

**Thursday April 15, 2010**

**CAPS PRE-CONFERENCE WORKSHOPS**

**WSA1 Workshop One:**

**Convention Center Meeting Room 3 Invited Workshop 9 am – 2 pm (5 CE) Audience Level: All**

**Workshop Title: PREPARE-ENRICH Certification Training**

**Presenters:** **Matthew Turvey, Psy.D.** is a licensed psychologist in Minnesota. As Vice President of Outreach for PREPARE-ENRICH, he works closely with mental health organizations, churches, ministries, and others on the local and national level to help them leverage the power of relationship assessment and enrichment to build stronger marriages, organizations, and communities.

**Gary Barnes, Ph.D., Th.M.** is a licensed psychologist in private practice in Dallas, Texas. He is also a professor of biblical counseling at Dallas Theological Seminary. Dr. Barnes is the pastoral care representative on the CAPS International board.

**Summary:** The PREPARE-ENRICH relationship inventory aids clinicians and pastoral counselors in assessing and enriching couples at all points of the relationship lifecycle. The instrument has strong psychometric properties and is used by over 70,000 clinicians, educators, and clergy. Participants will leave this workshop certified to use this important tool.

**Learning Objective 1:** This workshop is designed to help you aid couples in exploring relationship strengths and growth areas;

**Learning Objective 2:** Utilize assertiveness and active listening skills;

**Learning Objective 3:** Identify the role of stress in relationships and provide practical ways to mitigate its effects;

**Learning Objective 4:** Assess family-of-origin issues and personality differences to enhance understanding and teamwork in a relationship.

*To honor copyright privileges, Pre-conference Workshop One will not be recorded by CAPS; all audio/video recorders are prohibited at this workshop.*

Special Offer: Cost for workshop one is \$175.00, which includes a complimentary one-year CAPS membership (limited to new members)

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**WSA2 Workshop Two:**

**Leatherwood 1 Invited Workshop 9 am – Noon (3 CE) Audience Level: Introductory – Intermediate**

**Workshop Title: Sliding vs. Deciding: The Challenges of New Paradigms in Partnering**

**Presenter:** **Scott Stanley, Ph.D.** is a Research Professor of Psychology and co-director of the Denver Center for Marital and Family Studies at the University of Denver in Denver, Colorado. He serves as the President of Christian PREP, Inc. and is the senior advisor to the Oklahoma Marriage Initiative. Dr. Stanley is widely published and is a frequent speaker at international conferences. He is the recipient of numerous awards and honors, including the Smart Marriages Impact Award for research on marriage education, the 2005 Gary Collins Award of Excellence from the American Association of Christian Counselors, and the 2002 Colorado Book Award for *Fighting for Your Marriage*.

**Summary:** From hooking up, to living together or bearing children out of wedlock, the landscape of how relationships form has undergone dramatic change. Life-altering relationship transitions now happen before commitment develops. This workshop covers themes such as the nature of commitment, the dynamics of cohabitation, and the implications of the emerging hook-up culture.

**Learning Objective 1:** This workshop is designed to help you assess how new patterns of relationship development increase risks for relationship problems, break up, and divorce.

**Learning Objective 2:** Apply a powerful set of conceptual tools to interact with this generation of younger people in order to help them understand why behaviors such as hooking up and cohabiting outside of marriage can interfere with their own aspirations to develop secure, life-long love in marriage.

**Learning Objective 3:** Explain how and why commitment develops, and what types of behaviors and beliefs are associated with following through on one's goals in life.

**Learning Objective 4:** Use commitment theory and principles of cognitive dissonance to assess the ways that commitment has developed for couples seeking help, in order to identify and ameliorate weaknesses that create vulnerabilities regarding commitment, motivation, and follow-through.

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**WSA3 Workshop Three:**

**Leatherwood 2    Invited Workshop    9:00 am – 12:00 pm (3CE)    Audience Level: Introductory – Intermediate**

**Workshop Title: Positive Psychology and Clinical Practice**

**Presenter: Rod Hetzel, Ph.D.** is a staff psychologist and Coordinator of Training at the Baylor University Counseling Center and part-time instructor in the Department of Psychology & Neurosciences. He is the past chair of the positive psychology section of APA division 17, and recently served as the CAPS Southwest Regional Director.

**Summary:** This workshop presents a framework for integrating positive psychology within a broader Christian worldview (including areas of convergence and divergence between positive psychology and Christian spirituality), an overview of key developments in positive psychology theory and research, and ten principles/strategies for applying positive psychology in clinical practice.

**Learning Objective 1:** Participants will be able to articulate a framework for integrating positive psychology within a broader Christian worldview,

**Learning Objective 2:** Discuss areas of convergence and divergence between positive psychology and Christian spirituality,

**Learning Objective 3:** Discuss key developments in positive psychology theory and research,

**Learning Objective 4:** Apply ten principles/strategies of positive psychology in their clinical practice.

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**WSA4 Workshop Four:**

**Leatherwood 3                      9:00 am – 12:00 pm                      (3 CE)                      Audience Level: All Levels**

**Workshop Title: The Treatment of Complex Trauma**

**Presenter: Heather Davediuk Gingrich, Ph.D.** is an Associate Professor of Counseling at Denver Seminary in Littleton, Colorado. She is also an Instructor in the Asia Graduate School of Theology, Quezon City, Philippines in the EdD Counseling program. Dr. Gingrich received her PhD in Clinical Psychology from the University of the Philippines and her dissertation topic was "Dissociation in a Student Sample in the Philippines".

**Summary:** Treatment of complex trauma, particularly adult survivors of child abuse, and those with dissociative disorders will be discussed. Specific treatment challenges will be outlined including safety, symptom management, trauma memories, spiritual issues, and working with the local church. Case study material, videotape, live demonstration, discussion, and powerpoint presentation will be utilized.

**Learning Objective 1:** This workshop is designed to help you identify the similarities and differences between simple and complex posttraumatic stress disorders;

**Learning Objective 2:** Discuss how to create safety and establish appropriate therapeutic boundaries in your work with multiple trauma survivors;

**Learning Objective 3:** Observe demonstrations of techniques used to help traumatized individuals better manage posttraumatic and dissociative symptoms and work through traumatic memories;

**Learning Objective 4:** Describe the spiritual issues faced by complex trauma survivors;

**Learning Objective 5:** Plan how to partner with the local church in treatment.

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**WSA5 Workshop Five:**

Maple 9:00 am – 12:00 pm (3CE) Audience Level: Introductory – Intermediate

**Workshop Title: Christian Coaching: The Practical Side of Positive Psychology**

**Presenter: Gary Collins, Ph.D.** is a Distinguished Visiting Professor at the School of Psychology and Counseling, Regent University in Virginia Beach, Virginia and Distinguished Professor of Leadership and Counseling, Richmond Graduate University in Atlanta, Georgia. He has been an invited speaker and workshop leader in 45+ countries, and is an internationally-known author; among his 55 books are: *Christian Counseling: A Comprehensive Guide*, *Christian Coaching*, and *The Christian Counseling Casebook*. Dr. Collins is a contributing editor to the *Journal of Psychology & Theology*.

**Summary:** Positive psychology and coaching have grown significantly within the past decade. Coaching's methodology and futuristic perspectives align with positive psychology's focus on optimism, hope, strength building, and goal attainment. This workshop demonstrates how Christian coaching can be applied in a variety of traditional therapeutic and non-traditional settings.

**Learning Objective 1:** This workshop is designed to help you explain and summarize the core methods of positive psychology;

**Learning Objective 2:** Describe and utilize basic coaching skills in clinical and other practical situations;

**Learning Objective 3:** Develop, describe and use guidelines for applying coaching to less-traditional settings including church, parachurch, mission, and cross-cultural settings.

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**CONFERENCE BREAKOUT SESSIONS**

**Thursday 2:00 – 3:00 pm**

**T1 Acad Part I: Extending the Four-Category Model of Adult Attachment: An Interpersonal Model of Friendship Attachment**

Leatherwood 1 (0.5 CE) All Levels Paper

**Ronald Welch, Psy.D, Denver Seminary & Melissa Houser M.A., Denver TASC**

Significant, positive relationships were found between adult friendship attachment styles and hope, self-disclosure, relationship satisfaction, and trust when assessed in 268 undergraduate students at a Christian university. This study provides important insights into how friendship attachment may help us understand Christian perspectives on attachment to God and to each other.

**Learning Objective 1:** Attendees will be able to discuss adult friendship attachment styles by identifying three new factors (hope, self-disclosure, and relationship satisfaction) which clarify the way in which these attachment styles develop in adult friendships. Attendees will be able to discuss ways in which these factors are relevant to Christian faith perspectives on friendship relationships and on attachment to God.

**Learning Objective 2:** Attendees will be able to discuss three ways in which attachment transfer can be understood in adult friendships in light of the factors discovered. Attendees will be able to relate attachment transfer to Christian faith perspectives in terms of how attachment in personal relationships may clarify attachment to God.

**Learning Objective 3:** Attendees will be able to explain three principles that explain how view of self and others are factors in the development of adult friendship attachment styles. Attendees will be able to discuss how these views of self and others may explain adult friendship experiences and how these views are relevant to attachment to God.

**Learning Objective 4:** Attendees will be able to describe the manner in which hope serves common purposes in both friendship attachment and attachment to God, the degree to which childhood and adult attachments may provide insight into how attachments to God are formed, and the way in which this expansion of the 4-category model to friendships provides a blueprint for understanding attachment to God.

**Acad Part II: Hope, Religious Behaviors, and Attachment to God: A Trinitarian Perspective**  
**Leatherwood 1 (1 CE) All Levels Paper**

**Melissa Houser, M.A., Denver TASC & Ronald Welch, Psy.D., Denver Seminary**

This study examined attachment to God in relation to hope and religious behaviors in 268 undergraduate students to cohesively integrate theology and attachment to God from a Trinitarian perspective. Secure attachment is related to high levels of hope and religious behaviors, and a theoretical explanation of the relationship is proposed.

**Learning Objective 1:** Attendees will be able to identify and explain 2 factors contributing to secure and insecure attachments to God.

**Learning Objective 2:** Attendees will be able to compare 3 differing approaches (correspondence, compensation, and bi-directional) in comparing human attachments with attachment to God.

**Learning Objective 3:** Attendees will be able to explain 2 basic constructs related to Trinitarian theology and their relationship to attachment to God.

**T2 Pastoral PostSecret: The Psychology and Spirituality of Online Confession**  
**Hospitality Room 2 (1 CE) Introductory Seminar**

**Richard Beck, Ph.D., Andrea Hagen, B.S., Christina Perkins, B.S., Landon Cotton, B.S., David McNulty, Ph.D. & Stephen Allison, Ph.D., Abilene Christian University**

With the explosion of social computing (e.g., Facebook, blogs, Twitter) we have seen a rise in online disclosure and confession. One of the most notable examples of this trend is the PostSecret phenomenon. The session will evaluate PostSecret as a self-help movement from both clinical and pastoral perspectives.

**Learning Objective 1:** Summarize the empirical and theoretical literature concerning secret-sharing and disclosure in light of recent social computing trends in the American culture.

**Learning Objective 2:** Summarize the empirical literature on experimental disclosure and expressive writing and recognize the mental health benefits involved in impersonal and anonymous forms of disclosure.

**Learning Objective 3:** Create clinical and pastoral interventions to facilitate therapeutic self-disclosure.

**T3 M&F Not the Way it's Supposed to Be: Exploring the Process of Disillusionment in Marriage**  
**Leatherwood 3 (1 CE) Introductory- Intermediate Paper**

**Brian Post, Psy. D., Wheaton College**

This seminar will offer an introduction to the topic of normal marital disillusionment, and present exploratory research on the process and outcome of marital disillusionment experiences. Specifically, we will offer a conceptualization of the process of disillusionment as normative and potentially transformative for couples, with clinical implications for promoting marital resilience.

