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)

ONLINE & ON CAMPUS

APA & CACREP ACCREDITED

Professional Counseling

degrees in these key areas:

Certificates, Master’s & Doctoral degrees in these key areas:

Clinical Psychology

Professional Counseling

Counseling Ministries

Psychological Studies

APA & CACREP ACCREDITED

ONLINE & ON CAMPUS

* 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 confirmed that Regent University’s doctoral program in Clinical Psychology is accredited by the American Psychological Association. Visit www.apa.org to view more information about the accreditation status of Regent University’s doctoral program in Clinical Psychology.

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, 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 Bulrow, Psy.D.
President, CAPS International

WELCOME!

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

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.

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Enjoy the conference!

Bill Bulrow, Psy.D.
President, CAPS International

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 collaborate 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
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 in 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 seeking employment 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 credits, you receive a CFP Packet in your registration materials that includes detailed instructions regarding our procedures. A minimum of 25 contact 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 topics due to unforeseen circumstances.

PSYCHOLOGISTS
This course is sponsored by the American Psychological 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 hours.

THE FOLLOWING BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR ADDICTIONS PROFESSIONALS: AK, AR, CO, CT, DE, GA, IA, KS, LA, MO, ND, NE, NV, NM, OK, SD, TN, TX, UT, VA, WI, WY

THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR ADDITIONS PROFESSIONALS: AK, AR, AZ, CA, CO, CT, DE, FL, GA, ID, IN, KS, KY, LA, ME, MI, MN, MO, MS, MT, NE, NH, NJ, NM, NV, NC, ND, OK, OR, PA, SC, SD, TN, TX, UT, VA, WI, WY

THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM APA PROVIDERS FOR SOCIAL WORKERS: AK, AR, AZ, CA, CO, CT, DE, FL, GA, ID, IN, KS, KY, LA, ME, MI, MN, MO, MS, MT, NE, NH, NJ, NM, NV, NC, ND, OK, OR, PA, SC, SD, TN, TX, UT, VA, WI, WY

SOCIAL WORKERS
Amedco, A136, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) and approved by the American Social Work Board (ASWB) www.aswb.org, through the Approved Continuing Education (ACE) program. Amedco maintains responsibility for this program and its content. 15 hours.

THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM ASWB PROVIDERS FOR SOCIAL WORKERS: AK, AR, AZ, CA, CO, CT, DE, FL, GA, ID, IN, KS, LA, ME, MI, MN, MO, MS, MT, NE, NH, NJ, NM, NV, OK, PA, TN, TX, UT, VA, WI, WY

THE FOLLOWING STATE BOARDS ACCEPT COURSES FROM ASWB PROVIDERS FOR ADDITIONS PROFESSIONALS: AK, AR, AZ, CA, CO, CT, DE, FL, GA, ID, IN, KS, KY, LA, ME, MI, MN, MO, MS, MT, NE, NH, NJ, NM, NV, OK, PA, SC, SD, TN, TX, UT, VA, WI, WY

SCHEDULE - AT A GLANCE

THURSDAY, APR 12

7:30-10:30 AM
THIRD FLOOR

10:30-1:30 PM
FOURTH FLOOR

4:30-7:30 PM
FIRST FLOOR

THURSDAY, APR 13

7:30-10:30 AM
FOURTH FLOOR

10:30-1:30 PM
FIRST FLOOR

FRIDAY, APR 13

7:30-10:30 AM
FIRST FLOOR

10:30-1:30 PM
FOURTH FLOOR

SATURDAY, APR 14

7:30-10:30 AM
FIRST FLOOR

10:30-1:30 PM
FOURTH FLOOR

FRIDAY, APR 13

7:30-10:30 AM
FOURTH FLOOR

10:30-1:30 PM
FIRST FLOOR

SATURDAY, APR 14

7:30-10:30 AM
FIRST FLOOR

10:30-1:30 PM
FOURTH FLOOR

SCHEDULE
7:00-9:00 AM
Breakout Sessions
9:10-11:40 AM
Posters Sessions
10:15-11:15 AM
Breakout Sessions
11:30-2:00 PM
Plenary Luncheon
2:00-4:30 PM
Breakout Sessions
4:30-5:45 PM
Posters Session
6:00-9:00 PM
Receptions, alumni dinners, free time on the town

THURSDAY, APR 12

7:00-9:00 AM
Breakout Sessions
9:10-11:40 AM
Posters Sessions
10:15-11:15 AM
Breakout Sessions
11:30-2:00 PM
Plenary Luncheon
2:00-4:30 PM
Breakout Sessions
4:30-5:45 PM
Posters Session
6:00-9:00 PM
Receptions, alumni dinners, free time on the town

SATURDAY, APR 14

7:00-9:00 AM
Breakout Sessions
9:10-11:40 AM
Posters Sessions
10:15-11:15 AM
Breakout Sessions
11:30-2:00 PM
Plenary Luncheon
2:00-4:30 PM
Breakout Sessions
4:30-5:45 PM
Posters Session
6:00-9:00 PM
Receptions, alumni dinners, free time on the town
On the front lines, Dr. Sally Canning is a fighter for social change. She is committed to training psychologists and counselors for the benefit of serving poor and urban populations. Learn how to apply a graduate psychology degree as service to others.

