



CAPS EAST 2025

Regional Conference

Relationships That Heal Competency When Spirituality Enters

Keynote Speaker: Jennifer Ripley, PhD
Hughes Endowed Co-chair of
Christian Mental Health and Practice at Regent University
Charis Institute Co-Director

Friday-Saturday, October 24-25, 2025

 **REGENT UNIVERSITY**
Virginia Beach, Virginia

Friday, October 24

9:30am Registration Opens – Robertson Hall Lobby

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

Locations: Breakout sessions will be held in Robertson Hall = RH
Registration is in RH Lobby
Plenary

Please note: ALL breakout sessions and plenary sessions qualify for 1 CE. Please see AMEDCO (our CE provider) information at the end of this program.

Poster set up at 8:00pm tonight

10:00-11:00am 1-hour Breakout Sessions

F1 Adapting Christian Accommodated Mindfulness for Children

Parker Waters, Anthony Cruz, Karin Geerdes, Levi Schultz, Katelyn Tollefson RH 101

The presentation, which is based on an upcoming program development, aims to review the possibility of adapting the present adult-focused, Christian-accommodated mindfulness (CAM) protocols for a younger population, specifically for ages ten to twelve.

Learning Objective 1: Discuss the current literature regarding the best practices for child mindfulness protocols

Learning Objective 2: Differentiate benefits of secular mindfulness practices from the potential benefits of spiritual mindfulness for children

Learning Objective 3: Describe how the existing adult CAM protocols can be applied to the pre-teen population

F2 I don't think I can bear this anymore: Assessment and Risk Management in Virtual Therapy, PANEL DISCUSSION

Gwen White, Tracy Defina, Rod White, Rachael Kerns-Wetherington RH 103

This interactive seminar and panel discussion is designed to meet state licensing boards requirement for 1 CE in suicidal assessment and management. We will explore the current literature on risk management and identify interventions through case study material and in session practice. Get up to date and ready for your license renewal.

Learning Objective 1: Examine ethical practice in risk management through the lens of case studies in virtual practice

Learning Objective 2: Review the current literature on suicide assessment and risk management with attention to practice within virtual psychotherapy

Learning Objective 3: Identify positive aspects of spirituality as a protective factor and possible applications.

F3 Building resilience in a painful world: The role of spirituality and hope in traumatic experiences

Kimberley Coddington, David Coddington, Rachel Stephens, Fernando Garzon RH 106

This presentation will provide an overview of the research regarding the role of hope and spirituality in developing resilience through potentially traumatic experiences. Implications regarding intervention in clinical practice will be discussed, along with identifying additional directions for future research.

Learning Objective 1: Participants will be able to summarize multiple theories related to resilience.

Learning Objective 2: Participants will be able to describe current research findings on the role of hope and spirituality in building resilience.

Learning Objective 3: Participants will be able to apply resilience research to the development of integrative clinical interventions

11:15am-12:15pm 1-hour Breakout Sessions

F4 Communicating Worth as the Foundation of Change: A Psychological and Theological Perspective

Janet B. Dean RH 101

By uniting psychological research and theological insight, this presentation demonstrates that communicating worth is not merely a counseling technique, but a participation in God's redemptive work. Therapists serve as agents who embody both professional care and spiritual witness to human dignity, thereby deepening therapeutic alliance and facilitating meaningful change.

Learning Objective 1: Evaluate theological perspectives (e.g., Augustine, Wesley, contemporary pastoral theologians) on human dignity and their relevance for counseling practice, particularly the therapeutic alliance, resilience, and long-term outcomes.

Learning Objective 2: Identify psychological research findings on the role of perceived worth and acceptance in client engagement and therapeutic change.

Learning Objective 3: Apply integrated strategies that communicate client worth and honor client dignity across varied clinical and cultural contexts in both psychologically sound and theologically faithful ways.

F5 Beyond Teaching: The Ripple Effect of Mentoring and Advising on Job Satisfaction

Laura Beth Beiler

RH 103

Recent research conducted by presenter and colleagues explored lived experiences of faculty engaged in Christian Higher Education, with emphasis on mentoring and advising. Key themes discussed included the ripple effect of mentoring and advising on students. The role of Christian identity emerged as a main theme in mentoring students.

Learning Objective 1: Understand the key themes identified in recent research on mentoring and advising in Christian Higher Education.