**Learning Objective 1:** Attendees will be able to define and conceptualize the process of marital disillusionment

**Learning Objective 2:** Attendees will be able to discuss current research related to marital disillusionment

**Learning Objective 3:** Attendees will be able to discuss the clinical implications of marital disillusionment research in order to promote marital resiliency

**T4 Psa Am I Cleaning or is My Mother? A Self-Reflection on Psychic Formation and its Application for the Grace of Giving**

Maple (1 CE) Introductory-Intermediate Paper

**Travis Koutsoubus, M.A., Wheaton College**

For Christians there exist the possibilities of not giving, giving wrongly, and giving-joyfully (the way the Scriptures insist one ought to give, 2 Corinthians 8,9). The difference between the second and third type is easily missed externally, but psychoanalysis enables the giver to understand the nature and motivation of one's giving in order that we might "excel in the grace of giving."

**Learning Objective 1:** The participant will be able to summarize the basic concepts of Hans Loewald's theory of psychic formation and locate him as a theoretician amidst a century-old psychoanalytic tradition.

**Learning Objective 2:** The participant will compare the differences between how learning theory and "Loewaldian psychoanalysis" assess a personal example of neurotic struggle and obsessional behavior, which the clinician may integrate into his or her theory for further practical use.

**Learning Objective 3:** The participant will discuss how this preferable interpretation is commensurate with psychoanalytic theories increased therapeutic benefit in this instance.

**Learning Objective 4:** The participant will demonstrate how this self-understanding, via psychoanalysis, enables the joy-filled, and free Christian giving Paul is concerned with in 2 Corinthians 8 and 9

**T5 Practice An APA Mandate: Address Religious and Spiritual Issues in Therapy (or Refer)**  
Hospitality Room 1 (1 CE) Introductory-Intermediate Seminar

**Grant Jones, Ph.D., Evangel University**

The purpose of this presentation is to examine the present day thought and research regarding the inclusion and use of religion and spirituality in the therapy process. APA ethical code (1992/2002) designating "Religion" as a diversity issue has created considerable confusion in the profession on what this means and how it should be practiced. This presentation will explore the history and reasons behind this decision, present the implications of this mandate for psychologists, present a leading model of how to integrate religious and spiritual issues in the therapy process, and outline religious and spiritual interventions that have empirical support in the therapy process.

**Learning Objective 1:** Explain why religion was left out of psychology and the reasons why it now has been included as a diversity issue.

**Learning Objective 2:** Discuss the implications of labeling religion as a diversity issue.

**Learning Objective 3:** Describe Richards and Bergin's theistic model of psychotherapy.

**Learning Objective 4:** Recognize some of the key religious and spiritual techniques that have empirical support for inclusion in the therapy process.

**T6 Practice Grief, Loss, and Trauma in Cross-Cultural Workers**  
Leatherwood 2 (1 CE) Introductory-Intermediate Seminar

**Elizabeth Suarez, Ph.D., Regent University & Heather Gingrich, Ph.D., Denver Seminary**

Counselors and psychologists need to know how to recognize and address untreated trauma to help cross-cultural workers become more effective in their ministry. Grief around the many losses inherent in missionary work needs to be identified and processed. Participants will learn how to effectively provide member care around trauma and loss concerns.

**Learning Objective 1:** Identify trauma issues and their aftereffects in missionaries and cross-cultural workers

**Learning Objective 2:** Recognize grief and loss issues in missionaries and cross-cultural workers

**Learning Objective 3:** Give strategies on how to effectively address unresolved trauma and loss in cross-cultural workers

Note: This is a counselor ed/LPC presentation

**Thursday 3:15-5:30 pm (Two Hour Invited Symposia)**

**T7 M&F Ethics in Couples Interventions: A Panel Discussion of Current Issues**

Leatherwood 3 (2 CE) All Levels Invited Symposium

**Jennifer Ripley, Ph.D., Regent University, Mark Yarhouse, Psy.D., Regent University, Everett Worthington, Jr., Ph.D., Virginia Commonwealth University, Virginia "Toddy" Holeman, Ph.D., Asbury Seminary, & William Berman, Ph.D, Christian Family Institute**

A panel discussion of current issues in ethics in couples interventions will discuss religion with couples, same-sex couples, forgiveness, domestic violence issues, confidentiality & issues of managed care.

**Learning Objective 1:** The presenters will discuss the ethical issues relevant to the religious therapist.

**Learning Objective 2:** The presenters will identify current ethical issues for couples therapy such as same-sex couples, forgiveness, domestic violence, confidentiality and managed care.

Note: This is a counselor ed/LPC presentation.

#### **T8 Psa Pursuing the Abundant Life: Three Views from the Psychoanalytic Tradition**

Maple (2 CE) Introductory Invited Symposium

**Mitchell Hicks, Ph.D., Walden University, Paula Hamm, M.A., Independent Practice, Natalia Yangarber-Hicks, Ph.D., Wheaton College, & Earl Bland, Psy.D., MidAmerica Nazarene University**

Experienced psychoanalytically-trained psychotherapists will offer diverse perspectives on a case study highlighting the vicissitudes of culture, language, trauma and the degree to which identifications and disidentifications facilitate and impede therapeutic progress. The strength of each perspective will be noted, with final comments highlighting the art involved in clinical practice.

**Learning Objective 1:** Be able to compare and contrast three different psychoanalytic theoretical and clinical perspectives

**Learning Objective 2:** Be able to explain at least one unique feature of classical psychoanalytic, self psychological, and the intersubjective/relational approaches

**Learning Objective 3:** Appreciate how different clinical formulations may lead to different suggested interventions, and how these can be creatively integrated.

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

#### **T9 Acad Understanding the Impact of Parental Values Across the Lifespan: Implications for Identity Development and Well-Being**

Leatherwood 1 (1 CE) Introductory-Intermediate Symposium

**Jenny Pak, Ph.D., Karissa Schrage, M.A., Hyejeong Kim, M.A., & Lydia Wang, M.A., Rosemead Graduate School of Psychology**

This symposium will present three studies examining the influence of early parent-child relationships on development of cultural and spiritual values and its impact on identity development (e.g., vocational, bi-cultural, religious) and psychological well-being. These studies provide new insights into the importance of early relationship experiences for well-being throughout the lifespan.

**Learning Objective 1:** As a result of this presentation, each participant will be able to discuss the impact of the early parent-child relationship on career choice and how separation-individuation from parents influences vocational identity development.

**Learning Objective 2:** As a result of this presentation, each participant will be able to discuss the impact of culture and the early parent-child relationship on the concept of spiritual maturity among 1st generation Korean American women in midlife, and how spiritual transformation influences the health and well-being of 1st generation Korean American women.

**Learning Objective 3:** As a result of this presentation, each participant will be able to discuss the impact of the early parent-child relationship on the acculturative experience of Asian American young adults, and implications for redefining maturity, health, and well-being for ethnic minorities.

#### **T10 Acad Shared Virtues and Positive Psychology: A Non-Thomistic Response**

Hospitality Room 1 (1 CE) Intermediate Seminar

**Kenneth VanWyk, Ph.D. (cand), M.B.A., Christian Counseling Services**

This seminar will evaluate Positive Psychology's assumption that psychology can create a science of human strength as it is developed in "Shared Virtue" (Dahlsgaard, Peterson, and Seligman, 2005). The presenters will appreciatively cite key texts of Positive Psychology searching for common ground leading to constructive dialogue and options for integration.

**Learning Objective 1:** Using the format developed in "Integrating the Integrators" (Brian Eck, 1996) participants will assess the underlying assumptions driving Positive Psychology.

**Learning Objective 2:** Using the Models of Anthropology developed by James Olthuis participants will recognize how a structurally monistic science ideal limits Positive Psychology.

**Learning Objective 3:** Participants will analyze how a Positivistic Empirical model of a scientific psychology reductively shapes the assessment of human experience and the implications of this for the therapist.

**T11 Pastoral Constructing Church-Based Disaster Interventions: Examples of Clergy-Clinician Collaboration following Hurricane Katrina**

Hospitality Room 2 (1 CE) Introductory Seminar

**Jamie Aten, Ph.D. The University Of Southern Mississippi**

Mental health professionals will learn how to work with faith-based groups to develop spiritually oriented community-based interventions, including: (a) capacity building, (b) training and education, (c) emotional/spiritual support, (d) advocacy interventions. Examples of faith-based group-mental health community disaster collaboration will also be highlighted.

**Learning Objective 1:** As a result of this presentation, participants will learn about how disasters affect religious, mental health, and health factors.

**Learning Objective 2:** As a result of this presentation, participants will learn how to develop spiritually oriented community based interventions.

**Learning Objective 3:** As a result of this presentation, participants will learn how to collaborate with clergy and churches to effectively develop spiritually oriented community based interventions.

**T12 Practice Positive Psychology and Multicultural Psychotherapy: A Match Made in Heaven**

Leatherwood 2 (1 CE) Introductory-Intermediate Clinical Demonstration

**Winston Seegobin, Psy.D., George Fox University**

A deficit model of psychotherapy with people of color negatively affects their gains in therapy. This presentation demonstrates how combining positive psychology and multicultural psychotherapy can contribute to better therapeutic outcomes. It examines the roles that religion (faith) and resiliency can play in enhancing therapy with people of color.

**Learning Objective 1:** To identify the negative impact of the deficit model of psychotherapy with people of color.

**Learning Objective 2:** To discuss the enhancement of multicultural psychotherapy by examining how religion (faith) and resiliency as positive coping mechanisms can contribute to better therapeutic outcomes.

**Thursday 4:30-5:30 pm**

**T13 Acad Part I: Give Thanks and Praise! The Relationship of Praise and Gratitude to Personality, Life Satisfaction and Scripture Preference**

Leatherwood 1 (.5 CE) Introductory Paper

**Gregory Schneller, Ph.D. & John Eric Swenson, Ph.D., McMurry University**

This presentation will introduce new research on how expressions of praise and gratitude to God correspond to the Big Five personality traits, life satisfaction, and preference of psalms (orientation, disorientation, new orientation; Brueggemann, 2001). Differences and similarities between the positive psychological constructs of praise and gratitude will also be examined.

**Learning Objective 1:** Participants will be able to describe how expressing praise and gratitude to God is related to personality traits and life satisfaction.

**Learning Objective 2:** Participants will be able to describe how preference of psalms corresponds to personality traits and life satisfaction.

**Learning Objective 3:** Participants will be able to compare and contrast praise and gratitude as modes of communication to God.

**Acad Part II: A Primer on Relational Humility**

Leatherwood 1 (.5 CE) All Levels Seminar

**Don Davis, M.S., Everett Worthington, Ph.D. & Joshua Hook, M.S., Virginia Commonwealth University**

In this presentation, we provide an overview of our emerging research program on relational humility. First, we present a theory of relational humility, which approaches the study of humility from the perspective of a 3rd-party observer. The strategy avoids one of the problems that has plagued the

measurement of humility: if a person self-reports that they are humble, this is like bragging about one's humility. Second, we briefly describe the development of three measures of relational humility. Third, we discuss some of the implications of our model for integration of theology and psychology and for the personal spirituality of psychologists.

**Learning Objective 1:** To understand some problems researchers have faced in defining and measuring humility.

**Learning Objective 2:** To learn about the researchers model of relational humility and initial evidence supporting the model.

**Learning Objective 3:** To understand implications of relational humility on integration and personal spirituality of the psychologist.

Note: This is a counselor ed/LPC presentation.

**T14 Pastoral A Place for the Church within Professional Psychology**  
**Leatherwood 2 (1 CE) All Levels Paper**

**Mark McMinn, Ph.D., Michael Vogel, B.A., & Laura Heyne, B.A., George Fox University**

The purpose of this paper is to first identify obstacles facing Christian psychologists regarding involvement with church communities and to then offer eight reasons why church involvement is important for Christians in psychology. These include professional benefits, such as developing effective relationships with clergy, relational benefits, such as helping with the depersonalization that psychologists may experience when faced with challenging ethical and professional issues, and transformational benefits, such as maintaining hope amidst the rigorous work schedule that many psychologists face.

**Learning Objective 1:** Explore potential obstacles that separate psychological and church communities.

**Learning Objective 2:** Identify 8 potential benefits for psychologists to remain involved in faith communities.

**Learning Objective 3:** Discuss experiences with and implications of church involvement among professional psychologists.