wheaton.edu/GradPsych
WSA1 WORKSHOP ONE
Core Competencies in Relational Psychoanalysis
PRESENTERS: ROY RAINWELL, PHD, THE SEATTLE SCHOOL OF THEOLOGY & PSYCHOLOGY
8:00 am – 1:00 pm // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: MARRIOTT BALLROOM V1
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 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
Navigating Gender Identity Concerns with Christian Families
PRESENTERS: HEATHER GUNDERSON, 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), 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: Appropriate pace trauma processing for clinical and ethical reasons.
LEARNING OBJECTIVE 3: Implement grounding techniques within session.

WSA3 WORKSHOP THREE
Ethics & Values: Essential Updates
PRESENTERS: RANDOLPH SANDAGE, PhD, INDEPENDENT PRACTICE PSYCHOLOGIST
9:00 am – 12:00 noon // 3 APA & ASWB CEU // AUDIENCE LEVEL: ALL LEVELS // ROOM: CHESSAPEAK 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: MARIE YAHNOKE, PSYD, JULIA GADDOUX, BA & JOSHUA MATACK, MA, REGENT UNIVERSITY
9:00 am – 12:00 noon // 3 APA & ASWB CEU // AUDIENCE LEVEL: INTRO-INTERMEDIATE // ROOM: CHESSAPEAK 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.
TJ. THE INCARNATION AS A METAPHOR FOR INTERPERSONAL PSYCHOTHERAPY: CLINICAL APPLICATION AND DEMONSTRATION

ROOM: MARriott BALLOOn V I
1 APA & ASWB CE // INTERMEDIATE-ADVANCED // CLINICAL DEMONSTRATION
Winston Seegobin, PsyD, PhD, Dr. Michael Hildyard-Brown, PsyD; Megan Anne Neff, MDx, 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 enactment 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 incarnation-centric aspects of interpersonal psychotherapy.

LEARNING OBJECTIVE 2: Participants will be able to explain the use of interpersonal psychotherapy as a change agent for clients.

LEARNING OBJECTIVE 3: Participants will demonstrate the therapeutic skills of the clinician needed for the incarnation-centric aspects of interpersonal psychotherapy to work effectively.

T6. TOP 10 WAYS TO STILE 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 session will provide insights into the ways that spiritual beliefs may 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 the therapeutic actions that may stifle spiritual exploration in clients.

LEARNING OBJECTIVE 2: Participants will be able to list three antidotes to stunting spirituality in their clients.

LEARNING OBJECTIVE 3: Participants will articulate the ways in which research has demonstrated the impact of therapists on clients.

T9. INTEGRATING FAITH AND LEARNING WITHIN THE CLASSROOM

ROOM: CHESSPAcK 2
1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR
Melissa Hull, 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 educational 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: Participants will be able to develop one outline for an activity or assignment they could use in one of their own courses that is informed by AACC standards related to counselor competency.

T10. DESECRATION OF THE SACRED IN COUPLE THERAPY

ROOM: HAMPTON BALLOon 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 theological implications for couple therapy. Cases of couples seeking spiritually integrative therapy will be presented along with research and specific intervention strategies.

LEARNING OBJECTIVE 1: Participants will be able to identify specific aspects of spiritual diversity that impact couple therapy with highly religious couples.

LEARNING OBJECTIVE 2: Participants will apply principles of empirically supported and spiritually integrative couple therapy to case examples.

LEARNING OBJECTIVE 3: Participants will compare specific spiritually integrative interventions addressing couple treatment goals.

T11. PTSD FROM CHILDHOOD TRAUMA: TREATMENTS FOR ATTACHMENT ISSUES

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

SUMMARY: There are two competing schools of thought involving children who have experienced early childhood trauma. One camp’s nosology focuses on the posttraumatic stress responses; the other focuses on the developmental trauma that ensues from pathological care in early childhood. There are no empirical or evidence-based treatments for BPD ... but there are for PTSD.

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

LEARNING OBJECTIVE 2: Participants will be able to identify the concept that “the inside always matches the outside” and give examples of how that may present with reactive children.

LEARNING OBJECTIVE 3: Participants will 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).

T12. DIFFERENT TRAUMAS, DIFFERENT TREATMENTS: CONTRASTING APPROACHES TO TRAUMA TREATMENT

ROOM: MARriott BALLOOn VII
1 APA & ASWB CE // INTERMEDIATE // SEMINAR
Fred Gingrich, DMSc, Heather Gingrich, PhD, Denver Seminary, Terri Watson, PhD, Wheaton College, Shannon Wolf, PhD, R. F. Carson 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.
THURSDAY, April 12
CONFERENCE SCHEDULE

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

LEARNING OBJECTIVE 2: Examine why gender-based familial/maternal influences and slavery contribute to attitudes and beliefs about skin colorism for African Americans.

