

CAPS 2018 CONFERENCE PROGRAM

# SALT & LIGHT

Building Spiritual Awareness in  
Counseling & Psychology



**APRIL 12-14, 2018**

NORFOLK WATERSIDE MARRIOTT  
NORFOLK, VA

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Dr. Carissa Dwiwardani, associate professor and director of the Psychological Services Center at Regent University, is passionate about training students to become expert therapists, lay counselors, educators and researchers. She and her prestigious colleagues have a proven reputation for developing professionals who influence policy and change lives for the better. Leaders equipping leaders, through knowledge and faith, together. It's the Regent way. We're ready to prepare you for career success and your life's calling too.

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\*The Committee on Accreditation of the American Psychological Association (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, Phone: 202-336-5979, Fax: 202-336-5978) has conferred accreditation on the Regent University doctoral program in Clinical Psychology, which offers the Doctor of Psychology (Psy.D.) degree (effective March 2002). COU180344



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School of Psychology  
& Counseling

Christian Leadership to Change the World

# WELCOME!



Welcome to Virginia and the 2018 CAPS International Conference. On behalf of the Board of Directors and staff, it's great to

see so many of you again. And for those attending for the first time, welcome, and we look forward to meeting you! I'm sure you all are eager to engage with the intellectually stimulating sessions we have in store as well as to connect with old and new friends. It is our hope that the formal and informal conversations you have over the next few days will be rich, meaningful and produce personal and professional growth.

This year's theme, SALT & LIGHT: Building Spiritual Awareness in Counseling & Psychology is particularly relevant as we work with our clients, students and fellow professionals to maintain awareness of the pivotal role faith can make in the lives of those we serve. Since its inception, CAPS has been committed to exploring the integration of Christian faith and the mental health profession, and it's my hope that this year's program will both educate and inspire you to continue your good work in this regard.

Finally, many thanks to Steve Allison, our excellent conference manager, Mary and Joyce in the home office, all the track coordinators, and the dozens of others who have volunteered to make this conference a success. Together, they have worked tirelessly for months to create a conference where attendees can give in-depth consideration to a wide variety of important topics in our clinical work and academic endeavors.

Enjoy the conference!

Bill Buhrow, Psy.D.  
President, CAPS International



Welcome to Coastal Virginia for the CAPS National convention! CAPS East division is glad to host the conference this year. We hope you

have a chance to experience the ocean breezes, local waterways, excellent seafood, and the world's largest Navy Base. A tour of the Battleship Wisconsin a few blocks from the convention center is a nice review of Naval history. A ride on the American Rover will let you see the Elizabeth River and Navy base up close. Kids love the Nauticus museum. A short 20 minute Uber ride will take you to the oceanfront for surf shops, restaurants and ocean air.

We are especially grateful to the volunteers from Eastern University, Gordon's Counseling Program, Liberty University, and Regent University's Counseling and Psychology programs. We couldn't have done this conference without them!

Jennifer Ripley, PhD  
Conference Volunteer Coordinator



Dear Colleagues,  
On behalf of the 36 CAPS members who served as coordinators of tracks, volunteers, and special events, we welcome you to Norfolk and our 2018 CAPS International Conference. Our host city has much to offer so come a couple days early or stay

through the weekend and absorb early US historical sites and enjoy the Atlantic Ocean. Our theme this year addresses the opportunities we all have to inform, influence and collaborative with our secular mental health colleagues, organizations and institutions...being "salt and light" in a world looking for sources of hope and healing. Many scholars and clinicians have pulled together their academic and applied resources into 200+ presentations and posters. You have a chance to get up to 20 hours of continuing education/professional development hours. We pray you will be blessed and renewed by the fellowship, worship and learning in which you will engage at this conference.

Sincerely,

Stephen H. Allison, PhD  
CAPS Conference Manager

Rachael Kerns-Wetherington, PsyD  
CAPS Conference Assistant Coordinator



REGISTRATION  
DESK HOURS

The CAPS Registration Desk is located in Presidential Lobby on the 3rd floor

WEDNESDAY  
4:00–6:00 PM

THURSDAY  
7:30 AM–5:00 PM

FRIDAY  
7:30–11:30 AM  
2:00–6:00 PM

SATURDAY  
7:30–10:30 AM  
12:00–2:30 PM

BOOKSTORE  
& EXHIBITS

Exhibits are located in the Presidential and Hampton Foyers on the 3rd floor. IVP bookstore is in Hampton Ballroom III.

Thursday  
1:00–5:00 PM  
9:00–10:30 PM

Friday  
8:30–11:30 AM  
2:00–6:00 PM

Saturday  
8:30–10:30 AM  
12:00–2:00 PM

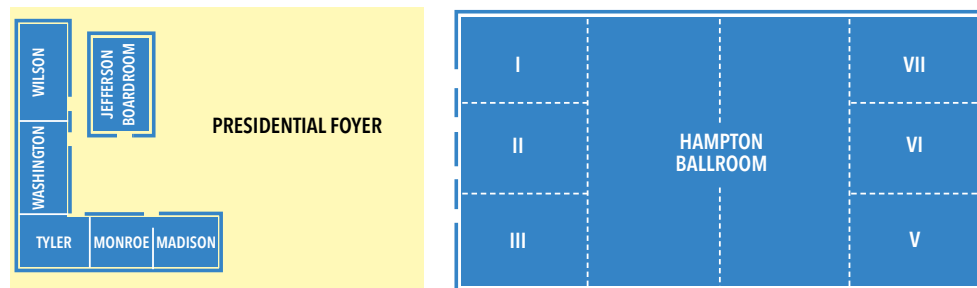
HOTEL LAYOUT  
EXHIBITORS & BOOKSTORE

Exhibitors located in Presidential and Hampton Lobbies;  
IVP Bookstore is in Hampton Ballroom III (on 3rd floor)

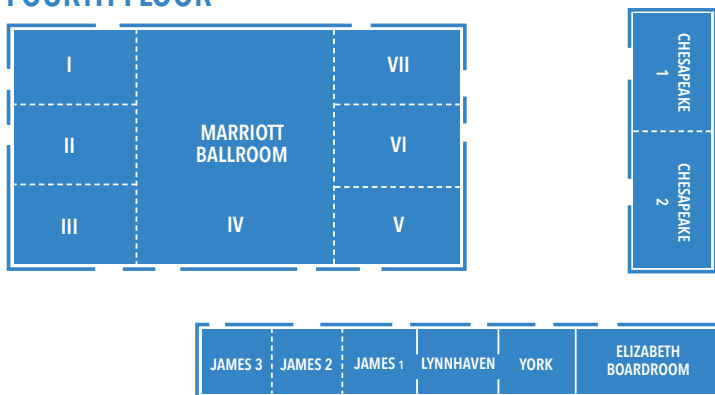
Brookhaven Institute for  
Psychoanalysis and Christian Theology  
Christian Association for Psychological Studies  
Dallas Theological Seminary  
Denver Seminary  
George Fox University

InterVarsity Press Bookstore  
Richmont Graduate School  
Regent University  
Townsend Institute of Leadership & Counseling  
Wheaton College

THIRD FLOOR



FOURTH FLOOR



KEY TO UNDERSTANDING PROGRAM



ACADEMIC / RESEARCH TRACK



CLINICAL PRACTICE TRACK



MARRIAGE, FAMILY, SEXUALLY & CHILD TRACK



CROSS-CULTURAL & INTERNATIONAL TRACK



COUNSELING & COUNSELOR EDUCATION TRACK



PSYCHOANALYSIS TRACK



T5: THE INCARNATION AS A METAPHOR FOR INTERPERSONAL  
PSYCHOTHERAPY: CLINICAL APPLICATION AND DEMONSTRATION

ROOM: MARRIOTT BALLROOM VII  
1 APA & ASWB CE // INTERMEDIATE-ADVANCED // CLINICAL DEMONSTRATION

Winston Seegobin, PsyD & Megan Anna Neff, MDiv, George Fox University

T5= session number

Room Location = Marriott Ballroom IV

1 APA & ASWB CE = professional development granted by the American  
Psychological Association and/or the American Social Work Board

Intermediate-Advanced = recommended audience level

Clinical Demonstration = type of presentation

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TRACK COORDINATORS



ACADEMIC / RESEARCH TRACK

Lead Coordinators: Don “Donnie” Davis  
Daryl Van Tongeren, Ryan Thompson, Keri Bassett



CLINICAL PRACTICE TRACK

Lead Coordinator: Jim Childerston  
Kristina Kays, Jeff Terrell, Debra Taylor



MARRIAGE, FAMILY, SEXUALLY & CHILD TRACK

Lead Coordinator: Gwen White  
Kristen Poppa, Carissa Dwiwardani, Mark Yarhouse



CROSS-CULTURAL & INTERNATIONAL TRACK

Lead Coordinator: Jenny Pak  
Jessica Pae, Fred Gingrich, Winston Seegobin



COUNSELING & COUNSELOR EDUCATION TRACK

Lead Coordinator: Cayla Bland  
Jill Brue, Jama White, Todd Bowman



PSYCHOANALYSIS TRACK

Lead Coordinators: : Mitchell Hicks, Natalia Yangarber-Hicks  
Scott Hickman, Ryan Kuehlthau

GENERAL INFORMATION

**REGISTRATION** The registration desk is your source of conference information. It is located in the Presidential Lobby on the 3rd floor of the Marriott. Other conference and CAPS information is available at the CAPS booth in the Presidential Lobby.

**NAME TAGS** Your name tag is your “admission ticket” into all sessions. Please wear your name tag at all times. Those without name tags will be asked to produce proof of payment prior to entering sessions.

**FOOD** The Thursday evening dinner and the Friday luncheon are included in your registration, so please join us. You are responsible for all other meals. Inquire at the hotel front desk for information about local restaurants.

**JOB/MESSAGE BOARDS** There will be a bulletin board in the exhibit hall area for posting jobs (for those looking for jobs and those seeking to hire), and for miscellaneous messages. Use the board at your discretion; no posting approval is needed. However, this is not to be used for advertising services, private practice ventures, etc.

**CONTINUING EDUCATION** If you registered to receive CE credit, you will receive a CE Packet in your registration materials that includes detailed instructions regarding our procedures. A maximum of 20 hours of continuing education can be earned by participation in the activities offered at this conference. CAPS and AMEDCO reserve the right to change speakers and/or topics due to unforeseen circumstances.

PSYCHOLOGISTS

This course is co-sponsored by Amedco and Christian Association for Psychological Studies. Amedco is approved by the **American Psychological Association** to sponsor continuing education for psychologists. Amedco maintains responsibility for this program and its content. 20.0 hours.

**THE FOLLOWING BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR COUNSELORS:** AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, IA, ID, IL, IN, KY, KS, ME, MO, NC, ND, NE, NH, NE, NJ, NM, NV, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WI, WY

**AL / COUNSELORS:** Activities not providing NBCC approval may be approved by the Board for individual licensees upon receipt of acceptable documentation prior to the activity. Please send course details to your licensing board for approval BEFORE the event. No approvals afterward by the board.

**THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR MFTS:** AK, AR, AZ, CA, CO, CT, DE, FL, IA, ID, IN, KS, ME, MO, NE, NC, NH, NM, NJ, NV, OK, OR, PA, SC, SD, TN, TX, UT, VA, WI, WY

**THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR ADDICTIONS PROFESSIONALS:** AK, AR, CO, CT, DE, GA, IA, IN, KS, LA, MO, MT, NE, NM, NC, ND, NJ, NV, NY (outstate held), OK, OR, SC, UT, WA, WI, WY

**THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR SOCIAL WORKERS:** AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WY

SOCIAL WORKERS

Amedco, #1346, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) [www.aswb.org](http://www.aswb.org), through the Approved Continuing Education (ACE) program. Amedco maintains responsibility for the program. ASWB Approval Period: 6/24/2016 to 6/24/2019. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course may receive up to 20.0 clinical continuing education clock hours.

**THE FOLLOWING BOARDS ACCEPT COURSES FROM ASWB PROVIDERS FOR COUNSELORS:** AK, AR, AZ, CA, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, ME, MO, ND, NE, NM, NH, NV, OK, PA, TN, TX, UT, VA, WI, WY

**AL / COUNSELORS:** Activities not providing NBCC approval may be approved by the Board for individual licensees upon receipt of acceptable documentation prior to the activity. Please send course details to your licensing board for approval BEFORE the event. No approvals afterward by the board.

**THE FOLLOWING BOARD ACCEPT COURSES FROM ASWB PROVIDERS FOR MFTS:** AK, AR, AZ, CA, CO, FL, IA, ID, IN, KS, ME, MO, NC, NE, NH, NM, NV, OK, PA, TN, TX, UT, VA, WI, WY

**THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM ASWB PROVIDERS FOR ADDICTIONS PROFESSIONALS:** AK, CA, CO, CT, GA, IA, IN, KS, LA, MO, MT, ND, NM, NV, OK, OR, SC, WA, WI, WV, WY

SATISFACTORY COMPLETION

Participants must complete an evaluation form to receive a certificate of completion. Your chosen sessions must be attended in their entirety. Partial credit of individual sessions is not available. NOTE: If you are seeking continuing education credit for a specialty not listed below, it is your responsibility to contact your licensing/certification board to determine course eligibility for your licensing/certification requirement.

SCHEDULE  
- AT - A - GLANCE -

THURSDAY, APR 12

8:00AM–1:00PM  
Pre-Conference Workshops  
(separate fee and registration)

2:00–5:30PM  
Breakout Sessions

5:45–10:30PM  
Conference Kickoff Event

5:45–7:00PM  
Dinner  
(cost covered in registration fee)

7:00–9:00PM  
Praise & Worship /  
Opening Plenary

9:00–10:30PM  
Dessert Reception

FRIDAY, APR 13

8:00–9:00AM  
Breakout Sessions

9:00–10:15AM  
Posters Sessions

10:15–11:15AM  
Breakout Sessions

11:30AM–2:00PM  
Plenary Luncheon  
(cost covered in registration fee)  
Student Paper Awards

2:00–4:30PM  
Breakout Sessions

4:30–5:45PM  
Posters Session

6:00–9:00PM  
Receptions, alumni dinners,  
free time/night on the town

SATURDAY, APR 14

8:00–10:15AM  
Breakout Sessions

10:30AM–12:00NOON  
Plenary Session

2:00–5:00PM  
Post-Conference Workshops  
(separate fee and registration)



**Dr. Sally Schwer Canning**

**Community and Clinical Child Psychologist**

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[wheaton.edu/GradPsych](http://wheaton.edu/GradPsych)

## STUDENTS FRIDAY EVENTS

Along with all the great offerings throughout the conference, we would like to invite students to check out these featured events that may be of particular interest.

### FRIDAY, APRIL 13

**9:00-10:30 AM**

Coffee break and Posters Session

**11:30 AM-1:45 PM**

Lunch/Plenary; awards given to student paper competition winners

**4:30-6:00 PM**

Posters Session

**6:30 PM**

Meet in the Marriott Lobby at 6:15 pm to go out to dinner, hosted by graduate students at Regent University



## FACILITATING GROWTH THAT LASTS

- CERTIFICATE PROGRAM IN PSYCHOANALYSIS
  - DOCTOR OF MINISTRY PASTORAL PSYCHOANALYSIS
- offered in partnership with Sioux Falls Seminary

### PSYCHOANALYTICALLY TRAINED RESIDENT FACULTY

Marie T. Hoffman, Ph.D. & Lowell W. Hoffman, Ph.D., *Co-Directors*

### INTERNATIONALLY ACCLAIMED VISITING LECTURERS INCLUDING:

Lew Aron, Ph.D., *Director of NYU Post-doc/Relational Scholar*  
 Jessica Benjamin, Ph.D., *Relational/Feminist Scholar*  
 Nancy McWilliams, Ph.D., *Senior Editor of PDM/Psychoanalysis Scholar*  
 Galit Atlas, Ph.D., Marilyn Charles, Ph.D., Michael Eigen, Ph.D.  
 Richard Geist, Ph.D., Donna Orange, Ph.D., Joyce Slochower, Ph.D.

**NEXT COHORT  
FORMING  
JULY 2019**



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### WSA1 WORKSHOP ONE

Core Competencies in Relational Psychoanalysis

**PRESENTER:** ROY BARSNESS, PHD, THE SEATTLE SCHOOL OF THEOLOGY & PSYCHOLOGY

8:00 AM – 1:00 PM // 5 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: MARRIOTT BALLROOM VI

**SUMMARY:** This workshop focuses on the recently released text: *Core Competencies in Relational Psychoanalysis: A Guide to Practice Study and Research*. The competencies will be presented with as clear a frame as evidenced-based models, advancing the settings in which the model can be applied and facilitating integration with other therapeutic orientations.

**LEARNING OBJECTIVE 1:** Attendees will identify common disciplines inherent in the Relational Psychoanalytic paradigm that are useful in conducting a coherent and purposeful treatment.

**LEARNING OBJECTIVE 2:** Apply, practice and integrate primary analytic disciplines within their own practices.

**LEARNING OBJECTIVE 3:** Offer analytic practices with as clear a frame and purpose as evidenced-based models.



### WSA2 WORKSHOP TWO

Restoring the Shattered Self: Phase II Treatment of Complex Trauma Survivors

**PRESENTER:** HEATHER GINGRICH, PHD, DENVER SEMINARY

9:00 AM – 12:00 NOON // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: JAMES 1-3

**SUMMARY:** Phase II treatment of complex trauma survivors (e.g., adult survivors of child abuse, intimate partner violence, torture, kidnapping, sex trafficking victims), which involves processing of the trauma memories, requires special care. Attendees will examine one of the key challenges in trauma processing, which is adequately pacing the work to allow for maximum client functioning, minimizing the risk of suicidality, avoiding hospitalizations, and reducing the risk of premature termination of therapy. The audience will increase their knowledge of and ability to implement grounding techniques within the session is vital to keeping clients

in touch with the here-and-now rather than getting lost in the traumatic memory, as well as address the challenge of preventing vicarious traumatization in therapists.

**LEARNING OBJECTIVE 1:** Participants will be able to 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 session.



### WSA3 WORKSHOP THREE

Ethics & Values in Psychotherapy: Essential Updates

**PRESENTER:** RANDOLPH SANDERS, PHD, INDEPENDENT PRACTICE PSYCHOLOGIST

9:00 AM – 12:00 NOON // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: CHESAPEAKE 1

**SUMMARY:** While the presence of values in psychotherapy is more widely acknowledged today, there remains disagreement over how to respond ethically to these value issues, whether they be moral or spiritual in nature. This workshop addresses different methods for doing so. In addition, the workshop provides updates on several other current and critical ethical issues of which every clinician should be aware. These include recognizing the importance of cultural variables when dealing with multiple relationships, and current rules regarding the duty to warn. Case examples will be used to illustrate concepts.

**LEARNING OBJECTIVE 1:** Audience members will identify different methods for responding ethically when spiritual or moral value issues arise in psychotherapy.

**LEARNING OBJECTIVE 2:** Assess multiple relationship situations in therapy in the cultural context in which they take place.

**LEARNING OBJECTIVE 3:** Be able to explain your responsibilities as a clinician when your client may be a danger to someone else.



### WSA4 WORKSHOP FOUR

Navigating Gender Identity Concerns with Christian Families

**PRESENTERS:** MARK YARHOUSE, PSYD, JULIA SADUSKY, MA & JOSHUA MATLACK, MA, REGENT UNIVERSITY

9:00 AM – 12:00 NOON // 3 APA & ASWB CEU // AUDIENCE LEVEL: INTRO-INTERMEDIATE // ROOM: CHESAPEAKE 2

**SUMMARY:** Workshop attendees will gain conceptual and practical tools for understanding Gender Dysphoria and emerging gender identities in the context of consultations and therapy with Christian families who report a conflict between gender identity and religious identity.

**LEARNING OBJECTIVE 1:** Attendees will investigate the current research and theory regarding gender identity and the provision of services to children, adolescents, and adults.

**LEARNING OBJECTIVE 2:** Distinguish three contrasting frameworks for how stakeholders approach Gender Dysphoria, transgender experiences, and diverse gender identities.

**LEARNING OBJECTIVE 3:** Apply an integrative model of consultation and ongoing therapy to several distinct clinical presentations among Christian individuals and families who present with questions or concerns regarding gender identity.

## 12:00 NOON–1:00 PM

### STUDENT VOLUNTEERS TRAINING SESSION

IN WASHINGTON ROOM (3RD FLOOR BEHIND CAPS REGISTRATION AREA)



Meet Dr. Jen Ripley, volunteer coordinator and Dr. Steve Allison, conference manager; confirm your assignments; connect with other student volunteers and grab lunch together “dutch treat” afterward.

## 12:00 NOON–2:00 PM

### LUNCH



**LUNCH ON YOUR OWN;** cconnect with friends and invite a first-time attendee to enjoy lunch at one of the many restaurants within walking distance of our hotel; hotel restaurants are open for lunch.