**Learning Objective 4:** Consider the ethical and professional development implications of being involved in a faith community.

**T15 Practice Health Care Reform: Where Are We Now?**  
**Hospitality Room 1 (1 CE) All Levels Seminar**

**Randolph Sanders, Ph.D., Independent Practice**

Over the past year, serious attempts have been made to reform the health care delivery system in America. Both patients and therapists have been affected by the health care crisis, and both will be impacted by reform. The problems in health care are complex and include moral and ethical issues, as well as financial and professional ones. This presentation overviews the nature of the crisis as well as how reform may impact our patients, our practices, and our personal lives.

**Learning Objective 1:** As a result of this presentation, participants will be able to identify major factors in the development of the health care crisis in America.

**Learning Objective 2:** As a result of this presentation, participants will be able to identify some of the moral, ethical, financial and professional issues underlying the crisis.

**Learning Objective 3:** As a result of this presentation, participants will be able to discuss the impact of the crisis on our patients and on the practice of therapy.

Note: This is a counselor ed/LPC presentation.

**T16 Practice Be Anxious for Nothing**  
**Hospitality Room 2 (1 CE) Intermediate-Advanced Clinical Demonstration**

**Mary Clark, Ed. D., Alpha Psychological Services**

Scripture gives us many admonitions to "not be anxious," yet clinicians deal with it with their patients daily/hourly. This presentation looks at the sources of anxiety in several DSM-IV groups, then shares several well-tested clinical tools for helping patients recognize and dissipate anxiety.

**Learning Objective 1:** Explain and identify the role and function of anxiety in various DSM IV groups

**Learning Objective 2:** Assess the relationship between anxiety, affect, and behavior and how to use CBT to increase control

**Learning Objective 3:** Demonstrate the process of a panic attack (used with patients) to help them understand the dynamics and points of intervention

**Thursday 5:00-6:45 pm**

**Student Volunteer Pizza Party and Training Session in Convention Center Meeting Room 2**....required training session for volunteers; come meet fellow volunteers from other colleges and enjoy free pizza.

**Thursday 5:30-6:45 pm**

**Dinner with CAPS Distinguished VIPS**....Students and early career professionals are invited to join Dr. Stephen Greggo (CAPS Board Member and Professor at Trinity Evangelical Divinity School) and Dr. John Eric Swenson (President of CAPS Board and Professor at McMurry University) for dinner (dutch treat); meet and eat at the Sheraton lobby restaurant.

**Thursday 7:00-9:00 pm**

**PL1: Thursday Evening Worship, Awards Presentations & Opening Plenary**

Convention Center Ballroom A                      (1 CE)                      Audience Level: Intermediate

**Presentation Title: Unclean: The Psychology of Purity and Pollution**

**Speaker: Richard Beck, PhD** is a Professor and Chair of the Department of Psychology at Abilene Christian University in Abilene, Texas. He is a very popular professor, and has received departmental, college, and university “teacher of the year” awards. Dr. Beck is a contributing editor to the *Journal of Psychology and Theology*, and frequent publisher in it and the *Journal of Psychology and Christianity*.

**Summary:** Despite the Biblical commands to be pure and holy, the psychology of purity is clinically, theologically and morally treacherous. Attributions of “unclean” are often implicated in ruined self-images, intergroup hostility and doctrinal conflict. How do we navigate the psychology of purity? Positive Psychology might lead the way.

**Learning Objective 1:** Recognize how disgust psychology can damage self-image, create intergroup hostility, and fuel conflict within religious groups.

**Learning Objective 2:** Summarize the Positive Psychology literature on transcendence and moral elevation.

**Learning Objective 3:** Create clinical and interpersonal interventions informed by Positive Psychology to address dysfunctions associated with disgust psychology

**Thursday 9:00-10:30 pm**

**Welcome Reception in Convention Center Meeting Room 1**....free for all attendees; join us for snacks and desserts; this is also a great time to mingle with our exhibitors (including book signings by CAPS authors at the Intervarsity Press exhibit)

**Coffee, Cookies & Conversation with CAPS Distinguished VIPS**...Students and early career professionals are invited to grab some goodies at the CAPS reception and then come next door to Convention Center Meeting Room 2 for conversation with Dr. Mark McMinn (CAPS Board Member and Professor at George Fox College), Dr. Liz Hall (former CAPS Board member and Professor at Rosemead), Dr. Michael Mangis (CAPS 2011 Track Coordinator and Professor of Psychology at Wheaton College), Dr. Peter Hill (editor of the *Journal of Psychology and Christianity*) and Dr. Randy Sanders (Former CAPS Executive Director and Independent Practice Psychologist).

## **Friday April 16, 2010**

**Friday 6:45-8:30 am**

**CAPS Breakfast Meetings** (all dutch treat) in the Sheraton Hotel main lobby restaurant.  
(1.) CAPS 2011 (Indianapolis) International Conference track coordinators and Midwest Regional leaders (including any former Midwest Board members)  
(2.) CAPS 2012 (DC area) International Conference planning committee and East Regional Board  
(3.) Other Regional Boards (Southwest, Southeast and West)

**Friday 7:30-8:45 am**

**Breakfast with CAPS Distinguished VIPS**....Students and early career professionals are invited to join Dr. Ev Worthington (Former CAPS Board Member and Professor at Virginia Commonwealth University) and Dr. Mark Yarhouse (Former CAPS East Board Member and Professor at Regent University) for breakfast (dutch treat); meet and eat at the Sheraton lobby restaurant.

**Friday 8:45-10:15 am**

### **PL2: Friday Morning Plenary**

Convention Center Ballroom A (1 CE) Audience Level: Introductory – Intermediate

#### **Presentation Title: The Paradox of Sacrifice**

**Speaker: Scott Stanley, Ph.D.** is a Research Professor of Psychology and co-director of the Denver Center for Marital and Family Studies at the University of Denver in Denver, Colorado. He serves as the President of Christian PREP, Inc. and is the senior advisor to the Oklahoma Marriage Initiative. Dr. Stanley is widely published and is a frequent speaker at international conferences. He is the recipient of numerous awards and honors, including the Smart Marriages Impact Award for research on marriage education, the 2005 Gary Collins Award of Excellence from the American Association of Christian Counselors, and the 2002 Colorado Book Award for *Fighting for Your Marriage*.

**Summary:** What are the secrets to contentment? People are more at risk than ever before of living stressed, isolated lives, with a focus on happiness that does not produce it. A growing body of marital research suggests both the power and paradox of sacrifice-producing insights for all important relationships.

**Learning Objective 1:** Attendees will learn about the growing mass of research that shows that people are more isolated than ever socially, and that this has consequences for marriage and family life.

**Learning Objective 2:** Attendees will learn how to discriminate healthy giving between partners and unhealthy sacrifice of the self, including the practical implications of numerous studies that show healthy sacrifice between spouses is strongly in the mix of what fuels strong and healthy marriages.

**Learning Objective 3:** Attendees will learn specific strategies that are empirically based for countering the trends in isolation that threaten the health of family life.

**Learning Objective 4:** Attendees will learn simple strategies for helping clients be more giving than taking in their orientation to relationships.

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

**Complimentary Coffee Break in Exhibit Hall, Convention Center Meeting Room 1**

**Friday 10:30-11:30 am**

**F1 Acad Jerks: Who Needs Them? Disruptive People in Congregational Life  
Hawthorne 1 (1CE) Intermediate Seminar**

***Invited distinguished scholar, James Beck, Ph.D.; Senior Professor, Denver Seminary***

This presentation explores the writings of Paul to locate the nature of congregational disruption in the first century church and how this information relates to features of certain personality disorders. The presentation will develop some strategies church leaders can utilize to manage and ameliorate congregational disruption based on characterological problems.

**Learning Objective 1:** Identify characterological pathologies that are disruptive to congregational life;

**Learning Objective 2:** List the Pauline vices related to disruptive characterological pathologies;

**Learning Objective 3:** Describe the negative impact of these vices on first century church life and on Paul's life; Prepare strategies for congregational leaders in the management and amelioration of congregational disruption.

**F2 Acad The Power of Positive Parenting  
Juniper (1 CE) Intermediate Seminar**

***Betsye Robinette, Ph.D. & B.J. Fratzke, Ed.D., Indiana Wesleyan University***

Current research will be presented examining an individuals' early childhood attachment and models of forgiveness presented by parents with their adult levels of emotional intelligence and experiences intimate relationships.

**Learning Objective 1:** Upon completion of this seminar, the participant will be able to discuss the impact and significance of early attachment.

**Learning Objective 2:** The participant will also be able to explain current research on emotional intelligence using the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test).

**Learning Objective 3:** The participant will be able to compare development of willingness to forgive with success in intimate relationships.

**F3 Pastoral Cultivating a Sexually Healthy Church  
CC4 (1 CE) Introductory-Intermediate Seminar**

***Douglas Rosenau, Ed.D., Sexual Wholeness, Inc. & Gary Barnes, Ph.D., Dallas Theological Seminary***

This workshop will discuss key characteristics of a sexual healthy church, beginning with starting the dialogue and creating a positive theology. Celebrating healthy masculinity and femininity, committing to accountability and holiness, and educating the children are critical elements. Each member's sexual journey must be joined with hope and redemption.

**Learning Objective 1:** Discuss important constructs for a practical sexual theology

**Learning Objective 2:** Identify critical populations within the church community and present key concepts for sexual growth

**Learning Objective 3:** Consider approaches for prevention and healing of sexual brokenness

**F4 M&F The Use of Couples Therapy as a Treatment Modality for Sexual Addictions  
CC5 (1 CE) Introductory and Intermediate Seminar**

***Todd Frye, Ph.D & Todd Bowman, Ph.D., MidAmerica Nazarene University***

Over the past ten years couples therapy has become much more popular as a means in which to treat individual diagnostic issues. This presentation will look at the treatment of sexual addictions through an attachment lens with the use of Emotion Focused Couples Therapy. Participants will leave with a greater understanding of the neuroscience and attachment influence on sexual addictions as it relates to the couple dyad.

**Learning Objective 1:** To understand the current treatment approaches to sexual addictions.

**Learning Objective 2:** To understand the attachment significance of sexual addictions.

**Learning Objective 3:** To be introduced to Emotion Focused Couples Therapy approach as a means of facilitating treatment for sexual addictions.

**Learning Objective 4:** To understand the basic neuroscience that influences sexual addiction as it pertains to the couple dyad.

Note: This is a Counselor Ed/LPC Presentation.

**F5 M&F Relationship Loyalty as a Barrier to the Forgiveness Process**  
**Linden (1 CE) Intermediate-Advanced Seminar**

**Chuck Romig, Ph.D. & Ryan Rana, Ph.D., John Brown University**

Basic concepts of family loyalty from Nagy's Contextual Family Therapy model will be related to the forgiveness process and a related case study presented to illustrate how family loyalty can impair the forgiveness process. Clinical interventions facilitative of forgiveness, while respectful of family loyalties will be presented and discussed.

**Learning Objective 1:** summarize common barriers to forgiveness according to the research literature and how family loyalty impairs the forgiveness process

**Learning Objective 2:** recognize the relationship between family loyalty concepts (Nagy) and forgiveness when working with clients

**Learning Objective 3:** apply clinical approaches to overcoming family loyalty impairments to forgiveness.

Note: This is a counselor ed/LPC presentation.

**F6 Psa Mimetic Desire and Conflict in the Therapy Room: Examples and Implications for Christian Therapists**

**CC6 (1 CE) Intermediate-Advanced Paper**

**Lisa Finlay, M.A., Scott Garrels, Ph.D. & Alvin Dueck, Ph.D., Fuller Graduate School of Psychology**

Psychologists usually assume that human desire, whether it is biological or acquired, is independent, spontaneously chosen. René Girard asserts that desire is radically mimetic, that all desires are imitated, which leads to competition and conflict. This presentation will explore the nature and reality of mimetic desire within the therapeutic relationship.

