

INFORMATION ON PRESENTATIONS AND PRESENTERS (in order of appearance)

Plenary Session: Empathy: A Key to Healing in the LDS community and the Obstacles to Achieving it

Allen Bergin, Ph.D. & Marian Bergin Thursday 8:45 AM

Presentation Summary: Empathy is the ability to accurately understand the thoughts, feelings, attitudes, orientation, and experience of another person. It is a nonjudgmental communion with another wherein we temporarily live within the other person's frame of reference without losing an "as if" perspective. Dr. Carl R. Rogers, the father of clinical empathy, declared that true empathic skill evolves into an "Empathic Way of Being" which is no longer a technique but a way of relating that affects all of our connecting with others. Empathy is then crucial to all of our constructive or healing relationships including those in family, work, & community. Empathy is also a critical necessity in all professional diagnostic and therapeutic work. Without it, perception and treatment of disorders is inaccurate and incomplete. Obstacles to empathy include self-focus; judgmental attitudes by which we try to administer justice ourselves; and pride. Empathy is, instead, a function of humility, self-sacrifice, and judgment held in abeyance. It then becomes a vehicle for the expression of love through kindness, care, and nurturance. Gospel teachings support and extend our understanding of how empathy heals. Elder Neal A. Maxwell refers to it as an "eternal attribute" and one that our Lord is "full of". Referring to Alma 7:11, he makes the case that the Atonement of Jesus Christ involves and expresses empathy. It is part of the plan of mercy and redemption. Our faith in Christ expressed in obedience, love and self-sacrifice may yield a new level of discernment which might be called "Meta-empathy". When understood and acquired this Gift enhances our healing capacity in all contexts; and it empowers us in overcoming selfishness, judgmental anger, and pride.

Learning Objectives: 1) How does empathy operate in all diagnosis & therapy? 2) What is the relationship of empathy to the Atonement?

Biosketch: *Allen E. Bergin* earned his PhD at Stanford University and taught for 11 years at Columbia University in New York City prior to his move to Brigham Young University. He recently retired after 27 years as a professor of psychology at BYU, where he served as director of the Values Institute (1976-78) and the doctoral program in clinical psychology (1989-93). Dr. Bergin has published a dozen books and more than 100 professional articles. He has also been honored with national and international awards for his research on psychotherapy and on religion and mental health. Dr. Bergin has served as president of the International Society for Psychotherapy Research and as president of the Association of Mormon Counselors and Psychotherapists. His wife Marian and he have 9 children (one son deceased) and 13 grandchildren.

Marian Bergin earned her Master of Social Work degree from Brigham Young University. She is a licensed clinical social worker and has worked in a variety of settings at Utah Valley Regional Medical Center. She now has a private psychotherapy practice in American Fork, Utah specializing in treating personality disorders and adults abused as children. She has written, published and lectured on a variety of subjects as a mental health professional, including presentations at BYU's Education Week.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Intermediate

From Relationship Ruts to Reciprocal Influence and Responsiveness *Mark Chamberlain, Ph.D.. Thursday 10:15 AM*

Presentation Summary: Under stress, we humans naturally gravitate toward the extremes of domination, deference, or disengagement in relationships. Marsha Linehan and others have shown that remaining in relationship ruts of this kind tends to keep us stuck in other ways and in other areas of life as well. However, if we open ourselves up to reciprocal influence and responsiveness in relationships, we will grow in ways that are unique and "customized" to our individual weaknesses and needs (Jon Kabat-Zinn). In this way, relationships can become a unique opportunity for—and indeed a primary avenue of—personal growth.

Learning Objectives: Participants will be able to 1) identify various types of maladaptive relationship patterns, 2) learn about tools and principles to use with clients in helping them learn reciprocal influence and responsiveness.

Biosketch: Mark Chamberlain received his Ph.D. in clinical psychology from Brigham Young University. He practices in the Salt Lake area, specializing in impulse-control problems. He is coauthor of *Willpower Is Not Enough* and author of *Wanting More*. He recently completed a term on AMCAP's governing board.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Advanced

Having a Say: Specific Treatment Plans That Connect the Client to the Healing Journey *Barbara J. Gearig, CSW Thursday 10:15 AM*

Presentation Summary: In the field of Child Psychology one component remains as the foundation for treatment. That component is positive reinforcement of desirable behavior. Often that staple principle is underused when working with adults. Using a specific treatment plan that formalizes the objectives and facilitates goals of therapy can provide a mode of administering positive reinforcement by the client as well as by the therapist. The creation of a clear and directive treatment plan makes it apparent to the client that there is a way for the client to learn to do their life differently and more happily than before. Another aspect of successful treatment has been accountability. A variety of researchers have found that workbooks, 'buddies', and 'sponsors' provide a consistency of focus on change for the client rather than the retelling of their story again and again. By revisiting the treatment plan at pivotal points in the therapy, client is able to acknowledge and account for the progress during the course of therapy. Self-recrimination and discouragement regarding the past are replaced with more confidence in their ability to overcome the negative effects of difficult past experiences.