LEARNING OBJECTIVE 3: Demonstrate ways therapists/counselors/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
Kristine Kloos, 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 structure and an 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 Program.

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

PT T16: UNDERSTANDING SELF AND OTHER FORGIVENESS: RELIGION, RELATIONSHIPS, AND MEDIA
ROOM: MARRIOTT BALLROOM V
1 APA & ASWB CE // INTRODUCTORY // PAPER
Kaye Cook, PhD, Grace Chou, PhD, Adilé de Souza & Carter Cressett, 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 nuanced 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 distinctive ways in which African-American students think about self-forgiveness in comparison to other-forgiveness.

LEARNING OBJECTIVE 3: Propose nuances in the messages that mental health professionals can give in African American communities.

PT T16: THE PSY-FI SCALE: CREATING AND VALIDATING A MEASURE OF PSYCHOLOGY AND FAITH INTEGRATION
ROOM: MARRIOTT BALLROOM V
1 APA & ASWB CE // INTRODUCTORY // PAPER
Brian Collins, PhD, Jeanne Edwards, PhD & Brian King, PhD, Azusa Pacific University

SUMMARY: Surprisingly, no validated measures exist 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 explained with the introduction of the TEA Model (Together/Transfrom, 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 support.

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 and Environmental 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 of that which is spiritual.

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: PSYCHOLOGICAL ANALYTICS IN PARENTAL 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 Noff, MA, George Fox University

SUMMARY: This presentation will illustrate how integrated 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 // INTER-ADVANCED // SEMINAR
Gerard Lawson, PhD, Virginia Tech University

SUMMARY: ACA, through its members, sets the expectation for ethical counseling practice. This presentation will provide guidance for counselors managing personal values, boundaries with participants and colleagues.

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

LEARNING OBJECTIVE 2: Recognize factors related to participant motivation and the influences of 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

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 function 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 Truc, PsyD, Regent University

SUMMARY: This project explores a child placement alternative to state foster care, and seeks to better understand experiences of how this pilot project impacts children and families, 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 and the influences of 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

THURSDAY, April 12
CONFERENCE SCHEDULE

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CONFERENCE SCHEDULE

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 INTERPERSONALITY AND SPIRITUALITY: A REVIEW OF THE LITERATURE AND BEST PRACTICES
ROOM: MARRIOTT BALLROOM II
1 APA & ASWB CE // INTERMEDIATE // 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 interpersonality and spirituality.

LEARNING OBJECTIVE 1: Identify factors influencing interpersonality 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 Höl, PhD; David Wong, PhD & M. Elrod-Hunter, PhD, Biola University
SUMMARY: In this panel discussion, editors of two peer-reviewed academic journals and author/authors/teachers talk about how to craft solid research or theory into manuscripts, submissio...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 DiGnazio, 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 determinist, empiricist, and materialist perspective. Guided by Christian worldview foundations, this practical supervision and 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 // INTERMEDIATE-ADVANCED // SEMINAR
Kristy Ford, PhD, Baptist College of Florida & Femonti Wilson, PhD
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 academic and 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 // INTRO-ADVANCED // 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 regressive 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: CALLING EROTIC TRANSFERENCE (OR COUNTERTRANSFERENCE)… BUT WHY CAN’T WE LOVE HER?
ROOM: JAMES 1-3
1 APA & ASWB CE // INTERMEDIATE-ADVANCED // SEMINAR
Stephan Fowler, MS, 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-MED // SEMINAR
Coya Bland, PhD (moderator), Biola University; Gerard Lawlor, PhD, Virginia Tech University; William Mathaway, PhD & Jacqueline Smith, PhD, Regent University & Kenneth 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 value 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.

LEARNING OBJECTIVE 4: Summarize what is known about rumor from empirical research.

THURSDAY, April 12
CONFERENCE SCHEDULE

LEARNING OBJECTIVE 5: Strengthen supervisory working alliance while broaching racial issues.

LEARNING OBJECTIVE 6: Recognize microaggressions within clinical training settings as ethnic minority trainees/students, which will prepare you for similar conversations with clients.

T31: PREPARING STUDENTS TO BE SALT & LIGHT: A RECURSIVE, HOLISTIC, INTERACTIVE, DYNAMIC, DIAGNOSTIC MODEL FOR TEACHING INTEGRATION
ROOM: CHESPEAKE 5
1 APA & ASWB CE // INTRO-MED // SEMINAR
David Bruce Rose, PhD, Fresno Pacific Biblical Seminary
SUMMARY: Attending to the selves of students, including culture, ethnicity, race, privilege, and marginalization, this model includes students' theological traditions and knowledge of psychology, and practices. It places the task of integration in current curricular context and engages 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 seminar 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.

LEARNING OBJECTIVE 4: Summarize two recommendations for how to perform high quality reviews that are beneficial to authors and to the editorial review process.

PT 1 T31: THE EXPERIENCE OF BEING A PASTOR'S WIFE
ROOM: HAMPTON BALLROOM II
1 APA & ASWB CE // INTRO // 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 navigate, loneliness, christian support, 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 pastor's family.