Learning Objective 2: Analyze how Christian identity influences faculty mentoring practices within faith-based institutions

Learning Objective 3: Evaluate the potential ripple effects of faculty mentoring and advising on student development and success.

F6 Spiritual Trauma and Forgiveness: Developing Trauma-Informed Practices for Clinicians and Ministry Leaders

Benjamin Capps

RH 105

This session explores the complexity of forgiveness and spiritual trauma. Drawing on recent research in the areas of spiritual trauma, attachment, and post-traumatic growth, the session will offer clinical and pastoral strategies to resist coercion, honor the agency of all people, and foster authentic hope and resilience.

Learning Objective 1: Analyze how spiritual trauma impacts attachment, identity, and meaning-making by reviewing current empirical research.

Learning Objective 2: Differentiate between coercive, mandated forgiveness and trauma-informed forgiveness practices using case examples.

Learning Objective 3: Develop a trauma-informed intervention strategy that integrates attachment theory and post-traumatic growth principles to support survivors of spiritual trauma.

F7 Psycho-Theological Constructs of Love and Implications for Treatment Across Heart and Soul and Mind

Andrea LaFountain, Ximena De Broeck, Anna Pecoraro

RH 106

This paper considers the biblical mandate to love with our heart, soul and mind (Mt 22:37-40) in the context of Brennan Mullaney's Love Theory and Therapy. It is argued that human embodiment can be conceptualized using these distinct love components. Applications to Mullaney's Love Theory and the CCMMP are discussed.

Learning Objective 1: Participants will be able to explain the trifold depiction of human personhood derived from Brennan Mullaney's Love Theory and Therapy and Mt 22:37-40. Additionally, they will be able to compare and contrast the biblical vision of heart and soul and mind with Brennan Mullaney's theory of the heart and the Catholic Christian Meta-Model of the Person.

Learning Objective 2: Participants will be able to locate the source of maladaptive behaviors/thoughts in the 'primordial love' wound within a biblical heart-soul-mind framework.

Learning Objective 3: Participants will be able to list at least three clinical psychological interventions from Love Therapy to address woundedness.

F8 Closing the Gap: Positive Parenting Resources Tailored for African American Families Impacted by ADHD
Joyelle Saunders, Candace Lassiter **RH 107**

This talk presents a culturally tailored online parenting resource for African American families of children with ADHD. Grounded in five evidence-based domains, it promotes children's competence, cultural pride, spirituality, school engagement, and responsive guidance, aiming to strengthen parenting, improve outcomes, and reduce disparities in ADHD care.

Learning Objective 1: Identify gaps in culturally relevant positive parenting resources for African American families

Learning Objective 2: Explain the five evidence-based parenting domains normed on African American parents (McWayne et al., 2017)

Learning Objective 3: Discuss practical ways clinicians, educators, and community leaders can integrate these parenting supports into practice.

12:15-2:00pm Lunch on your own (Network - grab someone to lunch with!)

2:00-3:00pm Breakout Sessions

F9 Promoting Evidence-Based Forgiveness in Christian Context

Everett L. Worthington, Jr. **RH 101**

With stress-and-coping theory of forgiveness as base, I summarize theory, practice, and evidence of promoting forgiveness from practical theology, Enright's Process Model, and REACH Forgiveness. I identify six commonalities in major evidence-based approaches to promoting forgiveness. I describe ways to integrate this into one's practice.

Learning Objective 1: Within the stress-and-coping theory of forgiveness, differentiate emotional and decisional forgiveness.

Learning Objective 2: Describe theory, practice, and evidence of promoting forgiveness from practical theology, Enright's Process Model, and REACH Forgiveness.

Learning Objective 3: Name six commonalities in major evidence-based approaches to promoting forgiveness

F10 Clinically Informed Biblical Counseling: Towards an Emic Theoretical Meta-Model for Christian Counseling

Daniel Waldheim, Fernando Garzon, Francisco Villate **RH 103**

What is biblical counseling and how is it relevant for clinical work? We overview models interfacing psychology & Christianity and propose a meta-model to transform the current understanding of biblical counseling into a more clinically useful form. We then invite participants to explore the implications for Christian soul care providers.

Learning Objective 1: Participants will be able to describe the historical development of the biblical counseling movement and its conceptual strengths and weaknesses that impact its clinical research and practice utility.