Learning Objectives: Help participants learn to: 1) Define the components of a specific and directive treatment plan 2) Describe how to construct this type of treatment plan 3) Discuss how this method facilitates client motivation and use of resources 4) Explore ways to conduct treatment plan reviews 5) Recognize how this type of treatment plan teaches clients how to be their own therapist.

Bio Sketch: Barbara has a private practice in Farmington Hills, Michigan counseling with individuals, couples, and families. In her practice, she works with PTSD, Attention Deficit Disorders in Children and Adults, management training for parents of special needs children, Dissociative Disorders, anger elimination, depression and anxiety disorders. She has also been a contracted Marriage Therapy Course Instructor for LDS Family Services in Michigan. Barbara is a graduate of Wayne State University with a Masters in Clinical Social Work. She has had specialized training with Dissociative Disorders at a day hospital branch of MacClaren Hospital in Grand Blanc, Michigan and has been a Certified Trauma and Loss Consultant since 1997 when that field of expertise was just becoming recognized as an area of community need. Her focus has been on the treatment of PTSD as well as the effects of addiction upon the marriage and family life of LDS couples. She has presented seminars on marital relationships, men and women communications, assertive training, depression, Attention Deficit Disorders, and abuse issues. Barbara has had many callings in the church including Stake Young Women's President, Stake Activity Chairperson, Director of Stake plays and various programs. She has been married 45 years to her husband, Deane. They have 7 children and 20 absolutely brilliant and precocious grandchildren. Her other interests are home improvement projects, sewing, family history and writing.

APA Credit Hours: 0; NBCC Credit Hours: 0; CBBS Credit Hours: 0; NASW Credit Hours: 1.0 Level of learning: Intermediate

Facts and Fiction: LDS Women, Depression, and Religiosity *Sherrie Mills Johnson, Ph.D. Thursday 10:15 AM*

Presentation Summary: This research compares life satisfaction in two samples of women from The Church of Jesus Christ of Latter-day Saints (LDS) with women from the National Survey of Families and Households (NSFH). Results show the LDS women to be highly religious, with similar levels of life satisfaction, lower levels of mental depression, and lower levels of self-esteem than the NSFH women. In addition, a model using only the LDS women tested the effects of personal, private and experiential religiosity on various facets of satisfaction and mental well-being. Results show that among those with higher religiosity experiential religiosity was significant in predicting self-esteem, life satisfaction, marital satisfaction, parenting satisfaction. Moreover, higher religiosity had an inverse relationship to mental depression.

Learning objectives: Increase participants': 1) awareness of current research concerning LDS women and depression. 2) understanding of the relationship between religiosity and various indexes of well-being, specifically in reference to LDS women.

Biosketch: After raising nine children, Sherrie returned to school, earning a graduate degree in English from Utah State University and a PhD in Sociology of Religion from Brigham Young University. This presentation is taken from her dissertation research, *Religiosity and Life Satisfaction of LDS Women*. Sherrie teaches part-time in the Ancient Scripture department at Brigham Young University.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Intermediate

Conflict-free Marriage, Fantasy or Reality? *Russell Seigenberg, Ph.D. Thursday 11:30AM*

Presentation Summary: The research done by John Gottman has established that conflict and negative behaviors in marriage have a highly significant effect on the stability of marriages. Gottman was able to predict to a ninety percent degree of certainty which marriages were most likely to fail. The four negative behaviors that he focused on were criticism, defensiveness, contempt, and stonewalling. The emphasis in marital therapy has traditionally been on communication, expression of feelings, the meeting of emotional needs, and increasing the frequency of positive behavior. However, given this new research it appears that the most important factor in saving marriages may be in reducing conflict. However, since it is important for the long-term viability of marriages to increase the ratio of positive behaviors, there must simultaneously be a mechanism for increasing the motivation to satisfy one's mate. Thus the ideal condition for improvement would be a dedication to the concept of zero conflict and a high motivation to perform positive behaviors for one's mate. The "Covenant Model" for marital change sets up contingencies that both significantly reduce conflict and increase positive behaviors. This is accomplished by helping the couple first establish the value system by which they desire their marriage to be conducted. The three main areas emphasized by this presenter for marriages are respect, responsibility and love. Next, the couple is asked to agree in principle to the behaviors that they covenant with each other to perform. Perfect compliance is not required, but effort and a willing attitude are necessary. Generally, at least one of the couple is highly motivated to avoid conflict. This peace-loving partner is generally willing to greatly increase his or her ratio of positive marital behaviors in order to enjoy increased respect. This starts a cycle of positive behavior exceeding the norm in the marriage. The other partner becomes more invested in the process and begins to increase positive behaviors as well as continue to eliminate disrespectful behaviors. Problems are solved by trying to mutually establish the correct principle at stake versus asserting one's opinion and will. Once the correct principle is established, each party is already committed to conform. By increasing insight about past patterns of negative communication, couples are taught to understand on a subconscious level that conflict will only result in deterioration of their marriage. This knowledge decreases the fantasy component related to negative behavior and aggression and increases impulse control.