## 12:00 NOON–5:30 PM

### PRAYER ROOM IS OPEN FOR SMALL GROUP OR PRIVATE DEVOTIONS

IN WILSON ROOM (3RD FLOOR BEHIND THE CAPS REGISTRATION AREA)



Contact Dr. Steve Stratton at [steve.stratton@asburyseminary.edu](mailto:steve.stratton@asburyseminary.edu) or put a note in the prayer request box inside the Wilson Room to schedule prayer/conversation with a spiritual director

## Exhibits & Bookstore

Exhibits are in **PRESIDENTIAL** and **HAMPTON** Lobbies, IVP bookstore is in **HAMPTON BALLROOM III**

## 2:00–3:00 PM

### ONE-HOUR BREAKOUT SESSIONS

#### INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST



**T1: INTERCULTURAL COMPETENCE AS THE BEST INDEX OF SPIRITUAL MATURITY**

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CEU // INTRODUCTORY // PAPER**



*Steven Sandage, PhD, Boston University*

**SUMMARY:** Empirical studies on intercultural competence and a relational spirituality model are integrated to support the idea that intercultural competence is currently the best index of spiritual maturity among Christians. Implications for training and practice are offered in light of systemic resistance to difference in many Christian contexts.

**LEARNING OBJECTIVE 1:** Participants should be able to analyze connections between ethnocentrism, spiritual pathology, and mental health suffering.

**LEARNING OBJECTIVE 2:** Discuss the role of intercultural competence in the relational spirituality model.

**LEARNING OBJECTIVE 3:** Describe and apply 3 empirical research findings on intercultural competence and spirituality to training and clinical practice.



**T2: POLITICAL HUMILITY: REVIEW OF THE LITERATURE AND IMPLICATIONS FOR CHRISTIAN PSYCHOLOGY**

**ROOM: MARRIOTT BALLROOM III**

**1 APA & ASWB CEU // INTRO-INTERMEDIATE // SEMINAR**

*Adam Hodge, MS, David Mosher, MS, Cameron Davis, MS, Courtney Lawrence, BA & Joshua Hook, PhD, University of North Texas*

**SUMMARY:** This presentation will look at the current literature on humility in politics. It is important for Christian psychologists to be aware of the current research on political humility, in order to better connect and advocate for their clients and communities on a local and national stage.

**LEARNING OBJECTIVE 1:** Summarize the current empirical research on political humility.

**LEARNING OBJECTIVE 2:** Describe the current trends in research on political humility.

**LEARNING OBJECTIVE 3:** Discuss the relevance and utility of the study of political humility in today’s culture as a Christian psychologist



**T3: EXAMINING THE RELATIONSHIP BETWEEN THEOLOGICAL UNDERSTANDING AND EMOTIONAL WELL-BEING IN EVANGELICAL CHRISTIANS**

**ROOM: MARRIOTT BALLROOM V**

**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**

*Sara Wood, PhD, Capella University & Andrew Wichterman, PhD, Colorado Christian University*

**SUMMARY:** This seminar will examine the basis for theoretical interconnections between theological understanding and emotional well-being from religious and mental health perspectives. Additionally, the initial results and implications of an ongoing study investigating the relationship between theological understanding and emotional well-being among Evangelical Christians will be discussed.

**LEARNING OBJECTIVE 1:** Discuss the concepts of theological understanding and emotional well-being.

**LEARNING OBJECTIVE 2:** Evaluate the results of ongoing research examining the relationship between theological understanding and emotional well-being among evangelical Christians.

**LEARNING OBJECTIVE 3:** Apply the knowledge to assess theological understanding and emotional well-being in both religious and mental health settings.



**T4: BUILDING A SUCCESSFUL CHRISTIAN COUNSELING CENTER IN THE AGE OF MANAGED CARE**

**ROOM: MARRIOTT BALLROOM VI**

**NO CE // ALL LEVELS // SEMINAR**

*Shirley Liao-Sanders, PhD, Rob Fisher, MS, Robyn Bettenhausen, PsyD, Private Practice & Kevin Van Lant, PhD, Biola University*

**SUMMARY:** In this seminar, the directors of the largest Christian Counseling Center in Orange County, California will discuss and speak about the various aspects of establishing and running a Christian Counseling Center whose primary mission is to support local churches by providing quality and affordable psychological services without third party funding or reimbursement.

**LEARNING OBJECTIVE 1:** Review, summarize, and discuss literature and studies on needs for mental health services and training at churches.

**LEARNING OBJECTIVE 2:** Describe the history and challenges of building a private-pay faith-based Counseling Center that supports and collaborates with clergy and local churches.

**LEARNING OBJECTIVE 3:** Identify factors and utilize them to build a successful faith-based Counseling Center that meets the needs for quality psychological services and training in the local church community

### **T5: THE INCARNATION AS A METAPHOR FOR INTERPERSONAL PSYCHOTHERAPY: CLINICAL APPLICATION AND DEMONSTRATION**

**ROOM: MARRIOTT BALLROOM VII**  
**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // CLINICAL DEMONSTRATION**  
*Winston Seegobin, PsyD & Megan Anna Neff, MDiv, George Fox University*

**SUMMARY:** This workshop is a clinical demonstration on the application of the incarnation to clinical work from the interpersonal psychotherapy perspective. It explores how the clinician's emotional connection to the client, response to the client's reenactment of interpersonal problems, and provision of a corrective emotional experience mirror Christ in the incarnation.

**LEARNING OBJECTIVE 1:** Participants should be able to describe the incarnational aspects of interpersonal psychotherapy.

**LEARNING OBJECTIVE 2:** Explain the use of interpersonal psychotherapy as a change agent for clients.

**LEARNING OBJECTIVE 3:** Demonstrate the therapeutic skills of the clinician needed for the incarnational aspects of interpersonal psychotherapy to work effectively.

### **T6: TOP 10 WAYS TO STIFLE SPIRITUALITY IN PSYCHOANALYSIS, PSYCHOTHERAPY AND COUNSELING**

**ROOM: JAMES 1-3**  
**1 APA & ASWB CE // INTERMEDIATE // SEMINAR**  
*Brad Strawn, PhD, Fuller Theological Seminary, Graduate School of Psychology, Earl Bland, PsyD, Biola University & Roy Barsness, PhD, The Seattle School of Theology and Psychology*

**SUMMARY:** Theory and research on the therapeutic relationship indicate that clients are deeply impacted by their therapists. This suggests that how therapists deal with issues of spirituality will impact the course of treatment. This paper will explore 10 things that clinicians may unwittingly do to stifle spirituality in therapy.

**LEARNING OBJECTIVE 1:** Participants will be able to describe three therapeutic actions that may stifle spiritual exploration in clients.

**LEARNING OBJECTIVE 2:** List three antidotes to stifling spirituality in their clients.

**LEARNING OBJECTIVE 3:** Articulate the ways in which research has demonstrated the impact of therapists on clients.

### **T7: INTERSUBJECTIVE SYSTEMS THEORY & A CHRISTIAN UNDERSTANDING OF AFFECTIVITY: THEOLOGICAL IMPLICATIONS FOR A CONTEMPORARY PSYCHOANALYTIC MODEL**

**ROOM: YORK**  
**NO CE // INTERMEDIATE // SEMINAR**  
*Christin J. Fort, PhD, Wheaton College*

**SUMMARY:** Intersubjective Systems Theory offers a framework for exploring the systemic forces that shape experience. Although the model often focuses on the interpersonal dynamics that shape human experience, I propose that this framework also makes room for the exploration of spiritual experiences and theological beliefs in the therapeutic space.

**LEARNING OBJECTIVE 1:** Clinicians will carefully assess their own theological perspectives on the definition of personhood, clinical growth and meaning making.

**LEARNING OBJECTIVE 2:** Analyze the level of congruence between their theological positions and their psychological understandings of their role in the therapeutic process.

**LEARNING OBJECTIVE 3:** Begin to rectify discrepancies observed between theological positions and psychological interventions.

### **T8: "HOLDING ON": HOW FAITH-BASED COLLEGE STUDENTS NEGOTIATE INTERSECTING SEXUAL AND RELIGIOUS/SPIRITUAL IDENTITIES**

**ROOM: CHESAPEAKE 1**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Steve Stratton, Ph & Janet Dean, PhD, Asbury University, Mark Yarhouse, PsyD, Regent University & Mike Lastoria, EdD, Houghton College*

**SUMMARY:** This presentation is based on quantitative and qualitative data from a longitudinal study that has just finished its third year. This session will provide research-based descriptions of this diverse group of 160 students from 16 Christian liberal arts institutions in the United States. A contextualized model, based on interviews with 39 of the 160, will describe how students manage the tension of faith and sexuality in these higher educational settings.

**LEARNING OBJECTIVE 1:** Discuss how a Christian college/university environment may influence the development of both religious/spiritual identity and sexual identity in sexual minority students who want to integrate these essential aspects of human development.

**LEARNING OBJECTIVE 2:** Describe the influence of intrinsic religiosity, sexual identity, and psychological health on the intersection of sexuality and faith for this sample.

**LEARNING OBJECTIVE 3:** Summarize and illustrate the different methods that sexual minority students implement to maintain an integrated "hold" on religious/spiritual identity and sexual identity.

### **T9: INTEGRATING FAITH AND LEARNING WITHIN THE CLASSROOM**

**ROOM: CHESAPEAKE 2**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Melissa Hall, PhD & Deanne Terrell, PhD, John Brown University*

**SUMMARY:** How do we foster students' development and growth of their own spiritual awareness in ways that are ethical and culturally competent? How do we help launch help Christian clinicians who

function ethically and culturally competently? Come learn specific examples of educational activities, assignments, and grading methods you too can incorporate.

**LEARNING OBJECTIVE 1:** Participants will be able to identify and discuss three specific examples of education activities and assignments that foster students' development and growth of their own spiritual awareness in ways that are ethical and culturally competent.

**LEARNING OBJECTIVE 2:** Identify and discuss three unique examples of how they can incorporate evaluation and grading methods that foster students' development and growth of their own spiritual awareness in ways that are ethical and culturally competent.

**LEARNING OBJECTIVE 3:** Begin to develop one outline for an activity or assignment they could use in one of their own courses that is informed by ACA standards related to counselor competency.

### **T10: DESECRATION OF THE SACRED IN COUPLE THERAPY**

**ROOM: HAMPTON BALLROOM I**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Amber Perkins, MA, Jennifer Ripley, PhD, Lydia Montiel, MA & Vaughn Miller, MS, Regent University*

**SUMMARY:** Highly religious couples frequently present to therapy having experienced an offense that is interpreted as a desecration of the sacred. Perceived harm to the couple relationship has several implications for couple therapy. Cases of couples seeking spiritually integrative therapy will be presented along with research and specific intervention strategies.

**LEARNING OBJECTIVE 1:** Identify specific aspects of spiritual diversity that impact couple therapy with highly religious couples

**LEARNING OBJECTIVE 2:** Apply principles of empirically-supported and spiritually integrative couple therapy to case examples.

**LEARNING OBJECTIVE 3:** Compare specific spiritually integrative interventions addressing couple treatment goals.

### **T11: PTSD FROM CHILDHOOD TRAUMA AS A PRECURSOR TO ATTACHMENT ISSUES**

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Christy Owen, MA, Liberty University*

**SUMMARY:** There are two competing schools of thoughts involving children who have experienced early childhood trauma. One camp's nosology focuses on the posttraumatic stress responses; the other focuses on the deviant behaviors that ensue from pathogenic care in early childhood. There are no empirical or evidence-based treatments for RAD ... but there are for PTSD!

**LEARNING OBJECTIVE 1:** Attendees will be able to explain how reactive behaviors are rooted in safety issues (perceived or real).

**LEARNING OBJECTIVE 2:** Critique the concept that "the inside always matches the outside" and give examples of how that may present with reactive children.

**LEARNING OBJECTIVE 3:** Apply the diagnostic criteria of PTSD and evaluate/utilize the benefits of empirically-based Parent Management Training in treatment of a family who has a traumatized child with emotional and/or behavioral disturbances (regardless of the root cause of the trauma).

## 3:15-5:30 pm

### TWO- HOUR BREAKOUT SESSIONS

### **T12: DIFFERENT TRAUMAS, DIFFERENT TREATMENTS: CONTRASTING APPROACHES TO TRAUMA TREATMENT**

**ROOM: MARRIOTT BALLROOM VII**  
**2 APA & ASWB CE // ALL LEVELS // SYMPOSIUM**  
*Fred Gingrich, DMin, Heather Gingrich, PhD, Denver Seminary, Terri Watson, PhD, Wheaton College, Shannon Wolf, PhD, B. F. Carroll Theological Institute & Debra Taylor, MA, Private Practice*

**SUMMARY:** Traumatic events can come in many forms necessitating varying approaches to treatment. In this symposium, presenters will discuss contrasting treatment strategies for work with those who have experienced trauma such as sex trafficking, spouse abuse, natural disasters, military trauma, and complex trauma.

**LEARNING OBJECTIVE 1:** Participants will be able to distinguish among various types of trauma.

**LEARNING OBJECTIVE 2:** Participants will be able to identify the differing effects of specific types of trauma on victims.

**LEARNING OBJECTIVE 3:** Participants will compare specific treatment strategies for particular types of trauma.

## 3:15-4:15 pm

### ONE-HOUR BREAKOUT SESSIONS

### **T13: PANEL DISCUSSION ON INTERCULTURAL COMPETENCE AS THE BEST INDEX OF CHRISTIAN MATURITY (INVITED DISTINGUISHED SCHOLAR RESPONSE PANEL)**

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Jenny Pak, PhD (moderator), Fuller Theological Seminary, Graduate School of Psychology; Roy Barsness, PhD, The Seattle School of Theology & Psychology; Sally Canning, PhD, Wheaton College, Bradford Smith, PhD, Belhaven University & Steven Sandage, PhD, Boston University*

**SUMMARY:** This panel discussion follows Dr. Steven Sandage's invited talk in which he discusses intercultural competence as the best index of spiritual maturity among Christians. Each of the panelists is an expert on racial/cultural competence and training mental health professionals and counselors in Christian settings.

**LEARNING OBJECTIVE 1:** Participants will explain the role of intercultural competence in spiritual maturity.

**LEARNING OBJECTIVE 2:** Describe barriers to training intercultural competence and diversity in Christian settings.

**LEARNING OBJECTIVE 3:** Discuss implications of intercultural competence, spiritual formation, and mental health in training, clinical practice, and research.

### **T14: THE PSYCHOLOGY OF COLORISM: A PSYCHOEDUCATIONAL GROUP**

**ROOM: MARRIOTT BALLROOM II**  
**1 APA & ASWB CE // ALL LEVELS // PAPER**  
*Taja Peterkin-Mclean, MA & Cheryl Sparks, PhD, Eastern University*



**SUMMARY:** This presentation explores the effects of colorism on African American women in the United States. Colorism or skin color discrimination is a phenomenon that has been a means to divide people for decades. African Americans are greatly impacted by colorism in the workplace, school, media, relationships, and more. Through a dual-purpose group, colorism will be explored through the lens of African American women using Narrative Therapy.

**LEARNING OBJECTIVE 1:** Educate participants on how skin color discrimination affects African American women in the United States.

**LEARNING OBJECTIVE 2:** Examine ways that generational /family/ maternal influences and slavery contribute to attitudes and beliefs about colorism for African Americans.

**LEARNING OBJECTIVE 3:** Demonstrate ways therapists/clinicians/mental health professionals can help African American women use positive self-talk and coping skills to deal with oppression and skin color discrimination.

### T15: REAL WORLD PREPARATION FOR UNDERGRADUATE PSYCHOLOGY MAJORS

**ROOM: MARRIOTT BALLROOM III**  
1 APA & ASWB CE // INTRODUCTORY // SEMINAR  
*Kristina Kays, PsyD, George Fox University*

**SUMMARY:** Few undergraduate institutions offer the necessary formal career training for their psychology majors. A Professional Seminar course is reviewed as a model to equip undergraduate psychology students in professional preparedness. This presentation explores the pilot course outcomes, and the intended longitudinal design for program improvement within an undergraduate psychology department.

**LEARNING OBJECTIVE 1:** List the professional preparation needs of current undergraduate psychology students.

**LEARNING OBJECTIVE 2:** Discuss high quality employment preparation for psychology majors in tandem with the APA Guidelines for the Undergraduate Psychology Major.

**LEARNING OBJECTIVE 3:** Explain a model for constructing a professional preparation course for undergraduate psychology programs.

### PT 1 T16: UNDERSTANDING SELF AND OTHER FORGIVENESS: RELIGION, RELATIONSHIPS, AND MEDIA

**ROOM: MARRIOTT BALLROOM V**  
.5 APA & ASWB CE // INTRODUCTORY // PAPER  
*Kaye Cook, PhD, Grace Chiou, PhD, Adila de Souza & Carter Crossett, Gordon College*

**SUMMARY:** Our two studies explore everyday understandings of forgiveness among Christian college students and church members. We qualitatively code interviews of self and other forgiveness, finding notable differences, and quantitatively explore relationships in forgiveness. We nuance clinical understanding and propose that media can be a tool for encouraging mental health.

**LEARNING OBJECTIVE 1:** Explain everyday constructions of forgiveness, as described by Christian participants.

**LEARNING OBJECTIVE 2:** Discuss distinctives in the way in which Christians think about self-forgiveness in comparison to other-forgiveness.

**LEARNING OBJECTIVE 3:** Propose nuance in the messages that mental health professionals give their clients about the role of self-forgiveness and other-forgiveness in healing.

-AND-

### PT 2 T16: THE PSY-FI SCALE: CREATING AND VALIDATING A MEASURE OF PSYCHOLOGY AND FAITH INTEGRATION

**ROOM: MARRIOTT BALLROOM V**  
.5 APA & ASWB CE // INTRODUCTORY // PAPER  
*Brian Collisson, PhD, Julianne Edwards, PhD & Brian Eck, PhD, Azusa Pacific University*

**SUMMARY:** Surprisingly, no validated measure exists to assess the degree to which students integrate psychology and their faith. We fill this gap by presenting the substantive, structural, and predictive validity of a new faith integration measure – the Psy-FI scale. Its value and use in teaching, research, and evaluation are discussed.

**LEARNING OBJECTIVE 1:** Participants will be able to briefly describe the construct of faith integration as a distinguishing component of curriculum at CCCU schools.

**LEARNING OBJECTIVE 2:** Evaluate the basic factor structure of the Psy-FI scale.

**LEARNING OBJECTIVE 3:** Articulate how the Psy-FI scale may be used to evaluate teaching and learning, program effectiveness, and outcomes in faith integration research.

### T17: COUNSELING FROM THE CUTTING EDGE: TREATING SELF-INJURIOUS BEHAVIOR IN SOCIAL MEDIA CONSUMED YOUTH

**ROOM: MARRIOTT BALLROOM VI**  
1 APA & ASWB CE // ALL LEVELS // SEMINAR  
*Adele Martelle, MSW, Private Practice*

**SUMMARY:** A trauma-informed approach to treating self-injury in social media consumed youth is explored with the introduction of the TEA Model (Together/Transform, Educate/Empower Accept/Autonomy). This model guides clinicians to optimize session time and God's promises of sound mind and self-control to shape a youth's identity in rewarding ways beyond social media.

**LEARNING OBJECTIVE 1:** Attendees will be able to identify the usefulness of social media in their treatment of self-injurious behavior and explore strategies for utilizing the youth's involvement while expanding their support beyond media forums.

**LEARNING OBJECTIVE 2:** Articulate the connection between perceived and experienced trauma and respond with a trauma-informed techniques to strengthen counseling rapport

**LEARNING OBJECTIVE 3:** Devise their own TEA model treatment plan when working with youth that self-injure resulting in decreased risk of retraumatization and increase healthy support system.

### T18: D.W. WINNICOTT ON DEVELOPMENTAL PRECURSORS FOR AWARENESS OF THE SPIRITUAL

**ROOM: YORK**  
1 APA & ASWB CE // INTERMEDIATE // SEMINAR  
*Stephen Parker, PhD, Regent University*

**SUMMARY:** This presentation uses D.W. Winnicott's theory to identify various developmental precursors for the human ability

to experience that which is spiritual. Winnicott describes the facilitating environmental factors of holding and mirroring as key to the infant's later ability to be aware to that which is spiritual. Clinical implications are explored.

**LEARNING OBJECTIVE 1:** Participants will be able to identify key developmental factors that Winnicott thought contributed to or inhibited human awareness of the spiritual.

**LEARNING OBJECTIVE 2:** Describe the role of transitional phenomena in keeping spiritual awareness alive in adults.

**LEARNING OBJECTIVE 3:** Describe clinical implications of a person's ability to experience that which is spiritual.

### T19: PREDOCTORAL PSYCHOANALYTIC TRAINING: PROCESS AS PEDAGOGY

**ROOM: JAMES 1-3**  
1 APA & ASWB CE // INTER-ADVANCED // SEMINAR  
*Nancy Thurston, PsyD, Mae Adams Shirley, MA, Bradley Johnson, MA, Richard Nalbandian, MA, Andrew Summerer, MA & Megan Anna Neff, MA, George Fox University*

**SUMMARY:** This seminar will illustrate how lived experiences in the milieu of predoctoral training can serve as a powerful ancillary to didactic psychoanalytic coursework. A panel of students in a Christian clinical psychology doctoral program will share stories of how they deepened their understanding of psychoanalytic concepts outside of the classroom.