Learning Objective 2: Participants will be able to compare two therapeutically relevant theoretical meta-models of Clinically Informed Biblical Counseling to synthesize Johnson's (2010) models of relating Christianity and psychology.

Learning Objective 3: Participants will be able to identify examples of research and interventions in Clinically Informed Biblical Counseling that reflect culturally sensitive therapeutic adaptations for some Christian clients.

F11 Theistic Integration in CPTSD Treatment

Barbara Jean Lowe Sauvé **RH 105**

Clients with complex PTSD from abusive or neglectful backgrounds need a Christ-centered, evidence-based healing process. This includes three phases: safety, memory reconsolidation, and integration. Healing involves cognitive, somatic, and Biblical tools within secure relationships. Forgiveness, attachment repair, and transformed living are central. The workshop outlines interventions for effective trauma recovery.

Learning Objective 1: Name and describe the three phases of treatment as well as the role that faith can play in each phase.

Learning Objective 2: Describe memory reconsolidation as a mechanism for trauma healing.

Learning Objective 3: Identify and describe two theistic integrations into the treatment of CPTSD

F12 Not Everyone Who Masks Is Autistic: Clinical Assessment and Interventions for Masking Across Neurodiverse and Neurotypical Christian Clients

Candace Lassiter, Carolyn Bridges

RH 106

This presentation equips clinicians to differentiate autistic from neurotypical masking while analyzing how Christian community dynamics may reinforce or mitigate these behaviors. Practical strategies for identification and intervention will be presented, with clinical vignettes demonstrating their application among both neurodivergent and neurotypical Christian clients.

Learning Objective 1: Participants will differentiate the distinctive features of neurodivergent masking from neurotypical masking

Learning Objective 2: Participants will analyze how religious and Christian community dynamics may reinforce or mitigate masking behaviors, particularly in relation to shame, guilt, and authenticity.

Learning Objective 3: Participants will apply clinical strategies—illustrated through vignettes—for identifying masking and supporting clients (both neurodivergent and neurotypical) toward greater psychological well-being, relational well-being, and authentic faith integration

F13 Now That We're Queer: Navigating Family Healing in the Post-Coming Out Era

Emma Tate, Jasmine Destine, Randi Palacios, Natarius Dawson, Natalie Koppendrayer **RH 107**

In traditionally conservative Christian contexts, it can be challenging for families to reconcile religious, moral, and ideological differences in the post-coming out era. This presentation focuses on healing as a process that fully acknowledges grief, identity shifts, and the challenge of integrating faith with love, support, and acceptance. By engaging in healing techniques that champion the unique differences of each family member, we can nurture stronger bonds and increase resilience.

Learning Objective 1: Identify common challenges faced by conservative Christian families post-coming out.

Learning Objective 2: Describe the impact of minority stress and familial acceptance on individuals' well-being.

Learning Objective 3: Apply evidence-based familial healing strategies that champion religious convictions while cultivating relational repair and empathy.

3:15-4:15pm Breakout Sessions

F14 Restored by Relationship: A Coaching Framework for Spiritually-Integrated Healing

Latricia C. Buckner

RH 101

Introducing a faith-informed coaching framework that integrates biblical theology, positive psychology, and narrative reframing to help clients move from over-functioning to flourishing. Participants will gain tools to strengthen spiritual, emotional, and relational well-being.

Learning Objective 1: Identify how faith-based coaching complements clinical practice in fostering healing relationships.

Learning Objective 2: Explore the role of rest, vulnerability, and narrative reframing as tools for integration and transformation.

Learning Objective 3: Apply a practical coaching framework to strengthen clients' relational, emotional, and spiritual health.

F15 Understanding and Responding to a "Sociopath"

Rod White

RH 103

Most people with a conscience have a hard time imagining a sociopath. This session will explore the 4% of the population who are on the "sociopath spectrum" and offer ways to understand and respond to them in clinical, social and Christian settings.

Learning Objective 1: Attendees will be able to use the DSM definition and other definitions related to "sociopath" with confidence.

Learning Objective 2: Attendees will examine the concept of conscience in Western culture and assess how it relates to sociopathy and the integration of psychology and faith.

Learning Objective 3: Attendees will be able to evaluate and use eight signifiers that characterize people identified as sociopaths and formulate their own approach to responding to them, clinically and socially.