Learning Objectives: The participants will learn: 1) what the literature says about the problems caused by excessive conflict in marriage. 2) about several of the various treatment methods for improving marriages from the view of their ability to reduce conflict. 3) about a model for marital therapy that starts with a strategic base aimed at eliminating almost all conflict. 4) how to introduce couples to this form of marital therapy and how to win cooperation and reduce resistance to the change process.

Biosketch: Russ received his MA in Counselor Training at the University of Massachusetts, Boston in 1981 and his Ph.D. in Counseling Psychology at BYU in 1985. Since 1985 until the present he has been a psychologist at Bear River Mental Health, a community mental health center in Logan, Utah. Specialty areas have been working with depression and anxiety in the adult population. He has also run ongoing groups in the areas of cognitive therapy, anger management, and recovery from serious mental illness. He has presented at several AMCAP conferences and at the Utah Mental Health Conference. He is presently serving with AMCAP as a member of the Board with a special assignment as membership coordinator. He has written two psychological self-help books__The Pocket Therapist and Walking in the Light.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Intermediate

Total Team Approach: Avoiding Straightening Deckchairs on the Titanic *Noel Gill, Ph.D. Thursday 11:30 AM*

Presentation Summary: Research has repeatedly shown that weekly one hour individual therapy sessions are ineffective in difficult and complex cases. A number of research models have shown great promise in "breaking pathologic cycles" and maintaining and sustaining progress. This presentation will explore a number of collaborative theoretical models, which have been shown to increase effectiveness. Examples will come from a wide variety of resources and disciplines, including 1) (LICs), Local Community Interagency programs 2) Skills and Pills' Approaches combining medication management with effective psychotherapeutic intervention 3)Clinical teaming drawing upon the coordinated efforts of various disciplines including primary therapists, Medication Management team, Case Managers, Skill Development Specialists, Respite Care Providers, Support Groups, Sponsors, Group therapists, Marital and family therapists, Substance abuse staff etc.4)Religion- based models such as the expanded ward correlation committee (LDS) 5)Extended Family Supports Systems

Learning Objectives: 1) Those attending will be able to list and understand the weakness and limitation of one dimensional clinical intervention.2) Attendees will be able to select a model, tailor make it to their situation and implement a program as a result of this training. 3) Attendees will be given resources and materials to enable them to consult with other individuals implementing collaborative efforts.

Biosketch: Noel C. Gill received his Ph.D in Educational Psychology from the University of Minnesota and both an MS degree in counseling psychology and a BS in pre med from Utah State University. He spent eleven years in academia as the Ed Psych Committee Chairperson within the Psychology Dept at Illinois State University. In that capacity he published many articles in professional journals, presented at professional conventions and wrote numerous training manuals. In 1980 he left academia to become involved in community mental health centers and school districts. He was clinical supervisor of Children and Youth Services at Bear River Mental Health Inc., which serves Box Elder, Cache and Rich counties in northern Utah from 1989 to 2001. He also provides mental health services to Oneida county school district in southern Idaho. He has been a psychological consultant for hospitals, mental health centers, churches, school districts, churches and local community groups. He has developed training materials and workbooks on marriage and family relations, resiliency model, parenting skills, conflict resolution, anger management and impulse control. He is a faculty member at the University of Phoenix in the Masters of Counseling program.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit 1.0 Level of learning: Intermediate

The Symbolic Universe of Latter-day Saints: Do We Believe the Wealthy are More Righteous? - an Empirical Study of Utah County Mormons *John Rector, Ph.D. Thursday 11:30 AM*

Presentation Summary: This presentation will elucidate the findings from a research study conducted in 1997. This study was conducted in order to determine if members of the Church of Jesus Christ of Latter-day Saints (LDS) living in Utah County, Utah, make attributions consistent with the idea that wealth and righteousness are related. Results indicated that Church members are more likely to attribute righteousness to a wealthy church member than a poor one. Potential reasons for these findings are explored, along with the ramifications such beliefs might have for members of the LDS Church.