**Learning Objective 1:** Participants will evaluate the Girardian theory of mimetic desire in contrast to modern psychological assumptions of spontaneous or independent desires.

**Learning Objective 2:** Participants will identify specific psychological phenomena within the therapeutic relationship, such as identification and projection, in terms of conscious or unconscious mimetic dynamics.

**Learning Objective 3:** Participants will assess how Christian therapists can respond to issues of mimesis in the context of therapy.

**F7 Psa Playing Our Cards Face Up: The Positive Power of Arousal and Disclosure in the Therapeutic Setting**

**CC7 (1 CE) Intermediate Seminar**

**Brad Strawn, Ph.D., Southern Nazarene University & Roy Barsness, Ph.D., Mars Hill Graduate School**

A relational model of psychotherapy requires immediacy and authenticity and asserts that the therapist's responses, including erotic, are vital aspects of therapy. The difference between therapeutic disclosure and boundary violations will be discussed as well as the implications for working with religious clients.

**Learning Objective 1:** Participants will learn the difference between therapist disclosure, which enhances therapeutic work, and boundary violations.

**Learning Objective 2:** Participants will learn both to look for signs of arousal in the therapeutic relationship, and the consequences of failure to deal with these issues.

**Learning Objective 3:** Participants will learn specific challenges and techniques for working with issue of arousal with religious clients.

Note: This is a counselor ed/LPC presentation.

**F8 Practice Integration Journeys: Four Psychologists Tell Their Stories**

**CC2 (1 CE) All Levels Seminar**

**Glen Moriarty, Psy.D. & Mark Yarhouse, Psy.D., Regent University, Everett Worthington, Ph.D., Virginia Commonwealth University & Derek McNeil, Psy.D., Wheaton College**

Panelists will share how their understanding of integration has been shaped by: development, mentors, struggles, spiritual disciplines, and therapy. They will also share a personal letter distilling wisdom gained from a career integrating psychology and Christianity.

**Learning Objective 1:** Based on the content of the session, participants will be able to identify how to overcome and integrate personal struggles with their practice of Christian psychology. Participants will learn ways of harnessing difficult issues to better understand their clinical work with clients.

**Learning Objective 2:** Based on the content of the session, participants will be able to explain how narratives impact their own personal development as well as client personal development. Participants will be able to identify key theoretical constructs that will help clients build a more cohesive narrative identity.

**Learning Objective 3:** Based on the content of the session, participants will be able to discuss what leading experts recommend in self-care. Participants will identify causes of burnout and coping skills that they can implement to ensure better client care.

**F9 Practice Working with Complex Emotional States in Grieving: An Integrated Process Approach to Grief Counseling**

**CC3 (1 CE) Introductory Seminar**

**David Lawson, Psy.D., Palm Beach Atlantic University & Michaela Gorgol, M.S., Barry University**

This workshop is designed to provide participants with tools and knowledge when working with clients experiencing grief and loss.

**Learning Objective 1:** Participants will compare and contrast traditional models of grieving and the stages of loss.

**Learning Objective 2:** Participants will be able to identify the task based approach to coping with dying with the Dual Process Model of coping.

**Learning Objective 3:** Participants will examine and discuss the impact of Family systems theory and attachment theory, supporting this new model.

Note: This is a Counselor Ed/LPC presentation.

**Friday 11:30-12:30 pm**

**Luncheon in Convention Center Ballroom B....this meal is included in your registration fee. Join us for good food and great fellowship; meet the CAPS Board members, the conference planning committee, and the student paper competition winners.**

**Friday 12:30-1:30 pm**

**PL3: Friday Luncheon Plenary**

**Convention Center Ballroom A (1 CE) Audience Level: All levels**

**Presentation Title: Strengths: Hope and Well-Being of College Students**

**Speaker: Shane Lopez, Ph.D.** is the Research Director of The Clifton Strengths Institute in Omaha, Nebraska, where he leads nationwide strength-based educational initiatives and conducts research on hope, well-being, and academic success. He is also a Senior Scientist at the Gallop Organization, where he conducts research and organizes the International Positive Psychology Summit. Dr. Lopez was an Associate Professor in the Counseling Psychology program at the University of Kansas from 1998-2003, and received the Kansas Psychologist Association's "Outstanding Teaching Award" in 2003. Dr. Lopez is widely published and is in high demand as a conference speaker. He was honored with the Sage Publications Best New Book of 2006 award for *Positive Psychology: Scientific and Practical Explorations of Human Strengths*.

**Summary:** Dr. Lopez will discuss the big picture of why personal strengths matter when adjusting to college and succeeding academically. He will be sharing the scientific foundation and latest studies that demonstrate the impact of strengths based development and education. He will also discuss some ways to integrate and apply strengths into your counseling work. Finally, links between strengths, hope, well-being and traditional college outcomes will be examined.

**Learning Objective 1:** Identify personal strengths by completing the Clifton StrengthsFinder.

**Learning Objective 2:** Learn to measure hope in youth and adults using brief psychometrically sound scales.

**Learning Objective 3:** Apply knowledge about strengths, hope and well-being to plans for college student development and counseling/psychological practice.

**Friday 1:45-2:45 pm**

- F10 Acad Conversation Hour about Positive Psychology**  
**Hawthorne 2 (No CE) Conversation Hour**  
Meet and dialogue with this panel of international experts in the field of Positive Psychology: Dr. Shane Lopez (Clifton Strengths Institute), Dr. Rod Hetzel (Baylor University), and Dr. Liz Gulliford (Cambridge University, England)
- F11 Acad Human Flourishing and Suffering: Restoring the Dialogue Between Positive Psychology, Theology, and Philosophy**  
**CC2 (1 CE) Introductory Paper**  
**Elizabeth Hall, Ph.D., Jason McMartin, Ph.D., & Richard Langer, Ph.D., Biola University**  
Should alleviation of suffering always be the goal of therapy? In a culture suffering from hedonism, this goal is rarely challenged. In this presentation we explore contributions of positive psychology, philosophy, and theology to understanding the role of suffering in the context of the flourishing life.  
**Learning Objective 1:** To recognize the differences between hedonism and eudaimonism in the context of suffering.  
**Learning Objective 2:** To articulate the three roles of suffering in the cultivation of the flourishing life.  
**Learning Objective 3:** To utilize the concept of the flourishing life to guide interventions in therapy.
- F12 Pastoral Providing Effective Relationship Curriculum Across Cultures**  
**Hawthorne 1 (1 CE) Introductory Seminar**  
**Invited distinguished scholar, Wei-Jen Huang, Ph.D., Northwestern University**  
Journey to Intimacy is a Focus on the Family relationship curriculum based on biblical principles and empirical research. It has been embraced by the China, Taiwan and Malaysia Governments and received rave reviews. More than 3,000 Asian professionals and community leaders from different countries have been trained to teach this curriculum. Experience and strategies for bringing effective relationship education across cultures will be shared during the workshop.  
**Learning Objective 1:** To identify research based active ingredients needed to develop an effective relationship education program that can be applied across cultures.  
**Learning Objective 2:** To explore with professionals who conduct relationship and psychoeducation ways to overcome cultural barriers they may encounter in working with audiences from other cultures.  
**Learning Objective 3:** To discuss strategies regarding how to bring biblical based relationship program to traditionally hard to reach populations, based on the presenter's experiences working with Asian couples in North America, China, Taiwan, Hong Kong, Singapore and Malaysia.
- F13 Pastoral Preaching as Pastoral Counsel: The Phenomenology of Scripture and the Care of Souls**  
**Linden (1 CE) Intermediate Paper**  
**Richard Wells, Ph.D., Union University**  
Modern preaching has often come under fire as little more than pop psychology--neither helpful nor biblical. And yet, authentic biblical preaching offers pastors their single best opportunity to give counsel, when they interpret the emotional content of Scripture and bring it to life.  
**Learning Objective 1:** To examine the role of and potential for preaching in a comprehensive program of pastoral care and counsel.  
**Learning Objective 2:** To explain what is meant by the "phenomenology of Scripture," and develop skills for phenomenological interpretation of Scripture, as a basis for "pastoral" preaching and for counseling.  
**Learning Objective 3:** To explain how the phenomenology of Scripture can be utilized homiletically, using case study examples.
- F14 M&F Marriage Reconciliation Following an Affair: Guidelines for the Counselor**  
**CC4 (1 CE) Introductory-Intermediate Seminar**  
**J. Lee Jagers, Ph.D., Th.M., Dallas Theological Seminary**

An affair constitutes a profound breach of trust resulting in many marriage partners to give up and "throw in the towel." Many counselors need to know how to deal with the myriad of complex issues involved in rebuilding the marriage relationship. Seven issues of concern to the therapist working toward the reconciliation of a marriage torn by an affair are discussed. They include (1) options for the marriage, (2) ensuring closure of the affair, (3) trust, (4) guidelines for disclosure by the offender –the term used here to refer to the unfaithful partner, (5) forgiveness, (6) individual issues, and (7) renewing physical intimacy. A list of books and resources for further study will be provided.

**Learning Objective 1:** List the seven major issues to work through in reconciling a post-affair marriage.

**Learning Objective 2:** Describe how the issues of trust are rebuilt in a post-affair marriage, both in the trustworthiness of the offender and the self-confidence of trusting on the part of the offended party.

**Learning Objective 3:** Articulate four major steps involved in asking for forgiveness.

**Learning Objective 4:** Articulate ways in which the reconciled state of the marriage must be better than the original pre-affair marriage (i.e. reconciled to higher ground, not just restored to what used to be).

Note: This is a counselor ed/LPC presentation.

**F15 M&F EFT in Christian Perspective: Traditional vs. Intensive Approaches**  
**CC5 (1 CE) Intermediate Seminar**

**Jaime Goff, Ph.D., Chris Bedard, B.A., Jonathan Cogburn, B.A., Rachel Pruitt, B.S. & Peter Almon, B.A., Abilene Christian University**

This workshop will describe the basic principles and interventions of emotionally focused couples therapy, integrating a Christian perspective. In addition, the results of a study that examined differences in outcome between couples who received traditional EFT (8, 1-hour weekly sessions) and intensive EFT (2, 4-hour sessions within the same week) will be presented. Implications for clinical practice and suggestions for future research will be discussed.

**Learning Objective 1:** Participants will be able to explain the basic principles of EFT theory and intervention from a Christian perspective.

**Learning Objective 2:** Participants will compare and contrast the differences in effectiveness for traditional vs. intensive EFT.

**Learning Objective 3:** Participants will discuss the clinical implications of the research results.

Note: This is a counselor ed/LPC presentation.

**F16 Psa Rene Girard and the Violence of Psychotherapy**  
**CC6 (1CE) Introductory Paper**

**Scott Grover, M.A., George Horton, M.A., Alvin Dueck, Ph.D. & Scott Garrels, Ph.D., Fuller Graduate School of Psychology**

René Girard's theory of mimetic desire provides a valuable clinical hermeneutic for uncovering the systems that perpetuate violence and suggests ways in which the discipline of psychotherapy has failed to disrupt violence. Specific examples of how Girard's theory can enhance psychoanalytic work will be explored through case analysis.

**Learning Objective 1:** Participants will be able to identify crucial aspects of René Girard's theory of mimetic desire and reciprocal violence as they relate to the practice of psychotherapy.

**Learning Objective 2:** Using René Girard's theory of mimetic desire and reciprocal violence, participants will be able to identify and discuss crucial ways in which the discipline of psychotherapy has perpetuated violence and failed to provide a context for the disruption of patterns of violence.

**Learning Objective 3:** Participants will compare René Girard's theory of mimetic rivalry with Winnicott's theory of object usage using clinical case material to identify a concrete way in which Girard's theory can be implemented as a clinical hermeneutic for psychoanalytic psychotherapy.

**F17 Psa The Beautiful Risk: The Dance of Relational Psychotherapy**  
**CC7 (1 CE) Intermediate-Advanced Clinical Demonstration**

**Invited Distinguished Scholar, James Olthuis, Ph.D., Institute for Christian Studies**

Current models of therapy often emphasize expertise, testing, control, and technique in which clients are considered people with defects that need diagnosis, treatment, cure. Relational therapy presents an alternative approach that emphasizes being-with, caring for, and suffering with. Counseling is no longer something we do to others, but something we do together.

