethical challenges it creates. The emphasis of this presentation will be on providing high quality telehealth services in an ethical manner.

**Learning Objective 1:** Summarize basic principles of good marital therapy to include: secure attachment, differentiation vs enmeshment, healthy marital boundaries, and use of the self.

**Learning Objective 2:** Use handouts to enhance their marriage counseling sessions: assertiveness exercises, connecting exercises, and bibliotherapy to challenge clients to participate in more analysis of their own issues.

**Learning Objective 3:** Utilize all presented materials to enhance their marriage counseling skills and to be more likely to move clients toward individual and marital health.

**LPC S7: *Ethical Foundations of Clinical Supervision***

**Cara Cochran, PhD, Piedmont International University**

**Room: Pacific C    1 APA & ASWB CE    Introductory- Intermediate    Seminar**

**Summary:** Clinical supervision is a requirement for mental health professionals. Most ethics codes require supervisors to be trained in the art of supervision. Excellence in supervision is based on a foundation of not only strong clinical skills, but sound ethical principles. This presentation will lay a strong foundation for ethical supervision

**Learning Objective 1:** Articulate the motivation and basic ethical requirements of the supervisory relationship.

**Learning Objective 2:** Describe the basic legal and ethical aspects of supervision.

**Learning Objective 3:** Discuss practical aspects of ethical supervision.

**LPC S8: *Self Medication and Self Care: Confronting Burnout in the Helping Professions***

**Room: Del Mar      No CE      All Levels      Seminar**

**David Lawson, PsyD & Andrea Dyben, PhD, Palm Beach Atlantic University**

**Summary:** During the last 20 years, mental health professionals have become increasingly challenged to manage stress from more severe clients to greater demands from their respective professional groups. These challenges confronting mental health professionals require greater training for and support for self care versus self medication than ever before.

**Learning Objective 1:** Describe and evaluate the differences between self medication and self care.

**Learning Objective 2:** Identify key coping strategies and processes for self care among mental health counselors.

**Learning Objective 3:** Explore the difficulties of working with trainees and developing self care strategies, particularly emphasizing work with millennials as a sub-population.

**INT S9: *Feed My Sheep: A Model for Supporting Christian Humanitarian Aid Workers***

**Room: Pacific B      1 APA & ASWB CE      Introductory- Intermediate      Seminar**

**Alisa Medders, MS, Northrup Family Counseling & Britni Karst, BS, La Vie Counseling Center**

**Summary:** Called to “feed God’s sheep,” many enter humanitarian to care for the poor, the sick and the fatherless, yet we often overlook their own self-care. We propose leading a paper presentation focused on clinical and spiritual interventions used to support international humanitarian workers in India. Our aim, is to provide an integrative and clinically relevant model of what it looks like working with humanitarian workers emotionally, mentally and spiritually.

**Learning Objective 1:** Discuss what it means to spiritually care for humanitarian workers and various ways to interface mental health and spiritual support.

**Learning Objective 2:** Learn how to facilitate a training/workshop/retreat for humanitarian workers.

**Learning Objective 3:** Explore the unique needs of humanitarian workers.

**INT S10: *Impact and Recovery of Traumatic Life Events amongst Diverse Populations***

**Room: Pasadena I      1 APA & ASWB CE      Introductory- Intermediate      Seminar**

**Jenny Pak, PhD, Julie Brown, MA, Natalie Crommett, MA & Nadine Sidhom, BA, Fuller Theological Seminary, School of Psychology**

**Summary:** This symposium will explore how areas of diversity specifically related to disability, age, and culture are affected by trauma and how spirituality can facilitate meaning-making during the subsequent recovery process.

**Learning Objective 1:** Recognize the long-term effects of childhood trauma on older adult population.

**Learning Objective 2:** Describe how spirituality can facilitate life adjustment following a traumatic injury that results in physical disability.

**Learning Objective 3:** Apply appropriate guidelines for working with grieving Coptic families or individuals.

**MSFC S11: *Marriage Counseling Made Easy: The Most Important Stuff***

**Room: Santa Clara 1 APA & ASWB CE Intermediate Seminar  
Charlotte Rosenak, PhD, Christian Psychological Services**

**Summary:** This presenter will distill 35 years of marriage counseling experience into one hour of basic principles and specific tools to use that keep couples focused on their process and moving forward to health.

**Learning Objective 1:** Summarize basic principles of good marital therapy to include: secure attachment, differentiation vs enmeshment, healthy marital boundaries, and use of the self.