Learning Objectives: Members of the audience will: 1) be presented with the methodological specifics of a study which attempted to measure LDS attitudes regarding the relationship between wealth and righteousness; 2) come to understand that some members of the LDS Church equate wealth with righteousness; 3) learn what correlates tend to predict whether church members make such attributions; 4) understand the concepts "symbolic universe" and "purity system" and the role these play in forming and maintaining religious beliefs in general, and wealth/righteousness beliefs in particular; 5) learn about some of the potential, clinically-relevant ramifications wealth/righteousness beliefs might have for the lives of Latter-day Saints.

Biosketch: John Rector earned a Master's degree from Tufts University in Boston Massachusetts and earned his doctoral degree in Counseling Psychology from BYU. His main research interest is the interface of psychology and religious practice and belief. He has authored several articles, and he has presented multiple times at AMCAP on the nuances of LDS culture. He is married to Kirsten (who teaches for BYU-Idaho English department) and together they help raise three boys.

APA Credit Hours: 0.0; NBCC Credit Hours: 0; CBBS Credit Hours: 0; NASW Credit Hours: 0 Level of learning: Intermediate

Treatment for Online Sexual Problems: Preparing People to Change *Rory Reid, CSW Thursday 1:45 PM*

Presentation Summary: An increasing number of individuals are seeking treatment for issues related to online sexual problems (OSP). Research suggests several factors are important in facilitating positive psychotherapy outcome with this population including: (1) the alliance between client and therapist, (2) the client's degree of motivation to change, and (3) the client's social support network. This workshop will explore the use of three instruments therapists can use to determine how these factors are impacting treatment outcome. In particular, administration, scoring, and interpretation of the following tools will be discussed: 1) the Stages of Change Scale (SCS), (2) the Outcome Questionnaire (OQ-45.2), and the Helping Alliance Questionnaire-II (HAQ-II). Finally, implications for practice will be explored including a brief discussion about Motivation Interviewing (MI) and resolving strains or ruptures in the therapeutic alliance.

Learning Objectives: Participants will: 1) learn how to use three instruments that assess therapeutic alliance, client motivation, and support network in an effort to improve treatment outcome. 2) increase their appreciation for the need to resolve strains or ruptures in the therapeutic alliance with this population.

Biosketch: Rory specializes in treating impulse control disorders with online sexual problems (OSP) including pornography and cybersex. He currently works for the Salt Lake Counseling Center and is the Program Director for Sexual Compulsions at the Gathering Place in Orem, Utah. Previously employment includes work for LDS Family Services, the Utah State Prison Sex Offender Treatment Program and the Monarch Assessment Center. He is the co-author of "Discussing Pornography Problems With a Spouse: Confronting and Disclosing Secret Behaviors" and is one of three general editors for a new book by Deseret Book to be released in 2004 entitled "Confronting Pornography: A Guide to Prevention and Recovery for Individuals, Loved Ones, and Leaders." Rory has also written chapters in several books on the subject of pornography and online sexual behavior. Rory is a part-time faculty instructor for Brigham Young University and has presented on pornography and cybersex for numerous audiences including BYU Campus Education Week, the news media, and radio talk shows. He provides training and educational seminars for various civic and religious groups and has lectured in Canada, Europe and throughout the United States. He is a board member for the Utah Coalition Against Pornography and is the Director of the nation's largest annual anti-pornography conference, "Protecting Children and Families from Pornography and Other Harmful Material." He lives with his wife Renee and their son in Lehi, Utah. He enjoys running and rollerblade hockey. He can be reached online at: www.rory.net.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of Learning: Intermediate

Seeking Congruence in Purpose between Theoretical Models and Clients' Religious Values", *Tera B. Duncan, M.A., MHE. Thursday 1:45 PM*

Presentation Summary: Counselors and psychotherapists go through a decision making process when creating an eclectic therapy to provide their religious clients. This presentation is designed to facilitate critical thinking when determining the criteria from which to choose certain principles and techniques taken from psychological theories. She proposes teleology (the purposes behind the theories) be included in the criteria for customizing eclectic therapy, especially in working with religious clients. She briefly analyzes some of the major psychological theories on the basis of teleology. She includes psychodynamic, behavioral, cognitive, humanistic, and systems theories. She compares each theory's purpose to LDS religious values: how they are complimentary and how they are conflicting. She will invite participants to engage in a discussion regarding which criteria they use to analyze the purposes behind particular psychological theories and techniques as they customize their style of eclectic therapy. Which psychological principles are congruent with LDS values, and which principles facilitate spiritual development? This discussion is designed to lead participants to making a more informed and thoughtful decision in their approach to counseling. Implementation of value-friendly theory, principle, and technique gives more meaning to the therapeutic experience, will increase client motivation, and maximize therapy outcomes (Bergin).