F16 Raising Resilience: Relational and Multicultural Factors that Promote Healing for Children with Trauma

Rosmeilyn Jerez, Katelyn Tollefson, Rebecca Keach, Kathryn Perlowitz, Emma Tate RH 105

This presentation aims to provide a more accurate prognosis for children with trauma by examining existing literature on the factors that influence how children cope, along with how early relationships impact their relationship with God. Our hope is to deliver psycho-education to caregivers regarding their role in their child's recovery.

Learning Objective 1: To examine how relationships with caregivers and God impact the way children develop resilience following a traumatic event.

Learning Objective 2: To explore how multicultural contexts shape the way a child responds to a traumatic event.

Learning Objective 3: To identify the relational and cultural factors that foster resilience in children.

F17 (1 CE) Sanctified Imagination: Belovedness Visualization for Renewal in Christ

Ana Barend, Deanna Bishop, Erica Rhoads RH 106

This presentation offers a Scripture-based Ignatian contemplation, guiding participants into a sensory-rich experience where identity as God's beloved can be more deeply embodied. Rather than relying on cognitive logic alone, participants will encounter renewal through felt experience. This contemplative pathway restores spiritual wellness, nurtures self-care, and provides a buffer against burnout.

Learning Objective 1: Participants will understand the empirical and theological significance of visualization for spiritual and emotional well-being.

Learning Objective 2: Participants will engage in a contemplative guided visualization that awakens their senses and anchors their identity as beloved in Christ.

Learning Objective 3: Participants will reflect on how this practice supports their personal flourishing and professional self-care within ethical frameworks.

F18 (1 CE) Unpacking the Baggage: Healing Relational Struggles Rooted in Past Trauma

Tom Alexander, Jessica Guilfoyle, Donna Hurst, Iyad Arusi RH 107

This session explores how unresolved trauma affects trust, connection, and communication in relationships. Integrating clinical research with biblical truth, participants will learn to recognize trauma's relational and physiological imprints and apply redemptive, relationally focused interventions to help clients release emotional baggage and build healthier, Christ-centered connections.

Learning Objective 1: Participants will be able to describe how past trauma influences current relational behaviors and emotional responses.

Learning Objective 2: Participants will be able to apply specific relationally focused interventions to help clients identify and release trauma-related "baggage" in therapy.

Learning Objective 3: Participants will be able to integrate biblical truth with clinical insight to help clients reframe their relational struggles through a redemptive lens.

4:30-5:30pm Breakout Sessions

F19 (1 CE) Relational Depth in Triadic Supervision: Best Practices for Increasing Authenticity and Mutuality Between Supervisee Peers

Jessica Stovall RH 101

Triadic supervision is utilized in CACREP-accredited programs to fulfill individual supervision requirements. Few research exists regarding how the triadic format impacts the outcomes of supervision, specifically relational depth. This presentation will help supervisors facilitate relational depth in triadic supervision through the development of authenticity and mutuality between supervisees in triadic supervision.

Learning Objective 1: Describe characteristics of relational depth in clinical supervision

Learning Objective 2: Recognize barriers to authenticity and mutuality in triadic supervision

Learning Objective 3: Utilize best practice recommendations to facilitate growth in authenticity and mutuality among members in triadic supervision contexts.

F20 Developmental Differences in the Sexual and Gender Milestones of Sexual/Gender Minority Students on Nonreligious and Christian Campuses

Janet B. Dean, Mark A. Yarhouse, Stephen P. Stratton RH 103

Sexual and gender milestones—such as awareness, disclosure, first same-gender relationship, or embracing gender identity—are essential to SGM identity development yet shaped by an individual's context. Practitioners must understand how faith and institutional contexts mediate identity development, while institutions can consider how to foster environments that affirm student dignity and promote holistic flourishing.

Learning Objective 1: Describe key sexual and gender identity milestones and their timing for sexual and gender minorities.

Learning Objective 2: Compare how nonreligious and traditionally Christian campus contexts may have students who vary in both the timing and expression of these milestones.

Learning Objective 3: Identify implications for psychotherapy and counseling, pastoral care, and institutional practices that promote belonging and well-being for SGM students.

F21 The Psychological Experience of Receiving an Act of Kindness: A Qualitative Study

Dominick D. Hankle, Daniel Waldheim RH 105

This qualitative study explored the experience of receiving an act of kindness had on individuals. Semi structured interviews were used to capture the phenomenon. Results reflected much of what is already known from quantitative work, however, given the population studied was Christian, some interesting experiences were noted that seemed incongruent with Christian cultural expectations.