**Learning Objective 1:** To develop a deeper understanding of the nature of relational psychotherapy as a two-way care-based dance.

**Learning Objective 2:** To have a first-hand experience of relational psychotherapy (as either client of observer).

**Learning Objective 3:** To enhance the skills and therapeutic awareness of psychotherapists.

**F18 Practice Is Positive Psychology Useful In Group, Individual, and Marital Therapy?**

Juniper (1 CE) Introductory-Intermediate Seminar

**Mark Liston, Ed.S., Independent Practice**

Much is written about the theory and research behind Positive Psychology, but let's get practical! Can it be used in private practice? From experience as a pastoral counselor, LPC, and a board certified Christian counselor, Mark researched and wrote the first training curriculum based on PP. In this seminar he shares his clients' experience in strengths-based therapy and research done with help from PP guru Dr. Chris Peterson.

**Learning Objective 1:** To explain the foundation of character undergirding Positive Psychology.

**Learning Objective 2:** To detail clinical examples of Positive Psychology used in Group, Individual, and Marital Therapy, including specific exercises that may be used with clients.

**Learning Objective 3:** To introduce a curriculum that can facilitate therapy that employs Positive Psychology and to encourage the use of Positive Psychology and a strengths-based approach in clinical practice.

**F19 Practice Sexual Addiction: Trauma Model Treatment for Christians**

CC3 (1 CE) All Levels Seminar

**Richard Blankenship, M.Ed., M.A., North Atlanta Center For Christian Counseling**

This workshop will provide some basic information about sexual addiction and will focus on trauma model treatment. Men, women, spouses, and children are being affected. This workshop will address treating sexual addiction and co-addiction in these populations.

**Learning Objective 1:** Basic information about the prevalence of sexual addiction and the impact on Christians.

**Learning Objective 2:** A clinically proven treatment method based on research and clinical experience

**Learning Objective 3:** The connections between trauma, neurochemistry and sexual addiction and how to address comorbid issues.

**Friday 3:00-5:00 (Two Hour Invited Symposia)**

**F20 Acad The Challenges of Accreditation for Christian Mental Health Training Programs**

CC3 (2 CE) All Levels Invited Symposium

**Mark Yarhouse, Psy.D. & James Sells, Ph.D., Regent University, Clark Campbell, Ph.D., Rosemead Graduate School of Psychology & James Beck, Ph.D., Denver Seminary**

Christian mental health training programs face the challenge of maintaining our mission as faith-based programs while simultaneously seeking accreditation from secular mental health organizations. This symposium will center on the challenges we share in common by having an open discussion between psychologists, counselor educators, and APA and CACREP officials.

**Learning Objective 1:** Identify challenges faced by faith-based programs in secular mental health organizations

**Learning Objective 2:** Recognize the place for religious liberty arguments in our respective professions

**Learning Objective 3:** Understand the difficulties faced by faith-based programs in maintaining accreditation

Note: This is a Counselor Ed/LPC Presentation.

**F21 Pastoral A More International CAPS: What Might That Look Like?**

CC5 (2 CE) All Levels Invited Symposium

**Bradford Smith, Ph.D., Care and Counsel International, Fred Gingrich, Ph.D., Denver Seminary, Gary Collins, Ph.D., Regent and Richmond Graduate Universities, Al Dueck, Ph.D., Fuller School of Psychology, Derek McNeil, Ph.D., Wheaton College, Elisabeth Suarez, Ph.D., Regent University & Stephen Allison, Ph.D., Abilene Christian University**

Psychology and counseling now operate in a context of a global community despite being originally rooted in a white, Western framework. How can CAPS organize itself to better facilitate more inclusiveness, dialogue and fundamental change? A panel with long CAPS involvement and cross-cultural experience will lead a lively discussion.

**Learning Objective 1:** Summarize the rationale for why psychology and counseling must become more international.

**Learning Objective 2:** Assess the opportunities and challenges in research, training, and provision of services in a global context.

**Learning Objective 3:** Discuss ways in which CAPS can organize itself to better facilitate dialogue, inclusiveness, and change regarding diversity

**F22 M&F Integrative Marital Intensive Therapy**  
**CC6 (2 CE) Intermediate Invited Symposium**

**Robert Burbee, Ph.D. & Brett Sparks, Psy.D., National Institute of Marriage**

Ten years of service and research with marriages in severe marital distress has provided National Institute of Marriage valuable perspective and insight in helping couples avoid marriage dissolution and achieve greater marital satisfaction. This workshop outlines principles and interventions developed in multi-hour intensive marital therapy.

**Learning Objective 1:** Help couples identify essential elements of the reactive emotional cycle underlying their conflict and relationship estrangement.

**Learning Objective 2:** Effectively establish therapeutic rapport with couples in their distress and empower spouses toward healthier relationship participation.

**Learning Objective 3:** Effectively assist couples toward greater unity and equitable resolution of conflict.

**F23 Psa 2nd Annual Master Series Case Presentation**  
**CC7 (2 CE) Intermediate Invited Symposium**

**Lowell Hoffman, Ph.D., Brookhaven Center, Paula Hamm, M.A., Independent Practice & Sussie Eshun, Ph.D., East Stroudsburg University**

In this second in a series of annual comparative case presentations, Lowell Hoffman, Ph.D. will present a three times per week psychoanalytic case. Respondents to the case will be Sussie Eshun, Ph.D. from a cognitive/behavioral perspective and Paula Hamm, M.A. from a psychoanalytic perspective.

**Learning Objective 1:** Each participant will be introduced to the structure, methodology and context/texture of a multiple year intensive psychoanalytic psychotherapy.

**Learning Objective 2:** Each participant will be able to discuss core differences between these contemporaneous, distinct psychotherapeutic modalities.

**Learning Objective 3:** Each participant will be able to identify diagnostic considerations that indicate when psychoanalytic psychotherapy is the treatment of choice.

**Learning Objective 4:** Each participant will be encouraged to routinely consider the range of psychotherapeutic perspectives in order to make ethical treatment recommendations which will best serve each patient/client.

**F24 Practice Part I: Neuroscience Advances in Treating Anxiety**  
**CC4 (1 CE) All levels Invited Paper**

**Glenn Veenstra, Ph.D., University of Kansas School of Medicine, Wichita**

By knowing the neurological basis of anxiety therapists will be able to help clients understand their fear experience better, be wiser about responding to it, and more effective in controlling it through improved self-talk and exposure techniques.

**Learning Objective 1:** Explain how the anxiety response is produced at three different levels in the brain and what this means for treating it.

**Learning Objective 2:** Explain to clients how to more adaptively respond to the neurological features of anxiety

**Learning Objective 3:** Describe how to improve existing techniques like self-talk and exposure by utilizing emotions to increase the brain's safety signal

**Practice Part II: Alzheimer's Disease and the Dementias: Addressing the Challenge**  
**CC4 (1 CE) Intermediate Invited Paper**

**Samuel Brinkman, Ph.D., Independent Practice**

In view of the growing burden of Alzheimer's disease in the USA, it is likely that Alzheimer's disease will affect both the professional practices and the personal lives of most mental health professionals. The purpose of this seminar is to prepare practitioners to provide effective care for persons with dementia.

**Learning Objective 1:** 1. Participants will be able to discuss the modifiable and non-modifiable risk factors for dementia, the early symptoms, and the clinical course.

**Learning Objective 2:** 2. Participants will be able to compare advantages and disadvantages of various approaches to early identification of dementia.

**Learning Objective 3:** 3. Participants will be able to identify appropriate points and relevant approaches to clinical intervention in Alzheimer's disease and other dementias.

**Friday 3:00-4:00 pm**

**F25 Acad Comparing the Telos of Three Positive Psychologies: Secular, Buddhist, and Christian**

**Hawthorne 1 (1 CE) Intermediate Paper**

**Eric Johnson, Ph.D., Southern Baptist Theological Seminary**

Well-developed intellectual communities have their own model of the mature human being, based on their worldview. A positive psychology that aims at cross-communal breadth will encompass the models of a mature human being of different, notable communities. We will explore three such models in our day: those of the secular, Buddhist, and Christian communities.

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

**Learning Objective 2:** to critique the attempt of contemporary positive psychology to offer a single "community-neutral" account of the goal of human maturation

**Learning Objective 3:** to understand the differences between the goal of human maturation of three worldview communities: secular, Buddhist, and Christian

**F26 Pastoral Combat Issues and the Warrior's Soul: Interventions That Can Heal or Harm**  
**Juniper (1 CE) Introductory-Intermediate Seminar**

**Janet McCormack, D. Min., Denver Seminary**

Protracted wars and the unprecedented use of Reserve and Guard troops, in addition to active military personnel with multiple-deployments, have raised the awareness of the costs inflicted upon surviving warriors. Clergy/therapists need to identify the unique issues of combat which will enable them to help heal, rather than innocently harm, these Wounded Warriors.

**Learning Objective 1:** Describe the characteristics and unique issues of the New Warrior.

**Learning Objective 2:** Assess the physiological, psychological and theological dimensions of the price of combat experienced by Wounded Warriors.

**Learning Objective 3:** Differentiate between interventions that can heal and those that can harm a surviving warrior.

**F27 M&F Using Sandtray Therapy in Marriage Counseling**  
**Hawthorne 2 (1 CE) Intermediate Seminar**

**Daniel Sweeney, Ph.D. & Kristi Born, B.S., George Fox University**

Marriage therapy comes with many challenges. Recognizing that one or both partners may be reticent participants and that presenting issues may be complex and challenging to verbalize, an expressive and nonverbally-based technique such as Sandtray therapy offers a unique tool to assess couple dynamics and create avenues for communication.

**Learning Objective 1:** This workshop will discuss the challenges of addressing marital therapy issues at a verbal level.

**Learning Objective 2:** This workshop will discuss the advantages of using the expressive intervention of Sandtray therapy with couples.

**F28 Psa Altruism and Well Being: Is it More Helpful to Give Than Receive?**  
**Linden (1 CE) All levels Seminar**

**Robert Cochran, M. A., Independent Practice**

This presentation will explore the tendency in psychoanalysis to ignore or pathologize altruistic motivations. A therapeutic stance that considers altruistic motivations in the therapeutic relationship will be explored. Specifically, discussion will consider the analyst's capacity to authentically and effectively respond to client's desires to heal, provide for, or contribute to the analyst's well being. Context will be provided with a discussion of research supporting the importance of altruism in well being.

**Learning Objective 1:** Participants will be able to generally recall research supporting the ability of altruism to increase well-being.

**Learning Objective 2:** Participants will be able to articulate the importance of burn out in prosocial behavior and be more prepared to address this issue with their clients.

**Learning Objective 3:** Participants will relate presented material to real life examples and consider how they navigate and conceptualize altruism in their clinical work.

**F29 Practice Mindfulness-Based Clinical Strategies: Recent History, Practical Theology, and Clinical Practice**

**CC2 (1 CE) Introductory Seminar**

**Stephen Stratton, Ph.D., Asbury Theological Seminary**

Mindfulness-based strategies are increasingly popular for clinical practice. These "mental skills," associated largely with Buddhist meditation, show promise by enhancing attentional regulation, decreasing reactivity, and improving behavioral and relational responsiveness. Experiential and didactic methods will be used to consider the efficacy of mindfulness as a clinical procedure for Christian counseling professionals.

**Learning Objective 1:** Identify the recent clinical history of mindfulness-based strategies.

**Learning Objective 2:** Explain the concept of mindfulness and demonstrate training practices associated with mindfulness.

**Learning Objective 3:** Compare mindfulness and Christian practices, such as contemplation and centering prayer.

**Friday 4:15-5:15 pm**

**F30 Acad Counselor Educator Mentoring: Teacher and Student Perspectives**

**CC2 (1CE) Introductory Seminar**

**Susan Lahey, Ph.D. & Amanda Daly, M.M.F.T., Trevecca Nazarene University**

Becoming a competent counselor educator involves training and experience. The process of training future counselors involves a 'gatekeeping' process. This session will focus upon the concept of counselor educator mentoring. Specifically, the presenters will focus upon their own experiences as teacher and student. Counselor educator mentoring is an intricate process of training, teaching, advising, and encouraging growth for the teacher as well as the student.