**LEARNING OBJECTIVE 1:** List basic concepts from contemporary psychoanalysis.

**LEARNING OBJECTIVE 2:** Synthesize these psychoanalytic concepts with Christian faith through lived experiences.

**LEARNING OBJECTIVE 3:** Apply these concepts outside the classroom (eg, in interpersonal interactions, supervision, sessions with clients, one's own psychotherapy, enhanced self-care rituals, etc.)

### INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST

#### T20: FAITH BASED INSTITUTIONS AND THE AMERICAN COUNSELING ASSOCIATION

**ROOM: MARRIOTT BALLROOM IV**  
1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR



*Gerard Lawson, PhD, Virginia Tech University*

**SUMMARY:** ACA, through its members, sets the expectation for ethical counseling practice. This includes specific guidance for how counselors manage personally held values and beliefs. Within that context there is an opportunity for counselors of faith to help shape how the profession approaches ethical practice with disenfranchised individuals, including LGBT individuals.

**LEARNING OBJECTIVE 1:** Participants will be able to summarize the ACA Code of Ethics position on issues relating to counselor's values and client care.

**LEARNING OBJECTIVE 2:** Compare and contrast the experiences of LGBT clients and counselors with strong faith identities.

**LEARNING OBJECTIVE 3:** Utilize this knowledge, and apply it in ethical practice that seeks areas of shared values and experiences with clients.

### T21: PSYCHOLOGY OF TRUST

**ROOM: HAMPTON BALLROOM I**  
1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR  
*Susan George MA, Regent University & Eric Brown, PhD, Wheaton College*

**SUMMARY:** Trust is a unique factor that inexplicably pervades numerous domains of life. Research demonstrates and highlights the importance of trust in relationships, mental health, and the community. This presentation on the psychology of trust includes emotions, behaviors, and neurobiology to inform the psychological functions of trust.

**LEARNING OBJECTIVE 1:** Describe the different types of trust and how they are expressed in relationships.

**LEARNING OBJECTIVE 2:** Explain and analyze the psychology of trust and associated emotions and neurobiological mechanisms

**LEARNING OBJECTIVE 3:** Apply knowledge and understanding of the development and maintenance of trust into clinical practice with clients.

### T22: LIGHT IN THE DARKNESS: EXPLORING CHURCH-HOSTED SUPPORTIVE CARE TO CHILDREN AND FAMILIES IN NEED

**ROOM: HAMPTON BALLROOM II**  
NO CE // INTRO-INTERMEDIATE // SEMINAR  
*Amy Trout, PsyD, Regent University*

**SUMMARY:** This project explores a child placement alternative to state foster care, and seeks to better understand experiences of host families through Southwest Florida churches, with the ultimate goal of improving coordination efforts between the program and church host family recruitment and retention.

**LEARNING OBJECTIVE 1:** Recognize key aspects of an alternative model to state-sponsored foster care

**LEARNING OBJECTIVE 2:** Recognize factors related to participant motivation as well as barriers from multiple entry points such as placing family, Church, hosting family

**LEARNING OBJECTIVE 3:** Discuss potential methods of encouraging increased participation in this model of service delivery for clients, clinicians, community members, and Churches

4:30-5:30 pm

### ONE-HOUR BREAKOUT SESSIONS

#### T23: BUILDING BRIDGES BETWEEN SUPERVISORS/ PROFESSORS AND MINORITY TRAINEES/STUDENTS

**ROOM: MARRIOTT BALLROOM I**  
1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR  
*Jennifer Park, PhD, Colorado Christian University, Karen McGibbon, PhD, Winebrenner Theological Seminary & Joan Hudson PhD, Regent University*

**SUMMARY:** This presentation examines varying approaches to clinical training for ethnic/cultural minority students given the scarcity of ethnic minorities in supervisory roles. Consideration for multicultural competence, developmental stage, gender, and spiritual integration competence will be explored. A discussion panel will provide personal experiences.

**LEARNING OBJECTIVE 1:** Discuss and evaluate experiences within cross-racial supervision and clinical education.

**LEARNING OBJECTIVE 2:** Strengthen supervisory working alliance while broaching racial issues.

**LEARNING OBJECTIVE 3:** Recognize microaggressions within clinical training settings as ethnic minority trainees/students, which will prepare you for similar conversations with clients.

### **T24: HIV INTERSECTIONALITY AND SPIRITUALITY: A REVIEW OF THE LITERATURE AND BEST PRACTICES**

**ROOM: MARRIOTT BALLROOM II**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Cameron Davis, MS & Adam Hodge, MS, University of North Texas*

**SUMMARY:** This seminar highlights the psychological and clinical implications of working with HIV positive racial minorities. Expounding on the current literature of HIV, internalized stigma, coping, quality of life, and spirituality, this program will provide mental health professionals with a foundational knowledge of the dynamic interaction of HIV intersectionality and spirituality.

**LEARNING OBJECTIVE 1:** Identify factors influencing intersectionality amongst HIV positive racial minorities.

**LEARNING OBJECTIVE 2:** Discuss the clinical appropriateness of spiritual interventions for racial minorities living with HIV.

**LEARNING OBJECTIVE 3:** Assess the importance of cultural competency in counseling HIV positive racial minority populations.

### **T25: DEMYSTIFYING THE JOURNAL SUBMISSION AND REVIEW PROCESSES**

**ROOM: MARRIOTT BALLROOM III**  
**1 APA & ASWB CE // INTER-ADVANCED // SEMINAR**  
*David Entwistle, PsyD, Malone University; Julie Exline, PhD, Case Western Reserve University; Todd Hall, PhD, Peter Hill, PhD, David Wang, PhD & M. Elizabeth Hall, PhD, Biola University*

**SUMMARY:** In this panel discussion, editors of two peer-reviewed academic journals and author/reviewers talk about how to craft solid research or theory into manuscript submissions, as well as explanations of the review process. Time will be set aside for interactive discussion, including ideas for special journal editions.

**LEARNING OBJECTIVE 1:** Participants will be able to articulate the rationale and benefits of the peer review process in the professional journal publication process.

**LEARNING OBJECTIVE 2:** Identify common shortcomings of submissions that lead to manuscript rejection.

**LEARNING OBJECTIVE 3:** List two recommendations for how to perform high quality reviews that are beneficial to authors and to the editorial review process.

### **T26: A CHRISTIAN PSYCHOLOGY OF RUMOR**

**ROOM: MARRIOTT BALLROOM V**  
**NO CE // ALL LEVELS // SEMINAR**  
*Nicholas DiFonzo, PhD, Rochester Institute of Technology*

**SUMMARY:** Rumor, defined as “unverified information in circulation” is close cousin to gossip and conspiracy theories, has been studied by psychologists from a deterministic, empiricist, and materialist

perspective. Guided by Christian worldview foundations, this presentation presents a Christian psychology of rumor as “stories that people choose to believe or disbelieve”.

**LEARNING OBJECTIVE 1:** Define and contrast rumor, gossip, and conspiracy theories.

**LEARNING OBJECTIVE 2:** Summarize what is known about rumor from empirical research.

**LEARNING OBJECTIVE 3:** Compare naturalistic and Christian psychological approaches to understanding rumor.

### **T27: A CHRISTIAN APPROACH TO MINDFULNESS PRACTICE**

**ROOM: MARRIOTT BALLROOM VI**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Kristy Ford, PhD, Baptist College of Florida & Fernando Garzon, PsyD, Liberty University*

**SUMMARY:** Mindfulness may be defined as compassionate, purposeful awareness and non-judgmental acceptance of personal experience in the present moment. This workshop evaluates mindfulness as it relates to Christian historical tradition and doctrine, provides practical examples of approaching mindfulness from a Christian worldview, and presents significant research outcomes of a randomized trial.

**LEARNING OBJECTIVE 1:** Clinicians will evaluate mindfulness practice as it relates to historical traditions and doctrines of the Christian faith.

**LEARNING OBJECTIVE 2:** Demonstrate and critique six mindfulness protocols that approach the technique from a Christian worldview.

**LEARNING OBJECTIVE 3:** Analyze the significant research outcomes of an initial randomized trial that compared a mindfulness protocol approached from a Christian worldview to traditional mindfulness in a Christian sample.

### **T28: FREUD'S DELUSIONS AND DREAMS IN JENSEN'S GRADIVA: USING GRADIVA TO UNDERSTAND CORE CONCEPTS IN PSYCHOANALYSIS**

**ROOM: YORK**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Sean Blackburn, MA, Private Practice*

**SUMMARY:** This presentation will explore Freud's essay Delusions and Dreams in Jensen's Gradiva, and will highlight ways that Freud believed the story Gradiva illustrates four core concepts in psychoanalytic psychotherapy: Repression, Delusions, Dream analysis, and how Freud believed Delusions could be cured.

**LEARNING OBJECTIVE 1:** Recognize repressive tendencies in patients.

**LEARNING OBJECTIVE 2:** Apply basic Freudian dream analysis principles in future therapy sessions.

**LEARNING OBJECTIVE 3:** Explain how Freud believed delusions could be cured.

### **T29: A SEX TALK: CALL IT EROTIC TRANSFERENCE (OR COUNTERTRANSFERENCE) . . . BUT WHY CAN'T WE BE LOVERS?**

**ROOM: JAMES 1-3**  
**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // SEMINAR**  
*Stephen Fowler, MD, Private Practice*

**SUMMARY:** Transference, especially erotic transference, is at the heart of psychoanalysis. The more frankly sexual it is, while serving a vital role therapeutically, the more disturbing, exciting and imposing of demand it is upon the analytic couple.

**LEARNING OBJECTIVE 1:** Recognize and effectively utilize erotic transference.

**LEARNING OBJECTIVE 2:** Normalize as expected and as non-threatening, erotic transference.

**LEARNING OBJECTIVE 3:** Analyze and create transformative responses that respect the frame within the context of the erotically infused analytic field

### **T30: PANEL DISCUSSION: PERSONAL VALUES, PROFESSIONAL ETHICS, AND COUNSELOR TRAINING IN FAITH BASED INSTITUTIONS (INVITED SCHOLAR RESPONSE PANEL)**

**ROOM: MARRIOTT BALLROOM IV**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Cayla Bland, PhD (moderator), Biola University, Gerard Lawson, PhD, Virginia Tech University, William Hathaway, PhD & Jacquee Smith, PhD, Regent University & Kenyon Knapp, PhD, Mercer University*

**SUMMARY:** The purpose of this panel is to explore the unique challenges of value conflicts surrounding faith issues in clinical practice. As leaders of counseling programs, presenters will discuss ways in which faith based training programs can help students navigate value conflicts and whether bracketing values is the best option or whether other viable options exist. Finally, an understanding of how the American Psychological Association has navigated similar issues will be explored.

**LEARNING OBJECTIVE 1:** Participants will be able to discuss unique challenges of values conflicts surrounding faith issues.

**LEARNING OBJECTIVE 2:** Describe ways training programs help students navigate value conflicts with clients

**LEARNING OBJECTIVE 3:** Articulate their own perspective surrounding issues of value conflicts in counseling contexts.

### **PT 1 T31: PREPARING STUDENTS TO BE SALT & LIGHT: A RECURSIVE, HOLISTIC, INTERACTIVE, DYNAMIC, DIALOGIC MODEL FOR TEACHING INTEGRATION**

**ROOM: CHESAPEAKE 1**  
**.5 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*David Bruce Rose, PhD, Fresno Pacific Biblical Seminary*

**SUMMARY:** Attending to the selves of students, including culture, ethnicity, race, advantage, privilege, and marginalization, this model includes students' theological traditions and knowledge of psychology, and practices. It places the task of integration in current cultural context and dialogs with others as part of a recursive process that continues students' development.

**LEARNING OBJECTIVE 1:** Participants will be able to list and define three elements of the self that need to be addressed in integrating Christianity and counseling.

**LEARNING OBJECTIVE 2:** Describe the role of practices in integrating Christianity and Counseling.

**LEARNING OBJECTIVE 3:** Discuss how dialogue with others and attention to the cultural context impacts the task of integrating Christianity and Counseling.

-AND-

### **PT 2 T31: INTEGRATING CALLING INTO CAREER COUNSELING**

**ROOM: CHESAPEAKE 1**  
**.5 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Elisabeth Nesbit Sbanotto, PhD, Denver Seminary*

**SUMMARY:** What we do comes out of who we are, who we are is a reflection of the image of God inside us. Come learn practical ways to help clients engage their spiritual identity as they navigate career decisions and transitions.

**LEARNING OBJECTIVE 1:** Participants will be able to identify concepts within secular career counseling literature that parallel concepts of faith and identity development.

**LEARNING OBJECTIVE 2:** Explain four types of calling, and their relationship with career development.

**LEARNING OBJECTIVE 3:** Utilize at least 3 separate clinical interventions for the purpose of helping clients integrate their spiritual and professional identities.

### **T32: PROMOTING HEALTHY SPIRITUAL DEVELOPMENT IN CHILDREN THROUGH PARENT-CHILD INTERACTION THERAPY**

**ROOM: HAMPTON BALLROOM I**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Ryan Thompson, PsyD, Easter Mennonite University & Kelsie Bowman McGlothlin, BA, Richmond Graduate University*

**SUMMARY:** Parent-Child Interaction Therapy (PCIT) is highly effective in treating disruptive behaviors in children and securing the parent-child attachment bond. In this presentation, we demonstrate how PCIT methods promote healthy spiritual development by modeling forgiveness, reconciliation, prevenient grace, and unconditional love.

**LEARNING OBJECTIVE 1:** Describe how the parenting style encouraged by PCIT models forgiveness, reconciliation, prevenient grace, and unconditional love.

**LEARNING OBJECTIVE 2:** Assess how PCIT methods may promote healthy spiritual development in children.

**LEARNING OBJECTIVE 3:** Decide if, when, and how to discuss the spiritual implications of parenting styles with clients in order to improve commitment and increase parents' perceived significance of therapy.

### **T33: THE EXPERIENCE OF BEING A PASTOR'S WIFE**

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Amy Luedtke, PhD, Indiana Wesleyan University*

**SUMMARY:** This presentation will cover themes (nine) of qualitative research experienced by pastor's wives as well as interesting components derived from the research such as identity formation and the drive to perform. Direct quotations, clinical suggestions, and a theoretical framework of spouse/work stress will be discussed.

**LEARNING OBJECTIVE 1:** Recognize the unique experience of being a pastor's spouse

**LEARNING OBJECTIVE 2:** Plan for clinical treatment of and district care of a pastoral family

**LEARNING OBJECTIVE 3:** Observe the effect a spouse's career may have on identity, behavior, and emotion




THURSDAY EVENING  
OPENING EVENING GALA EVENTS


Student Volunteers Dinner Option

Undergraduate and graduate students volunteering at the conference are invited to join some Regent University students who will serve as your hosts as you walk over to the Waterside Entertainment District to enjoy dinner, fun and fellowship. Those interested are asked to meet in the Marriott main lobby at 5:45 pm; look for the “CAPS Student Dinner” signs that Regent students will be holding. Students are welcome to return for the evening worship, plenary and desserts reception.

5:45–7:00 PM  
DINNER  
IN HAMPTON BALLROOM IV-VIII


 DINNER IS INCLUDED AS PART OF ALL REGISTRATIONS (no additional charge). Join us for a delicious meal and great fellowship. Dinner is buffet-style, so please serve yourself as you enter into the ballroom. Some tables will have topical table tents on them, for those interested in connecting with others who share your professional interests.

7:00–8:00 PM  
PRAISE & WORSHIP  
AWARDS AND HONORS PRESENTATIONS IN HAMPTON BALLROOM IV-VIII

 **SHILOH SOTO** is a 26-year-old Director of Worship & Arts at Kempsville Presbyterian Church. She has been working in full-time ministry since 2013. Shiloh was born completely deaf and was miraculously healed while still a baby. God has used this testimony in her life and she has seen His faithfulness through it! Where there was silence, He gave her a song! She has a passion for worship, and seeing others enter into the presence of the Lord. She has spent her time at KPC developing worship teams with that same heart.

8:00–9:00 PM  
OPENING PLENARY  
IN HAMPTON BALLROOM IV-VIII

P1: SCUBA LESSONS FOR COUNSELING AND SPIRITUALITY: USES OF SILENT LISTENING FOR GOING DEEP

 **1 APA & ASWB CE // ALL LEVELS // PLENARY**  
**Anne Grizzle, LCSW, Private Practice/Shalem Institute**  
**ANNE GRIZZLE, LCSW**, has been a member of CAPS for forty years. She received a BS in Psychology and Social Relations from Harvard University (Phi Beta Kappa), and a Masters in Social Work from Columbia University. Anne is also a spiritual director, retreat leader, and author of three books, including *Going Home Grown Up* and *Reminders of God*. She is adjunct faculty with Shalem Institute for Spiritual Guidance, chairs the mentoring ministry of Leighton Ford Ministries, serves on the Younger Leaders Generation mentoring group for Lausanne, and is leadership development chair of the Sojourners board. She and her husband are co-chairs of the “Every Last One” campaign by World Vision, aimed at ending extreme poverty. They have three sons and seven grandchildren and live in Washington, D.C. Anne is an ordained Episcopal priest serving as chaplain at the Boys Home of Virginia.


**SUMMARY:** Just as scuba divers put on oxygen tanks to discover a whole new depth of wonder and beauty, the use of silence can take listeners to a new depth both in counseling and spirituality. This session will offer specific ways to use silence for deep listening to enhance personal care, counseling, and group growth.

**LEARNING OBJECTIVE 1:** Identify three uses of silence for self care for counselors and personal growth.

**LEARNING OBJECTIVE 2:** Describe a rhythm for using silence and speaking for deeper group listening and connecting and identify three settings in which group listening can be used to enhance connecting.

**LEARNING OBJECTIVE 3:** Describe possible positive outcomes from the use of silence from research or personal experience.

9:00–10:30 PM  
WELCOME DESSERTS RECEPTION  
IN HAMPTON AND PRESIDENTIAL FOYERS (3RD FLOOR)

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

9:15 – 10:30 PM  
COUNSELORS & COUNSELOR  
EDUCATORS MIXER  
IN HAMPTON BALLROOM I

Get desserts at the Welcome Reception and come to this informal mixer to dialogue with colleagues; hosted by Drs. Cayla Bland and Todd Frye.

9:15 – 10:30 PM  
GLOBAL MENTAL HEALTH  
CONVERSATION HOUR  
IN HAMPTON BALLROOM II

Grab some desserts at the Welcome Reception and connect with attendees from around the world; international attendees are our special guests at this gathering. 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- facilitated by Drs. Fred & Heather Gingrich, Jenny Pak and Brad Smith.

9:15 – 10:30 PM  
TEACHERS OF INTEGRATION  
CONVERSATION HOUR  
IN JEFFERSON BOARDROOM


Bring your desserts from the Welcome Reception and join academics who teach courses dedicated to the integration of behavioral sciences and practices with Christian faith are encouraged to gather to discuss syllabi and readings related to such courses. Hosts are Drs. David Entwistle, Brian Eck and Scott White.

FRIDAY, April 13  
CONFERENCE SCHEDULE



7:30–11:30 AM; 2:00–6:00 PM

PRAYER ROOM IS OPEN FOR SMALL  
GROUP OR PRIVATE DEVOTIONS  
IN WILSON ROOM (3RD FLOOR BEHIND THE CAPS REGISTRATION AREA)

 Contact Dr. Steve Stratton at [steve.stratton@asburyseminary.edu](mailto:steve.stratton@asburyseminary.edu) or put a note in the prayer request box inside the Wilson Room to schedule prayer/conversation with a spiritual director

8:00–9:00 AM

ONE HOUR BREAKOUT SESSIONS

 **F1: PSYCHOLOGICAL CARE AND SUPPORT  
FOR SURVIVORS OF HUMAN TRAFFICKING**

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Irina Churakova, MA, HSE National Research University*

**SUMMARY:** Psychological care and support for survivors of trafficking at the IOM rehabilitation center (RC) is based on patients’ psychological needs and is aimed to give them a choice for a better future. The task of RC specialists is to have the clients professionally treated.

**LEARNING OBJECTIVE 1:** Explain the specific counseling needs of human trafficking survivors.

**LEARNING OBJECTIVE 2:** Recognize differences between counseling and psychotherapy approaches for various requests and mental health issues.

**LEARNING OBJECTIVE 3:** Practice traumatic incident reduction techniques in pairs.

 **F2: EFFECTIVELY USING CULTURAL OPPORTUNITIES TO DISMANTLE  
WHITE FEAR ON ADDRESSING THE OBVIOUS IN THE ROOM**

**ROOM: MARRIOTT BALLROOM II**  
**1 APA AND ACSW CE // INTRODUCTORY // SEMINAR**  
*Cassandra Page, PsyD, Catherine Donatone, BA & Lauren Jacobs, MA, Regent Univiersity; Kristen Troyer, PsyD, Private Practice*

**SUMMARY:** This presentation will demonstrate how Hook et al.’s (2017) multicultural orientation aptly builds upon the ADDRESSING model (Hays, 2008), providing a framework to facilitate difficult dialogues between budding White clinicians and other persons with varying intersecting cultures. Further, application of this framework for training settings will be discussed.

**LEARNING OBJECTIVE 1:** Recognize the impact of intersecting cultural identities using the ADDRESSING (Hays, 2008) model.