**Learning Objective 2:** Use handouts to enhance their marriage counseling sessions: assertiveness exercises, connecting exercises, and bibliotherapy to challenge clients to participate in more analysis of their own issues.

**Learning Objective 3:** Utilize all presented materials to enhance their marriage counseling skills and to be more likely to move clients toward individual and marital health.

**MSFC S12: *Sexual Trauma Therapy and Sex Therapy: Complement or Conundrum?***

**Room: Monterey 1 APA & ASWB CE Intermediate Seminar  
Debra Taylor, MA, Sexual Wholeness, Inc. & Vanessa Snyder, PhD, Richmond Graduate University**

**Summary:** Sexual trauma can have a severe impact on a person's ability to participate in a fulfilling couple relationship. Many survivors and their romantic partners report relationships problems and sexual problems. Often sexual trauma therapy is conducted with the survivor only and partners report feeling forced to wait until the conclusion of therapy to have a relationship with their spouse. How can we best help couples facing the relational and sexual impacts of sexual trauma?

**Learning Objective 1:** Discuss current studies on effective sex therapy with sexual trauma victims.

**Learning Objective 2:** List the stages of trauma therapy and describe ways to integrate couple therapy into each stage.

**Learning Objective 3:** Describe three models of couple therapy for sexual trauma.

**9:15- 10:15 am One- Hour Breakout Sessions**

**PSA S13: INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST**

***The Fruit of Contemporary Kleinian Psychoanalysis***

**Room: San Gabriel 1 APA & ASWB CE All Levels Seminar**

**Jennifer Kunst, PhD, Independent Practice**



Dr. Kunst is a Clinical Psychologist in independent practice in Pasadena, California. She is a Training and Supervising Analyst at the Psychoanalytic Center of California.

**Summary:** Implicit in Melanie Klein's psychoanalytic model are capacities that she believed are essential to normal development and mental health, as well as fruit of successful analysis and characteristics of an effective psychoanalyst. This

session will explore seven key capacities: commitment to truth, tolerance, patience, vitality, self-control, love, and peace.

**Learning Objective 1:** List seven capacities that are essential to normal development and mental health that are implicit in Kleinian psychoanalysis.

**Learning Objective 2:** Describe how these seven capacities are developed in a patient as a result of effective psychoanalytic treatment.

**Learning Objective 3:** Apply these seven capacities to enhance your effectiveness as a clinician.

**AR S14: *Losing My Religion: Spiritual Discouragement amongst Christian Therapists Due to Repeated Exposure to Spiritual Crisis amongst Christian Clients***

**Room: San Marino 1 APA & ASWB CE All Levels Paper**

**Steve Porter, PhD, David Wang, PhD & Elizabeth Hall, PhD, Biola University, Rosemead School of Psychology**

**Summary:** This paper provides resources to help encourage the spiritual lives of Christian therapists who are uniquely vulnerable to discouragement in their spiritual lives due to repeated exposure to Christian clients in spiritual crisis.

**Learning Objective 1:** Identify a unique way in which Christian therapists are vulnerable to spiritual discouragement and burnout.

**Learning Objective 2:** Discuss and personally appropriate an epistemological framework that will help provide a healthy confidence in the truth of Christianity in the face of repeated exposure to spiritual crisis amongst Christian clients.

**Learning Objective 3:** Analyze a theory of growth and change that makes some sense of widespread spiritual crisis and disorientation amongst Christians.

**AR S15 Part 1: *Flourishing in Ministry: The Relationships Pastors Need to Cultivate Reliance in Ministry***

**Room: Santa Rosa 1 APA & ASWB CE Intermediate Seminar**

**Christopher Adams, PhD, Azusa Pacific Seminary & Matt Bloom, PhD, University of Notre Dame**

**Summary:** The Flourishing in Ministry study is a Lilly-funded research project based out of the University of Notre Dame that is focused on the wellbeing of clergy and their families. Flourishing in Ministry examines what motivates pastors and priests to be engaged in ministry—and what disrupts them from experiencing wellbeing in their work. In our research, we attempt to explore how clergy—often working with lean resources—can give so much to others, and experience a sense of fulfillment and growth in their daily work lives.

**Learning Objective 1:** Examine the dimensions of human flourishing from a social science research perspective, and the centrality of relationships in this research.