**Learning Objective 1:** This presentation will explain what is involved in counselor education mentoring.

**Learning Objective 2:** The participant will participate in a discussion of teacher and student perspectives in counselor education mentoring.

**Learning Objective 3:** This presentation will identify the benefits and challenges of the counselor educator mentoring process.

Note: This is a Counselor Ed/LPC Presentation.

**F31 Pastoral Living with Shame No More: Life Skills for Healthy Relationships**

**Juniper (1 CE) Introductory-Intermediate Seminar**

**Richard Shaw, D.MFT, George Fox University**

This one hour seminar will provide an introduction to current guilt, shame and grace literature. We will review Arterburn and Felton's Indicators of shame based behavior. We will explore Fossum and Mason's characteristics of shame based families. Balswick and Balswick will provide a health based model for grace-filled relationships. Rigid belief systems and the negative results of those beliefs on mental health will be addressed. Wesley's order of salvation and framework for personal relationship will serve as the context for making choices to live out grace based healthy relationships.

**Learning Objective 1:** Review Arterburn and Felton's indicators of shame based behavior.

**Learning Objective 2:** Explain and apply Balswick and Balswick's grace based relationships model for healthy functioning.

**Learning Objective 3:** Utilize Wesley's order of salvation and framework of personal relationship to help clients make choices to live out grace-based healthy relationships.

**F32 M&F HOPE Focused Counseling with African American Couples**  
**Hawthorne 2 (1 CE) Introductory Seminar**

***Vickey Maclin, Psy.D., Katherine Chisholm & Brittany Rainwater, B.A., Regent University***

What is important for a clinician to consider when working with African American couples? How do clinicians prepare themselves to address diversity issues with African American couples? This seminar will examine the HOPE focused counseling with African American couples and address contextual considerations with this population.

**Learning Objective 1:** Participants will examine through case studies HOPE therapy with African American couples.

**Learning Objective 2:** Participants will discuss ways to address critical issues as it relates to providing therapy to African American couples.

**Learning Objective 3:** Participants will be able to identify personal beliefs that can interfere with counseling African American couples.

**F33 Psa Honesty and the Pursuit of the Abundant Life: Considerations from**  
**Psychoanalysis**

**Linden (1 CE) Introductory Seminar**

***Mitchell Hicks, Ph.D., Walden University, Natalia Yangarber-Hicks, Ph.D. & Adina Hrinca-Diaconescu, B.A., Wheaton College***

In their respective visions of abundant life, Christianity and psychoanalysis both privilege an ethic of honesty. However, honesty, or the ability to tolerate the totality of one's subjective experience, is quite difficult to achieve. A case will be used to illustrate how the psychotherapeutic process can challenge and encourage honesty.

**Learning Objective 1:** Explain points of convergence between Christianity and Psychoanalysis with respect to the high value placed on honesty

**Learning Objective 2:** Compare and contrast the ethic of honesty as addressed by classical and contemporary psychoanalytic views.

**Learning Objective 3:** Identify obstacles and challenges to honesty from theological, developmental, and relational perspectives, and how to facilitate increasing depth of honesty.

**F34 Practice Integrating Client Spirituality in the Treatment of Sex Abuse**  
**Hawthorne 1 (1 CE) Intermediate Seminar**

***William Buhrow, Psy.D., George Fox University***

For spiritual clients who have been sexually abused, religious beliefs can create obstacles as well as potential resources for the therapeutic process. This presentation will explore these potential obstacles and resources and will contextualize them within the therapeutic process through use of a case study and a clients' personal journaling.

**Learning Objective 1:** Participants will be able to discuss how spirituality is a matter of clinical competency and diversity when treating religious clients who have been sexually abused.

**Learning Objective 2:** Participants will be able to identify the phases of treatment of sexually abused clients and the relevant issues of each phase

**Learning Objective 3:** Participants will be able to identify the potential therapeutic obstacles and resources created by a client's spiritual beliefs.

### **Friday 5:15-6:30 pm**

- (1.) **“Christian Psychology” Interest Meeting**.....Anyone interested in forming a “Christian Psychology” Professional Development Community is invited to meet with **Dr. Tim Sisemore** (Richmont Graduate University) in **Convention Center Meeting Room 6**.
- (2.) **Reception for International CAPS Members** and attendees from outside the USA; anyone interested in meeting these honored guests and discussing cross-cultural/international psychology is welcome to join us in **Convention Center Meeting Room 5**.

### **Friday 5:30-7:30 pm**

**Students and Early Career Professionals Dinner**.....Student hosts from Mid America Nazarene University will be at the main entrance of the Sheraton hotel to form carpools to go to dinner. Join students from many colleges and universities, and dialogue with other early career professionals, over a dutch treat dinner at a nearby restaurant. Then come back to the Sheraton for our special movie, popcorn and panel at 8:00 pm (see below for movie details).

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### **Friday 7:00-9:30 pm**

#### **BANQUET in CONVENTION CENTER MEETING ROOM 2**

Note: Tickets must be pre-purchased at the registration desk; none will be sold at the door.

Our banquet is a highlight of every CAPS conference, and this year's fun feast promises to be extra special. Attendees will be treated to a delicious meal, great entertainment, a delightful after-dinner talk by Dr. Gary Collins, and announcements about next year's conference.

**Speaker: Gary Collins, Ph.D.** is a Distinguished Visiting Professor at the School of Psychology and Counseling at Regent University in Virginia Beach, Virginia and Distinguished Professor of Leadership and Counseling at Richmont Graduate University in Atlanta, Georgia. He has been an invited speaker and workshop leader in 45+ countries, and is an internationally-known author; among his 55 books are: *Christian Counseling: A Comprehensive Guide*, *Christian Coaching*, and *The Christian Counseling Casebook*. Dr. Collins took his first psychology course in 1953, even before the founding of CAPS (a half century ago). With enthusiasm, humor and personal anecdotes, Gary will go back to tell stories about the early years of the integration movement and show how all of this has practical relevance for the present and especially for the future, as he shares with us: **“The Abundant Life: Back To The Future”**.

**Entertainment:** Banquet entertainment will be provided by 24 of Kansas City's most talented young people, all part of Trilogy Cultural Arts Centre (founded by Bridget & Damon Taylor). Directed by Jenny Reynolds, tonight's performance is a musical revue from “The Wizard of Oz”, “The Wiz”, and “Wicked”.

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### **Friday 8:00-10:30 pm**

#### **Movie, Popcorn and Panel Discussion in Hawthorne 1 & 2 (Sheraton ground level).**

Students, early career professionals (and any others not attending the banquet) are invited to grab dinner with friends and come back to the hotel for a movie, popcorn and a stimulating panel discussion about the movie **“Lars and the Real Girl”**, a “slightly dark” but humorous film with psychological twists, relationship puzzlements, and religious challenges. Panelists include **Dr. Richard Beck** (CAPS plenary speaker and Professor of Psychology at Abilene Christian University), **Dr. Vickey Machlin** (Regent University professor), **Dr. Brad Strawn** (Psychologist and Vice President for Spiritual Development at Southern

Nazarene University), and **Dr. Todd Frye** (Psychologist and Director of Counselor Education at Mid America Nazarene University).

## **Saturday April 17, 2010**

### **Saturday 7:00-8:30 am**

**Hail & Farewell Board Breakfast** for incoming and outgoing members of the CAPS International Board in Convention Center Meeting Room 2

### **Saturday 7:30-8:30 am**

**Breakfast with CAPS Distinguished VIPS....** Students and early career professionals are invited to join **Dr. Sally Canning** (CAPS 2011 Track Coordinator and Professor at Wheaton College) and **Dr. Gwen White** (CAPS 2008 Conference Asst Coordinator and Professor of Psychology at Eastern University) for breakfast (dutch treat); meet and eat at the Sheraton lobby restaurant

### **Saturday 8:45-10:15 am**

#### **PL4: Saturday Morning Plenary**

Convention Center Ballroom A

(1 CE)

Audience Level: Intermediate

#### **Presentation Title: The Virtue of Positive Psychology: A Philosophical and Theological Evaluation**

**Speaker: Liz Gulliford, MPhil** is a research assistant for the Psychology and Religion Research Group, based at the Centre for Advanced Religious and Theological Studies, Faculty of Divinity, Cambridge University, England. Liz is a doctoral student and has published widely in the areas of positive psychology, gratitude, hope and forgiveness, including co-authoring, with Dr. Fraser Watts, the 2004 book *Forgiveness in Context: Theology and Psychology in Creative Dialogue*. She received her BA degree (honors) in Theology from Trinity College, Oxford University.

**Summary:** Positive psychology, in promoting human strengths and virtues, represents an important complementary approach to psychologies that focus on remediation of pathology. Its slant on virtue generally, and several specific virtues, will be examined and contrasted with philosophical and theological approaches. It is suggested that positive psychology may be enriched through dialogue with these other disciplines.

**Learning Objective 1:** To evaluate the benefits positive psychology offers faith traditions, specifically Christianity, in the development of practical tools that promote specific virtues.

**Learning Objective 2:** To appraise the contributions philosophy and theology can make to positive psychology in terms of its construal of virtue/s.

**Learning Objective 3:** To demonstrate various critical perspectives on positive psychology and its conception of individual and collective flourishing.

### **Saturday 10:00 – 10:30 am**

**Complimentary Coffee Break in Exhibit Hall, Convention Center Meeting Room 1**

**Saturday 10:30 – 11:30 am**

**S1 Acad Juniper Understanding Christian Love: Scripture, Science, Cross (No CE) Introductory Invited Scholar Paper**

***Invited Distinguished Scholar, Alan Tjeltveit, Ph.D., Muhlenberg College***

Loving God and our neighbors as ourselves is a psychological topic, part of positive psychology, and a theological topic. For complex reasons, psychologists (including Christians) have ignored it. We will wrestle with the relative contributions of scientific psychology, theology, and experience (especially dying with Christ) in understanding Christian love.

**Learning Objective 1:** Identify at least three contributions that scientific psychology can make to understanding love of God and/or love of neighbor-as-self

**Learning Objective 2:** Identify at least three ways in which Scripture and the cross can produce understandings of love that go beyond what we can learn through psychological science

**Learning Objective 3:** Think about how to best draw on science, Scripture, and experience in understanding the psychology of love

**S2 Acad Part I CC3 Christian Role Integration: An Underappreciated Topic (.5 CE) Introductory-Intermediate Paper**

***William Hathaway, Ph.D., Regent University***

A definition of Christian role integration is offered. This domain of integration is particularly salient for Christian mental health professionals. Tension areas for appropriate role integration are discussed and some helpful principles are offered for this form of integration.

**Learning Objective 1:** Compare Christian role integration to other forms of integration more typically addressed in the integration literature.

**Learning Objective 2:** Discuss how the voluntary nature of the fiduciary and professional context of practice adopted by Christian mental health professionals produces specific ethical obligations.

**Learning Objective 3:** Explain what principles can guide role integration to allow practice that is faithfully Christian and professionally appropriate.

**Acad Part II CC3 Positive Ethics: Correctives, Critiques, Training, and Christianity (.5 CE) Introductory-Intermediate Paper**

***Adam Ghali, M.A. & Alvin Dueck, Ph. D.; Fuller Theological Seminary***

This presentation will recognize positive ethics as an important corrective to minimalistic forms of ethics in psychology. It will also consider critiques of positive ethics, and will attempt to improve on a positive ethics training framework by the elaboration on its premises. Christian contributions will be integral to this process.

**Learning Objective 1:** To explain the limitations of much of discourse in ethics in psychology today, and to recognize the ways in which positive ethics can offer a corrective to the limitations of contemporary ethics discourse.

**Learning Objective 2:** To be able to identify the need for an extension of the ideas provided by positive ethics to ensure that it is philosophically coherent.