**LEARNING OBJECTIVE 2:** Understand how to effectively utilize cultural opportunities to engage in difficult dialogues.

**LEARNING OBJECTIVE 3:** Learn how to lean into cultural discomfort that arises in clinical training.

 **F3: CAMPUS SEXUAL VIOLENCE:  
THE IMPACT OF DISCLOSURE ON MENTAL HEALTH**

**ROOM: MARRIOTT BALLROOM III**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Jenny Pak, PhD & Katelin Double, MA, Fuller Theological Seminary Graduate School of Psychology*

**SUMMARY:** When disclosing experiences of sexual victimization, survivors are at risk of “secondary victimization” in the form of negative reactions. The current study examined the impact of disclosure characteristics on mental health in individuals who have experienced sexual victimization occurring at Christian and non-religious affiliated universities.

**LEARNING OBJECTIVE 1:** Participants will describe the unique nature of disclosure of campus sexual violence.

**LEARNING OBJECTIVE 2:** Examine the impact of disclosure characteristics on mental health.

**LEARNING OBJECTIVE 3:** Name three ways mental health professionals and counselors can apply research findings to inform practice.

 **F4: HELPING YOUNG ADULTS CONNECT  
WITH FAMILY AS ADULT CHILDREN**

**ROOM: MARRIOTT BALLROOM V**  
**1 APA & ASWB CR // INTRO-INTERMEDIATE // SEMINAR**  
*Kelly Haer, PhD, Pepperdine University*

**SUMMARY:** Young adulthood is a time for significant transitions —especially in the parent- child relationship. Help young adults to reflect on their families of origin and take ownership and responsibility to strengthen healthy relationships with their families.

**LEARNING OBJECTIVE 1:** Describe the developmental transition of young adults in their families of origin.

**LEARNING OBJECTIVE 2:** List three or more experiential interventions or discussion questions to help young people process their developmental transition from adolescence to young adulthood.

**LEARNING OBJECTIVE 3:** Apply three or more strategies to help young adults strengthen their relationships with their parents and other family members.

 **F5: ATTACHMENT TO GOD AFTER TRAUMA: THE CHALLENGES  
OF SPIRITUAL AWARENESS IN TRAUMA TREATMENT**

**ROOM: MARRIOTT BALLROOM VI**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Edward Rogers, PsyD, Baylor University & Matthew Breuninger, PsyD, Franciscan University of Steubenville*

**SUMMARY:** Following trauma, one’s God attachment can suffer (potentially acting as a treatment barrier) or provide security. Awareness of this leaves spiritually sensitive clinicians with more choices and challenges. By identifying and discussing these dilemmas, clinicians will be better prepared to respond to both clients’ spiritual and psychological needs in trauma work.

**LEARNING OBJECTIVE 1:** Describe current research on the relationship between trauma and God attachment.

**LEARNING OBJECTIVE 2:** List several ways in which changes in God attachment present clinical, ethical, and personal challenges for clinicians working with trauma.

**LEARNING OBJECTIVE 3:** Apply ethical and clinical recommendations to the dilemmas presented by clients whose God attachment has been altered following trauma.



### F6: INDIVIDUAL IDENTITY, RELATIONAL INTIMACY, AND NEGATIVE APPLICATIONS OF "SELF-ESTEEM"

**ROOM: MARRIOTT BALLROOM VII**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*C. Gary Barnes, PhD & Erik Salwen, PhD, Dallas Theological Seminary*

**SUMMARY:** Research has identified that individual identity and relational intimacy are intricately related. Early life relationships shape individual identity development and adult identity shapes relational development. This workshop will emphasize the role of the individual to reshape healthy adult identity as primary to developing healthy relational intimacy.

**LEARNING OBJECTIVE 1:** Explain the significance of secure attachments and differentiation in intimacy.

**LEARNING OBJECTIVE 2:** Examine the positive role of adult reshaping of identity.

**LEARNING OBJECTIVE 3:** Evaluate the negative applications of "self-esteem" on both individual identity development and relational intimacy.



### F7: FREUD, GOD AND HILDEGARD VON BINGEN, CHALLENGE OF PSYCHOANALYTIC SPIRITUALITY THROUGH SYNESTHESIA

**ROOM: JAMES 1-3**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Paula Hamm, MA, Private Practice & Stephan Fowler, MD, Rogers University*

**SUMMARY:** Synesthesia is the merging of senses forming wholeness. (Cytowic, MD) Through the life story of Hildegard Von Bingen's art, music and theology synesthesia will be illustrated. Differences between Freud's definition of hallucinations, and Hildegard's visions will be presented.

**LEARNING OBJECTIVE 1:** As a result of this presentation, each participant will be able to define the concept of Synesthesia.

**LEARNING OBJECTIVE 2:** Learn about the difference between defensive defenses and adaptive defenses in the mind.

**LEARNING OBJECTIVE 3:** Evaluate the role of affects in creativity.



### F8: DIFFERENTIAL DIAGNOSIS OF CLINICAL DEPRESSION VERSUS DEMONIC OPPRESSION: A RELATIONAL PSYCHOANALYTIC PERSPECTIVE CASE STUDY

**ROOM: YORK**  
**1 APA & ASWB CE // ALL LEVELS // PAPER**  
*Jessica Kaiser, MDiv, Private Practice & Theresa Tisdale, PhD, PsyD Azusa Pacific University*

**SUMMARY:** Through discussion of a clinical case, this seminar will explore the particulars of differentiating between clinical depression and demonic oppression as well as identify when these conditions may coexist and when referrals are needed.

**LEARNING OBJECTIVE 1:** Summarize the differences between clinical depression and demonic oppression

**LEARNING OBJECTIVE 2:** Recognize indicators for when the complexity of a case necessitates a referral/collaboration to/with a religiously based caregiver.

**LEARNING OBJECTIVE 3:** Apply clinical and diagnostic criteria to current and future patients.



### F9: CULTURAL COMPETENCE DEVELOPMENT IN CHRISTIAN COUNSELORS-IN-TRAINING

**ROOM: CHESAPEAKE 1**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Sonja Sutherland, PhD, Richmond Graduate University*

**SUMMARY:** How best to serve culturally diverse clients is an ongoing discussion in the field. This workshop presents the evolving perspectives of masters and doctoral level Christian clinicians-in-training. They will discuss their cultural diversity course experience at a faith-based university and their developing perspectives surrounding diversity, service-faith values conflicts, and their future work in the field.

**LEARNING OBJECTIVE 1:** Disseminate findings on the impact of process groups on the personal faith, professional, and cultural competence development of Christian clinicians-in-training who participated in the study.

**LEARNING OBJECTIVE 2:** Learn ways to facilitate effective and respectful cultural competence discussions in group settings as developed and implemented during the cultural diversity study.

**LEARNING OBJECTIVE 3:** Discuss ways to effectively serve diverse clients through ongoing personal faith, professional, and cultural competence development in post-graduate clinicians currently serving in the community.



### F10: SHINING THE LIGHT ON ETHICAL DECISION-MAKING: BRINGING ETHICAL THEORY AND MORAL PHILOSOPHY INTO THE FOREFRONT OF THE COUNSELING PROFESSION

**ROOM: CHESAPEAKE 2**  
**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // SEMINAR**  
*Charles Roming, PhD, John Brown University & Joe Cook, PhD, Dallas Baptist University-North*

**SUMMARY:** This workshop is designed to examine the philosophical and theological perspectives of counseling ethics, with focus on the practice of bracketing as an ethical mandate prescribed by the American Counseling Association. Implications for effective practice, client protection, and ethical compliance will be considered

**LEARNING OBJECTIVE 1:** Participants will be able to describe philosophical arguments for limiting the practice of bracketing values in the counseling relationship

**LEARNING OBJECTIVE 2:** Critique the ethical theories informing current understandings of the ethical principles of autonomy, nonmaleficence, and beneficence in the counseling profession.

**LEARNING OBJECTIVE 3:** Explain to colleagues how the cultural and philosophical elements of recent research on moral psychology they relate to moral philosophy and ethical decision-making.



### F11: THE BEREAVEMENT EXPERIENCES OF AFRICAN AMERICAN FEMALES

**ROOM: HAMPTON BALLROOM I**  
**NO CE // INTRO-INTERMEDIATE // PAPER**  
*Denise Rollins, PhD & Gwen White, PsyD, Eastern University*

**SUMMARY:** The grief experience for African American women has largely been ignored by researchers, which creates a significant gap for clinicians. This presentation describes the findings of a qualitative, grounded theory study that focused on the universality of grief, its cultural context and corresponding modes of support for bereaved African American women.

**LEARNING OBJECTIVE 1:** Identify foundational and current theories in the literature addressing the grief of African American women

**LEARNING OBJECTIVE 2:** Describe and analyze the key components related to how African American women view loss and respond to grief.

**LEARNING OBJECTIVE 3:** Examine treatment implications for clinicians working with African American female clients.



### F12: "I NEVER THOUGHT I'D BE HERE": MAPPING NARRATIVES OF ENTRY INTO PROSTITUTION AND TRAFFICKING

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Victoria Albarracin, MA, Sarah Roos, MA, Sally Canning, PhD, Lauren Smith, MA, Carly Hodge, BS & Lee Holleman, BA, Wheaton College*

**SUMMARY:** Many women describe entry into sex work as a direct result of substance abuse, economic necessity, or feelings of worthlessness (Dodsworth, 2011). These women's stories are highlighted by using life maps, which are often utilized conjointly with life interviews. Life maps are important in illuminating entry into sex work.

**LEARNING OBJECTIVE 1:** Discuss the various ways women have described their entry into sex work and trafficking, and explore preliminary connections to other relevant topics within the life narrative interview.

**LEARNING OBJECTIVE 2:** Demonstrate the relevance of life maps in gleaning rich stories of identity and entry into sex work and trafficking.

**LEARNING OBJECTIVE 3:** Discuss the significance of life maps in other clinical settings, specifically highlighting how they can aid in treatment planning and progress.

## Friday 9:00-10:15 am

### COFFEE BREAK & POSTERS SESSION IN HAMPTON & PRESIDENTIAL FOYERS (3RD FLOOR)



Pour yourself a cup of coffee/tea and mingle with colleagues and students/volunteers, browse exhibits and bookstores, and check out these interesting posters, including the CAPS Student Paper Competition Award-Winning papers.

## Friday 9:15-10:15 am

### SPIRITUAL GROWTH OPPORTUNITY IN THE PRAYER ROOM (WILSON ROOM)



### THE PRACTICE OF CENTERING PRAYER AND COUNSELOR TRAINING (NO CE)

*Stephen Stratton, PhD, Asbury Theological Seminary*

Participants will learn the classic Centering prayer model and practice this contemplative form. This session will also describe a course using Centering prayer in the training of counselors, alongside helping skill development. Participant journals and evaluations of this training will be reviewed.

## FRIDAY MORNING POSTERS

### CAPS 2018 STUDENT PAPER COMPETITION WINNERS

**1ST PLACE: IRINA RIVERA, FULLER THEOLOGICAL SEMINARY, GRADUATE SCHOOL OF PSYCHOLOGY**  
 Sabbath Rest: Exploring the Process of Lament in Psychodynamic Therapy

**2ND PLACE: REBECCA BOOKMAN, PHOENIX SEMINARY**  
 Healing the Collective: Community Healing Models and the Complex Relationship Between Family of Origin Trauma and Historical Trauma in First Nation Survivors

**3RD PLACE: CHRIS GIOELLI, FULLER THEOLOGICAL SEMINARY, GRADUATE SCHOOL OF PSYCHOLOGY**  
 Integration as Enculturation: Culturally Collaborative Integration in Guatemala

### CROSS CULTURAL/ INTERNATIONAL TRACK POSTERS

**EZDEHAR ALSAHOW, BS & STEPHEN ALISON, PHD, ABILENE CHRISTIAN UNIVERSITY**  
 Acculturation and Cross-cultural Adaptation among Refugees: The Moderating Role of Emotions

**EZDEHAR ALSAHOW, BS & STEPHEN ALISON, PHD, ABILENE CHRISTIAN UNIVERSITY**  
 Parents' Attitude in Children's Acculturation: A Group Psychological Intervention for Refugees

**KAREN CLEVELAND, PHD, CENTRAL COLLEGE**  
 The Impact of Short-Term Mission Trips on Spiritual Development

**EMILY COVAIS, BA, KAMAU MONTEGUT, MA, AMBER LEBLANC, MED, NELSIE BERBERENA, BA & JOHANNA RIOJA, MA, REGENT UNIVERSITY**  
 White Christian Allyship Strategies to Combat Minority Injustices

**GABRIELLA HILL, BS, ERYNNE SHATTO, PHD, UNIQUA ALEXANDER, BS & JOY HUNTER, BS, REGENT UNIVERSITY**  
 Partnering in Faith: Community Evaluation and Program Development through Faith-Based Organization-Urban Community Partnerships

**STEPHEN LAMBERT, PSYD & ALAN ODA, PHD, AZUSA PACIFIC UNIVERSITY**  
 Beyond Recovery: The Rebuilding of Japan after Disaster and Trauma

**SOFIA MOORE, BS, ROBERTS WESLEYAN COLLEGE**  
 Teaching New College Students Dialectical Behavioral Therapy (DBT) Skills to Foster Resiliency in Cross-Cultural Exposure and Engagement

**HEATHER QUAGLIANA, PHD, JOY LEWIS, BS & JORDAN FRESHWATER, LEE UNIVERSITY**  
 Caring for Caregivers: Training Liberian Teachers and orphan caregivers in best practices to address complex trauma in a school and residential settings

**DAIMI SHIRCK, BS, RICHMONT GRADUATE UNIVERSITY**  
 Clergy's Perceptions of Their Training and Competence in Regards to Pastoral Counseling Compared to Professional Counselors



### MARRIAGE, FAMILY, CHILDREN, AND SEXUALITY TRACK POSTERS

**COURTNEY BROWN, MS, ERYNNE SHATTO, PHD, MARY BAKER, BS & AUTUMN BUSSUVANNO, MS, REGENT UNIVERSITY**

Implementation of Teacher-Child Interaction Training in a Special Needs Church Program

**SETH CROCKER, BA, HEATHER KEEFE, MS, JUSTIN SIDES, PSYD, CARSON FUHRMAN, BS, JENNIFER BLUE, BS & MARK YARHOUSE, PSYD, REGENT UNIVERSITY**

The Disparity in Sanctioned and Unsanctioned Groups for LGBTQ+ Students at Christian Colleges and Universities

**MICHELLE FIELDER, MA & CYRUS WILLIAMS, PHD, REGENT UNIVERSITY**

From Gottman to Godman: Counseling Christian Couples Using Gottman Therapy

**CHEYENNE FISHER, BS, KRYSTAL WOOD, CASSIE HALL, BA, & JENNIFER RIPLEY, PHD, REGENT UNIVERSITY**

Attachment to Spouse, God Image and Attachment to God

**JESSICA GROVE, BS, ERYNNE SHATTO, PHD, CRISTAN BARBER, BA & JENNIFER BLUE, BS, REGENT UNIVERSITY**

Spirituality and Coping in the Context of High Emotional Labor

**CASSIE HALL, BA, CHEYENNE FISHER, BS, KRYSTAL WOOD, BA & JENNIFER RIPLEY, PHD, REGENT UNIVERSITY**

Determining Predictors of Self-Forgiveness in Couples-Based Offenses

**GABRIELLA HILL, BS, ERYNNE SHATTO, PHD, KIMBERLY MORALES, BS, UNIQUA ALEXANDER, BS & JOY HUNTER, BS, REGENT UNIVERSITY**

Partnering in Faith: Community Evaluation and Program Development through Faith-Based Organization-Urban Community Partnerships

**MAURA JENKINS, MA, ERYNNE SHATTO, PHD & MARY BAKER, BS, REGENT UNIVERSITY**

Employees Search for Meaning at a Faith-Based Child Welfare Treatment Facility

**MORGAN NICHOLAS, MA, MARK YARHOUSE, PSYD, ZAPOROZHETS OLYA, PHD, CRYSTAL HAMLING & DARBY HARRELL, MA, REGENT UNIVERSITY**

Friends who Serve as Family for Celibate Gay Christians

**MARY NORRIS, EDM, EMILY COVAIS, BA, MADISON SIMONS, BS, JULIAN HEATH, MA & JENNIFER RIPLEY PHD, REGENT UNIVERSITY**

Predicting Dropout Rates in Couples Therapy

**WENDELL SCANTERBURY, MDIV, CANCER TREATMENT CENTERS OF AMERICA & KRISTEN POPPA PHD, EASTERN UNIVERSITY**

What are You telling me Daddy? Examining the Experiences of Communication between Fathers diagnosed with Cancer and their Minor Children

**KATELYN TOLLEFSON, BS, ERYNNE SHATTO, PHD, LEXIE NORRIS, MA, CASSIE HALL, BA & KRYSTAL WOOD, MS, REGENT UNIVERSITY**

Employee Burnout in a Faith-Based Treatment Facility

**JULIA VITALE, BS, ROBERTS WESLEYAN COLLEGE**

Sex Education and the Church: What Self-Determination Theory Has to Say

### COUNSELING/COUNSELOR EDUCATION TRACK POSTERS

**ANDREW BAUMAN, MA, SEATTLE SCHOOL OF THEOLOGY & PSYCHOLOGY**

The Prodigal as Therapeutic Frame: The Archetypes of Addiction, Contempt, and Kindness in the Story of the Prodigal Son

**LESLIE HARRISON, MDIV & KRISTEN POPPA, PHD, EASTERN UNIVERSITY**

Clothed in my Right Mind: Mental Health issues in the African American Church

**DAVID HARTMAN, PHD, VALPARAISO UNIVERSITY**

Reconsidering the self and identity to aid effective interventions

**JONATHAN IMPELLIZZERI, PHD, ANDREW BROKENSHERE, BS, GENEVA COLLEGE, DAVID SAVINSKY, PHD, REGENT UNIVERSITY, LINDA LEITCH-ALFORD, EDD, PRIVATE PRACTICE & JOHN KING, PHD, MESSIAH COLLEGE**

Eliciting and Verifying Rich Qualitative Data in Clinical Research through the Conceptual Mapping Task

**ANGELA JIN, BS, DANIEL CHUNG, BA, LUKE VANDERWAL, BS, THOMAS LEE, BSA & VITALIY VOYTENKO, PSYD, WHEATON COLLEGE**

Negative Religious Coping and Depression: A Comprehensive Literature Review

**TRACY JONES, MA & FERNANDO GARZON, PHD, LIBERTY UNIVERSITY**

Using Spirituality as a Resiliency Resource in the Treatment of Shame

**AMY KENNEY, BA & AMANDA BLACKBURN, PSYD, RICHMONT GRADUATE UNIVERSITY**

Perception, Value, & Practice of Wellness in CACREP-Accredited Counseling Programs

**RALPH MENARD, MS, DAVID LANE, PHD & DONNA LANE, PHD, MERCER UNIVERSITY**

Strength in Our Story: A Study of the Story of Joseph for Trauma Survivors

**SARA NEWHARD, MA, WHEATON COLLEGE**

Are you there God? It's me, ED

**KERLEY PERMINIO-MOST, MA & JOY MWENDWA, PHD, LIBERTY UNIVERSITY**

"Something Different" Two Black Scholars Share The positive Impact of Race and Culture of Origin in Counselor Education

**CARLA ROSS, PHD, MEREDITH COLLEGE**

Salt and Light for Domestic Abuse Victims & Offenders

**SETH SCOTT, MA, EMMAUS BIBLE COLLEGE**

Integrating Faith and Spirituality within the Professional Identity of Counselors

**THERESA VEACH, PHD, INDIANA WESLEYAN UNIVERSITY**

Sacred Living for Everyday People: Positive Psychology's Four Sacred Emotions and Christian Discipleship

## 10:30 – 11:30 am

### ONE HOUR BREAKOUT SESSIONS



#### F13: CULTURAL HUMILITY: EXAMINING THE ROLE OF THERAPIST'S PRIVILEGE AND THE FIVE-FACTOR MODEL

**ROOM: MARRIOTT BALLROOM I**

**1 APA & ASWB CE // INTRODUCTORY // SYMPOSIUM**

*Carissa Dwiwardani, PhD, Elissa Jarvis, MA, Tyler Kragt, BA, Cassandra Page, PsyD, Regent University & Judith Johnson, PhD, Private Practice*

**SUMMARY:** This symposium discusses two perspectives in attempting to predict cultural humility. In the clinical setting, it was revealed that therapist's level of privilege predicts cultural humility as rated by clients. This symposium also examines the role of the five-factor model of personality in predicting cultural humility.

**LEARNING OBJECTIVE 1:** Describe the role of cultural humility in building therapeutic alliance

**LEARNING OBJECTIVE 2:** Explain the relationship between therapist's privilege and cultural humility

**LEARNING OBJECTIVE 3:** Demonstrate understanding of personality variables that predict cultural humility



#### F14: PATHWAYS TO INDIVIDUAL AND COMMUNITY RESILIENCE AFTER TRAUMA: ANALYSIS OF SCRIPTURE AND MENTAL HEALTH ENGAGEMENT IN EAST AFRICA

**ROOM: MARRIOTT BALLROOM II**

**NO CE // INTRO-INTERMEDIATE // PAPER**

*Philip Monroe, PsyD, Bryan Gouge, PhD & Matthew Kistler, MA, American Bible Society*

**SUMMARY:** The Healing the Wounds of Trauma curriculum, widely used around the world, combines Scripture-engagement and basic mental health principles designed to re-connect traumatized people to God, community, and in doing so, reduce trauma symptoms. This presentation will explore initial research data and point to a possible pathway of renewed resilience.