Learning Objective 1: Understanding: The study furthers one's understanding of studies in altruism

Learning Objective 2: Analyzing: The study furthers the analysis of altruism from the receivers perspective

Learning Objective 3: Evaluating: The study evaluates cultural norms within the Christian subculture in relation to the larger secular culture

F22 Me–talking about S-E-X? Working with Sexuality in Couples Therapy

Tracy Defina RH 106

Sex is ideally a healthy, integral part of couples' lives together, increasing both attachment bonds and providing physical and emotional benefits. Nevertheless, both couple therapists and clients themselves can be apprehensive about discussing this intimate topic and often leave the topic unexplored. As couple therapists, we are responsible to address this essential area, but many of us tend to delay or avoid the topic altogether. I'll discuss research findings on some common sexual obstacles in relationships, including misperceptions about male and female sexuality, discrepancies in desire, the orgasm gap, and the unintended consequences of traditional religious teachings about human sexuality. I'll tell you what I've learned from the literature and from our sex therapist colleagues that helps me to more confidently address common obstacles faced by the couples I see.

Learning Objective 1: Learners will demonstrate an increase in confidence with addressing common relational obstacles to couples' sexual relationships.

Learning Objective 2: Learners will be able to list common misperceptions of male and female sexuality along with the physiological reality behind these misperceptions. They will be able to use the concepts of spontaneous and responsive arousal, the source of discrepancies in desire, and the influence of secure attachment to enable couples to create more sexual intimacy.

Learning Objective 3: Participants will use the dual control model of sexuality and an understanding of the importance of relational and situational context to empower their clients to create more satisfying sex lives for themselves.

F23 Assessing Child Suicide: The Role of Spiritual and Religious Factors

Katelyn Bradley, Kathryn Reker, Audrey Beth Torkar, Morgane Elyce Oliver, Hannah Benedict RH 107

This literature review explores the role of spiritual and religious factors in youth suicide assessment with focus on the clinical and non-clinical child population as it is currently understood. Current literature will be summarized and gaps will be identified. Recommendations for future research and clinical application will be made.

Learning Objective 1: Discuss current research surrounding child suicide assessment and spirituality

Learning Objective 2: Identify the current gap in literature surrounding child suicide assessment and religiosity

Learning Objective 3: Analyze findings and propose recommendations for clinical application and future research

6:00pm Welcome and Conference Dinner and Worship

Location: Library Atrium

7:00-8:30 p.m. Introductions and Plenary Session 1

Keynote Speaker: Jennifer Ripley, PhD

Location: Library Auditorium

Relationships that Heal: Competency When Spirituality Enters the Session (F24)

In the evolving landscape of mental health, religion remains an understudied but important influence on human thought, behavior, and well-being. This presentation explores the research on the competency of psychological science and religious faith, offering a balanced, evidence-based approach to understanding their dynamic relationship.

Learning Objective 1: Describe the current research on religious and spiritual competency in therapy settings

Learning Objective 2: Reflect on personal narrative of the therapist and client/s as meaningful clinical information

Learning Objective 3: Examine ethical issues in addressing religion, and spirituality, inclusive of non-religion, with all clients

8:30pm Poster Session

Location: Library 2nd Floor

From Pulpit to Practice: Bridging Spirituality and Mental Wellness in Black Communities

Jahneakia S. Brower

The Heart of Healing: How Safe Relationship Transform Lives

Tamiko S. Hobbs

An Examination of the Association Between Religious Commitment and Psychopathology in a Clinical Sample

Natalie Rose Renfrow, Linda J. Baum

Integrating Faith and Focus: A Four-Week Mindfulness Intervention for Christian Adults with ADHD

Sarah Haught, Jaline Israel, Hunter Mitchell, Fernando Garzon

Anxiety and the Church: How Psychoeducation Can Increase Empathy

Rebecca Keach, Fernando Garzon

The Impact of Compassion Fatigue in Child Trauma Therapists

Rebekah Rose, Levi Schultz, Katelyn Bradley, Claire Hamilton, Rachel Stephens

Caregiving on the Spectrum: Mental, relational, and spiritual realities of families with ASD, ADHD, and AS/ADHD

Hannah Benedict, James Sells, Jennifer Ripley, Rebekah Rose, Karin Geerdes

From Symptom to Family : School-based family counseling interventions informed by systemic family therapy