**Learning Objective 3:** To begin to consider ways in which the participant, as a psychologist who desires to practice ethically, could begin to incorporate their theological tradition into their ethical practice of psychology.

**S3 Acad Linden (1 CE) Accentuate the Positive: An Appreciative Inquiry Approach to Women in Church Leadership Introductory-Intermediate Paper**

***Judith Schwanz, Ph.D., Nazarene Theological Seminary***

This paper presents the results of Appreciative Inquiry-based interviews with women in leadership in academic, corporate and church settings. The strengths and virtues identified in the interviews form the foundation for a model of leadership development to nurture resiliency and success for women in church and ministry settings.

**Learning Objective 1:** Participants will identify key characteristics and life skills that enhance a woman's ability to thrive in ministry leadership.

**Learning Objective 2:** Participants will be able to explain the use and benefits of Appreciative Inquiry processes.

**Learning Objective 3:** Participants will be able to define resiliency and identify ways in which women can build resiliency in the face of the "glass ceiling" effect in organizations.

**S4 Pastoral The Role of Community Care and Counseling in Achieving Abundant Life in Post-Apartheid South Africa: Promoting Well-Being by Applying the Principles of Positive Psychology**  
CC5 (1 CE) Intermediate Seminar

**Johan Mostert, Ph.D., Assemblies of God Theological Seminary, Don Russell Ed.D., Providence Theological Seminary, & Mervin van der Spuy, D.Th., Providence Theological Seminary**

Apartheid left the New South Africa a legacy of brokenness: the lack of abundant life is undeniable. There is a need for the empowerment of the disenfranchised and the restoration of the oppressed. It is our belief, that faith and the principles of positive psychology can facilitate and enhance this process. By applying the virtues and character strengths principles of positive psychology in community care and counseling, the faith community can empower people to embrace abundant life.

**Learning Objective 1:** Participants will be able to explain the horrendous legacy of Apartheid and analyze the need for community empowerment, restoration and upliftment

**Learning Objective 2:** Apply the principles of positive psychology to community care and counseling in a community context, using the South African experience as a model

**Learning Objective 3:** Enhance the role of the faith community in empowering people to embrace well-being (abundant life)

**S5 M&F Healing Communities: A Great Need in the 21st Century**  
CC4 (1 CE) Intermediate-Advanced Seminar

**Shannon Wolf, Ph.D., Dallas Baptist University**

Based on a 2008 study, this workshop examines five unique concerns of families of sexual assault survivors and offers six methods for caring for these individuals. Families commonly experience their loved one's pain and react strongly to that hurt thereby hindering their ability to care for the victim or themselves. This workshop provides vital tools for counseling these families.

**Learning Objective 1:** Participants will explore the relationship between support from the family and reduction of trauma symptoms in survivors of sexual assault that will aid treatment planning for Christian counselors.

**Learning Objective 2:** Participants will identify five key concerns of families of sexual assault survivors that will assist in effectively counseling the sexual assault survivor and the family.

**Learning Objective 3:** Participants will analyze six practical intervention strategies for ministering to families of sexual assault survivors.

**S6 M&F Emotional & Relational Intelligence (ERQ)**  
Leatherwood 1 (1 CE) Introductory Seminar

**Gary Oliver, Ph.D., John Brown University**

The most recent research tells us that emotions are much more important to personal and professional growth and effectiveness than anyone ever imagined. This workshop will introduce participants to the emerging science of emotional and relational intelligence (ERQ) in ways that can be applied in both personal and professional relationships to significantly increase one's impact and effectiveness.

**Learning Objective 1:** Define Emotional and Relational Intelligence (ERQ), explain the core components of ERQ and the research base that supports it.

**Learning Objective 2:** Identify and demonstrate specific ways in which a therapist can increase their clinical effectiveness by increasing their ERQ.

**Learning Objective 3:** Identify and demonstrate the specific and practical ways therapists can help individuals, couples and work groups increase their effectiveness through the application of ERQ to specific areas of concern.

Note: This is a counselor ed/LPC presentation.

**S7 Psa Sexuality and Spirituality: Inter-facing Functions of Human Personhood**  
CC7 (1 CE) Intermediate-Advanced Invited Seminar

**Invited Distinguished Scholar, Harold Ellens, Ph.D., Independent Practice**

**Moderator: Lowell Hoffman Ph.D., Brookhaven Center**

Sigmund Freud's antipathy for religion and kinship with Darwinism foreclosed upon a whole discourse between psychoanalysis and spirituality on the phenomenon of human sexuality. This workshop based on Dr. Ellen's book, *The Spirituality of Sex* (Praeger, 2009) will focus on sexuality and spirituality as inter-related experiences of interpersonal and intrapsychic dynamics.

**Learning Objective 1:** The participant will be able to formulate and integrate into clinical practice Judeo-Christian concepts of "knowing" the lover which include the crescendo of contact, connection, communication, communion, union, ecstasy and transcendence.

**Learning Objective 2:** The participant will be able to distinguish between narcissistically invested sexual relating and kenotic sexual relating characterized in inter-subjectivity theory as "surrender."

**Learning Objective 3:** The participant will be able to describe the parallel process of human orgasm and ultimate spiritual experiences, i.e. the abandoning of oneself to the other for the sake of the other.

**Learning Objective 4:** The participant will be able to articulate the shared human experiencing of a sexual spirituality and a spiritual sexuality and apply this understanding in CP.

**S8      Psa      Mentors in Integration Series: Michael Mangis, Ph.D  
          CC6      (1 CE)      Introductory      Seminar**

**Natalia Yangarber-Hicks, Ph.D., Michael Mangis, Ph.D., & Travis Koutsoubos, B.A., Wheaton College, Lisa Finlay, M.A., Fuller Theological Seminary, Katy Herr, M.A., Rosemead Graduate School of Psychology & Ryan D. Kuehlthau, M.A., George Fox University**

This annual series wishes to identify mentors whose seminal contributions have enriched graduate psychology programs by offering integration with the discipline of theology. Four students with recognized interest in this area have been invited to interview Dr. Mangis regarding both historical and future challenges to the ongoing theological-informing of psychology education.

**Learning Objective 1:** As a result of this presentation each participant will be able to assess the importance of theological understandings as an epistemological foundation for the practice of psychology.

**Learning Objective 2:** As a result of this annual presentation, each participant will become aware of specific approaches to the integration of psychoanalysis and theology.

**Learning Objective 3:** As a result of this presentation, each participant will be made aware of the current and future challenges that face those who would continue to provide interdisciplinary material that theologically informs psychology training programs.

**S9 Practice Thriving or Just Surviving?: A Critical Reflection on the Notion of "Self-Care" for Christian Helpers**

**Leatherwood 2      (1 CE)      All Levels      Paper**

**Sally Canning, Ph.D., Wheaton College**

To what extent should those who devote themselves to fostering the well-being of others work toward their own flourishing? This paper will present a thorough review of literature on the "what", "why" and "how" of self-care. Relevant theological considerations will be discussed. Self-assessment and professional development resources will be offered.

**Learning Objective 1:** Participants will be able to identify what risk and protective factors have been associated with burnout and wellness in professional helpers,

**Learning Objective 2:** What self-care is, why it is recommended for helping professionals and how it can be done as presented within secular and faith-based literatures,

**Learning Objective 3:** To identify Biblical and theological challenges facing Christians grappling with the challenges of being a helper, and to critically reflect on their perspectives and practices in light of relevant Biblical and theological principles,

**Learning Objective 4:** Participants will be provided with a variety of resources available for self-assessment and professional development in this area.

Note: This is a counselor ed/LPC presentation.

**S10 Practice Collaborative and Therapeutic Assessment: Testing as a Positive Experience**  
Maple (1 CE) All Levels Seminar

**Jim Siwy, Ph.D., Richmond Graduate University**

The transformation of psychological testing into therapeutic dialogue will be presented. Psychologist and client formulate questions together, as assessment results help them co-edit a new story for the client's life. For psychologists and referring counselors who can be part of the assessment.

**Learning Objective 1:** Participants will be able to describe collaborative and therapeutic assessment for use in their professional practice for referral purposes.

**Learning Objective 2:** Participants will formulate referral questions and communicate test results in an interactive manner with clients to have a therapeutic impact.

### **Lunch Gatherings**

#### **Saturday 11:45 am- 2:00 pm**

(1.) Connect with friends at the Cyber Café on the upper floor of the Convention Center, where you can purchase a la carte lunch items....then browse through the poster sessions.

#### **Saturday 12:30-1:45 pm**

(2.) Check out the poster sessions from 11:45-12:30; then join members of the **Psychoanalysis Professional Development Community** in the Sheraton lobby restaurant for lunch (dutch treat); hosted by Drs. Marie & Lowell Hoffman and Dr. Brad Strawn.

(3.) Check out the poster sessions from 11:45-12:30; then join members of the **Counselor Educators & Licensed Professional Counselors Professional Development Community** in the Sheraton lobby restaurant for lunch (dutch treat); hosted by Drs. Jim Sells, Stephen Greggo, Mark Gerig, and Todd Frye.

(4.) **Lunch with CAPS Distinguished VIPS....** Students and early career professionals are invited to join Dr. Al Dueck (Fuller Seminary) and Drs. Fred & Heather Gingrich (Denver Seminary) for lunch (dutch treat); browse the poster sessions from 11:45-12:30; then meet at at the Cyber Café for lunch and conversation.

#### **Saturday 11:45 am-1:15 pm**

### **Poster Sessions in Lobby outside Convention Center Ballroom A**

\*Note of thanks to our panel of judges for the paper competition: Daryl Stevenson, Ph.D., Houghton College, David Entwistle, Ph.D., Malone College & Grant Jones, Ph.D., Evangel University

#### **Student Paper Competition Winners**

**1st prize: Angela McCormick, M.A., George Fox University**  
Is Confession Perceived as Good for the Soul?

**2nd prize: Deborah Berghuis, M.A., Eastern University**  
Exploring the Intersection of Spirituality and Religion with Marital Separation and Divorce Among Protestant Christian Women

**3rd prize: Jon Hart, M.S., University of Oklahoma**  
**Attachment, Parenting Style, and Faith Development**

**Academic**

**Christina Arnold, M.A. & Lynn Olson, Ph.D., Regent University**  
**Health Risk Behaviors and Spirituality**

**Rod Bassett, Ph.D., Roberts Wesleyan College**  
**Self-sacrifice in the Bedroom and in the Classroom**

**Rod Bassett, Ph.D., Julie Grimm, Ph.D. & student co-authors; Sarah Ochs, Nathan Jacobia, Melvine Crawford, Heidi Dean, Mary Mansour, Jessica Peterson, Kristy Ann Talbot, and Patrick Glantz, Roberts Wesleyan College**  
**Transforming Shame into Positive Remorse and the Different Faces of Forgiveness**

**William Buhrow, Psy.D., Rodger Bufford Ph.D. & Kurt Webb, B.A., George Fox University**  
**Preliminary Validation of a Measure of Generosity**

**William Buhrow, Psy.D., Rodger Bufford Ph.D., Russell Smith, M.A., Laura Helmer, B.A., George Fox University**  
**Initial Validation of the Spiritual Thoughts and Behaviors Scale**

**Ryan Denney, Ph.D. & Jamie Aten, Ph.D., The University of Southern Mississippi**  
**Posttraumatic Spiritual Growth: A Phenomenological Study of Cancer Survivors**

**Angelia Dickens, Ph.D. & Scott Wykes, Ph.D., Regent University**  
**Satisfaction of Supervisory Working Alliance: Distance versus Face-to-Face**

**Alysse Foster, Valparaiso University, Thomas Miller, Chicago School of Professional Psychology, Ariel Johnson, Angela Vernon, Ph.D. & David Simpson, Ph.D., Valparaiso University**  
**Exploring Student Perception of an Academic Honor Code: Creating an Instrument for Valid Assessment**

**Andrew Geddert, M.A. & Linda Wagener, Ph.D., Fuller Theological Seminary Graduate School of Psychology**  
**Thriving Across Cultures: A Comparison of a Ukrainian and Western Views**