**LEARNING OBJECTIVE 1:** Describe the opportunities and challenges faced when addressing psychosocial trauma in low-resource settings using spiritually-oriented resources.

**LEARNING OBJECTIVE 2:** Analyze initial data describing pathways to community resilience in East African contexts

**LEARNING OBJECTIVE 3:** Evaluate the strengths of a bible-based community intervention model and compare with common mental health trauma recovery interventions



#### F15: INCORPORATING PREVENTION INTO CLINICIAN TRAINING AND PRACTICE

**ROOM: MARRIOTT BALLROOM III**

**1 APA & ASWB CE // ALL LEVELS // SEMINAR**

*Bradford Smith, PhD, Belhaven University, Fred Gingrich, DMin, Denver Seminary & Sally Canning, PhD, Wheaton College*

**SUMMARY:** There is broad national and international consensus that preventive interventions for mental health problems are needed and can be cost-effective. New research on how training programs in faith-based educational institutions prepare clinicians to work in this important area are assessed and models for integrating prevention activities into practice are presented.

**LEARNING OBJECTIVE 1:** This seminar is designed to help you describe the need in society and potential for prevention activities as part of the professional practice of clinicians.

**LEARNING OBJECTIVE 2:** Summarize the presenters' research findings on how prevention is addressed in professionally accredited counselor, psychologist, and social work training programs in faith-based educational institutions.

**LEARNING OBJECTIVE 3:** Assess recommendations for strengthening the prevention component of clinician training programs and practice.



#### PT 1 F16: CONTOURS OF GRACE: AN EXPLORATORY QUALITATIVE STUDY

**ROOM: MARRIOTT BALLROOM V**

**.5 APA & ASWB CE // INTRODUCTORY // PAPER**

*Mark McMinn, PhD, Kyle Webster, BS, Lanaya Wade, BA & Nick Schollars, MS, George Fox University*

**SUMMARY:** Positive psychology has revolutionized research in the psychology of religion in recent decades. An emerging area of positive psychology is the study of divine grace (Emmons, Hill, Barrett, Kapic, 2017). In this presentation, we explore narratives of Christians regarding how they have experienced both divine grace and grace from other humans.

**LEARNING OBJECTIVE 1:** As a result of this presentation, participants will engage in the current scientific questions related to how humans experience divine grace.

**LEARNING OBJECTIVE 2:** Critique how experiences of divine grace can inform future research endeavors.

**LEARNING OBJECTIVE 3:** Critique how experiences of divine grace can inform counseling interventions.

-AND-



#### PT 2 F16: ADVERSITY, GRACE AND DISTRESS AMONG COLLEGE STUDENTS: PRACTICAL IMPLICATIONS

**ROOM: MARRIOTT BALLROOM V**

**.5 APA & ASWB CE // ALL LEVELS // PAPER**

*Rodger Bufford, PhD & Albert Pace, MA, George Fox University*

**SUMMARY:** In positive psychology, grace remains little studied. We examined relationships among childhood adversity, anxiety, depression, somatic symptoms, and grace among undergraduates. God's Grace, Costly Grace and Grace to Self showed expected negative relationships with ACEs, anxiety, and depression; the remaining grace scales showed more varied relationships. Regressions further explored results.

**LEARNING OBJECTIVE 1:** Describe the dimensions of grace.

**LEARNING OBJECTIVE 2:** Describe how various aspects of grace are related to psychological distress.

**LEARNING OBJECTIVE 3:** Discuss the relationships among childhood adversity, the experience of grace, and psychological distress. Explore various strategies for incorporating grace as a therapeutic intervention.



#### F17: INTEGRATING CHRISTIAN MEDITATION & DIALECTICAL BEHAVIOR THERAPY (DBT)

**ROOM: MARRIOTT BALLROOM VI**

**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // CLINICAL DEMONSTRATION**

*Camden Morgante, PsyD, Johnson University*

**SUMMARY:** Dialectical behavior therapy (DBT) is a widely-used treatment for emotional regulation problems. However, some Christian clinicians and clients may be uncomfortable with the Eastern religious underpinnings of DBT. Participants of this demonstration will practice Christian meditations to learn how to integrate these skills into their DBT practice.

**LEARNING OBJECTIVE 1:** Analyze similarities between DBT mindfulness skills and Christian meditation practices.

**LEARNING OBJECTIVE 2:** Observe and participate in demonstrations of mindfulness skills.

**LEARNING OBJECTIVE 3:** Apply Christian meditations in DBT practice.



#### F18: USING TRANSFORMATIONAL PSYCHOLOGY TO REDUCE BIAS AND MAINTAIN THE ETHICAL PRACTICE OF FORENSIC MENTAL HEALTH EVALUATIONS

**ROOM: MARRIOTT BALLROOM VII**

**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // PAPER**

*Thomas Knudsen, PsyD, Private Practice*

**SUMMARY:** Ethical practice in forensic mental health evaluations requires the clinician to identify and manage biases. The Christian clinician remains in a unique situation to become more self-aware of biases using the spiritual disciplines and mindfulness. As the clinician practices these acts of self-care, bias becomes more self-evident and managed by the clinician.

**LEARNING OBJECTIVE 1:** Explain basic components of ethical forensic mental health evaluations.

**LEARNING OBJECTIVE 2:** Identify the types of clinician bias blind spot in forensic evaluation.

**LEARNING OBJECTIVE 3:** Apply the use of spiritual disciplines and mindfulness to aid in mitigating bias in forensic mental health assessments.

### INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST



#### F19: PSYCHOANALYSIS OF TRAUMA: ORDEAL AND INITIATION TO THE HOLY

**ROOM: MARRIOTT BALLROOM IV**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**



*John Hayes, PhD, Shepard Prett Hospital*

**SUMMARY:** Dr. Hayes will present a report of psychoanalysis with a religious woman working through severe relational and childhood sexual trauma, to illustrate both the transference and countertransference difficulties encountered and the potential for resolution of trauma and dissociative defenses.

**LEARNING OBJECTIVE 1:** Participants will be able to identify the technical rudiments of the psychoanalytic treatment of early relational, physical and sexual trauma.

**LEARNING OBJECTIVE 2:** Analyze the transference and countertransference quandaries, conflicts, and difficulties in treating traumatic memories as they emerge in the course of psychoanalysis.

**LEARNING OBJECTIVE 3:** Participants will be able to explain the processes of spiritual maturing that can work in tandem with psychological healing in encountering and working through horrific memories of a traumatic past.



#### F20: STANDARDS & CORE COMPETENCIES IN INTEGRATION

**ROOM: CHESAPEAKE 1**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**

*Justin Smith, PsyD, Phoenix Seminary, Virginia Holeman, PhD, Asbury Theological Seminary, David Walther, MA, University of the Cumberlands & Todd Frye, PhD, MidAmerica Nazarene University*

**SUMMARY:** Competency in integration is proposed. With the maturation of the mental health field most disciplines have identified and defined core competencies. After reviewing and synthesizing the integration field a proposal for standards in the integration of counseling and Christianity as an entry level specialty area is proposed.

**LEARNING OBJECTIVE 1:** Participants will describe what the integration of Christianity and counseling is.

**LEARNING OBJECTIVE 2:** Analyze the similarities and differences between the proposed standards and other specialty standards.

**LEARNING OBJECTIVE 3:** Describe how the integration of Christianity and counseling can be operationalized in the professional training and practice of counselors.



#### F21: CULTIVATING SPIRITUAL AWARENESS IN SUPERVISION

**ROOM: CHESAPEAKE 2**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**

*Angelina Dickens, PhD & Jerry Vucannon, Jr., PhD, Liberty University; Jeri Ellis, EdD & Janell McCasin, MS, Capella University*

**SUMMARY:** This presentation will provide guidance regarding the integration of spirituality in counselor education and supervision. ASERVIC competencies and other helpful models from research literature will be reviewed. Participants will apply information learned to a supervision case integrating theory and spiritually.

**LEARNING OBJECTIVE 1:** Participants will recognize importance of integrating spirituality in counseling, education and supervision as well as potential barriers and strategies.

**LEARNING OBJECTIVE 2:** Utilize training models established in literature that demonstrate how to effectively integrate spirituality in counselor counseling, education and supervision.

**LEARNING OBJECTIVE 3:** Apply competencies and models of spiritual integration to a supervision case integrating theory and spiritually.



#### F22: RACE, MARRIAGE AND RELATIONSHIP SATISFACTION: MAKING COUPLES THERAPY AN ATTRACTIVE OPTION FOR AFRICAN-AMERICAN COUPLES

**ROOM: HAMPTON BALLROOM I**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**

*Byron Benton, PhD & Gwen White, PsyD, Eastern University*

**SUMMARY:** Statistics suggest that African-American couples experience greater relationship dissatisfaction, and higher divorce rates, but rarely seek professional help. This presentation explains the largest factors contributing to this reality and a therapeutic approach that makes accommodations for the cultural dynamics that uniquely affect African-American couples.

**LEARNING OBJECTIVE 1:** Identify and discuss factors unique to African American couples related to marital dissatisfaction and divorce from relevant research literature.

**LEARNING OBJECTIVE 2:** Review and explore a quasi-experimental study conducted with African American couples.

**LEARNING OBJECTIVE 3:** Analyze and discuss possible intervention strategies for mental health professions working with African American couples to address marital discord.



#### F23: ASSESSING GOODNESS OF FIT FOR SEX REASSIGNMENT SURGERY

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // INTERMEDIATE // SEMINAR**

*Veronica Johnson, PsyD & Carson Fuhrman, BA, Regent University*

**SUMMARY:** This seminar explores methods of assessing a client for sex reassignment surgery. A review of the literature expands upon the WPATH Standards of Care to give clinicians more practical guidance in assessing goodness-of-fit.

**LEARNING OBJECTIVE 1:** This workshop is designed to help you explain to candidates of sex reassignment surgery the benefits of presurgical assessment.

**LEARNING OBJECTIVE 2:** Assess candidates for sex reassignment surgery based on the framework of the WPATH Standards of Care (version 7).

**LEARNING OBJECTIVE 3:** Use objective measures and structured interviews to aid assessment for SRS.

### 11:30 am – 2:00 pm



#### LUNCH/PLENARY IN THE HAMPTON BALLROOM IV-VIII

**11:30 AM -12:45 PM - LUNCH IN THE HAMPTON BALLROOM IV-VIII** 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 tables; 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 SESSION IN THE HAMPTON BALLROOM IV-VIII

#### P2: HUMILITY IN AN AGE OF NARCISSISM

**1 APA & ASWB CE // INTRODUCTORY // PLENARY**



*Steven Sandage, PhD, Boston University*

**STEVEN SANDAGE, PHD, LP**, is the Albert and Jessie Danielsen Professor of Psychology of Religion and Theology at Boston University and Research Director and Senior Staff Psychologist at the Danielsen Institute. He has faculty appointments at Boston University in the School of Theology, the Department of Psychological and Brain Sciences, and the Graduate Division of Religious Studies. Sandage is also Visiting Faculty in the Psychology of Religion at MF Norwegian School of Theology in Oslo, Norway. His co-authored/co-edited books include *To Forgive is Human*, *The Faces of Forgiveness*, *Transforming Spirituality*, *The Skillful Soul of the Psychotherapist*, and *Forgiveness and Spirituality: A Relational Approach*. Sandage's research has been funded by the John Templeton Foundation, the Lilly Endowment, and the Fetzer Institute.

**SUMMARY:** This presentation will outline a relational spirituality model of humility with connections to research on humility and relational maturity, intercultural competence, spiritual formation, religious leadership, and clinical practice. A contrast is made between “downward” and “dialectical” understandings of humility with considerations of clinical and formation implications for varieties of narcissism.

**LEARNING OBJECTIVE 1:** Participants should be able to analyze connections between humility, intercultural competence, and relational spirituality.

**LEARNING OBJECTIVE 2:** Discuss the role of humility in the psychosocial functioning of religious psychotherapy clients.

**LEARNING OBJECTIVE 3:** Describe 3 empirically-supported spiritual and psychological barriers to humility.

### 2:00-4:00 pm

#### TWO HOUR BREAKOUT SESSIONS



#### F24: SAYING GOODBYE: RECONSIDERING TERMINATION AND ITS EFFECTS ON THE RELATIONAL CLINICIAN

**ROOM: JAMES 1-3**  
**2 APA & ASWB CE // ALL LEVELS // SYMPOSIUM**

*Micheal Vogel, PsyD, Jeremy Ezell, MA, & Lisa Collins, MA, Brookhaven Institute for Psychoanalysis and Christian Theology & Theresa Tisdale, PhD, PsyD, Azusa Pacific University*

**SUMMARY:** The implications of contemporary psychoanalytic theory are explored for the relational clinician during the process of termination. Emphases are placed on the experience of forced termination for the clinician and the contextual factors in the life of the clinician. Clinical examples and theological reflections are provided to illuminate these concepts.

**LEARNING OBJECTIVE 1:** Summarize history of psychoanalytic theory and technique with regard to termination with particular emphasis on the experience of the relational clinician

**LEARNING OBJECTIVE 2:** Analyze the complex experiences and effects of the terminal phase on the relational clinician as a co-participant in treatment process

**LEARNING OBJECTIVE 3:** Apply the theories and techniques of contemporary psychoanalytic practice to terminal phase in order to facilitate the successful working through or processing of termination.



#### F25: TRENDS, CHALLENGES, AND OPPORTUNITIES FOR FAITH-BASED INSTITUTIONS IN COUNSELOR EDUCATION

**ROOM: CHESAPEAKE 1**  
**2 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**

*James Sells, PhD, Regent University, Todd Frye, PhD, Mid-American Nazarene University & Susan Lahay, PhD, Trevecca Nazarene University*

**SUMMARY:** Counselor educators will present perspectives on recent trends and challenges to faith integration in counselor education, clinical practice, professional identity, and enactment of leadership in professional associations. Presenters will explore how to truly integrate into the life of the counseling profession, and avoid being perceived as a peripheral interest group.

**LEARNING OBJECTIVE 1:** Participants will describe contemporary trends and challenges for the integration of faith in contemporary counselor education;

**LEARNING OBJECTIVE 2:** Explore applications of a Position Statement on Missional and Ethical Integrity in faith-in-professional identity, counselor education, and professional practice

**LEARNING OBJECTIVE 3:** Identify entry points and pathways of regaining voice and leadership in matters of social justice and human rights within the counseling-related professions



INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST



**F26: SPIRITUALITY & RELIGION IN LGBTQ+ STUDIES**

**ROOM: HAMPTON BALLROOM I**  
**2 APA & ASWB CE // INTRODUCTORY // SEMINAR**



*Mark Yarhouse, PsyD, Regent University*

**SUMMARY:** Spirituality and religion have been difficult topics in LGBTQ+ studies. This session will review some of the early tensions in the literature, as well as more recent, constructive trends that suggest greater mutual understanding among professionals who represent diverse communities.

**LEARNING OBJECTIVE 1:** Distinguish early models of engagement of religion and LGBTQ+ studies from recent trends in collaboration and engagement

**LEARNING OBJECTIVE 2:** Investigate the current research and theory regarding religion/spirituality and sexual/gender identity among Christians who are balancing these important aspects of personhood

**LEARNING OBJECTIVE 3:** Apply an integrative, nuanced model of religious faith and sexual/gender identity to professional services provided to persons of faith who are navigating sexual or gender identity

**2:00-3:00 pm**

ONE HOUR BREAKOUT SESSIONS



**F27: SPIRITUAL RESILIENCE COUNCIL: PREPARING A CHURCH COMMUNITY TO BE HOSPITABLE, SUPPORTIVE, AND SPIRITUALLY ENRICHING TO FORMERLY INCARCERATED PERSONS (FIPS) OF AFRICAN AMERICAN DESCENT.**

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**

*Lori Banfield, MTS & Cheryl Sparks, PhD, Eastern University*

**SUMMARY:** This presentation will provide an overview of the Spiritual Resilience Council Training program, display the preliminary results of said training, and grant opportunities to further explore fostering psychological and spiritual resilience among formerly incarcerated persons (FIPs).

**LEARNING OBJECTIVE 1:** Describe how individuals and groups, including church communities, can become psychologically safe and supportive in their work to help FIP's successfully re-enter their communities.

**LEARNING OBJECTIVE 2:** Create or enhance secure attachments between FIP's and their partners, families, churches and God.

**LEARNING OBJECTIVE 3:** Utilize psychoeducation and restorative justice in facilitating reconciliation between FIPs and their communities.



**F28: SALT AND LIGHT: SEASON WITH JUSTICE, SHINE FOR PEACE**

**ROOM: MARRIOTT BALLROOM II**  
**NO CE // ALL LEVELS // SEMINAR**

*John McConnell, PhD, Benjamin Andrews, MA, Eric Brown, PhD & Tao Liu, PhD, Wheaton College*

**SUMMARY:** Biblical/Social Justice and Peace are an integral part of both the Beatitudes and Jesus' salt and light proclamation during the Sermon on the Mount. We provide theological and professional

rationale for integrating justice and peace into health service psychology, counseling, and related mental health fields.

**LEARNING OBJECTIVE 1:** Clinicians will be able to define cultural humility, cross-racial trust, intersectionality, biblical/social justice, peacekeeping, peacemaking, peacebuilding, and peace-maintaining.

**LEARNING OBJECTIVE 2:** Explain the importance of utilizing biblical/social justice and peace methods of intervention in their clinical work.

**LEARNING OBJECTIVE 3:** Utilize biblical/social justice and peace methods of intervention in their clinical work.

INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST



**F29: RELIGIOUS AND SPIRITUAL STRUGGLES: AN OVERVIEW**

**ROOM: HAMPTON BALLROOM 2**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**



*Julie Exline, PhD, Case Western Reserve University*

**SUMMARY:** This presentation will provide an overview of research on religious/spiritual struggles, including recent attempts at measurement, the role of supernatural attributions in religious/spiritual struggles, controversies, clinical issues, and the possibility that struggles may lead to growth.

**LEARNING OBJECTIVE 1:** Identify six forms of religious/spiritual struggle.

**LEARNING OBJECTIVE 2:** Identify several controversies around the question of whether religious/spiritual struggles can lead to growth.

**LEARNING OBJECTIVE 3:** Learn about several strategies to assess and intervene with clients with religious/spiritual struggles.

INVITED DISTINGUISHED SCHOLAR/MASTER THERAPIST



**F30: CONNECTING THE DISCONNECTED: COLLABORATION, COMMUNICATION, AND INTEGRATION IN CLINICAL PRACTICE**

**ROOM: MARRIOTT BALLROOM IV**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**



*Nick Ogle, PhD, Private Practice*

**SUMMARY:** Today's clinical practitioner is increasingly asked to assist in the treatment of complex social issues. Rarely does a clinician deal with depression or trauma in an isolated office. As a result, best practices in treatment have moved to coordinated care models that include multiple health and human services providers, along with client/patient inclusion on treatment teams. During this workshop, participants will learn how to build coordinated care teams, develop communication guidelines, and integrate broader human services providers such as housing and education when treating clients/patients dealing with complex social issues.

**LEARNING OBJECTIVE 1:** Integrate and organize clients/patients into coordinated care treatment teams with additional providers.

**LEARNING OBJECTIVE 2:** Develop communication guidelines and best practices when coordinating care with multiple providers across a broad health and human services landscape.

**LEARNING OBJECTIVE 3:** Apply collaborative treatment models when helping high utilizers of health and human services through the use of innovative technology.



**F31: SACRAMENT OF STORY, SONG, AND LAUGHTER: A DYNAMIC AND RELATIONAL EXPLORATION OF COMEDY, FILM, AND MUSIC IN THERAPEUTIC ENCOUNTER**

**ROOM: YORK**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**

*Aaron Mitchum, MA, Analog Counseling Services & Brooke Kuhnhausen, PhD, George Fox*

**SUMMARY:** Often it's not an interpretation but a joke, a moment in a film or a song that helps us feel more connected, alive and in touch with lost parts of ourselves. In this seminar we explore the clinical value of engaging our patient's experiences of comedy, music and film.

**LEARNING OBJECTIVE 1:** Summarize what a selfobject transference is and identify it in a clinical setting.

**LEARNING OBJECTIVE 2:** Summarize basic contemporary attachment theory and describe affect and relational process via this theory

**LEARNING OBJECTIVE 3:** Develop ways to thoughtfully and ethically engage cultural phenomenon in a psychodynamic therapeutic setting.



**F32: UNDERSTANDING CHILD AND ADOLESCENT SPIRITUAL AND RELIGIOUS DEVELOPMENT IN THE SCHOOL SETTING**

**ROOM: CHESAPEAKE 2**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**

*Jenny John, MA, New Kent County Public Schools, Helen Runyan, PhD & Jasmine Knight, PhD, Regent University*

**SUMMARY:** Religion and spirituality is a taboo subject among school professionals, yet child and adolescent religious and spiritual development intersects significantly with experiences they face in and outside of school. This session will explore models of spiritual and religious development to help participants better conceptualize developmental needs of the whole child.