Learning Objectives: Participants will understand: 1) the purpose behind some of the major psychological theories, 2) complimentary aspects of each theory's purpose in regards to LDS clients' religious values, 3) conflictual aspects of each theory's purpose in regards to LDS clients' religious values, 4) how respect for clients' religious values facilitates therapy outcomes.

Biosketch: Tera earned her Master's degree in Psychology and Marriage and Family Counseling at California State University, Stanislaus. She is currently a Doctoral candidate at Capella University. She also works part-time as a Faculty Instructor at BYU and Utah Valley State College. With degrees in Nutrition, Health Education & Family Psychology, and with over 17 years of experience teaching on the college level, She would like to share some of her insights and ideas with the members of AMCAP.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit: 1.0 Level of Learning: Intermediate

Using LDS Scripture to Facilitate Therapeutic Change *Scot M. Allgood, PhD. Thursday 1:45 PM*

Presentation Summary: There is an increasing awareness of the importance of using spirituality as a way of bringing about change in the therapeutic process. Most writers on the subject address the topic from a very general perspective rather than using specific doctrines or beliefs. For clients struggling with problems, a simple injunction to read the scriptures and pray more can increase levels of distress. Using the principles of setting goals from the brief

therapy solution-focused approach, therapists can provide a framework for helping people use existing beliefs and doctrine in a direct application to their specific problem. By using a directed reading approach, therapists help clients set their own goals and increase existing strengths by utilizing their faith. The three specific ways of using LDS scripture include 1) directed reading on client-chosen topics, 2) increased client understanding of their relationship to the Lord, and 3) therapist reading to heighten understanding of the processes of change.

Learning Objectives: Participants will: 1) Understand how appropriate goal setting reduces dependence on therapists 2) Be taught a basic outline of the Solution Focused Therapy process of appropriate goals 3) Learn three ways to use LDS scripture as a change agent 4) Learn contraindications for using scripture in therapy

Biosketch: Scot holds a master's degree in Home Economics with a specialty in Marriage and Family Therapy from Montana State University and a PhD in Marriage and Family Therapy from BYU. He has been a Clinical member of the American Association for Marriage and Family Therapy Clinical member for 17 years and an approved supervisor for 16 years. He has taught for 16 years in accredited marriage and family therapy masters programs (4 years at Auburn University in Alabama and 12 years at Utah State). During his academic tenure He has written 20+ refereed journal articles on therapy-related topics and 30+ refereed presentations on therapy-related topics at national conferences. He has also been named College Teacher of the Year at Auburn University (1992) and Utah State University (2001). He has maintained a private practice for 15 years, specializing in marital issues, adolescent substance abuse, and family life education. He has served in a variety of callings including Sunday School teacher, Seventies Quorum President, Branch President, Bishopric, Young Mens President and Bishop. He has been married for 22 years and has twin 12 year old daughters.

APA Credit Hours: 0; NBCC Credit Hours: 0; CBBS Credit Hours: 0; NASW Credit: 0

PLENARY SESSION: Family Connections: Resources to Help Individuals and Families in Times of Distress and Trial

Ardith Kapp Thursday 3:00 PM

Presentation Summary: Our families are under attack on every front. Knowing that there is to be opposition in all things we gear up to benefit and be strengthened by the tests when we understand the purpose. There are resources available of every kind that provide help to swim against the current and strengthen families. The resources within the family and within the individual are most powerful when they can be recognized and utilized. Activating the power for change is possible for the parent and the child. Meaningful communication is essential and possible.

The feeling of love is a powerful tool that can be practiced until it is experienced. Each individual family member can become a powerful resource in times of distress and trial. Each individual must see themselves as valued and loved.

Learning Objectives 1) Acknowledgment of the challenges unique to our day 2) Recognize the importance of trials and tests necessary for growth 3) How to use available resources, external and internal 4) The power to change the mind 5) Discovering love 6) The contribution to be made by each family member through effective communication

Biosketch: Ardeth G. Kapp served as Young Women's General President from 1984-92. She served with her husband Heber as he presided over the Canada Vancouver Mission from 1992-1995. She holds a master's degree in curriculum development from Brigham Young University. She has served as a board member of the Church Board of Education, the Church Educational System, Deseret Book Company, and Deseret News Publishing Company. She was also a member of the Board of Trustees for Southern Virginia College. She is currently serving on the board of directors for Deseret Book Company. Sister Kapp enjoyed a long career in the field of education, making contributions as both a teacher in the Davis County school system and as a writer and instructor for the Utah Network for Instructional Television. At BYU she worked as an instructor in the College of Education and as coordinator of student leadership development. She also chaired the Advisory Committee on Women's Concerns. Most recently Brother and Sister Kapp served as president and matron of the Cardston Alberta Temple. They currently reside in Bountiful, Utah