**Learning Objective 2:** Articulate the conditions, factors, and practices that lead to well-being among clergy.

**Learning Objective 3:** Identify the kinds of relationships that all pastors need in order to flourish in ministry.

-AND-

**AR S15 Part 2: *Hardiness Revisited: Religious and Spiritual resources as Key Determinants of Hardiness***

**Room: Santa Rosa 1 APA & ASWB CE Intermediate Seminar**  
**Miyoung Yoon Hammer, PhD, Hannah Krueger, MA, Fuller Theological Seminary, School of Psychology**

**Summary:** A well-established framework for hardiness (Kobasa, 1979) points to internal constructs as primary determinants for hardiness. Findings from a mixed-method study suggest that external factors such as faith community and spiritual practices contribute to hardiness among hospital nurses. A description of the larger study exploring religious/spiritual resources among nurses, as well as the new findings illuminating the relationship between spirituality and hardiness, will be discussed.

**Learning Objective 1:** Explain the hardiness framework as developed by Kobasa (1979) and discuss how findings from the current study involving religious/spiritual resources and hardiness, fit into the established hardiness framework.

**Learning Objective 2:** Describe a modified framework of hardiness based on findings from the current study.

**Learning Objective 3:** Discuss religious and spiritual resources as strategies to develop hardiness.

**AR S16 Teaching Postmodern and Millennial Students: Implications from a Survey of Faculty in Christian Masters Level Programs in Counseling and Seminary Settings**

**Room: Pasadena I 1 APA & ASWB CE Intermediate Seminar**  
**Brian Eck, PhD, Azusa Pacific University; Scott White, PsyD, Belhaven University & David Entwistle, PsyD, Malone University**

**Summary:** Millennial students who have grown up in a postmodern culture bring a new set of values, beliefs and lifestyles to Christian graduate programs in psychology and counseling. This symposium explores a national survey of faculty from Christian masters level counseling programs in both psychology and seminary settings. The presenters will discuss the implications for integration with this millennial generation.

**Learning Objective 1:** Describe key shifts in the religiosity and spirituality of millennial students and the implications regarding how students think about religiosity and spirituality in graduate training programs and their preparation for clinical practice.

**Learning Objective 2:** Identify and describe a variety of key survey findings of CCCU faculty who teach integration courses in masters' level counseling programs from both psychology and seminary settings.

**Learning Objective 3:** Discuss how generational changes and a postmodern culture are impacting their work with the millennial generation of clinicians in training.

**CP S17: *Mindfulness and Spirituality: The Development and Implementation of a Stress Management Group for Students in a Christian University Context***

**Room: Pacific B    1 APA & ASWB CE    Intro-Intermediate    Seminar**  
**Lori Lacy, PsyD, Azusa Pacific University; Fabienne Leaf, MA, Loma Linda University; Nathaniel Fernandez, MA & Brianna Bleaker, MA, Fuller Theological Seminary, School of Psychology**

**Summary:** This presentation addresses the mental health needs of university students using mindfulness techniques coupled with spiritual interventions, within a group therapy format. The method of development and implementation, limitations and future directions of the group will be presented. Clinicians will have the opportunity to engage in a spiritually integrated mindfulness practice.

**Learning Objective 1:** Describe the effectiveness of mindfulness interventions as tools for addressing a client's spirituality as methods for stress reduction.

**Learning Objective 2:** Analyze a group therapy format and apply group therapy principles to one's own therapy context.

**Learning Objective 3:** Observe, participate in, and be able to implement mindfulness exercises and intervention techniques in a professional mental health setting.

**CP S18: *CRAFTing a Christian Response to Addiction: What Science Says About Helping People Enter Treatment***

**Room: Santa Clara    1 APA & ASWB CE    Intermediate    Seminar**  
**Robert Scholz, MA, Engage Psychological Services, Pepperdine University**

**Summary:** This presentation will describe and demonstrate strategies of the Community Reinforcement and Family Training Approach (CRAFT), an evidence-based intervention model based on motivational and behavioral principles, that helps substance abusers enter treatment and also helps to improve the overall functioning of the friends and family members surrounding the substance abuser.

**Learning Objective 1:** List the 3 Major Goals of the CRAFT approach.

**Learning Objective 2:** Describe the purpose of a Functional Analysis and how to utilize it effectively during a CRAFT intervention.

**Learning Objective 3:** Demonstrate an understanding of the difference between positive reinforcement and enabling behaviors.