Emma Leung Yee Man

The Church Cares Program: A Training to Equip Helpers for the Hurting Within the Church

Sarah Haught, Natalie Renfrow, Jennifer Ripley, Jim Sells, Cheyenne Hoover

Saturday, October 25

8:00-9:00am Breakout Sessions

S1 Ethical Challenges and Best Practices: Providing Psychological & Lay Counseling Services in Church Settings Shannon Kuschel, Kim Coddington, Jim Sells, David Coddington RH 101

This presentation focuses on ethical challenges unique to church-based psychological and lay counseling services. Ethical foundations related to the most recent APA Ethics Code will be reviewed, as well as legal and institutional considerations, and best practices. The learning experience will close with interactive case studies and ethical decision making.

Learning Objective 1: Identify ethical challenges unique to church-based psychological and lay counseling services, such as boundary management and dual-role concerns.

Learning Objective 2: Apply APA Ethics Code and legal standards in faith-based contexts

Learning Objective 3: Explore strategies for ethical practice and decision-making in church settings

S2 Healing Across Borders: A Christian Counseling Approach to Immigrant Anxiety

Iyad Arusi, Jessica Guilfoyle, Tom Alexander, Donna Hurst RH 103

This session equips counselors to treat anxiety in immigrant clients using culturally adapted CBT, trauma-informed tools, and Christian spiritual practices. Drawing from clinical research and the presenter's lived experience, it emphasizes emotional healing, spiritual resilience, and identity in Christ for those navigating uncertainty, separation, and systemic barriers across borders.

Learning Objective Identify culturally specific anxiety presentations in immigrant clients, including trauma-related symptoms, somatic expressions, and systemic stressors.

Learning Objective 2: Apply core techniques from culturally adapted CBT (CA-CBT) that address immigration-related anxiety, such as reframing, behavioral activation, and strength-based interventions.

Learning Objective 3: Integrate Christian spiritual coping practices, including Scripture reflection, faith based emotional processing , and meaning-making, into therapy with willing clients.

S3 Measuring HOPE: From Baseline to Breakthrough

Katrina Chan, Dylan Prato, Joshua Nelson, Kathryn Reker, Sylvannah Malone RH 105

This presentation highlights assessment in Hope-Focused Couples' Therapy, emphasizing clinical effectiveness and measurable outcomes. It introduces HOPE weekly trackers and initial assessments for identifying baseline risk factors and guiding treatment. Case examples show relational transformation. Attendees learn practical ways to use assessment for motivation, progress tracking, and outcome measurement.

Learning Objective 1: Utilize HOPE assessment tools and interpret outcome data to guide treatment planning, monitor progress, and evaluate the effectiveness of couple interventions.

Learning Objective 2: Apply evidence-based HOPE strategies—including empathy, forgiveness, and commitment exercises to improve engagement and foster measurable relational change in couples with low baseline scores.

Learning Objective 3: Integrate biblical principles of hope, perseverance, and reconciliation into the HOPE-Focused Approach to support both relational and spiritual transformation in therapy.

9:15-10:15am Breakout Sessions

S4 Effective Sex Therapy Interventions for Use With Christian Clients

Jessica McCleese, Alexis Bonn, Joshua Nelson, Abigail Schultz RH 101

This workshop will include three de-identified cases of client(s) presenting with sexual concerns and a desire for treatment that respects their Christian faith. Attendees will receive strategies for successfully treating common sexual concerns and will be particularly helpful for clinicians who have not received specialized training in sex therapy interventions.

Learning Objective 1: Participants will obtain information on the PLSSIT model for sex therapy clients.

Learning Objective 2: Participants will distinguish between cases they can competently treat with those that would benefit from a referral.

Learning Objective 3: Participants will integrate a Biblical sexual theology with the three cases presented.

S5 Advocacy and Leadership in Graduate Counseling Programs: Preparing Emerging Counselors for Christ-Centered Service and Systemic Change

Helen Runyan

RH 103

This session explores how graduate counseling programs can cultivate Christ-centered advocacy and leadership. Participants will examine systemic barriers such as inequities in advising and financial strain, and learn strategies that integrate professional standards with biblical servant leadership to prepare emerging counselors for ethical, faith-informed service and systemic change.