APA Credit Hours: 0; NBCC Credit Hours: 0; CBBS Credit Hours: 0; NASW Credit: 0

PLENARY SESSION: The Spiritual Context of Psychological Care A. Dean Byrd, Ph.D., MBA, MPH Friday 8:30 AM

Presentation Summary: Facilitating spiritual resources is essential in providing psychological care to people of faith. This facilitation occurs in the context of human relationships as well as relationships with Deity. This presentation will explore the identification, access and utilization of spiritual resources in the context of interpersonal theory, therapy, and research. Emphasis will be placed on practice indications and contraindications. Efforts will be made to identify the characteristics of the patient, the therapist and the setting in order to encourage meaningful connections that are essential to the psychological care of the religious patient. Bridges (connections) between religious principles and psychological interventions will be addressed, accompanied by case examples.

Learning Objectives: Participants will 1) Identify research that focuses on the role of spiritual resources in psychological care. 2) Discern the practice indications/contraindications in the use of spiritual interventions. 3) Facilitate connections between religious principles and psychological interventions.

Biosketch: A. Dean Byrd, Ph.D., MBA, MPH, is the President of Thrasher Research Fund, a pediatric research-granting institution. He is a Clinical Professor in the School of Medicine at the University of Utah with appointments in Family and Preventive Medicine (where he teaches a core course in the Social Context of Medicine to graduate physicians) as well as in Psychiatry. Dr. Byrd also has an adjunct appointment in the Department of Family Studies. He received his doctoral degree from Brigham Young University, a post-doctorate from Virginia Commonwealth University and Medical College of Virginia (Child and Family), a post-doctorate from Loyola University (Behavioral Medicine). He received a Master of Business Administration (MBA) and a Master in Public Health (MPH) from the University of Utah. Dr. Byrd has had visiting professor appointments in Israel and Poland. He is a Diplomate in Forensic Medicine. Professional/research interests include gender/sexual disorders in

children, adolescents and adults, mens issues, child/family health/mental health issues and behavioral medicine. Professional affiliations include the American Psychological Association, the American Orthopsychiatric Association (Fellow), the Utah Psychological Association (currently serving on the Governing Board), American Public Health Association, the American Board of Forensic Examiners and Prescribing Psychologist Register. Dr. Byrd is the author of 4 books and more than 100 peer-reviewed journal articles, book chapters, reviews, and opinion editorials.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Advanced

PLENARY SESSION: Mental Health Services for Missionaries: Pre-mission to Release Brent Scharman, Ph.D., Richard Ferre, M.D., Leland Hardy, MSW/MPA, Brad Burton, M.A., Dennis Perkins, LCSW, J. Vance Hendricks, Ed.D. Friday 9:45 AM

Presentation Summary: In this presentation an overview will be given of services currently being provided to missionaries. Missionary preparation, pre-screening, treatment in the MTC, treatment in the field, and treatment for early returning missionaries will be discussed. In addition, an overview will be given of recommendations from the Missionary Department regarding 'raising the bar' as it relates to mental health issues, amount of treatment to be offered to missionaries who are currently serving, and guidelines concerning the use of psychotropic medications. The missionary clinic, which has been established by LDS Family Services, will also be discussed.

Learning Objectives: The presentation will 1) educate participants in the mental health services provided to missionaries, and 2) increase participants' understanding of how mental health professionals can help the LDS community better understand the impact that mental health issues have on the missionary and the missionary's family.

Biosketch: *Richard Ferre, MD*, Associate Clinical Professor in Psychiatry at the University of Utah, Medical Director of Child and Adolescent Psychological Services at Primary Children's Hospital. He is also a member of the emotional illness committee of the Church's Missionary Department and a psychiatrist working with LDS Family Services in its clinic that serves early-return missionaries.

Leland Hardy, MSW/MPA, Program Specialist, Missionary Clinic Co-coordinator.

Brad Burton, M.A., Director of Clinical Services at the MTC, Licensed Marriage and Family Therapist, Approved Supervisor, AAMFT.

Dennis Perkins, M.S.W./LCSW, Program Specialist for LDSFS, Assigned full time to the Missionary Department.

J. Vance Hendricks, Ed.D., Licensed Psychologist, Retired from Counseling Center at BYU-Idaho, Former Mission President, Currently serving as a missionary at LDSFS, assigned to the Missionary Department.