**CP S19: *Restoring the Shattered Self: Phase II Treatment of Complex Trauma***

**Room: Monterey    1 APA & ASWB CE    All Levels    Seminar**  
**Heather Gingrich, PhD, Denver Seminary**

**Summary:** Processing of traumatic memories for complex trauma survivors involves challenges including: determining readiness for trauma processing, adequate pacing (to maintain functioning, minimize suicidality, avoid hospitalizations, and reduce risk of premature termination), use of grounding techniques, working with spirituality, integrating memories into sense of identity, and preventing vicarious traumatization.

**Learning Objective 1:** Distinguish among the three phases of complex trauma treatment.

**Learning Objective 2:** Appropriately pace trauma processing for complex trauma survivors.

**Learning Objective 3:** Implement grounding techniques within the session.

**LPC S20: *Counselor, Tend Thyself: Self-Care and Trauma among Counselors***

**Room:** Pacific C      **1 APA & ASWB CE**      **Introductory**      **Seminar**  
**Stephen Stratton, PhD, Asbury Theological Seminary & Janet Dean, PhD, Asbury University**

**Summary:** In 2015 professional and student members from CAPS and a state counseling association were surveyed regarding their self-care practices, life/work satisfaction, and incidence of childhood trauma. This seminar will describe the quality and frequency of self-care practices, along with the potential connection to trauma, for faith-based and secular samples.

**Learning Objective 1:** Summarize the relationship of trauma and self-care practices on perceived level of stress and satisfaction in personal and occupational functioning.

**Learning Objective 2:** Describe the contribution of spiritual self-care among the other categories of self-care practices (i.e., physiological, emotional, psychological, workplace/occupational).

**Learning Objective 3:** Compare and contrast "ethically-informed" practices of self-care across academic, clinical, and student members of a faith-based and a secular professional organization for the purpose of improved client care.

**LPC S21: *Honoring Children in Systems Therapy: Using Family Play Therapy***

**Room:** Santa Barbara      **1 APA & ASWB CE**      **All Levels**      **Seminar**  
**Daniel Sweeney, PhD & Richard Shaw, DMFT, George Fox University**

**Summary:** Family therapy recognizes that the systemic perspective of treatment has significant benefit for troubled families. Children in these families are often forgotten in the process, or compelled to participate in "adult" verbal therapy. This workshop will cover family play therapy, focusing on family dynamics and various family play therapy interventions.

**Learning Objective 1:** Recognize the importance of including all members of the family in the therapy process, regardless of developmental age.

**Learning Objective 2:** Discuss the use of play therapy and projective methods in the family therapy process.

**Learning Objective 3:** Discuss and describe specific play therapy techniques to be employed in the family play therapy process.

**INT S22: *Growing Up Under the Threat of Family Separation: Understanding the Protective Roles of the Church and Religious Coping in Latino Citizen Children of Immigrant Parents***

**Room: San Diego    1 APA & ASWB CE    Intermediate    Symposium**  
**Lisbeth Rojas-Flores, PhD, Josi Hwang Koo, MA, Marisa Nunes, MA, Jenny Reyes, MA & Norma Ramirez, BA, Fuller Theological Seminary, School of Psychology**

**Summary:** This symposium explores the negative psychological outcomes, as well as the resilience of Latino citizen children facing the detention and deportation of a parent. The protective role of the church, religious coping, and post-traumatic growth in children are highlighted using quantitative and qualitative data, and clinical examples.

**Learning Objective 1:** Describe the psychological and spiritual challenges associated with the upsurge of immigration enforcement initiatives on immigrant families with precarious legal status and their citizen children.

**Learning Objective 2:** Identify the unique contributions of the Latino church in supporting immigrant families with precarious legal status.

**Learning Objective 3:** Identify the challenges faced by DACA parents and young adults.

**INT S23: *What Must We Teach: Preparing Counselors and Psychologists Outside of the US***

**Room: Sacramento    No CE    Intro-Intermediate    Seminar**  
**Mandy Kellums, MA, Smyrna Khalaf, MA, James Sells PhD & Eric Williams, MA, Regent University**

**Summary:** This presentation asks, “What are the unique training needs for mental health professions working outside of the United States?” Distance learning makes psychology and counseling training more accessible. This presentation will reveal the evidence of divergent curricular needs for students attending faith-based programs from outside North America.

**Learning Objective 1:** Describe implications to program development when international students are recruited to participate in North American Christian counseling/psychology training programs.