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

LEARNING OBJECTIVE 4: Recognize microaggressions within clinical training settings as ethnic minority trainees/students, which will prepare you for similar conversations with clients.
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. See you all again at 7:00 p.m. 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 be sure to suit up 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 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 wonderful things 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. 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.

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 // INTRODUCTORY // SEMINAR
ANNE GRIZZLE, LCSW, Private Practice/Shalem Institute ANNIE GRISZLE, 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 Neherev-ed of Three Books. She is adjunct faculty with Shalem Institute for Spiritual Guidance, chairs the mentoring ministry, and is a leader in service and involvement as: mental health professionals in international areas—research, practice, teaching and facility (Hays, 2008). Providing a framework to facilitate difficult dialogues between building White clinicians and other persons with varying intersecting cultures. Further, application of this framework for training settings will be discussed. LEARNING OBJECTIVE 1: Through deep listening, we can understand the cultural identities using the ADDRESSING model (Hays, 2008) model. LEARNING OBJECTIVE 2: Apply three or more strategies to help young people process their family of origin—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 3: Describe the developmental transition of young adults in family 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. F1: PSYCHOLOGICAL CARE AND SUPPORT FOR SURVIVORS OF HUMAN TRAFFICKING IN HAMPTON BALLROOM I
Cassandro Figueroa, PsyD, Catherine Donatone, B4 & Lauren Jacobs, MA, Regent University; Kristen Troyer, PsyD, Private Practice
SUMMARY: Psychological care and support for survivors of trafficking at the IOM rehabilitation center (IRC) 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.

9:00-10:30 PM WELCOME DESSERTS RECEPTION IN HAMPTON AND PRESIDENTIAL FLOORS (3RD FLOOR)
All attendees are invited to indulge your “sweet tooth” ... enjoy the “guilt-free” goodness! 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. Caya Brand 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 areas—research, practice, teaching and facility. Group or private devotions are available. For questions, please contact Dr. Steve Stratton at stave.stratton@asburyseminary.edu or put a note in the prayer request box inside the Wilson Room to schedule prayer/conversation with a spiritual director.

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.

9:30-11:30 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 stave.stratton@asburyseminary.edu or put a note in the prayer request box inside the Wilson Room to schedule prayer/conversation with a spiritual director.

10:30–11:30 AM ONE HOUR BREAKOUT SESSIONS

F1: PSYCHOLOGICAL CARE AND SUPPORT FOR SURVIVORS OF HUMAN TRAFFICKING IN WILSON ROOM (3RD FLOOR BEHIND THE CAPS REGISTRATION AREA)
Cassandro Figueroa, PsyD, Catherine Donatone, B4 & Lauren Jacobs, MA, Regent University; Kristen Troyer, PsyD, Private Practice
SUMMARY: Psychological care and support for survivors of trafficking at the IOM rehabilitation center (IRC) 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: Through deep listening, we can understand the cultural identities using the ADDRESSING model (Hays, 2008) model. LEARNING OBJECTIVE 2: Apply three or more strategies to help young people process their family of origin—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 3: Describe the developmental transition of young adults in family 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.

F2: EFFECTIVELY USING CULTURAL OPPORTUNITIES TO DISMANTLE WHITE FEAR IN ADDRESSING THE OBVIOUS IN THE ROOM
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... List several ways in which changes in God attachment can suffer... 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
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.

BEAT THE DEADLINE: ACT NOW TO SECURE YOUR CONFERENCE REGISTRATION!
16 F3: CAMPUS SEXUAL VIOLENCE: THE IMPACT OF DISCLOSURE ON MENTAL HEALTH IN HAMPTON BALLROOM III 1 APA & ASWB CE // INTERMEDIATE // SEMINAR
Jenny Robertson, ASWB, 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.

F5: ATTACHMENT TO GOD AFTER TRAUMA: THE CHALLENGES AND OPPORTUNITIES IN TRAUMA TREATMENT
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... List several ways in which changes in God attachment can suffer... 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.
MARRIAGE, FAMILY, CHILDREN, AND SEXUALITY TRACK POSTERS

COURTNEY BROWN, MS, ERYNNE SHATTO, PHD, MARY BAKER, BS & AUTUMN RUSSO-WANDING, MS, REGENT UNIVERSITY: Implementation of Teacher-Child Interaction Training in a Special Needs Church Program

SETH CROCKER, BA, HEATHER KEENE, MS, JUDITH SIDDELL, PPS, CARON FINNHAM, BS, JENNIFER BLUE, BS & MARK VARNHOUZE, PPS, REGENT UNIVERSITY: The Disparity in Sanctioned and Unsanctioned Groups for LGBTQ+ Students at Christian Colleges and Universities

MICHELLE FELDER, MA & CHRIS WILLIAMS, PHD, REGENT UNIVERSITY: From GodtoMan: Counseling Christian Couples Using Gottman Therapy

CHEYENNE FISHER, BS, KRISTAL WOOD, CASSEE HALL, BA & JENNIFER RIPLEY, PHD, REGENT UNIVERSITY: Attachment to Spouse, God Image and Attachment to God