**LEARNING OBJECTIVE 1:** Participants will be able to explain how spiritual and religious development aligns with other developmental processes in order to more fully describe a child or adolescent's developmental needs.

**LEARNING OBJECTIVE 2:** Analyze how school and family experiences impact, and are impacted by, students' spiritual and religious development.

**LEARNING OBJECTIVE 3:** Modify services and practice for students in light of their spiritual and religious development.

**3:15-4:15 pm**

ONE-HOUR BREAKOUT SESSIONS



**F33: CONSIDERING HISTORICAL TRAUMA IN CLINICAL WORK WITH AFRICAN AMERICAN WOMEN**

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**

*Alexandra Scott, PsyD & Jenny Pak, PhD, Fuller Theological Seminary, Graduate School of Psychology*

**SUMMARY:** This workshop will provide an introduction to historical trauma and its relevance to clinical work with African American

women. Participants will gain tools to connect their client's current concerns to historical roots and access legacies of strength and resilience in clinical work with African American women.

**LEARNING OBJECTIVE 1:** Understand historical trauma and its transmission across generations.

**LEARNING OBJECTIVE 2:** Develop an understanding of the sociocultural implications of historical trauma narratives for African American women.

**LEARNING OBJECTIVE 3:** Identify examples of ways to integrate historical trauma narratives in clinical work with African American women.



**F34: JUSTIFIED DESPAIR: DEVELOPING A CLINICAL UNDERSTANDING OF CULTURAL GRIEF**

**ROOM: MARRIOTT BALLROOM II**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**

*Hannah Jones, PsyD, Private Practice, Anna Ord, PsyD & Tranese Morgan, PsyD, Regent University*

**SUMMARY:** This presentation will explore Justified Despair as a conceptualization of depressive symptoms in people with marginalized identities. Presenters will encourage a contextualized understanding of depression through a lens that emphasizes relationship rather than pathology; echoing the Biblical mandate to care for "the least of these" (Matt. 25:40, NIV).

**LEARNING OBJECTIVE 1:** Summarize the available research literature on the concept of justified despair and its relevancy in light of the current sociopolitical climate.

**LEARNING OBJECTIVE 2:** Discuss the relationship between marginalization, social oppression and depressive symptoms in people of color

**LEARNING OBJECTIVE 3:** Engage in a relational, Christian integrative approach to diagnosis, conceptualization, and treatment of depressive symptoms with clientele from diverse backgrounds.



**F35: HELPING GRADUATE STUDENTS BE SALT AND LIGHT: A PANEL OF GRADUATE FACULTY ON ENGAGING MILLENNIAL LEARNERS**

**ROOM: MARRIOTT BALLROOM III**  
**1 APA & ASWB CE // INTERMEDIATE // PAPER**

*Scott White, PsyD, Belhaven University, Brian Eck, PhD, Azusa Pacific University & David Entwistle, PsyD, Malone University*

**SUMMARY:** Research has demonstrated a significant shift in millennials' faith, values, and lifestyles. A panel of invited, experienced graduate faculty will explore the impact of these shifts in culture and students. They will address changes that they and their programs have made, and implications for the integration of psychology and religion/spirituality.

**LEARNING OBJECTIVE 1:** Participants will be able to describe research findings regarding key changes in the faith, values, beliefs, and life styles of millennial graduate students enrolled in Christian graduate programs in psychology, counseling & marriage and family therapy.

**LEARNING OBJECTIVE 2:** Gain ideas from a panel of senior faculty regarding how they and/or their programs have modified their training programs, revising the content of their courses integrating psychology and religion/spirituality and/or made changes in their pedagogical methods.

**LEARNING OBJECTIVE 3:** Articulate the panel members’ insights into the evolving direction of the integration of psychology and religion/spirituality movement with regard to faculty/student interests, course content, training methods, and/or research.

### **F36: COLLABORATION, COMMUNICATION, AND INTEGRATION IN CLINICAL PRACTICE – PANEL DISCUSSION**

**ROOM: MARRIOTT BALLROOM IV**  
**1 APA & ASWB CE // ALL LEVELS // SYMPOSIUM**  
*James Childerston, PhD, Nick Ogle, PhD, Private Practice & Jeff Terrell, PhD, John Brown University*

**SUMMARY:** During the last decade, there have been many changes in healthcare in terms of access, cost, and quality of care. This has dramatically impacted the traditional clinical practice model and has forced practitioners to make changes in their approach to treatment. This symposium will discuss how to apply collaborative treatment models to a clinical practice setting and how to improve communication with primary care and other health care and human service professionals.

**LEARNING OBJECTIVE 1:** Apply collaborative treatment models to a clinical practice setting.

**LEARNING OBJECTIVE 2:** Develop communication guidelines and best practices when coordinating care with multiple providers across a broad health and human services landscape

**LEARNING OBJECTIVE 3:** Educate professionals in how to best deliver healthcare to diverse communities and to improve access to quality healthcare for all people.

### **F37: EFFICIENT AND MINDFUL BEHAVIORAL CHANGE: RESTORATION THERAPY WITH INDIVIDUALS**

**ROOM: MARRIOTT BALLROOM VI**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Terry Hargrave, PhD, Fuller Theological Seminary & Sharon Hargrave, MA, Pepperdine University*

**SUMMARY:** Restoration Therapy is increasingly known for and efficient model to help individuals resolve identity and safety issues and be able to utilize mindfulness effectively for behavioral change. This workshop focuses on how to use RT with individuals.

**LEARNING OBJECTIVE 1:** Participants will be able to describe the basic theory of love and trustworthiness and explain and assess emotional pain from relational violations.

**LEARNING OBJECTIVE 2:** Demonstrate at least one technique to emotionally regulate clients from a truth confronting dysregulating emotions.

**LEARNING OBJECTIVE 3:** Utilize the “Four Steps” in organizing behavioral change strategies with clients.

### **F38: SALTING THE DARKNESS: FINDING CLARITY IN SEDUCTIVE ENACTMENTS**

**ROOM: YORK**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Raelyn Koop, M.A , Goodmatter Counseling & Earl Bland, PsyD, Rosemead School of Psychology at Biola University*

**SUMMARY:** When a long-term client unknowingly begins a romantic relationship with a therapist’s close connection, the therapist fights to make meaning of the enactment while also maintaining her own world and sense of self. This in-depth case study and clinical response wrestles with the tension of what it means to be deeply embodied within the therapy dynamic while also remaining intact and differentiated.

**LEARNING OBJECTIVE 1:** Participants will identify and articulate key components of enactments in psychoanalytic psychotherapy.

**LEARNING OBJECTIVE 2:** Discuss the role of ethics & boundaries in long-term therapeutic work.

**LEARNING OBJECTIVE 3:** Evaluate and critique the case study & clinical interpretations in light of clinical and Christian perspectives.

### **F39: SIX CLINICAL INTERVENTIONS FOR SHINING A HEALING LIGHT ON INDIVIDUALS STRUGGLING WITH SHAME**

**ROOM: MARRIOTT BALLROOM VII**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Richard Shaw, DMFT, George Fox University*

**SUMMARY:** Shame is the most pervasive and invasive threat to being the healthy and authentic person we were designed to be. Shame separates and hides who we really are making connection with others and God near impossible. This seminar will attempt to offer clinicians six key interventions for bringing healing breakthroughs to those who struggle with shame.

**LEARNING OBJECTIVE 1:** Summarize and introduce clinicians to basic shame theory and techniques.

**LEARNING OBJECTIVE 2:** Utilize key clinical techniques and applications for decreasing shame.

**LEARNING OBJECTIVE 3:** Practice six key clinical techniques and interventions to bring healing to self and with shame-based client scenarios.

### **F40: CUTTING DOWN: DEVELOPING AN EFFECTIVE PRACTICE WHEN WORKING WITH SELF-HARM**

**ROOM: CHESAPEAKE 2**  
**NO CE // ALL LEVELS // SEMINAR**  
*David Lawson, PsyD, Biola University & Tiffany Jones, MS, Renew Counseling*

**SUMMARY:** Self-harm is one of the most difficult issues clinicians confront. Without the appropriate training, many do not have the skills necessary to help their clients. This seminar will provide clinicians a conceptual framework for working with self-harm and the tools necessary to reduce the behaviors in clients.

**LEARNING OBJECTIVE 1:** Participants will identify and acknowledge the definition and diagnosis of self-harm – non-suicidal self-harm (DSM V) and discriminate between suicidal self-harm and non-suicidal self-harm being used to self-regulate and cope.

**LEARNING OBJECTIVE 2:** Participants will examine the research on why clients self-harm and the possible courses of treatment when working with these clients.

**LEARNING OBJECTIVE 3:** Participants will be familiar with and practice the creative techniques that are now being used with those who self-harm and determine when to use those techniques.



### **F41: LIVING IN THE TENSION: MENTAL HEALTH AND PSYCHOLOGICAL WELL-BEING AMONG SEXUAL MINORITIES AT FAITH-BASED COLLEGES AND UNIVERSITIES**

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // INTERMEDIATE // SEMINAR**  
*Janet Dean, PhD & Stephen Stratton, PhD, Asbury University, Mark Yarhouse, PsyD, Regent University & Micheal Lastoria, EdD, Houghton College*

**SUMMARY:** Amidst competing societal narratives over the past decade, sexual minority students at faith-based institutions are learning how to live in the tension between faith and sexual identity. This seminar uses longitudinal survey of 160 students from 14 institutions over the past three years to explore their mental health outcomes.

**LEARNING OBJECTIVE 1:** Describe the mental health, psychological distress, and psychological well-being levels among sexual minority students at faith-based institutions.

**LEARNING OBJECTIVE 2:** Assess current trends in research on the mental health, psychological distress, and psychological well-being of sexual minorities, and compare these trends to this sample of sexual minorities at faith-based institutions.

**LEARNING OBJECTIVE 3:** Predict mental health, psychological distress, and psychological well-being outcomes for sexual minority students on the basis of key personal and institutional factors.

## Friday 4:45-5:45 pm

### SPIRITUAL GROWTH OPPORTUNITY



### **YOGA AS AN EMBODIED PRAYER: MOVING TOWARD FORGIVENESS IN THE PRAYER ROOM (WILSON ROOM) (NO CE)**

*Virginia Todd Holean, PhD, Asbury Theological Seminary*

Participants will experience the benefits of accessing the body’s capacity to embody factors that have been empirically correlated with forgiveness through Christian-based yoga and body-based self-care practices. The session also explains ways that Christians can engage in a yoga practice that is safe physically and spiritually.

## Friday 4:30-5:45 pm

### POSTERS SESSION

#### IN HAMPTON AND PRESIDENTIAL FOYERS

Connect with colleagues and students/volunteers, browse exhibits and bookstores, and check out these interesting posters

*CAPS Student Competition 1st, 2nd, and 3rd Place Winning Posters (listed under Friday morning posters session) will still be on display.*

### ACADEMIC/RESEARCH TRACK POSTERS

**RODNEY BASSETT, PHD, BENJAMIN BELL, GABRIELLA GODFREY, LAURA HAAK, CHRISTOPHER MYKINS, GUILHERME PLENTZ DE LIZ, DREW ROGERS, & KAYLA SIM, ROBERTS WESLEYAN COLLEGE**

What Happens to a Brain on Grace? Part Two

**REBECCA BENJAMIN, PHD, HUNTINGTON UNIVERSITY**  
 Barriers to Home Faith Practices in Evangelical Families

**ZACKERY CARTER, PHD, TAYLOR UNIVERSITY**

Married and Previously Married Men and Women’s Perceptions of Communication on Facebook with the Opposite Sex: How Communicating Through Facebook Can Be Damaging to Marriages

**KAYE COOK, PHD, GRACE CHIOU, PHD, ADILA DE SOUZA & CARTER CROSSETT, GORDON COLLEGE**  
 Understanding Self and Other Forgiveness: Religion, Relationships, and Media

**STEVEN COOMES, MA, MCKENZIE CROY & JOSHUA HOOK, PHD, UNIVERSITY OF NORTH TEXAS**  
 Navigating the Tension Between Faith and Sexuality in Sexual Minorities

**EMILY COVAIS, BA, AMBER LEBLANC, MED, KAMAU MONTEGUT, MA, NELSIE BERBERENA, BA & JOHANNA RIOJAS, MA, REGENT UNIVERSITY**  
 Strategies for White Christians to Engage in Allyship and Combat Minority Injustices

**CHELSI CREECH, BA, COURTNEY BROWN, BS & ERIC JONES, PHD, REGENT UNIVERSITY**  
 Reaching a Broader Understanding of the Differences Between Religion and Spirituality

**MATTHEW ESHNAUR, BA, ALEXANDRA MELCHIORRE, BA, AMANDA CARY, BA & ANNA ORD, PSYD, REGENT UNIVERSITY**  
 Neuroscience of Spiritual and Aesthetic States: Review of Literature

**BRIANNE FAVARO, BA, VITALIY VOYTENKO, PSYD, LUKE VANDER WAL, BS & THOMAS LEE, BSA, WHEATON COLLEGE**  
 Religion and Spirituality in Children: God Concepts and Coping with Adversity

**JOHN LACE, MS, KRISTEN HAEBERLEIN, BA & PAUL HANDAL, PHD, SAINT LOUIS UNIVERSITY**  
 The Daily Spiritual Experiences Scale and Psychological Distress in Catholic University Students

**JOHN LACE, MS, KRISTEN HAEBERLEIN, BA & PAUL HANDAL, PHD, SAINT LOUIS UNIVERSITY**  
 The Spiritual Transcendence Scale and Psychological Distress in Catholic University Students

**CHRISTINE LAU, PHD, ALLIANCE BIBLE SEMINARY, MAGGIE POON, PSYD, CHINESE UNIVERSITY OF HONG KONG, JAMES SELLS, PHD & JENNIFER RIPLEY, PHD, REGENT UNIVERSITY**  
 Work-Family Conflict and Religious Coping among Chinese Working Parents

**JONG CHEON LEE, PHD, LETOURNEAU UNIVERSITY & HANA YOO, PHD, WHEATON COLLEGE**  
 The Relationship Between Spiritual Maturity and Marital Commitment Among Korean Married

**JARAH LINDO, MA, ANNA ORD, PSYD, ELIZABETH SHULL, BA, UNIOUA ALEXANDER, BS, KIMBERLY MORALES, BS, DAMEN GRAHAM, BS, JONATHAN HOOVER, BS, AMANDA CARY, BA, REGENT UNIVERSITY & SCOTT SAUTTER, PHD, HAMPTON ROADS NEUROPSYCHOLOGY**  
 Spiritual Faith and Neuropsychological Functioning in Patients with Neurocognitive Disorders

**VAUGHN MILLER, MS, LYDIA MONTIEL, MA, QI WANG, MA, SWAPNIL GOHIL, BFA, JENNIFER RIPLEY, PHD & JAMES SELLS, PHD, REGENT UNIVERSITY**  
 Impact of Time on a Participant’s Self-Efficacy and Hope within the Grace and Hope Couples China

**ANNA ORD, PSYD, BRITNEY IRVING, MS, LINDA BAUM, PHD & ELIZABETH SHULL, BA, REGENT UNIVERSITY**  
 Religious Affiliation and Substance Use in College Students

**ASHLEY OSMERA, BA & DIANA ELLIOTT, PHD, BELMONT ABBEY COLLEGE**  
 Awareness of God and Realistic Acceptance of God as Correlates to Psychological Well-being



# FRIDAY, April 13

## CONFERENCE SCHEDULE

**BETSYE ROBINETTE, PHD, BJ FRATZKE, EDD, AMY LUEDTKE, PHD & KEITH PUFFER PHD, INDIANA WESLEYAN UNIVERSITY**  
Erickson, Adler, & Spiritual Awareness

**ELIZABETH RUFFING, MTS, CHANCE BELL, PHD & STEVEN SANDAGE, PHD, BOSTON UNIVERSITY**  
Religious Leaders and PTSD Symptoms: Anxious Attachment to God Partially Mediates the Relationship Between PTSD Symptoms and Narcissism and Mental Health Symptoms

**BEATRICE RUIZ & MATTHEW BREUNINGER, PSYD, FRANCISCAN UNIVERSITY OF STEUBENVILLE**  
The Predictive Validity of Implicit vs. Explicit Attitudes Toward God Across Domains of Human Flourishing

**CHRISTOPHER SCHATZ, MA, BIOLA UNIVERSITY**  
The Relationship Between Adult Attachment and Defensive Theology

**JOHN ERIC SWENSON III, PHD, CASSIE DENNIS, MADISON HOUSTON, SAMUEL ROSENBLAD & KYLE KENDALL, HARDIN-SIMMONS UNIVERSITY**  
Psychology of Racism: A Ten Day Undergraduate Travel Course Across the Deep South

**WILLIAM WHITNEY, PHD, CURTIS LEHMANN, PHD, REBECCA SOON, BA, SANDRA SANDOVAL, BA & TAYLOR GUTHRIE, AZUSA PACIFIC UNIVERSITY**  
Substance Use and Sin: A Biopsychosocial-Spiritual Approach

**KRYSTAL WOOD, BA, CHEYENNE FISHER, BA, CASSIE HALL, BA & JENNIFER RIPLEY, PHD, REGENT UNIVERSITY**  
The Effects of Religious Coping, Prayer, and the Perception of Sacred Loss on the Process of Emotional Forgiveness following a Relationship Transgression

### CLINICAL PRACTICE TRACK POSTERS

**ANDREA AGUILAR, BS, UNIQUA ALEXANDER, BS, CATHERINE HANIGAN, BA & OLUFUNKE FELIX, MSED, REGENT UNIVERSITY**  
When Remaining Silent is Violent: A Call for Christian Professionals to Respond to Racism

**ALAYNA DAVISON, BS, ROBERTS WESLEYAN COLLEGE**  
The use of positive psychology to treat sexual offenders

**LYNSEY FRINGER, MA, SARAH GALLUP, MA, JO CROWL, BA & WILLIAM BUHROW, PSYD, GEORGE FOX UNIVERSITY**  
Does attending a faith-based university protect anxious and depressed students from negative academic outcomes?

**SUSAN GEORGE, MSW, JACOB PHILLIPS, MA & KASTURI BHATTACHARJEE, MA, REGENT UNIVERSITY**  
Spirituality at the End of Life

**WILLIAM HAYNES, PHD, LINDSEY WILSON COLLEGE**  
Biblically-Based Meditation: Effect Upon Chronic Pain Perception and Religious/Spiritual Coping

**WILLIAM HUNTER, PSYD, BAYLOR UNIVERSITY**  
Perceiving God: The Role of Religious Coping Schemas in Mental Health

**ANGELA JIN, BS, DANIEL CHUNG, BA, LUKE VANDERWAL, BS, THOMAS LEE, BSA & VITALIY VOYTENKO, PSYD, WHEATON COLLEGE**  
Negative Religious Coping and Depression: A Comprehensive Literature Review

**VANESSA KOMAREK, BS, ROBERTS WESLEYAN COLLEGE**  
Prosocial Behavior and Well-Being: Mattering's Mediating Role

**TAYLOR NICOLETTI, BA, SALLY SCHWER CANNING, PHD, ROSA ESPINOZA, MA, VANESSA AGUILERA, MA, FAITH ONYAMBU, SOTONYE HART, JING WANG, JULIA JORDAN-LAKE, PRISCILLA ZAJAC, WHEATON COLLEGE**  
Intervention Research for Busy Practitioners: Who Comes, Who Drops Out, & Who Gets Better

**RYAN O'FARRELL, PSYD, PRIVATE PRACTICE**  
Modifying Mindfulness: A Christian Translation of Mindfulness

**ANNA ORD, PSYD, MATTHEW ESHNAUR, BA, UNIQUA ALEXANDER, BS, DAMEN GRAHAM, BS, KIMBERLY MORALES, BS, ELIZABETH SHULL, BA, AMANDA CARY, BA, ALEXANDRA MELCHIORRE, BA & JARAH LINDO, MA, REGENT UNIVERSITY**  
Clinical Integration of Psychology and Christian Worldview: Review of Literature

**HEATHER QUAGLIANA, PHD & TAYLOR YOUNG, BA, LEE UNIVERSITY**  
Promoting Pastoral Resilience: A Closer Look at Burnout and Religious Coping

**ANDERSON ROWAN, PHD, REGENT UNIVERSITY**  
Filling the Data Gap on Mental Health Stigma in the Church: A Qualitative Literature Review

**LILIYA RUDNEVA, MA, MATTHEW DITTY, BA, OKSANA SKLYAROV, MA & WILLIAM BUHROW, PSYD, GEORGE FOX UNIVERSITY**  
Intimate Partner Violence, Perception of Safety, and Faith Among Female College Students Attending Faith-Based Institutions

**BOSTON UNIVERSITY**

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## FRIDAY NIGHT on the TOWN

....CONNECT WITH FRIENDS AND ENJOY A NIGHT OUT IN NORFOLK.