Learning Objective 1: Identify and differentiate at least three systemic barriers in graduate counseling programs (e.g., inequities in advising, supervision, or financial access) that impact student success.

Learning Objective 2: Analyze how biblical principles of servant leadership align with CACREP and ACA/ASCA ethical frameworks in addressing advocacy and leadership challenges in counselor education.

Learning Objective 3: Develop and propose at least two practical strategies for fostering advocacy identities among counseling students that integrate professional competencies with Christian values.

S6 Healing Trauma Survivor's Relationships through Self-Forgiveness

Donna Hurst, Jessica Guilfoyle, Tom Alexander, Iyad Arusi

RH 105

Survivors of trauma often face distant or broken relationships due to a lack of self-forgiveness. This proposal outlines a workshop for behavioral health professionals focused on self-forgiveness as a means of helping survivors rebuild their personal relationships.

Learning Objective 1: Define the constructs of self-blame and self-forgiveness.

Learning Objective 2: Recognize and assess self-blame in those diagnosed with PTSD.

Learning Objective 3: Identify and integrate evidence-based modalities to reduce self-blame and increase self-forgiveness.

S7 When Jesus Is in the Room: Using Metaphor to Bridge Faith and Healing in Counseling

Alicea R. Jenkins, Susana M. Solomon

RH 106

This session equips counselors to ethically use metaphor as a culturally resonant tool with Christian clients. Drawing on scholarly literature and professional competencies, participants will explore biblical imagery, discern when it heals or harms, and practice co-creating client-led metaphors that affirm identity, foster meaning, and integrate faith in therapy.

Learning Objective 1: Identify the role of metaphor in Christian culture and therapeutic dialogue.

Learning Objective 2: Describe how metaphor supports spiritual integration and emotional healing.

Learning Objective 3: Practice strategies for eliciting, validating, and co-constructing client-led metaphors in spiritually oriented counseling sessions.

S8 Perceived Threat To Life, Anxiety, and Depression: Is Hope A Buffering Virtue Across 22 Countries?

David Netz, Emily Purcell, Daniel Waldheim, Benjamin Doan, Victor Counted, Gabrielle Oldham

RH 107

To examine potential protective mechanisms that buffer the effects of traumatic stress on mental health, the current study (N = 202,898) utilized data from the Global Flourishing Study (GFS) across 22 countries to investigate the moderating role of hope in the relationship between traumatic stress and psychological distress (anxiety and depression).

Learning Objective 1: The presentation will explain hope's possible buffering effects through Lazarus and Folkman's stress and coping framework.

Learning Objective 2: The presentation will compare and contrast hope's buffering effect on the relationship between perceived threat to life and psychological distress across 22 countries.

Learning Objective 3: The presentation will identify possible coping resources and responses that may function as buffer of perceived threat to life's effects on psychological distress.

10:30-11:30am 1-hour Breakout Sessions

S9 The Distress of Adoptive Parents: What Adoptive Parents Want Counselors to Know About Parenting Children with Trauma

Erica Rhoads, Anna Barend, Deanna Bishop

RH 101

When children are adopted at an older age, it often means that they have endured a significant amount of trauma. The impact of early trauma does not simply disappear when a child is adopted into a loving family. One group of adoptive

parents shared their journey of adopting internationally, describing the unique challenges of raising an older child who had endured years of trauma prior to adoption.

Learning Objective 1: Participants will identify key experiences that lead to adoptive parent distress.

Learning Objective 2: Participants will evaluate themes from adoptive parent conversations on distress of parenting children with trauma.

Learning Objective 3: Participants will discuss steps they can take to increase their competency in working with adoptive parents based on the knowledge of adoptive families.

S10 Culturally Responsive Practices for Suicide Prevention

Yunieska Trujillo Ramirez

RH 103

This workshop on suicide prevention discusses best practices, systemic barriers, global perspectives on mental health. The workshop includes a comparison of mental health disparities in the mainland U.S. and Puerto Rico, with a case study to engage participants and apply learning objectives.

Learning Objective 1: Identify best practices for suicide prevention

Learning Objective 2: Think critically about definitions of mental health care issues from a global context

Learning Objective 3: Demonstrate a culturally responsive understanding of risk and protective factors for assessing suicide risk

S11 When Systems Hurt: Healing Organizational Wounds and Cultivating Future Leaders through a Trauma-Informed, Spiritually Grounded Clinical Approach

Jessica Guilfoyle, Donna Hurst, Tom Alexander, Iyad Arusi

RH 105

This session explores spiritually competent, trauma-informed leadership in high-stress systems. Participants will gain tools to identify organizational trauma, foster relational repair, and equip leaders to model biblically grounded resilience in clinical, educational, and organizational settings.