APA Credit Hours: 1.5; NBCC Credit Hours: 1.5; CBBS Credit Hours: 1.5; NASW Credit Hours: 1.5 Level of learning: Intermediate

Holy Relationships: Promoting Healing Through Spiritual Connections *Ryan Hulbert, Ph.D.* **Friday 11:30 AM**

Presentation Summary This presentation will examine the essence of Martin Buber's classic work I and Thou: namely, "The close association of the relation to God with the relation to one's fellow-men." Whether a therapist views and interacts with a client as an it (thing), and I (person), or as a Thou (spirit brother or sister), depends largely on the overall balance and health of the therapist at the time of the interaction. Deep and meaningful healing takes place through Thou-Thou interactions. A model of three levels of human interaction will be described, along with practical suggestions to gradually learn from experience to have our interactions in general be more influenced by the healing power of charity.

Learning Objectives: Participants will: 1) be introduced to a 3-level model of human functioning that emphasizes the role of spiritual connections with the client. 2) better understand the importance of therapist self-care to prepare for such healing connections. 3) be given practical suggestions to help themselves and their clients feel more hope, peace, and charity.

Biosketch: Ryan J. Hulbert, Ph.D. has worked for the last two years as the Clinical Services Administrator for the Idaho Department of Juvenile Corrections. Prior to his current position he was in full-time private practice specializing in treating adults and adolescents with depression, anxiety, addictions, and relationship problems. He received a Ph.D. in clinical psychology from the University of Nebraska-Lincoln in 1988 and conducted his doctoral research while on a research fellowship at the University of Louvain, Belgium where he had earlier served as a missionary. His undergraduate studies were at B.Y.U. and he has been a member of AMCAP since 1980. He is the author of several professional articles and the books, *The Sun is Always Shining: Finding Joy through the Light of Christ* and *Driver's Ed for the Brain*.

APA Credit Hours:1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours:1.0 Level of learning: Intermediate

The Why Try Program – An Innovative Program for At-Risk Youth *Lorneta Ferguson, MSW.* **Friday 11:30 AM**

Presentation Summary: "The Why Try Program," developed by Christian Moore, LCSW, is currently used by K-12 schools, educational institutions, group homes, mental health agencies and youth correction facilities as a means to teach youth valuable life skills. I will provide an overview of the program and present empirical support based on data from the Alpine School District. This innovative program can be taught to youth on an individual basis as well as in group settings. I have successfully used the program with adults and youth in individual counseling, therapy groups, and parent education. It is easy to incorporate into existing programs and is user friendly.

Learning Objectives: Participants will 1) learn a new and innovative way to work with at-risk youth and families and 2) learn how to implement the "Why Try" approach into existing programs

Biosketch: Lorneta has enjoyed working with children ages 0-18 and their families in various roles for the over 30 years. She currently works as a therapist at the Family Institute of Northern Utah and as a parent educator/supervisor for the Family Information and Resource Center in Logan, Utah. She has had the opportunity of serving on four statewide committees, two of which were the Early Childhood Literacy Committee which developed and implemented the Utah Family Reading Program, and she is currently serving as Co-Chair of the Utah Early Childhood Conference planning committee. Her husband Gary and she are the proud parents of five children and between being foster parents, counselors at the Idaho Youth Ranch, and running a preschool, they have had over 300 children leave their footprints on their hearts and in their home. Her passions are children, art, literacy, and horses.

APA Credit Hours: 0; NBCC Credit Hours: 0; CBBS Credit Hours: 0; NASW Credit Hours: 1.0 Level of learning: Intermediate

Spirituality and Dreams in Psychotherapy *Rachel E. Crook Lyon, PhD and Christian L. Wimmer, B.A.* **FRIDAY 11:30AM**

Presentation Summary: Throughout history and in many spiritual traditions, dreams have been viewed as potential channels of sacred communication (Van de Castle, 1994). In the Bible and the Book of Mormon, texts sacred to members of the Church of Jesus Christ of Latter-day Saints, for example, dreams and interpretation of dreams are viewed as avenues for prophecy, revelation, and inspiration. Exploring a client's spiritual experiences and beliefs within a framework of dream interpretation, then, may be of therapeutic benefit

The Hill model integrates Freudian, Jungian, experiential and behavioral theoretical tenets into a three-stage model of therapy based on the following assumptions: (a) dreams reflect waking life rather than unconscious conflicts; (b) dreams are personal and thus cannot be interpreted with a dream dictionary; (c) the therapist is not an expert but rather collaborates with the dreamer to find meaning in the dream; (d) the recommended approach to working with dreams includes cognitive and affective components; and (e) exploration, insight, and action are requisite stages of dream interpretation (Hill, 1996).