JONATHAN INGELLEUTZER, PHD, ANDREW BROOKSHEAD, BS, GENEVA COLLEGE, DARRYL HARRIS, PHD, REGENT UNIVERSITY, LINDA-LITCH ALOFAR, 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 VANDERBURG, BS, THOMAS LEE, BS & VITALY VOITENKO, PPS, WILLIAMSBURG: Negative Religious Coping and Depression: A Comprehensive Understanding

TRACY JONES, MA & FERNANDO GARDON, PHD, LIBERTY UNIVERSITY: Using Spirituality as a Resilience Resource in the Treatment of Shame

AMY KENNY, BA & AMANDA BLACKWURST, PPS, RICHMOND GRADUATE UNIVERSITY: Perception, Value, & Practice of Wellness in CACREP-Accredited Counseling Programs

RALPH MENARD, MS, DAVID LANE, PHD & DONNA LANE, PHD, REGENT UNIVERSITY: Strength in Our Story: A Study of the Story of Joseph for Trauma Survivors

SARA NEWMAN, MS, WINSTON COLLEGE: Are you there God? It’s me, ED

KELEI FERNENDO MOST, MA & JOY MWENDWA, PHD, LIBERTY UNIVERSITY: “Something Different” Two Black Scholars Share The positive impact of Spirituality and Culture of Origin in Counseling Education

CARLA ROLL, PHD & CHERYL COLLEGE: Faith and Spirituality within the Professional Identity of Counselors

THERESA VECHT, PHD, INDIANA WELLESLEY 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 HUMANITY, EXAMINING THE ROLE OF THERAPIST’S PRIVILEGE AND THE FIVE-FACTOR MODEL

ROOM: MARSHALL BALLROOM I

LEARNING OBJECTIVE 1: Demonstrate understanding of personality and cultural humility

LEARNING OBJECTIVE 2: Assess recommendations for strengthening the prevention component of clinician training programs and practice

LEARNING OBJECTIVE 3: Identify challenges and strategies for incorporating grace as a therapeutic intervention

LEARNING OBJECTIVE 4: As a result of this presentation, participants will engage in the current scientific questions related to how humans experience divine grace

LEARNING OBJECTIVE 5: Critique how experiences of divine grace can inform future research endeavors

LEARNING OBJECTIVE 6: Critique how experiences of divine grace can inform counseling interventions

ROOM: MARSHALL BALLROOM II

ROOM: MARSHALL BALLROOM III

F14: PATHWAYS TO INDIVIDUAL AND COMMUNITY RESILIENCE: ANALYSES OF SCULPTURE AND MENTAL HEALTH ENGAGEMENT IN EAST AFRICA

LEARNING OBJECTIVE 1: To identify unique intervention models for the low-resource settings using mental health principles designed to re-connect traumatized people to God, community, and in doing so, reduce trauma symptoms

LEARNING OBJECTIVE 2: To analyze initial data describing pathways to community resilience in East African contexts

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

ROOM: MARSHALL BALLROOM III

F15: INTEGRATING PREVENTION INTO CLINICIAN TRAINING AND PRACTICE

LEARNING OBJECTIVE 1: To identify the need for and potential for prevention activities as part of the professional practice of clinicians

LEARNING OBJECTIVE 2: To 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: To assess recommendations for strengthening the prevention component of clinician training programs and practice

ROOM: MARSHALL BALLROOM III

F16: CONVERSES OF GRACE – AN EXPLORATORY QUALITATIVE STUDY

LEARNING OBJECTIVE 1: To understand how they are drawn to a religious or spiritual pathway of renewed resilience

LEARNING OBJECTIVE 2: To describe the opportunities and challenges faced when addressing psychosocial trauma in low-resource settings using spiritually-oriented resources

LEARNING OBJECTIVE 3: To critique how experiences of divine grace can inform counseling interventions

ROOM: MARSHALL BALLROOM V

F17: INTEGRATING MEDITATION & DIALECTICAL BEHAVIOR THERAPY (DBT) INTO CLINICAL PRACTICE

LEARNING OBJECTIVE 1: To understand how they are drawn to a religious or spiritual pathway of renewed resilience

LEARNING OBJECTIVE 2: To describe the opportunities and challenges faced when addressing psychosocial trauma in low-resource settings using spiritually-oriented resources

LEARNING OBJECTIVE 3: To critique how experiences of divine grace can inform counseling interventions

ROOM: MARSHALL BALLROOM VI

FRIDAY, April 13
CONFERENCE SCHEDULE

COUNSELING/COUNSELOR EDUCATION TRACK POSTERS

ANDREW BAUMAN, MA, SEATTLE COLLEGE OF THEOLOGY & PSYCHOLOGY: The Prodigal as Therapeutic Frame: The Archetypes of Addiction, Contempt, and Kindness in the Story of the Prodigal Son

LESLEY HARRISON, MIVD & 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

1201
FRIDAY, April 13
CONFERENCE SCHEDULE

F17: INTEGRATING MEDITATION & DIALECTICAL BEHAVIOR THERAPY (DBT)