Learning Objective 1: Recognize signs of organizational trauma and understand how it affects relational dynamics, communication, and mission in organizations.

Learning Objective 2: Apply trauma-informed practices rooted in psychological theory and Christian spiritual disciplines to foster healing within client systems, classrooms, and organizational teams.

Learning Objective 3: Develop strategies for training and mentoring future leaders, whether clients, students, interns, supervisees, or employees, who integrate emotional regulation, ethical decision-making, and spiritual grounding in their professional roles.

11:45am-1:00pm Plenary Session 2 and Conference Closing

Keynote Speaker: Jennifer Ripley, PhD

Location: Library Auditorium

Relationships that Heal: The Intersection of Vertical (God) and Horizontal (others) with Systems Theory (S12)

This session will focus on the audience engaging with clinical cases to explore horizontal and vertical relationships in therapy. Horizontal relationships are with other people, and vertical relationships are with a God or Deity. Systemic theory can be applied to these relationships, to enrich the conceptualization of a case, whether or not the therapist typically uses systemic theory.

Learning Objective 1: Apply several systems theory concepts to clinical settings that address religion and spirituality

Learning Objective 2: Describe case scenarios that apply systems concepts to specific cases in small group discussions

Learning Objective 3: Reflect on ethical issues in addressing religion, and spirituality, inclusive of emotional cutoff scenarios.

Learner Notification

Christian Association for Psychological Studies

CAPS East 2025 Regional Conference

October 24, 2025 - October 25, 2025

Regent Univ. - Virginia Beach VA

Acknowledgement of Financial Commercial Support

No financial commercial support was received for this educational activity.

Acknowledgement of In-Kind Commercial Support

No in-kind commercial support was received for this educational activity.

Satisfactory Completion

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

Joint Accreditation Statement



JOINTLY ACCREDITED PROVIDER
INTERPROFESSIONAL CONTINUING EDUCATION

In support of improving patient care, this activity has been planned and implemented by Amedco LLC and Christian Association for Psychological Studies. Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Professions in scope for this activity are listed below.

Amedco Joint Accreditation Provider Number: 4008163

Psychologists



This course is co-sponsored by Amedco and Christian Association for Psychological Studies. Amedco is approved by the American Psychological Association to sponsor continuing education for psychologists.

Amedco maintains responsibility for this program and content. Maximum of 9.00 hours.

The following state boards accept courses from APA providers for Psychologists/Counselors: AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MA (LEP ONLY), MD, ME, MN, MO, NC, ND, NH, NE, NJ, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY

MI: Accepts courses from APA for Psychologists. No general CE requirement for Counselors.

OK: Accepts APA credit for live, in-person activities but not for ethics and/or online courses.

The following state boards accept courses from APA providers for MFTs: AK, AR, AZ, CA, CO, CT, DE, FL, GA, IA, ID, IN, KS, MD, ME, MO, NE, NC, NH, NJ, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WDC, WI, WY

AL MFTs: Credits authorized by NBCC or any other state licensing agency will be accepted.

MA MFTs: Participants can self-submit courses not approved by the MAMFT board for review.

MI MFTs: There are no CE requirements for MFTs in MI.

The following state boards accept courses from APA providers for Addictions Professionals: AK, AR, CO, CT, DC, DE, GA, IA, IN, KS, LA, MD, MO, MT, NC, ND, NE, NJ, NM, NY (held outside NY ONLY), OK*, OR, SC, UT, WA, WI, WY

The following state boards accept courses from APA providers for Social Workers: AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WY

Objectives - After Attending This Program You Should Be Able To

1. Describe the current research on religious and spiritual competency in therapy settings
2. Reflect on personal narrative of the therapist and client/s as meaningful clinical information
3. Examine ethical issues in addressing religion, and spirituality, inclusive of non-religion, with all clients

Disclosure of Conflict of Interest

The following table of disclosure information is provided to learners and contains the relevant financial relationships that each individual in a position to control the content disclosed to Amedco. All of these relationships were treated as a conflict of interest, and have been resolved. (C7 SCS 6.1-6.2, 6.5)

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