**FRIDAY NIGHT ON THE TOWN STUDENT OUTING**....Undergraduate and graduate students attending the conference are invited to join some Regent University students who will serve as your guides as you go out on the town to enjoy dinner, fun and fellowship. Those interested are asked to meet in the Marriott main lobby at 6:15 pm; look for the "CAPS Student Dinner" signs that Regent students will be holding.



## ALUMNI and SPECIAL INTEREST GROUPS RECEPTIONS

**SPECIAL INTEREST CONVERSATION HOUR:**  
**Brookhaven Institute for Psychoanalysis and Christian Theology (BIPACT)**

**IN JAMES 1-3 ROOMS**

**6:00-7:00 PM** Please join us from 6:00-7:00 for a meet-and-greet session about the Brookhaven Institute for Psychoanalysis and Christian Theology (BIPACT). BIPACT is a one-of-a-kind training experience in psychoanalysis integrated with Christian spirituality and theology, resulting in a certificate in psychoanalysis. In this informal information session, you will learn about our training model; meet our faculty, founders, and current candidates; and be able to ask questions about psychoanalysis and how you and your patients may benefit from your training. We are forming a new cohort to begin in summer 2019. If you

are unable to attend this session, please call 610-395-3005 with any questions you have about BIPACT training (leave a message for Marie or Lowell Hoffman) or SEPTTBIPACT@aol.com.

**SPECIAL INTEREST CONVERSATION HOUR:**  
**Christian Psychology**  
**MARRIOTT BALLROOM I**

**6:00-7:00 PM** Please join us in the (room TBD) from 6:00-7:00 for a meet-and-greet session for those interested in Christian Psychology hosted by Michael D. Cook, Ph. D., Liaison to CAPS for the Society of Christian Psychology. For more information please contact mcook@huntington.edu

**ALUMNI RECEPTION: Regent University PsyD Program**  
**IN MARRIOTT BALLROOM III**

**6:30-7:30 PM** Regent University's PsyD Program is hosting a faculty, student and alumni reception from 6:30-7:30. Join us for light hors d'oeuvres and fellowship, and then enjoy your Night on the Town with Regent friends.

**ALUMNI DINNER: Regent University CES Program**  
**IN CHESAPEAKE 1-2**

**7:00 PM** Regent University's CES is celebrating it's 15 year anniversary. Faculty, students and alumni are invited to join us for a dinner starting at 7:00 pm; cost is \$25.



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### 7:30–10:30 AM

PRAYER ROOM IS OPEN FOR SMALL GROUP OR PRIVATE DEVOTIONS

IN THE WILSON ROOM (3RD FLOOR BEHIND THE CAPS REGISTRATION DESK)



Contact Dr. Steve Stratton at [steve.stratton@asburyseminary.edu](mailto:steve.stratton@asburyseminary.edu) or put a note in the prayer request box inside the room to schedule prayer/conversation with a spiritual director.

### 8:00–9:00 AM

ONE HOUR BREAKOUT SESSIONS



#### S1: PRACTICAL WAYS FOR MENTAL HEALTH PROFESSIONAL TO GET INVOLVED IN MISSIONARY CARE

ROOM: MARRIOTT BALLROOM I  
NO CE // ALL LEVELS // SEMINAR

Stephen Allison, PhD, Abilene Christian University,  
Ryan Fraser, PhD, Freed Hardeman University &  
Aaron McLaughlin, MA, Georgia State University

**SUMMARY:** Three therapists will discuss creative domestic and international opportunities for mental health professionals to get involved in missionary care, e.g. workshops, retreats, phone consulting. Examples of curriculum and contacts for agencies will be distributed.

**LEARNING OBJECTIVE 1:** Discuss models for mental health missionary care on both domestic and international fronts.

**LEARNING OBJECTIVE 2:** Explore curriculum used in missionary care retreats, youth camps and short term humanitarian trips.

**LEARNING OBJECTIVE 3:** Discuss safe and confidential IT resources that can be used to counsel and train international missionaries and humanitarian workers.



#### S2 PT1: EXPERIENCES OF HOPE, RESILIENCE, AND SPIRITUALITY IN KENYAN CHILDREN AND ADOLESCENTS

ROOM: MARRIOTT BALLROOM II  
.5 APA & ASWB CE // INTRODUCTORY // PAPER

Annie King, MA & Winston Seegobin, PsyD, George Fox University

**SUMMARY:** This paper is a study that examined factors that foster hope, resilience, and spirituality within Kenyan culture, specifically with children and adolescents from a group home, using both quantitative and qualitative measures. A majority of the participants reported Christianity as their spiritual/religious belief.

**LEARNING OBJECTIVE 1:** Participants should be able to describe the experiences of hope, resilience, and spirituality in Kenyan children and adolescents.

**LEARNING OBJECTIVE 2:** Participants should be able to explain the unique aspects of hope and resilience in Kenyan culture versus Western culture.

**LEARNING OBJECTIVE 3:** Participants should be able to demonstrate the relationship between hope, resilience, and spirituality for Kenyan children and adolescents.

-AND-



#### S2 PT2: MENTAL HEALTH TREATMENT FOR REFUGEES: EXPLORING WAYS TO ADDRESS BARRIERS AND ENHANCE THERAPEUTIC CARE

ROOM: MARRIOTT BALLROOM II  
.5 APA & ASWB CE // INTRO-INTERMEDIATE // PAPER

Mary Plisco, PhD & Amanda Hindson, BS, Richmond Graduate University

**SUMMARY:** The presentation will highlight research findings from a qualitative study of clinicians with direct experience in the treatment of refugees and asylum seekers. Thematic analysis methodology will identify key themes related to the identification of barriers to treatment as well as recommended solutions to enhancing access to care.

**LEARNING OBJECTIVE 1:** Attendees will recognize the unique mental health needs, challenges, and concerns that are specific to the refugee and asylum seeking population.

**LEARNING OBJECTIVE 2:** Discuss the results of the qualitative research study highlighting the common barriers to therapeutic treatment experienced by the refugee and asylum seeking population.

**LEARNING OBJECTIVE 3:** Summarize the solutions to identified treatment barriers recommended by clinicians who are experienced in working with the refugee and asylum seeking population.



#### S3 PT1: CHRISTIAN SPIRITUALITY AND MORAL JUDGMENTS

ROOM: MARRIOTT BALLROOM III  
.5 APA & ASWB CE // INTO-INTERMEDIATE // PAPER

Geoffrey W. Sutton, PhD & Heather Kelly, PsyD, Evangel University

**SUMMARY:** Christians may function as salt/ light in their role as moral agents. Adults (N = 520) completed measures of spirituality and Haidt's six-dimensional moral foundations theory (MFT: Care, Fairness, Authority, Loyalty, Purity, Liberty). We present analyses of the MFT construct, participant MFT profiles, and predictors of MFT dimensions.

**LEARNING OBJECTIVE 1:** After attending the presentation, participants will be able to identify research studies relevant to exploring the relationship between Christian spirituality and the dimensions of moral foundations theory.

**LEARNING OBJECTIVE 2:** After attending the presentation, participants will be able to identify the psychometric properties of a multidimensional measure of moral foundations theory.

**LEARNING OBJECTIVE 3:** After attending the presentation, participants will be able to identify the relative contribution of Christian spirituality variables to explaining variance in measures of moral foundations theory.

-AND-



#### S3 PT2: BECOMING MORE SELF-COMPASSIONATE BY THINKING OF ONE'S SELF RELATIONALLY

ROOM: MARRIOTT BALLROOM III  
.5 APA & ASWB CE // ALL LEVELS // PAPER

Charles Jones, PhD, C. Eric Jones, PhD, Regent University &  
Steven Sherman, PhD, Grand Canyon University

**SUMMARY:** This presentation will describe how bringing a relational ontology into awareness enhances self-compassion. Data suggest relational ontology recognition increases self-compassion, commonly understood to directly affect important aspects of life. 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:** Recognize the connection between self-compassion and a relational ontology of the person.

**LEARNING OBJECTIVE 3:** Recognize the psychological/relationship benefits of becoming aware of a relational ontology.



#### S4: AUTONOMOUS INTERNALIZATION OF FAITH: PARENTAL INPUTS AND OUTCOMES

ROOM: MARRIOTT BALLROOM V  
1 APA & ASWB CE // INTRO-INTERMEDIATE // PAPER

Jennifer Aube, PhD, Roberts Wesleyan College

**SUMMARY:** This paper discusses the application of Self-Determination Theory to the process of internalizing religious belief. Outcomes associated with autonomous versus controlled internalization are examined, along with parental characteristics that may promote the autonomous internalization of faith.

**LEARNING OBJECTIVE 1:** Describe the differences between introjected and identified internalization of religious belief.

**LEARNING OBJECTIVE 2:** Discuss the impact of internalization of religious belief on images of God and religious behavior.

**LEARNING OBJECTIVE 3:** Discuss three ways that parents may promote the identified internalization of religious belief in their children.



#### S5: EFFECTIVE AND RELIGIOUSLY-SENSITIVE TREATMENT FOR OCD

ROOM: MARRIOTT BALLROOM VI  
1 APA & ASWB CE // INTERMEDIATE // SEMINAR

Ted Witzig, PhD, Private Practice

**SUMMARY:** When Obsessive-Compulsive Disorder (OCD) becomes entwined in religious and moral matters, the sufferers themselves, their family members, mental health professionals, and clergy frequently misunderstand the symptoms. This workshop will help clinicians implement empirically-supported treatments for OCD in a manner that respects each client's values and faith tradition.

**LEARNING OBJECTIVE 1:** Clinicians will evaluate ERP, CT, and ACT approaches for treating OCD when developing appropriate exposures unique to the client's symptom presentation and values.

**LEARNING OBJECTIVE 2:** Apply religiously-accommodative techniques from ACT to create synergy between the client's religious values and empirically-supported treatments for OCD.

**LEARNING OBJECTIVE 3:** Select components of effective, religiously-sensitive treatment of OCD when working with clients in individual treatment.



#### S6: THE FUTURE OF FORGIVENESS INTERVENTIONS

ROOM: MARRIOTT BALLROOM IV  
1 APA & ASWB CE // ALL LEVELS // PAPER

Everett Worthington, PhD, Virginia Commonwealth University

**SUMMARY:** To inform clinical interventions and personal growth of psychotherapists, we examine current status and future of many

forgiveness interventions. New clinical and basic research ideas help clinicians help patients forgive faster and deeper by accommodating to new research, religion, culture, and age.

**LEARNING OBJECTIVE 1:** Explain to clients ways that cognitive psychology informs new ways to help patients forgive and respond to other self-control difficulties.

**LEARNING OBJECTIVE 2:** Counsel patients using an evidence-based model of forgiveness and self-forgiveness.

**LEARNING OBJECTIVE 3:** Describe research evidence regarding basic and applied research supporting numerous evidence-based interventions to promote forgiveness.



#### S7: THE NON-UNITARY SELF IN OLTHUIS, GINGRICH, AND COOPER-WHITE

ROOM: JAMES 1-3  
1 APA & ASWB CE // INTERMEDIATE // SEMINAR

Kenneth VanWyk, MBA, Pricate Practice, James Olthuis, PhD, Institute for Christian Studies & Brian Eck, PhD, Azusa Pacific University

**SUMMARY:** Based on the work of CAPS presenters James Olthuis, Heather Gingrich and Pamela Cooper-White, the therapeutic value of the non-unitary self will be questioned and tested. The big issue is indeed if there is no rational unitary self, and we talk of multiplicity of self-states, are there only serial selves?

**LEARNING OBJECTIVE 1:** Identify the models for understanding the non-unitary self: normal and pathological.

**LEARNING OBJECTIVE 2:** Examine the presentations of the non-unitary self in psychotherapy.

**LEARNING OBJECTIVE 3:** Experiment with the working with the non-unitary self in psychotherapy



#### S8 THROUGH REASONED FAITH: THE INTERSECTION OF EASTERN ORTHODOXY, FEMINISM, AND CONTEMPORARY RELATIONAL PSYCHOANALYSIS

ROOM: YORK  
NO CE // ALL LEVELS // PAPER

Magon Adams-Shirley, MS, George Fox University &  
Theresa Tisdale, PhD, PsyD, Azusa Pacific University

**SUMMARY:** Relational psychoanalysis is explored through the lens of Feminism and Eastern Orthodox Christian theology to enhance conversation about the analytic situation through an integration of psychology and faith in an increasingly diverse world.

**LEARNING OBJECTIVE 1:** Recognize the opportunity for intersectionality of worldview and theoretical orientation.

**LEARNING OBJECTIVE 2:** Apply multicultural competency into integrated psychoanalytic approach.

**LEARNING OBJECTIVE 3:** Clinicians will articulate their treatment approach by observing relevant implications of clinical practice informed by faith.





### S9: BEYOND BRACKETING: EXPLORING ALTERNATIVE PARADIGMS IN VALUES CONFLICTS

**ROOM: CHESAPEAKE 1**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Cayla Bland, PhD, Biola University, Jill Brue, PhD, Grace College, Dan Sartor, PhD & Jama White, PsyD, Richmond Graduate University*

**SUMMARY:** This program considers the ACA recommendation of “bracketing” values and the limitations of this concept and explores alternative strategies for handling value conflicts that includes professional standards of theory, practice, and ethics in addition to a genuine and authentic embracing of the Christian faith.

**LEARNING OBJECTIVE 1:** Participants will be able to summarize the limitations of the ACA Code of ethics stance on value conflicts and the concept of bracketing.

**LEARNING OBJECTIVE 2:** Describe an alternative paradigm for value conflicts that creates space for genuine difference and facilitates authentic expression of each individual, in a posture of respect and valuing, not mere tolerance.

**LEARNING OBJECTIVE 3:** Discuss strategies for navigating value conflicts for counseling students and professionals of faith.



### S10 PT1: SPIRITUAL FORMATION WITH LATINOS: A RANDOMIZED EMPIRICAL INVESTIGATION

**ROOM: CHESAPEAKE 2**  
**.5 APA & ASWB CE // INTRO-INTERMEDIATE // PAPER**  
*Fernando Garzon, PsyD & Kim Sung, PhD, Liberty University*

**SUMMARY:** This presentation reports on the efficacy of a spiritual formation-based protocol in impacting Latino participants’ attachment to God, quality of life, depression, anxiety, stress, and spiritual well-being. Thirty-Four individuals from evangelical Latino churches in the central Virginia area participated in this randomized waiting list control group study.

**LEARNING OBJECTIVE 1:** Describe the current outcomes-based empirical research on spiritual formation practices from the Christian tradition.

**LEARNING OBJECTIVE 2:** Evaluate the findings of this spiritual formation empirical investigation.

**LEARNING OBJECTIVE 3:** Identify 4 spiritual formation practices that have preliminary research support for application in the professional mental health setting.

-AND-



### S10 PT2: COUNSELOR ATTACHMENT TO GOD AND RELIGIOUS PRACTICES AS PREDICTORS OF COUNSELOR BURNOUT, SECONDARY TRAUMATIC STRESS, EMPATHY, AND AUTHENTICITY

**ROOM: CHESAPEAKE 2**  
**.5 APA & ASWB CE // INTERMEDIATE // PAPER**  
*Susan Lahey, PhD, Kevin Hull, MA & Peter Wilson, EdD, Trevecca Nazarene University*

**SUMMARY:** Attachment to God and religious practices were explored, as a part of a research project, as predictors of counselor development (i.e. lower burnout and higher authenticity). This session will describe the outcome research and demonstrate application within clinical practice.

**LEARNING OBJECTIVE 1:** Discuss the outcomes of research specifically focusing upon attachment to God and religious practices as predictors of various aspects of counselor development

**LEARNING OBJECTIVE 2:** Demonstrate how attachment to God and religious practices can assist a counselor in reducing burnout and secondary traumatic stress.

**LEARNING OBJECTIVE 3:** Demonstrate how attachment to God and religious practices can assist a counselor in being more empathetic and authentic with clients



### S11: MANEUVERING ADOLESCENT YEARS WHILE DEALING WITH PARENTAL SEPARATION OR DIVORCE

**ROOM: HAMPTON BALLROOM I**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Vicky Maclin, PsyD, Wheaton College, Charlotte Smith, BA, Deb Kish, BA & Sara John, Gordon-Conwell Theological Seminary*

**SUMMARY:** The effects of separation and divorce can be devastating. When this event occurs during the adolescent years, it can exacerbate the level of distress for the adolescents. If adolescents don’t find ways to navigate the challenges, then adulthood can further expound on the difficulties faced in life can be encountered with additional stressors (Zill, Morrison, & Coiro, 1993).

**LEARNING OBJECTIVE 1:** Participants will be able to describe and discuss two or three outcomes that adolescents experience when deal with separation or divorce during the adolescent years.

**LEARNING OBJECTIVE 2:** Compile a list of three or four treatment approaches that can be engaged in with adolescents dealing with divorce of separation.

**LEARNING OBJECTIVE 3:** Assess and compare differences in adolescents when multicultural aspects are taken into consideration when parents separate or divorce and demonstrate ways to implement clinical services in to this population.



### S12: SHEDDING LIGHT ON PREMARITAL COUNSELING: SPIRITUAL AND EMOTIONAL CONNECTIONS

**ROOM: HAMPTON BALLROOM II**  
**NO CE // INTRO- INTERMEDIATE // SEMINAR**  
*Christopher Stark, PhD, Southwestern Baptist Theology Seminary & Racheal Stark, PhD, Concordia University*

**SUMMARY:** Equipping engaged couples with a deeper understanding of their emotional and spiritual conditions will help prepare them for marriage. There are three parts to this seminar: recognizing couples’ spiritual and emotional brokenness, responding to couples’ emotional and spiritual needs, and creating an environment of healing and growth in marriage.

**LEARNING OBJECTIVE 1:** This seminar is designed to help clinicians utilize the different assessments to help couples better understand one’s emotional and spiritual vulnerabilities and needs.

**LEARNING OBJECTIVE 2:** Design a premarital counseling template to counsel couples who will soon enter a marriage covenant.

**LEARNING OBJECTIVE 3:** Utilize the common factor principles to help couples sustain and increase the relationship quality.

## 9:15-10:15 am

### ONE-HOUR BREAKOUT SESSIONS



### S13: POSITIVE YOUTH DEVELOPMENT AND RELIGIOUS COPING: AN ASSETS BASED APPROACH TO UNDERSTANDING VULNERABLE CHILDREN IN POST-EBOLA LIBERIA

**ROOM: MARRIOTT BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Heather Quagliana, PhD, David Quagliana, PhD, Joy Lewis, BS, Jordan Freshwater, BA, Sadie Skattum, Mary Bryan & Sarah Nicolae, Lee University*

**SUMMARY:** In our presentation, we report the results of our administration of the Developmental Assets Profile (DAP; Search Institute) to school age children in post-Ebola Liberia. Many of the students are orphaned, but appear to exhibit resilience in the midst of difficult circumstances. In part, we believe that the student’s sense of community and shared religious values help to promote thriving. We further discuss the students’ relationship between religious coping (as measured by the Brief RCOPE; Pargament, et al., 2011) and reported developmental assets. Based upon our findings, we provide suggestions for enhancing both religious coping and developmental assets with vulnerable children and adolescents in Liberian settings.

**LEARNING OBJECTIVE 1:** Summarize basic components of Positive Youth Development (PYD) and its cross-cultural application.

**LEARNING OBJECTIVE 2:** List and describe best practices for applying Positive Youth Development in East African contexts.

**LEARNING OBJECTIVE 3:** Demonstrate practical application of religious coping and its relationship to PYD.



### S14: AN EFFECTIVE GROUP TRAUMA-FOCUSED INTEGRATIVE MODEL FOR REDUCING SHAME, GUILT, AND PTSD SYMPTOMS IN SUBSTANCE ABUSE PATIENTS AND TRAUMA VICTIMS IN KENYA: THREE SUPPORTING EXPERIMENTAL STUDIES

**ROOM: MARRIOTT BALLROOM II**  
**1 APA & ASWB CE // INTERMEDIATE // SEMINAR**  
*Grant Jones Jr, PhD, Evangel University*

**SUMMARY:** This presentation outlines findings from three experimental studies investigating the Jones Trauma Counseling Model’s effectiveness in three residential substance abuse facilities in Kenya. Study I demonstrated significant reduction in anxiety, shame, and guilt while increasing self-esteem. Studies II and III replicated Study I and showed significant reduction in PTSD symptoms.

**LEARNING OBJECTIVE 1:** Workshop participants will analyze the research findings demonstrating the effectiveness of the two-day Jones Trauma Counseling Model in treating guilt, shame, anxiety, and PTSD symptoms in three residential substance abuse facilities for men and women in Kenya.

**LEARNING OBJECTIVE 2:** Describe the core components of the Jones Trauma Counseling Model and how it is implemented in a cross-cultural setting.

**LEARNING OBJECTIVE 3:** Discuss the implications of the model’s results in establishing effective treatment protocols with sub-Sahara African clients and with cross-cultural counseling in general.