**Learning Objective 2:** Discuss ethical implications in creating culturally relevant curriculum.

**Learning Objective 3:** Use the content from the workshop to evaluate their curricular offerings directed toward international students who seek to provide services to clients in international contexts.

**MSFC S24: *Social Support and Connection for Mothers: Examining the Healing Power of Relationships in Parent Groups***

**Room: Del Mar    1 APA & ASWB CE    Introductory- Intermediate    Seminar**  
**Alana Roth, PsyD, Pacific Clinics & Azusa Pacific University; Gina Atencio-MacLean, PsyD, Azusa Pacific University**

**Summary:** Parenthood is a time that women are more vulnerable to mood disorders. Social support has been identified as a protective factor in mood disorders for mothers.

This study examines the role of social support and relationships as authors investigate the impact a parent group has on mothers and their children.

**Learning Objective 1:** Discuss the importance and effectiveness of parent groups for treating and preventing depression and various mood disorders.

**Learning Objective 2:** Explain relational elements of parent groups that lead to healing and prevention of depression and various mood disorders.

**Learning Objective 3:** Design or create a therapeutic parent group, while focusing on the salient variables, which contribute to emotional health.

**MSFC S25: Family Ties: Using Family Play Therapy to Loosen Binds and Strengthen Bonds**

**Room: Pacific A      1 APA & ASWB CE      Introductory      Seminar**

**Nick Cornett, PhD, John Brown University**

**Summary:** Many clinicians believe in the value of conjoint therapy with children and families but feel discomfort and a lack of training in this area (Haslam & Harris, 2011; Sori & Sprenkle, 2004). Come learn about how family play therapy can provide a developmentally-appropriate approach for assessing and strengthening family relationships!

**Learning Objective 1:** Discuss the theological, theoretical, and research-based rationale for utilizing play-based, family-oriented clinical practices.

**Learning Objective 2:** Identify family play therapy activities that can be utilized for assessing and strengthening family relationships.

**Learning Objective 3:** Discuss how to apply family play therapy to clinical practice through the observation of a case demonstration.

**10:30 am -12:00 pm CLOSING PLENARY SESSION in the International Ballroom**

**P3: Competence, Evidence, and the Primacy of Relationship in Clinical Work**

**1 APA & ASWB CE**

**All Levels**

**Plenary**

**Clark Campbell, PhD, Biola University, Rosemead Graduate School of Psychology**



Dr. Campbell is currently the Dean of the Rosemead School of Psychology at Biola University where he administers the PhD and PsyD programs in Clinical Psychology, the undergraduate Psychology and Applied Psychology programs, the Biola Counseling Center, and the Doctoral Internship in Clinical Psychology. Prior to his role as Dean, Clark developed a private practice and worked with a variety of clients over 25 years,

supervised residents in Family Medicine at Oregon Health and Sciences University, and was a professor in the PsyD program at George Fox University. He co-authored, with Mark McMinn, *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. He is licensed as a psychologist in Oregon and California and holds the ABPP in Clinical Psychology.

**Summary:** There has been increasing scrutiny over the last couple of decades in the

professional field regarding evidence for the effectiveness of clinical treatment and competence of those practicing counseling and psychotherapy. The ways that evidence and competence have been described is problematic. In the midst of this scrutiny and focus, the significance of the therapy relationship has been diminished. This presentation will discuss evidence-based practice in counseling and psychotherapy as it relates to these three areas of research and practice, and emphasize the primacy of relationship from a psychological and theological perspective.

**Learning Objective 1:** Identify the three domains of evidence-based practice (EBP).

**Learning Objective 2:** Describe problems associated with the nature of evidence used to support EBP.

**Learning Objective 3:** Discuss the primacy of the therapeutic relationship in counseling and psychotherapy and how the relationship accommodates patient characteristics.

**12:15- 1:45 pm CAPS 2017 Chicago Track Coordinators/Conference  
Administrative Team Luncheon and Planning Session in Santa Monica Room**

**12:00-2:00 pm Lunch on your own...CONNECT** with a colleague you met at the conference and share lunch; brainstorm about presenting at next year's conference; Trevo's Restaurant in the Hilton is open for lunch

**2:00-5:00 pm Saturday Post-Conference Workshops**

Workshops require separate fees; not included with general registration. On-site tickets may be purchased at the CAPS Registration booth.