LEARNING OBJECTIVE 1: To understand how they are drawn to a religious or spiritual pathway of renewed resilience

LEARNING OBJECTIVE 2: To describe the opportunities and challenges faced when addressing psychosocial trauma in low-resource settings using spiritually-oriented resources

LEARNING OBJECTIVE 3: To critique how experiences of divine grace can inform counseling interventions

ROOM: MARSHALL BALLROOM V

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

LEARNING OBJECTIVE 1: To understand how they are drawn to a religious or spiritual pathway of renewed resilience

LEARNING OBJECTIVE 2: To describe the opportunities and challenges faced when addressing psychosocial trauma in low-resource settings using spiritually-oriented resources

LEARNING OBJECTIVE 3: To critique how experiences of divine grace can inform counseling interventions

ROOM: MARSHALL BALLROOM VI

F19: PATHWAYS TO INDIVIDUAL AND COMMUNITY RESILIENCE: ANALYSES OF SCULPTURE AND MENTAL HEALTH ENGAGEMENT IN EAST AFRICA
LEARNING OBJECTIVE 1: Describe how the integration of Christianity and counseling education is conceptualized in the field of psychology.

LEARNING OBJECTIVE 2: Apply the spiritual disciplines and mindfulness to aid in mitigating bias in forensic mental health assessments.

LEARNING OBJECTIVE 3: Competencies in spiritual care and ethics in forensic mental health evaluations.

F21: CULTIVATING SPIRITUAL AWARENESS IN SUPERVISION
ROOM: CHESTAPEAK 2
1 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR
Angela Dixon, PhD, & Jerry Vucannon, Jr., PhD, Liberty University; Jeri Ellis, EdD & Janet 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 spirituality.

LEARNING OBJECTIVE 1: Participants will recognize the 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 education, supervision, and counseling.

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

LEARNING OBJECTIVE 1: This workshop is designed to help you explain to candidates for sex reassignment 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
LUNCHEON PLENARY IN THE HAMPTON BALLROOM II
11:30 AM - 12:45 PM: LUNCH IN THE HAMPTON BALLROOM II
Analysis of self-care, bias becomes more self-evident and biases using the spiritual disciplines and mindfulness. As the clinician requires the clinician to identify and manage biases.

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 theoretical 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 terminate 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: CHESTAPKA 1
2 APA & ASWB CE // INTRO-INTERMEDIATE // SEMINAR
James Sells, PhD, Regent University; Todd Frye, PhD, Mid-American Nazarene University; Susan Lohap, PhD, Trivoca 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 faith 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.
F26: SPIRITUALITY & RELIGION IN LGBTQ+ STUDIES

ROOM: HAMPTON BALLROOM I
1 APA & ASWB CE // INTRODUCTORY // SEMINAR
Mark Har how, 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/sexual identity among Christians who are balancing these important aspects of personhood

LEARNING OBJECTIVE 3: Apply an integrative, nuanced model of religious faith and sexual/sexual identity that can provide services needed 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 SPIRITUAL IN ENQUIRING INCARCERATED PERSONS (FIPS) OF AFRICAN AMERICAN DESCENT

ROOM: MARRIOTT BALLROOM I
1 APA & ASWB CE // ALL LEVELS // 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 their work, and ask how integrated broader human services providers such as housing and community groups in the treatment of incarcerated persons. The presentation will address changes that they and their programs have made, regarding how they and/or their programs have modified their care for "the least of these" (Matt. 25:40, NIV).

LEARNING OBJECTIVE 1: Explain the importance of utilizing biblical/social justice and peace methods of intervention in their clinical work.

LEARNING OBJECTIVE 2: 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 PRACTICAL CLINICAL SETTINGS

ROOM: MARRIOTT BALLROOM IV
1 APA & ASWB CE // ALL LEVELS // SEMINAR
Nick Ogly, PhD, Private Practice

SUMMARY: Today’s clinical practitioners are 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 collaboratively creating 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: YORI
1 APA & ASWB CE // ALL LEVELS // SEMINAR
Aaron Mitchum, MA, Analog Counseling Services & Brooke Kuhnsheim, 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: CHELSA PLACE II
1 APA & ASWB CE // INTRODUCTORY // 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 III
1 APA & ASWB CE // ALL LEVELS // 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 stress 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 & Transease 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 relevance in light of the current sociopolitical climate.

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


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, Acrea Pacific University & David Entwistle, PsyD, Malone University

SUMMARY: Research has demonstrated a significant shift in millennials’ faith, values, and lifestyle. As a result, professionals, yet faith, values, and lifestyles. A panel of invited, experienced graduate programs in psychology, counseling & marriage and family therapy.

LEARNING OBJECTIVE 1: Participants will be able to describe research findings regarding key changes in the faith, values, beliefs, and life. They will address changes that they and their programs have made, regarding how they and/or their programs have modified their 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 programs in psychology, counseling & marriage and family therapy.