**Donna Heretick, Ph.D. & Bonnie Woods, B.A., Argosy University, Denver**  
**Relationships Between Religious/Spiritual Beliefs and Practices and Pain Outcomes: A Review**

**Virginia Holeman, Ph.D., Asbury Theological Seminary, Janet Dean, Ph.D., Asbury College, Lise DeShea, Ph.D., Oklahoma Health Care Authority & Jill Duba, Ph.D., Western Kentucky University**  
**Forgiveness, Spiritual Perception, and Differentiation of Self**

**Lynn Olson, Ph.D. & Christina Arnold, M.A., Regent University**  
**The Role of Cognitive and Developmental Spirituality on Protective Adolescent Health Behaviors**

**Lynn Page & John C. Noa, Psy.D., Regent University**  
**Moral Development, Political Attitudes and Religious Commitment: A Correlational Study**

**Eloise Thomas, M.S., Ozark Technical Community College & Geoff Sutton, Ph.D., Independent Practice**  
**Positive Psychology, Spirituality, and Successful Aging: Factors that Contribute to Aging Well**

### **Pastoral Care**

**J. Lee Jagers, Ph.D., Th.M., Dallas Theological Seminary**  
How to Launch a Local CAPS Chapter

### **Marriage and Family**

**Jennifer Clark, M.A., Lisseth Rojas-Flores, Ph.D. & Sofia Herrera, Ph.D., Fuller Theological Seminary School of Psychology**  
The Role of the Church in Supporting Healthy Parenting: Perceptions of Salvadorian Parents Exposed to Community Violence

**April Cunion, Psy.D. Regent University**  
The Effects of the Economic Crisis on Mothers' Perceptions of Intensive Mothering Expectations

**Keny Felix, Ph.D., Th.M., M.Div., Richmond Graduate University**  
An Examination of the Relationship Between Family-of-Origin Health and Marital Satisfaction in Protestant Haitian American Couples

**Alexander Hsieh, B.A. & Jaime Goff, Ph.D., Abilene Christian University**  
1st and 2nd Generation Asian Americans: Differences in Marital Paradigms

**Susan Lahey, Ph.D., Trevecca Nazarene University & Kristin Mouttet, Ph.D., Regent University**  
The Ethics of Give and Take: A View of Contextual Couple Therapy

**Stephen Lambert, Psy.D., M. Div., Independent Practice**  
Martin Buber's Dialogical Encounter and its Relationship to Positive Psychology and Therapy

**Robyn Mowery, Ph.D., Mercer University School of Medicine**  
Contextualizing Positive Psychology

**Barbara Riggs, Ph.D. & Ethan Davis, B.S., Indiana Wesleyan University**  
The Impact of Couples Communication on Differentiation

**Barbara Riggs, Ph.D. & Felicia Snell, B.S., Indiana Wesleyan University**  
The Relationship of Resiliency, Hardiness and Family Strengths

**Josh Spurlock, M.A. & Jared Pingleton, Psy.D., Tri-Lakes Relational Center**  
Marital Intimacy as a Mediator in Female Low Sexual Desire

**Luke Tse, Ph.D. Cedarville University**  
Ephesians 4:15 - A Positive and Concise Model for Relationship Enhancement

### **Clinical Practice**

**Elizabeth Anderson, M.A. & Glendon Moriarty, Psy.D., Regent University**  
God Image Struggles and Self-Help Interventions: Current Research

**Rodger Bufford, Ph.D., & Chad Houchin, M.A., George Fox University**  
Flourishing: Human Nature, Happiness and Positive Psychology

**Brian Chao, M.A., William Buhrow, Psy.D., Rachael Kerns, M.A., Rychel Mock, M.A. & Michelle Anderson, M.S., George Fox University**  
The Relationship Between Alcohol Use and Sexual Activity on Faith-Based Campuses

*Keny Felix, Ph.D., John Hughes, M.S.L.S. & Kimberly Alexander, M.B.A., Richmond Graduate University*

**Increasing The Receptivity and Delivery of Counseling Services Among African Americans**

*Jana Pressley, Psy.D., Jama White, Psy.D. & Christine Weisgerber, B.A., Richmond Graduate University*

**Understanding Complex Trauma: Integration of Evidence-Based Practice and Faith in Treatment**

*Justin Smith, Psy.D., Phoenix Seminary*

**Sex Offender Charecteristics**

*Lee Wetherbee, Ph.D., Ashland Theological Seminary*

**Clinical Competence: Working with Clients who Belong to Mainline Denominations**

**Saturday 2:00-5:00 pm**

## **CAPS POSTCONFERENCE WORKSHOPS**

### **WSB6 Workshop Six:**

**Leatherwood Invited Workshop 2:00 – 5:00 pm (3 CE) Audience Level: All Levels**

### **Title: Regent Trauma Model and Compassion Fatigue Educator Certification Course**

**Presenters:** **Benjamin Keyes, PhD, EdD** is a Professor and Program Director of the MA Counseling Program at Regent University in Virginia Beach, Virginia. “Well-educated” hardly describes the accomplishments of this scholar, as he possesses four earned (and one honorary) doctorates, in Rehabilitative Counseling, Theology, Christian Counseling, Counseling Psychology, and Divinity. **Merrill Reese, PhD** is an Assistant Professor in the MA Counseling Program at Regent University. His PhD in Counselor Education and Supervision is from Regent University.

**Summary:** This workshop was developed specifically for the Counselor Educators interest group. The workshop will inform participants regarding Regent University’s First Response Trauma Team and the developmental model used in the establishment of the program. Participants will be encouraged to utilize both the model and the handouts in establishing their own program on campuses throughout the United States. This workshop will also offer an initial training course in Compassion Stress Management. This experientially based course is designed to ensure that participants learn by first applying the strategies for compassion fatigue to themselves in a safe classroom setting. Participation in all activities is required, although sharing personal information is not. All information shared during the course by participants shall be held in the strictest confidence. Compassion fatigue is a term originally coined by Dr. Charles Figley (1995) which describes secondary post-traumatic stress disorder incurred by those who work with trauma survivors. This workshop will focus on techniques to alleviate levels of stress and secondary trauma received in the function of care giving and working with those who have been traumatized.

**Learning Objective 1:** This workshop is designed to help you utilize strategies in the development of a First Response Trauma Team, specifically in graduate mental health/psychology college or university programs.

**Learning Objective 2:** Recognize signs or symptoms of compassion stress.

**Learning Objective 3:** Utilize strategies for minimizing/mitigating compassion stress/fatigue and recovering from it.

**Learning Objective 4:** Educate and prepare others to recognize and assess symptoms, and utilize strategies to mitigate/recover from compassion stress.

**Note: This is a Counselor Ed/LPC Presentation.**

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**WSB7 Workshop Seven:**

Leatherwood 2  
Introductory

Invited Workshop

2:00 – 5:00 pm

(3 CE)

Audience Level:

**Title: Introduction to Motivational Interviewing for the Christian Therapist and Pastor**

**Presenter: John Martin, PhD** is a licensed clinical psychologist and Professor of Clinical Psychology at Fuller Theological Seminary Graduate School of Psychology in Pasadena, California. He is a Fellow of the Society of Behavioral Medicine and the American Psychological Society. For the past decade, he has conducted numerous workshops around the world on Motivational Interviewing in the area of health risk intervention, addictions, and HIV counseling.

**Summary:** The workshop will present the principles and methods of brief motivational interviewing and counseling, focusing on directive listening and reflection, discrepancy building, effectively addressing resistance and ambivalence, providing motivational feedback and prayer, creating change talk and supporting self-efficacy for change. Didactic presentation, handout materials, video illustrations, small-group exercises and role plays will all be used to illustrate and teach the principles and skills, including applications in Christian therapy and pastoral ministry.

**Learning Objective 1:** Participants will recall, list and describe briefly the definition, key principles and component steps and methods of Motivational Interviewing;

**Learning Objective 2:** Demonstrate basic reflective listening skills;

**Learning Objective 3:** Demonstrate a motivational prayer;

**Learning Objective 4:** Write a brief case study showing the use of motivational interviewing with either a Christian therapy client or within a Christian church ministry.

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**WSB8 Workshop Eight:**

Leatherwood 3

Invited Workshop 2:00 – 5:00 pm

(3 CE)

Audience Level: All Levels

**Title: “Please Take Us Deeper”: A Workshop on Core Psychoanalytic Understandings of Group Process and Facilitation**

**Presenter: Bonnie Buchele, PhD** is a certified psychoanalyst and psychologist in independent practice in Kansas City, Missouri. A graduate of the Topeka Institute for Psychoanalysis, she is a past Director and currently a Training and Supervising Psychoanalyst at the Greater Kansas City Psychoanalytic Institute. She holds Diplomate status in Group Psychotherapy and Psychology from the American Board of Professional Psychology. Dr. Buchele was the recipient of the 2007 Alonso Award for Excellence in Psychodynamic Group Psychotherapy and was a 2002 Distinguished Fellow in the American Group Psychotherapy Association.

**Earl Bland, PsyD**, Professor of Psychology at Mid-America Nazarene University, will moderate this session.

**Summary:** This workshop will include an overview of psychoanalytic theory of group psychotherapy/group processes. Topics will include group dynamics, unconscious group defenses such as basic assumption life as explicated by Wilfred Bion, the role of leader, anti-group forces and group-as-a-whole concepts which will then be applied to therapy groups. Clinical examples will be presented.

**Learning Objective 1:** Participants will be able to identify what factors within the psychotherapy group facilitate change.

**Learning Objective 2:** Participants will begin to recognize or expand upon their ability to recognize unconscious forces in groups as well as the behaviors manifesting them.

**Learning Objective 3:** Participants will be able to compare/contrast the role of a leader of a psychoanalytic group with the role of leaders of other orientations of psychotherapy groups.

**Learning Objective 4:** Participants will become familiar with group psychotherapy practice guidelines.

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**WSB9 Workshop Nine:**

Maple

2:00 – 5:00 pm

(3CE)

**Audience Level: Introductory**

**Title: Cyber Porn: The Secret Epidemic in the Church**

**Presenters:** **James Childerston, PhD** is a licensed Clinical Psychologist in independent practice in Hagerstown, Maryland; he is also a Board Certified Medical Psychologist (and former President) through the Academy of Medical Psychology. Dr. Childerston teaches as an adjunct faculty member at the Institute for Sexual Wholeness in Atlanta, Georgia.

**Douglas Rosenau, EdD** is a licensed Psychologist, Marriage and Family Therapist, and certified Sex Therapist in Georgia. He is the co-founder of Intimacy Counseling Center in Duluth, Georgia and has authored many articles and books on human sexuality.

**Kim Genger, MS** received her graduate training at Richmond Graduate University and is currently a Marriage & Family therapy/Sex therapy intern at Building Intimate Marriages in Suwanee, Georgia.

**Summary:** The explosive growth of the internet and cyber technology has spawned a veritable “porndemic” with the Church under siege. Even though many suffer, this toxic secret remains virtually unaddressed. The resultant impact on relationships robs many people of the abundant life. This workshop will address the porn conspiracy---providing skills and tools for counselors to redeem these imprisoned individuals and marriages.

**Learning Objective 1:** This workshop is designed to help you describe and assess the prevalence of cyber pornography and its impact on relationships and the Church;

**Learning Objective 2:** Analyze gender differences related to cyber pornography and the resultant effect on relationship;

**Learning Objective 3:** Evaluate the continuum of use, abuse and addiction with regard to cyber pornography and the impact on a person’s personal and spiritual life;

**Learning Objective 4:** Discuss the negative consequences of cyber pornography for individuals and relationships;

**Learning Objective 5:** Develop your ability to help individuals and couples address the porn trap by utilizing skill building, applying exercises for healing, and practicing relapse prevention strategies.

**Please turn in your Conference Evaluation Forms and check out at the Continuing Education desk as you leave. We look forward to seeing you next year from March 31 – April 2 in Indianapolis, Indiana as we celebrate and explore “Resilience and Renewal” at the CAPS 2011 International Conference !**