### **WSB 5 WORKSHOP FIVE:**

***My Other's Keeper: Nourishing the Inner Lives of Clinicians and Humanitarians***

**Room: San Gabriel      3 APA & ASWB CE      All Levels      Seminar**



**Presenter: Dr. Donna Orange** is an internationally known Psychologist and Psychoanalyst who serves on the faculty and as a trainer/supervisor at Psychoanalytic Institutes in New York, Rome, and Milan.

**Summary:** Working with the seriously traumatized, those destroyed by early and later deprivation and violence, as clinicians and other humanitarian workers do throughout their

lives, more than exhausts them. Responsible for the other, witnesses to atrocity, vulnerable, even hostage to the devastated, we need to internalize and to nourish the resources, as in an internal chorus, that our teachers and our cultural models offer us.

**Learning Objective 1:** Explain why clinicians and humanitarians need internal resources to support them.

**Learning Objective 2:** Explain the concept of an "internal chorus."

**Learning Objective 3:** Discuss three members of their own internal chorus.

## **WSB 6 WORKSHOP SIX:**

*Using Action Methods to Evaluate & Reconcile Personal and Relational Spiritual Issues That Arise in Clinical Work*

**Room: Pacific AB**

**3 APA & ASWB CE All Levels**

**Seminar**



**Presenters:** **Robert Pramann, PhD, ABPP** is a Psychologist and Clinical Director at Shepherd's Staff Christian Counseling Center, Inc. in Sandy, Utah. **Karen Burton, MA** works for Imaginomics in Lake Arrowhead, CA in Communications and Counseling.

**Summary:** Addressing spiritual issues is recognized as important by clients and clinicians. This session will demonstrate, begin to equip, and train participants in the use of psychodrama, sociometry, and group psychotherapy to identify and resolve personal and relational spiritual issues and provide a unique avenue for helping persons address spiritual concerns that arise in therapy.

**Learning Objective 1:** Use a sociometric technique, spectrograms, to help an individual or group evaluate personal and relational spiritual issues that arise in therapy.

**Learning Objective 2:** Apply role-reversals as a way to experientially engage a person's or persons' relational and personal spiritual issues that arise in therapy.

**Learning Objective 3:** Compare and contrast the difference between a discursive theoretical analysis with this experiential one.

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## **WSB 7 WORKSHOP SEVEN:**

*Giving Hope to Teens Hooked on Pornography*

**Room: Monterey**

**3 APA & ASWB CE**

**Intermediate**

**Seminar**



**Presenter:** **John Thorington, MA, DMin** is a Licensed Professional Counselor and Certified Sexual Addictions Therapist in Colorado Springs, Colorado. He works as a Pastoral Counselor for Focus on the Family.

**Summary:** Unless clinicians receive specific training, they do not know how to help teens who struggle compulsively with pornography and online activities. Participants will learn about the seven tasks in early treatment by Patrick Carnes and how it applies to teens. This workshop provides a unique, practical, and innovative approach in helping teens hooked on pornography to find freedom.

**Learning Objective 1:** Summarize some of the current research on teens, pornography, sexual behavior, and the brain.

**Learning Objective 2:** Describe the process in assessing the severity of teen compulsivity using the diagnostic criteria of Patrick Carnes and Douglas Weiss along with other co-occurring conditions.

**Learning Objective 3:** Describe and clinically apply the components of an innovative eight-session process model for initiating and establishing teen treatment.

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## **WSB 8 WORKSHOP EIGHT:**

***Understanding the Psychology of Humility: Clinical and Practical Applications***

**Room: Pasadena I**

**3 APA & ASWB CE**

**All Levels**

**Seminar**



**Presenters:** **James Van Slyke, PhD** is an Assistant Professor of Psychology at Fresno Pacific University. **Peter Hill, PhD** is a Professor of Psychology at Rosemead Graduate School of Psychology/BIOLA. **Joshua Hook, PhD** is an Assistant Professor of Psychology at the University of North Texas. **Donald Davis, PhD** is an Assistant Professor in the Department of Counseling & Psychological Services, Georgia State University.

**Summary:** This pre-conference looks at humility from three different perspectives: (1) cross-culturally; (2) among fundamentalist Christians; and (3) among moral exemplars. All three perspectives have implications for clinical techniques with culturally diverse clients and offer a broader understanding of the importance and relevance of this Christian virtue.

**Learning Objective 1:** Appreciate the role of humility in the moral psychology of exemplars.

**Learning Objective 2:** Recognize the unique features of humility among fundamentalist Christians and how to work therapeutically with this population.

**Learning Objective 3:** Summarize the basic techniques of using cultural humility in a therapeutic setting.