LEARNING OBJECTIVE 3: Provide research regarding changes in the faith, values, beliefs, and life. They will address changes that they and their programs have made, regarding how they and/or their programs have modified their programs in psychology, counseling & marriage and family therapy.
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 Stratten at steve.stratten@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

51. 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 Frasier, PhD, Fredrick Handman 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 consultations. Examples of curriculum and contacts for agencies will be shared.

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 connect and train international missionaries and humanitarian workers.

52. THE FUTURE OF FORGIVENESS INTERVENTIONS
ROOM: MARRIOTT BALLROOM II
NO CE // ALL LEVELS // PAPER
Mary-P, PhD, & Amanda Hendron, BSc, Richmond Graduate University
SUMMARY: This paper will highlight research findings from a qualitative study of clients 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 populations.

53. EXPERIENCES OF HOPE, RESILIENCE, AND SPIRITUALITY IN KENYAN CHILDREN AND ADOLESCENTS
ROOM: MARRIOTT BALLROOM III
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 among children and adolescents. It explores how these factors are interwoven in religious and moral matters, the suffering themselves, their family members, mental health professionals, and clergy.

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.

54. AUTONOMOUS INTERNALIZATION OF FAITH: PARENTAL INPUTS AND OUTCOMES
ROOM: MARRIOTT BALLROOM IV
5 APA & ASWB CE // INTRODUCTORY // PAPER
Jennifer Albee, 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.

55. EFFECTIVE AND RELIGIOUSLY SENSITIVE TREATMENT FOR OCD
ROOM: MARRIOTT BALLROOM V
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 based on 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.

56. THE FUTURE OF FORGIVENESS INTERVENTIONS
ROOM: MARRIOTT BALLROOM V
1 APA & ASWB CE // ALL LEVELS // PAPER
Everett Worthington, PhD, Virginia Commonwealth University
SUMMARY: To inform clinical interventions and personal growth of 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.

57. THE NON-UNITARY SELF IN OTHIUS, GINGERICH, AND COOPER WHITE
ROOM: JAMES 1.3
1 APA & ASWB CE // INTERMEDIATE // SEMINAR
Kenneth VanWylk, MBA, Private Practice, James Othiux, PhD, Institute for Christian Studies & Brian Eka, Azusa Pacific University
SUMMARY: Based on the work of CAPS presenters, James Othiux, Heather Gingerich 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.

58 THROUGH REASONED FAITH: THE INTERSECTION OF EASTERN ORTHODOXY, FEMINISM, AND CONTEMPORARY RELATIONAL PSYCHOANALYSIS
ROOM: YORK
NO CE // ALL LEVELS // PAPER
Megan Adams-Shirley, MS, George Fox University & Therese Tiadale, PhD, PsyD, Azusa Pacific University
SUMMARY: Relational psychoanalysis is explored through the lenses of Feminism and Eastern Orthodox Christian theology to enhance discussion about the analytic situation through an integration of psychological, cultural, and religious perspectives.

LEARNING OBJECTIVE 1: To inform clinical interventions and personal growth of religious phenomena across diverse worldviews.

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

LEARNING OBJECTIVE 3: Clinicians will articulate their treatment approaches by observing relevant implications of clinical practice informed by faith.
LEARNING OBJECTIVE 1: Identify four spiritual formation practices that have priority research support for application in the professional mental health setting.

AND

LEARNING OBJECTIVE 2: Counselor attachment to God and religious practices as predictors of counselor burnout, secondary traumatic stress, empathy, and authenticity.

LEARNING OBJECTIVE 1: This seminar is designed to help clinicians utilize the different assessments to help couples better understand one another’s emotional and spiritual needs and create an environment of healing and growth in marriage.

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.

LEARNING OBJECTIVE 1: Describe the outcomes of research specifically focusing upon relationships 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 being more empathetic and authentic with clients.

LEARNING OBJECTIVE 3: Demonstrate how attachment to God and religious practices can assist a counselor in being more empathetic and authentic with clients.

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 spirit well-being. Thirty-four individuals from evangelical Latino churches in the central Virginia area participated in this randomized waiting list control group study.

SUMMARY: This empirical investigation demonstrates that effective counseling interventions can be designed and implemented to assist clients in developing a sense of self-worth and spiritual well-being. The study’s findings also suggest that counselors can use their own spirituality as a model for competence and effectiveness in their work with clients.

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 students see both community and shared religious values help to promote thriving. We further discuss the students’ relationship between religious coping (as measured by the Brief RCOP; 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: Participants will be able to describe two or three outcomes that adolescents experience when dealt 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 this to population.

SUMMARY: We further discuss the students’ relationship between religious coping (as measured by the Brief RCOP; 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.

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LEARNING OBJECTIVE 2: List and describe best practices for applying Positive Youth Development (PYD) and its cross-cultural application.

LEARNING OBJECTIVE 3: Demonstrate practical application of religious coping and its relationship to PYD.

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.

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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 this to population.
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.

ROOM: MARriott Ballroom VI
1 APA & ASWB CE // INTRODUCTORY // FAPER
Cathy O’Connor, 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 neurological 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 neurological information with their own clinical practice theories.