### S15 PT1: THE VARIETIES OF REDEMPTIVE EXPERIENCES: A QUALITATIVE STUDY OF MEANING-MAKING IN EVANGELICAL CHRISTIAN CANCER PATIENTS

**ROOM: MARRIOTT BALLROOM III**  
**.5 APA & ASWB CE // INTRODUCTORY // PAPER**  
*M. Elizabeth Lewis Hall, PhD, Jason McMartin, PhD, Biola University, Laura Shannonhouse, PhD, Georgia State University & Eric Silverman, PhD, Christopher Newport University*

**SUMMARY:** This study explored how Evangelicals with cancer diagnoses constructed meaning in coping with their diagnosis. Four varieties of redemption stories were evident, and appeared to be tied to four existential feelings. Using Crystal Park’s meaning-making theory as a framework, we suggest clinical implications of these findings.

**LEARNING OBJECTIVE 1:** This presentation is designed to help you summarize Park’s meaning-making model.

**LEARNING OBJECTIVE 2:** Recognize existential emotions that emerge with cancer diagnoses.

**LEARNING OBJECTIVE 3:** Facilitate meaning-making by recognizing relevant aspects of client’s religious meaning-making systems.

-AND-



### S15 PT2: CHRISTIAN MEN’S MOVEMENTS: THE DETRIMENTAL EFFECTS OF CHRISTIANIZED HYPERMASCULINITY

**ROOM: MARRIOTT BALLROOM III**  
**.5 APA & ASWB CE // INTRO-INTERMEDIATE // PAPER**  
*Angela Sabates, PhD & Joseph Anderson-Gutiérrez, Bethel University*

**SUMMARY:** The perpetuation of hypermasculinity, including strong focus on power, strength, and dominance, is often present in the militarized language of many Catholic and Protestant Men’s movements. This discussion reviews a study that explored how endorsing such extreme concepts of masculinity may also unwittingly be related to the endorsement of aggressive solutions to social problems.

**LEARNING OBJECTIVE 1:** After this presentation, participants will be able to describe the extreme nature of hypermasculine views of males.

**LEARNING OBJECTIVE 2:** Discuss several possible negative social outcomes of a hypermasculine bias.

**LEARNING OBJECTIVE 3:** Identify male clients who may be at risk for endorsing aggressive behaviors based on their view of masculinity.



### S16: AN EXPRESSIVE WRITING INTERVENTION FOR THE 2016 LOUISIANA FLOODING: HOW WRITING ABOUT YOUR RELATIONSHIP WITH GOD CAN ADD MEANING TO YOUR LIFE

**ROOM: MARRIOTT BALLROOM V**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // PAPER**  
*David Mosher, MS, Adam Hodge, BS & Joshua Hook, PhD, University of North Texas*

**SUMMARY:** An expressive writing intervention was conducted for survivors of the 2016 Louisiana flooding with a control group writing about health behaviors and an experimental group writing about their relationship with God. Results suggested the experimental group saw an increase in meaning in life at post-test, one-month, and six-month follow-ups. Other significant findings related to religious/spiritual well-being are discussed.

**LEARNING OBJECTIVE 1:** Summarize findings from a longitudinal expressive writing intervention.

**LEARNING OBJECTIVE 2:** Explain the importance of incorporating religion/spirituality into expressive writing interventions.

**LEARNING OBJECTIVE 3:** Discuss the study's implications for utilizing religion/spiritual expressive writing interventions for religious communities and mental health professionals.

### **S17: THE BRAIN, RUMINATION, AND MENTAL HEALTH DISORDERS: IMPLICATIONS FOR TREATMENT**

**ROOM: MARRIOTT BALLROOM VI**  
**1 APA & ASWB CE // INTRODUCTORY // PAPER**  
*Frederick DiBlasio, PhD, University of Maryland & Charles Hester, DC, Private Practice*

**SUMMARY:** Mental rumination is a symptom common to many mental health disorders including depression, anxiety, and personality disorders. The presenters offer an understandable and clear neurobiological explanation of the brain structures and functions that can be directly used by counselors with their clients.

**LEARNING OBJECTIVE 1:** Participants will be able to describe the relationship between rumination and the brain.

**LEARNING OBJECTIVE 2:** Utilize brain information in the clinical treatment setting.

**LEARNING OBJECTIVE 3:** Analyze and critique the application and fit of the use of neurobiological information with their individual clinical practice theories.

### **S18: WORKING WITH INCARCERATED PERSONS: PSYCHOLOGICAL PRACTICE IN A PRISON SETTING**

**ROOM: YORK**  
**1 APA & ASWB CE // ALL LEVELS // SEMINAR**  
*Trista Carr, PsyD, California State Prison*

**SUMMARY:** This presentation will address the clinical, ethical, and spiritual considerations for psychologists as they work with incarcerated individuals and integrate their faith into their psychological practice within a prison setting.

**LEARNING OBJECTIVE 1:** Recognize terms as well as foundational and practical issues associated with psychological practice within a prison system.

**LEARNING OBJECTIVE 2:** Recognize overarching approaches to the integration of psychology and spirituality.

**LEARNING OBJECTIVE 3:** Identify and discuss clinical, ethical, and spiritual issues that may arise when working with inmate-patients with varying theological backgrounds, racial and cultural backgrounds, sexual orientations, gender identifications, and mental health conditions (including personality disorders) through clinical case examples.

### **S19: INTEGRATING CONTEMPLATIVE AND PSYCHOANALYTIC WISDOM TO ENHANCE CONSULTATION AND PSYCHOTHERAPY**

**ROOM: JAMES 1-3**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Lina Ponder, PsyD, Bookhaven Institute for Psychoanalysis and Christian Theology, Elisabeth Wilson, PhD, Pacific Lutheran University & Theresa Tisdale, PhD, PsyD, Azusa Pacific University*

**SUMMARY:** This seminar will explore how psychoanalytic and contemplative listening may be utilized in consultation and psychotherapy. Video clips will be shown that illustrate a range of skills that can be applied in consultation and psychotherapy settings to facilitate growth and resolution of clients' early childhood, marital, and spiritual issues and struggles. An analyst who identifies as Christian will provide a response to the presentation.

**LEARNING OBJECTIVE 1:** Describe psychological and spiritual rationales for the importance of integrating contemplative and psychoanalytic listening into current therapeutic work.

**LEARNING OBJECTIVE 2:** List contemplative and psychoanalytic skills that are applicable to consultation and psychotherapy.

**LEARNING OBJECTIVE 3:** Identify which specific contemplative and psychoanalytic skills are relevant to apply in their own consultation and psychotherapy practice.

### **S20: POST-TRAUMATIC GROWTH: A TREATMENT APPROACH FOR TRAUMA AND FAITH IMPLICATIONS**

**ROOM: CHESAPEAKE 1**  
**1 APA & ASWB CE // INTERMEDIATE-ADVANCED // PAPER**  
*Kenyon Knapp, PhD, Mercer University*

**SUMMARY:** The presentation is presented assuming that clinicians are previously trained in working with survivors of trauma. Thus the presentation will add to their body of knowledge by presenting the Post-Traumatic Growth model. For the sake of this presentation, the model will be presented for multiple types of trauma, as well as considering the impact of faith in this process. Specific treatment methods will be outlined, as well as session agendas for therapy. Participants will also learn how Post-Traumatic Growth models can be adapted to other traditional therapy models. Participants will also be presented with and learn some of the recent research studies on Post-Traumatic Growth.

**LEARNING OBJECTIVE 1:** Participants will be able to articulate and describe research and theories related to Posttraumatic Growth.

**LEARNING OBJECTIVE 2:** Participants will be able to articulate factors which are predictive of growth from trauma, as well as factors which predispose a person to having increased symptomology post-trauma.

**LEARNING OBJECTIVE 3:** Participants will be able to demonstrate therapeutic techniques which foster growth and meaning from traumatic events.

### **S21: A FIRM FOUNDATION: HELPING CLINICIANS IN TRAINING DEVELOP A SOLID THEORETICAL BASE**

**ROOM: CHESAPEAKE 2**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Dana Satterlee, PsyD, Charles A. Romig, PhD & Abbey White, PhD, John Brown University; Virginia Todd Holean, PhD, Asbury Theological Seminary, Winston Seegobin, PsyD, George Fox University & Brent Moore, PhD, Indiana Wesleyan University*

**SUMMARY:** Therapists in training navigate multiple individual and systemic factors as they commit to working theory. Strategies for supporting theoretical identity development, and challenges to that work, will be discussed. Panel members from multiple training programs will present, and attendees will be strongly encouraged to participate.

**LEARNING OBJECTIVE 1:** Participants will be able to assess factors that impact trainee theoretical commitments.

**LEARNING OBJECTIVE 2:** Address systemic, program factors that may impede professional identity development, as it relates to theoretical orientation.

**LEARNING OBJECTIVE 3:** Strengthen training and educational practices that best support theoretical exploration, identification, and development.

### **S22 PT1: PROMOTING WELLNESS IN GRADUATE STUDENTS: EVIDENCE-BASED INTERACTIVE ACTIVITIES TO ENGAGE STUDENTS**

**ROOM: MARRIOTT BALLROOM VII**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Amanda Blackburn, PsyD, Jama White PsyD & Mary Plisco, PhD, Richmond Graduate University*

**SUMMARY:** The presentation addresses promoting graduate student wellness through didactic instruction and guided practice. While graduate students learn the clinical, ethical, and theological mandates of self-care, they desire more practical tools and relational modeling. Learning evidence-based techniques conducted in an experiential manner can validate the importance of self-care.

**LEARNING OBJECTIVE 1:** List the clinical, ethical, and theological mandates for wellness for clinicians and students.

**LEARNING OBJECTIVE 2:** Describe the necessity and value of teaching and modeling self-care to graduate students.

**LEARNING OBJECTIVE 3:** Utilize evidence-based self-care strategies in the classroom.

-AND-

### **S22 PT2: CALLING, CRITICAL CONSCIOUSNESS, AND COLLECTIVISM IN COUNSELOR TRAINING**

**ROOM: MARRIOTT BALLROOM VII**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Eric Brown, PhD, Wheaton College & Susan George, MA, Regent University*

**SUMMARY:** This presentation will propose a way to train counselors from ethnically diverse backgrounds to become leaders in clinical mental health counseling and counselor education. The concepts of calling, critical consciousness, and collectivism will be defined and the values of each discussed in the recruitment and training of ethnic minorities into the profession of counseling. This presentation will be framed within Jesus' call for the church to be salt and light.

**LEARNING OBJECTIVE 1:** Summarize research on calling and ethnic minorities and its benefits to vocational resilience and satisfaction.

**LEARNING OBJECTIVE 2:** Describe ways that the intersection of calling and collectivism has played a significant role within minority groups, particularly minority individuals who work in areas of social justice.

**LEARNING OBJECTIVE 3:** Explain and discuss how calling can be fostered by critical consciousness and how both of these concepts can be used to recruit ethnic minorities into positions of leadership within the counseling profession.

### **S23: CREATED FOR EMBODIED CONNECTION: AN INVESTIGATION INTO THE CHANGING NATURE OF HUMAN INTIMACY DUE TO THE PERVASIVE USE OF TECHNOLOGY**

**ROOM: HAMPTON BALLROOM I**  
**1 APA & ASWB CE // INTRODUCTORY // SEMINAR**  
*Valerie Hamaker, MA & Todd Frye, PhD, MidAmerica Nazarene University*

**SUMMARY:** Our ability to connect in intimate ways is changing due to the roll that technology is playing in the development and maintenance of relationships. Join these presenters as they review their qualitative research findings on technology's impact on the nature of intimacy. Special attention will be given to the clinical implications of the research and how the research relates to a theology of the body.

**LEARNING OBJECTIVE 1:** Analyze and then explain the correlation between lifelong face to face "embodied" interactions and the development of a capacity for healthy human intimacy and empathy using concepts from the field of interpersonal neurobiology.

**LEARNING OBJECTIVE 2:** Assess for interpersonal developmental lag due to misuse or overuse of technology.

**LEARNING OBJECTIVE 3:** Apply these concepts to clinical work with individuals, couples, families, and communities who seek help in navigating the complexities of relationship development in a screen-inundated world.

### **S24: THE RIPPLE EFFECTS OF TEEN SUICIDE: HOW TO PROMOTE WELLNESS IN A COMMUNITY IN THE AFTERMATH**

**ROOM: HAMPTON BALLROOM II**  
**1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR**  
*Jessica Pae, PsyD, Wheaton College, Tricia Ebel, MA, Private Practice, Diane Lee, BA & Marshall Shroeder, MA, University of Denver*


**SUMMARY:** This presentation examines the impact of teen suicides and suicide attempts on families, schools, and communities. Learn Dialectical Behavioral Therapy strategies to help adolescents increase distress tolerance and emotion regulation. A discussion panel will provide personal experiences and insight. Q&A time to further discuss this epidemic impacting many communities.

**LEARNING OBJECTIVE 1:** Describe and assess the teen suicide epidemic in the United States. Understand the history, current literature, and influences on it.

**LEARNING OBJECTIVE 2:** Identify various clinical issues that arise while working with those impacted by suicide. Examine case studies and examples through audience participation. Evaluate the importance of working with community including schools, churches, and parents.

**LEARNING OBJECTIVE 3:** Discuss innovative strategies to help restore wellness in families and communities after experiencing a teen suicide.

**10:00 am – 1:00 pm**

 **LUGGAGE STORAGE** for those checking out of the hotel on Saturday is available on the 3rd floor by the CAPS Registration area in Rooms Monroe and Madison. Regent student volunteers will be available to assist you with your luggage storage from 10 am until 1:00 pm. They will also provide security. This will allow everyone to stay for the entire closing plenary session.



Post-Conference Workshops require separate fees; not included with general registration. On-site tickets may be purchased at the CAPS Registration booth.

### 10:30 am -12:00 pm

#### CLOSING PLENARY

IN HAMPTON BALLROOM IV-VIII

**P3: OFFERING SALT TO A LOW-SODIUM CULTURE, AND LIGHT TO A DISPHOTIC CHURCH: A PLACE FOR CAPS BETWEEN THE SECULAR AND THE SACRED**

**1 APA & ASWB CE  
INTRODUCTORY // PLENARY**



*James Sells, PhD, Regent University*

**JAMES N. SELLS, PH.D.** is a Professor and Assistant Dean in the School of Psychology and Counseling at Regent University. He has co-authored four books including *Family Therapies: A Comprehensive Christian Appraisal* and *Counseling Couples in Conflict* (IVP: with Mark Yarhouse), and *Grace and Hope for Marriage* and *Grace and Hope for Marriage: A Couples Workbook* (ZDL Publishing: with Jennifer Ripley). His scholarly efforts focus on international counseling/psychology education; engaging cultural themes with old ideas that are forever new and marriage and family reconciliation. Jim is a Licensed Psychologist and has a practice in Chesapeake/Virginia Beach, VA.

**SUMMARY:** Psychology, counseling and faith traditions share a common mission of social justice engagement, the facilitation of human flourishing, and the protection of the vulnerable and underserved. The 21st century presents new opportunities for that engagement to be demonstrated. This plenary address will consider how psychological science in collaboration with faith communities might address issues pertaining to human wellness, and will offer strategies for being "salt and light" to the culture.

**LEARNING OBJECTIVE 1:** Examine recent events within and between the psychological profession and culture which are relevant to current psychological practice and education.

**LEARNING OBJECTIVE 2:** Evaluate "acculturation psychology-informed" responses to the motives and behaviors of organizations and individuals to social/cultural/political events.

**LEARNING OBJECTIVE 3:** Apply empirically based psychological engagement strategies towards the events having impact on society to which both the psychological community and faith traditions share common roles, standards and values.

#### LAST CHANCE....

IVP Bookstore and some of the exhibits are open until 2:00 pm

### 12:15-1:45 PM

**CAPS 2019 DALLAS TRACK COORDINATORS/  
CONFERENCE ADMINISTRATIVE TEAM  
LUNCHEON AND PLANNING SESSION**

IN HAMPTON BALLROOM I

### 12:00-2:00 PM

LUNCH ON YOUR OWN...



last meal opportunity to get with a colleague you met at the conference and share lunch; brainstorm about presenting at next year's conference in Dallas; restaurants in the Marriott are open for lunch.

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### WSB5 WORKSHOP FIVE

**Psychoanalytic Explorations of Shame, Guilt, Conscience and Spiritual Maturity**

**PRESENTERS: STEPHEN FOWLER, MD, PSYCHOANALYST & JAMES M. SIWY, PHD, PSYCHOLOGIST**

**2:00-5:00 PM // 3 APA & ASWB CEU // AUDIENCE LEVEL: INTERMEDIATE-ADVANCED // ROOM: CHESAPEAKE 1-2**

**SUMMARY:** This workshop will be presented in three parts: (1) Superego and conscience: defined and their different origins delineated; elaborated in their typical functions in mental activity; defined roles in causing dysfunction and in promoting health; (2) Exploration of clinical therapeutic interventions toward superego transformation and conscience enhancement; (3) Discussion of theological dimensions of growth of the mind.

**LEARNING OBJECTIVE 1:** Audience members will recognize manifestations of superego destructive activity as distinct from conscience life-building activity.

**LEARNING OBJECTIVE 2:** Utilize interpretive interventions in relation to common psychological problems that stem from superego/conscience dysfunction in the psychoanalytic therapy context.

**LEARNING OBJECTIVE 3:** Observe change as it occurs, in the mental activities of your patient, as result of these interventions.



### WSB6 WORKSHOP SIX

**Couple Therapy: A Hope-Focused Approach**

**PRESENTERS: JENNIFER RIPLEY, PHD, REGENT UNIVERSITY & EVERETT WORTHINGTON, JR., PHD, VIRGINIA COMMONWEALTH UNIVERSITY**

**2:00-5:00 PM // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: JAMES 1-3**

**SUMMARY:** Workshop attenders will gain tools to implement the empirically supported treatment modality of Hope-Focused couples therapy with couple assessment, key change interventions and case examples. Improving and repairing relational bonds is accomplished by using memorable communication and conflict resolution methods, and FREE (Forgiveness and Reconciliation through Experiencing Empathy), which trains couples in REACH Forgiveness—one of the two most investigated forgiveness interventions in psychology. This workshop will highlight the revised approach, focusing on hope through a strategy of building love, work, and faith and repairing emotional bonds through forgiveness and reconciliation

**LEARNING OBJECTIVE 1:** Participants will investigate the key tenants of hope and attachment theory as they apply to the intimate partner relationship.

**LEARNING OBJECTIVE 2:** Distinguish several areas to consider in beginning stages of couple counseling, including best practices and an evidencebased intervention for intakes and feedback.

**LEARNING OBJECTIVE 3:** Apply the HopeFocused Couples Therapy strategy, an evidencebased treatment for couple therapy and enrichment—to diverse couple cases.



### WSB7 WORKSHOP SEVEN

**Fostering Faith, Hope, and Love through Clinical Supervision: A Christian Integrative Model**

**PRESENTER: TERRI WATSON, PSYD, WHEATON COLLEGE**

**2:00-5:00 PM // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: MARRIOTT BALLROOM III**

**SUMMARY:** How do we help the next generation of clinicians develop the character strengths necessary for long-term professional effectiveness and flourishing? This workshop will bring together best practices in clinical supervision with the interdisciplinary scholarship on virtue development and introduce an integrative framework for clinical supervision using clinical demonstration and experiential learning.

**LEARNING OBJECTIVE 1:** Participants will describe seven character strengths and their importance for long-term ethical commitment and professional flourishing.

**LEARNING OBJECTIVE 2:** Describe five supervision best practices that foster the development of supervisee professional and personal character.

**LEARNING OBJECTIVE 3:** Demonstrate competence in the utilization of supervision forms and templates including informed consent, learning contracts, record keeping tools, and assessment measures.

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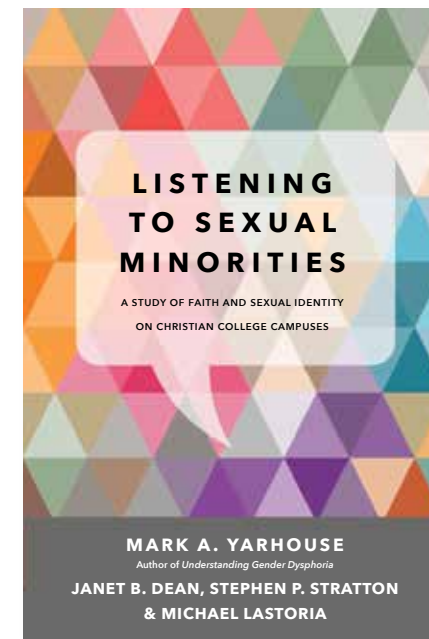
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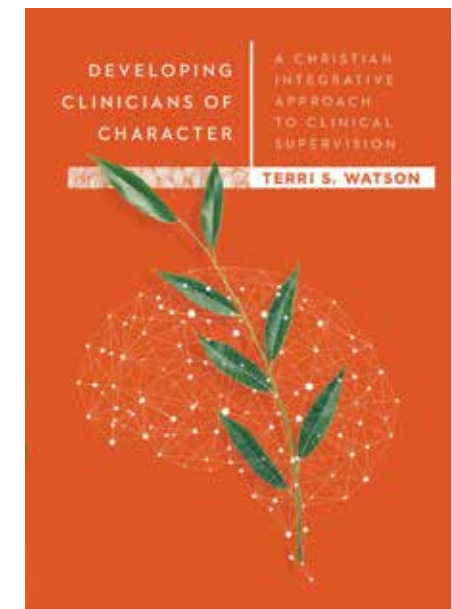


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