There is evidence from both session and treatment outcome studies on the Hill model that dream work is effective (Hill & Goates, 2003). Research has shown that clients rate dream sessions higher in depth, insight, and working alliance than regular therapy sessions (Hill, Diemer, Hess, Hillyer, & Seeman, 1993; Hill et al., 2001; Hill, Rochlen, Zack, McCreedy, & Dematatis, 2003; Rochlen, Ligiero, Hill, & Heaton, 1999; Wonnell & Hill, 2000; Zack & Hill, 1998)

Learning Objectives: Participants will have the opportunity to: 1) to be introduced to the Hill (1996) cognitive-experiential model of dream interpretation, 2) learn how to incorporate spirituality into dream work, and 3) become acquainted with preliminary research findings on clients' experiences in working with spiritual dreams.

Biosketch: *Rachel E. Crook Lyon* completed her doctoral work in counseling psychology at the University of Maryland in 2002. She is currently an assistant professor in the Counseling Psychology and Special Education department at Brigham Young University teaching courses in supervision, consultation, and professional issues. In addition, Rachel sees clients at BYU's university counseling center. Her major research interests are dream work, training and

supervision, and the therapeutic relationship. Rachel currently serves as an ad hoc reviewer for the Journal of College Counseling and the AMCAP journal. She is member of the AMCAP board involved with student recruitment. (see attached CV and references)

Christian L. Wimmer completed his Bachelors degree with a major in psychology and a minor in family and human development at Utah State University in 2003. He is currently working toward his doctoral degree in counseling psychology at Brigham Young University. His research interests are in therapeutic outcomes, dream work, and emerging adulthood. Christian has received several awards, including the Psi Chi Regional Research Award for the Psi Chi/RMPA convention, Utah State University's Department of Psychology Undergraduate Outstanding Student Award, and the Department of Psychology Undergraduate S.T.A.R. Award.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of Learning: Intermediate

PLENARY SESSION: Leveling the Playing Field: Intervening with Spousal Issues at their Level of Impact

Lili Anderson, Ph.D. and Chris Anderson, LCSW **FRIDAY 2:00 PM**

Presentation Summary: Spouses in marital therapy regularly attempt to minimize their own harmful behaviors while maximizing the harmful behaviors of their partner. It is not uncommon, however, that one partner's behaviors (e.g. abuse, infidelity, addictions, etc.) have more destructive impact than the other's problem behaviors (e.g. disorganization, not cleaning house, etc.). Intervention in such cases, to be effective, must first take into account the differential capacity of each spouse's issues for relationship damage and then focus on creating a "level playing field." Only then is long-term improvement possible in the marriage relationship. An additional dimension of establishing a level playing field in couples' counseling involves understanding and communicating to partners the appropriate place for contrition and restitution in healing marital wounds. A three-realm model will be presented as a tool for facilitating evaluation and utilization of this kind of intervention.

Learning Objectives: 1) Create or enhance therapeutic awareness of situations where a spouse is attempting to "unlevel" the playing field through minimization of significantly destructive personal issues 2) Understand the theoretical underpinnings of such behavior 3) Acquire intervention techniques to clinically address this form of resistance 4) Learn how to build hope for a relationship undergoing such issues.

Biosketch: *Lili De Hoyos Anderson* holds a Master's Degree in Social Work and recently completed her PhD in Marriage and Family from BYU. She currently has a private practice in counseling and teaches classes at BYU for the School of Family Life as adjunct faculty. Her greatest love, after the gospel and her family, is teaching. She has published in the Ensign and in various books and journals. She recently completed a revision of her first book about healthy individual adjustment and marriage and family principles. She presents often at professional conferences as well as to church groups. Sister Anderson notes that social science runs in the family. Both her parents are retired professors of Sociology and her husband, Chris Anderson, is also a social worker with LDS Family Services Headquarters Office. The Anderson's eight children range in age from 16 to 28. The Andersons also have five grandchildren and are currently expecting a sixth.

Christian B. Anderson graduated from BYU in Sociology and received his Master's degree in Social Work from the University of Oklahoma in Norman. He has enjoyed a long career with LDS Family Services. In 1998, Brother Anderson became the director of the Salt Lake Agency. Recently, Brother Anderson's assignment was changed to the Headquarters Office as a Program Specialist. His work with the agency has included extensive counseling with individuals, marriages, and families. He has also presented numerous seminars and classes on a wide variety of marriage and family topics. Chris has had significant experience in Critical Incident Stress Management, participating on teams responding to: the Columbine High School shootings, Louisville floods, the Oklahoma tornado, and the World Trade Center attacks.

APA Credit Hours: 1.0; NBCC Credit Hours: 1.0; CBBS Credit Hours: 1.0; NASW Credit Hours: 1.0 Level of learning: Intermediate

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