ROOM: YORK
1 APA & ASWB CE // FALL 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 inmates-patients with varying theological backgrounds, sexual orientations, gender identifications, and mental health conditions (including personality disorders) through clinical case examples.

ROOM: JAMES 1-3
1 APA & ASWB CE // INTRODUCTORY // SEMINAR
Lisa Ponder, PsyD, Bookhaven institute for Psychoanalysis and Christian Therapy, Elizabeth Wilson, PhD, Pacific Lutheran University & Theresa Tisdale, PhD, PsyD, APU Paciﬁc University

SUMMARY: This seminar will explore how psychoanalytic and contemplative thinking 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 therapeutical 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.

ROOM: CHESapeake 1
1 APA & ASWB CE // INTERMEDIATE // FAPER
Kimyon 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 therapeutic resistance post-trauma.

LEARNING OBJECTIVE 3: Participants will be able to demonstrate therapeutic techniques which foster growth and meaning from traumatic events.

ROOM: CHEapeake 2
1 APA & ASWB CE // INTRODUCTORY // FAPER
Donna Stotteree, PsyD; Charles A. Romig, PhD & Abby White, PhD, John Brown University; Virginia Todd Holman, PhD, Ashby Theological Seminary, Winston Saegden, 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 therapy. Strategies for supporting therapeutic 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 orientations.

LEARNING OBJECTIVE 3: Strengthen training and educational practices that best support theoretical exploration, identification, and development.

ROOM: MARriott Ballroom VII
1 APA & ASWB CE // INTRODUCTORY // SEMINAR
Amanda Blockton, PsyD; Jaimie White PsyD & Marcy Pitts, PhD, Richland Graduate Institute & Holy Family 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.


ROOM: MARriott Ballroom VII
1 APA & ASWB CE // INTRODUCTORY // 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 resiliency and satisfaction.

LEARNING OBJECTIVE 2: Describe ways that the interaction 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.

ROOM: MARriott Ballroom VII
1 APA & ASWB CE // INTERMEDIATE // SEMINAR
Amanda Blockton, PsyD; Jaimie White PsyD & Marcy Pitts, PhD, Richland Graduate Institute

SUMMARY: Our ability to connect in intimate ways is changing due to the pervasive use of technology 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 explain the correlation between lifelong face to face “embodied” interactions and the detrimental effects to a person’s ability to form and maintain intimate relationships.

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.

ROOM: HAMPTON Ballroom II
1 APA & ASWB CE // INTRODUCTORY // SEMINAR
Jessica Pae, PsyD, Wheaton College, Tricia Eber, MA, Private Practice, Diane Lee, MA & 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 the opportunity for questions and 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

ROOM: HAMPTON Ballroom II
1 APA & ASWB CE // INTRODUCTORY // SEMINAR
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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 the opportunity for questions and 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.
SATURDAY, April 14
CONFERENCE SCHEDULE

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 DISPISCHE CHURCH: A PLACE FOR CAPS BETWEEN THE SECULAR AND THE SACRED
1 A.M & ASIAN CE
INTRODUCTORY PLENARY
James Salti, PsyD, Regent University
JAMES N. SELL, 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 “acceleration 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….
IPV Bookstore and some of the exhibits are open until 2:00 pm

12:15-1:45 P.M.
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…

SATURDAY, April 14
POST-CONFERENCE WORKSHOPS

WSB5 WORKSHOP FIVE
Psychoanalytic Explorations of Shame, Guilt, Conscience and Spiritual Maturity
PRESENTERS: STEPHEN POWLER, MD, PSYCHOANALYST & JAMES M. SWY, 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, RESENT 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 interpretable interventions and conflict resolution methods, and FREE (Forgiveness and Reconciliation through Experiencing Empathy), which trains couples in REAL 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 evidenced-based intervention for intakes and feedback.

LEARNING OBJECTIVE 3: Apply the Hope-Focused Couples Therapy strategy, an evidenced-based treatment for couple therapy and enrichment—to diverse couple cases.

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LEARNING OBJECTIVE 1: Participants will describe seven character strengths and their importance for long-term ethical commitment and professional flourishing.

LEARNING OBJECTIVE 2: Demonstrate competence in the utilization of supervision forms and templates including informed consent, learning contracts, record keeping tools, and assessment measures.

LEARNING OBJECTIVE 3: Describe five supervision best practices that foster the development of supervisee professional and personal character.

LEARNING OBJECTIVE 4: Participants will be able to recognize and use the contributory role of spiritual and ethical values in their work as supervisors and holistic mentors.

LEARNING OBJECTIVE 5: Participants will describe seven character strengths and their importance for long-term ethical commitment and professional flourishing.

LEARNING OBJECTIVE 6: Utilize interpretive interventions in relation to common psychological problems that stem from superego/conscience dysfunction in the psychoanalytic therapy context.

LEARNING OBJECTIVE 7: Observe change as it occurs, in the mental activities of your patient, as result of these interventions.

LEARNING OBJECTIVE 8: Participants will apply the Hope-Focused Couples Therapy strategy, an evidenced-based treatment for couple therapy and enrichment—to diverse couple cases.
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