

MPA 2015 ANNUAL CONVENTION



MARCH 27 – 28, 2015
CROWNE PLAZA MINNEAPOLIS WEST
PLYMOUTH, MINNESOTA

EARN UP TO
13
CONTINUING
EDUCATION
CREDITS!

FINAL PROGRAM

PATHWAYS THROUGH TIMES OF CHANGE

5 TRACKS ARE BEING DESIGNED TO CATER TO YOUR EDUCATIONAL NEEDS AND DESIRES

Psychology & Technology

Psychology & Health Care Reform

Psychology & Diversity

Principles of Change

Psychology & Trauma

MPA'S MISSION STATEMENT

MPA's mission is to serve the science of psychology and its applications throughout Minnesota so the interests of public welfare and psychologists are mutually enhanced.

Target audience: All psychologists, mental health professionals, and students in psychology and related areas.

ANNUAL CONVENTION COMMITTEE

Harriett Copher Haynes, PhD, LP (Chair)

Joy Piccolino, PsyD, LP

Scott Palmer, PhD, LP (MPA President)

Susan T. Rydell, PhD, LP

Dennis Andersen, MA, LP

Cynthia J. Swanlund, BA



ParagonEHR
mentalhealthbilling.com

Specialists in Mental Health Billing and EHR

Call us today for a free demo of our proprietary software –
We built it based on client testing and feedback!

Sales: 800.870.7360 • Support: 800.260.9870

4445 W 77th Street, Suite 211



POSTER PRESENTATIONS*

Please join your colleagues for poster sessions on Friday & Saturday from 9:15 – 9:30 a.m., 10:45 – 11:15 a.m. and 3:00 – 3:45 p.m. in Conference Room E.

Poster Title	Poster Presenter	Presentation Day
A Cross-Cultural Study of Eating Disorder Symptoms, Awareness and Internalization of the Thin-Ideal Among Somali and Hmong College Women	Rose M. Stark-Rose, PhD, LP, St. Cloud State University, Counseling and Psychological Services; Scott Crow, MD, University of Minnesota, Department of Psychiatry; Hana Ahmed, Student, St. Cloud State University	Friday
Autism Spectrum Disorder Services in Five County Twin Cities Area	Nicholas Spangler, University of St. Thomas	Saturday
Continuing Education in Psychology: Developing Friday Forum Webcasts to Expand Opportunities	Hani Jama, Metropolitan State University	Friday
Direct and Indirect Effects of Developmental Variables on Academic Attitudes	Regilda Anne A. Romero, PhD, Adjunct Faculty, MSPP; Jeffrey McLeod, PhD, Adjunct Faculty, St. Mary's University; Crystal Labbe, Graduate Student, MSPP	Saturday
Emotional Dysregulation, Insecure Attachment, and Psychological Abuse in Romantic Relationships	Robert Casselman, PhD, LP, Winona State University; Monica Hendricks, Winona State University	Saturday
Gender Differences in the Emotional Regulation of Adolescents: Internalizing vs. Externalizing Behaviors	Amy Byers, BS, Minnesota School of Professional Psychology	Friday & Saturday
Impact of Trauma Type on Meaning in Life and Forgiveness	Logan Kochendorfer, Luther College	Saturday
Mindfulness and Resistance to Alcohol Problems	Melissa Lafferty	Saturday
Negative Parental Communication, Body Dissatisfaction and Alcohol Use Problems	Robert Casselman, PhD, LP, Winona State University; Allison Shillingford, BA, Winona State University	Saturday
Parental Rejection Factors, Body Dissatisfaction, and Self-Esteem in College Females	Robert Casselman, PhD, LP, Winona State University; Matt Dwyer, Winona State University	Saturday
Parental Rejection, Emotional Dysregulation, and Alcohol Problems: A Mediation Study	Robert Casselman, PhD, LP, Winona State University; Hannah Engelhart, Winona State University	Saturday
Potential Predictors of Type 2 Diabetes Mellitus in African American Adolescents	Donala K. Jordan, Argosy University	Saturday
Predictors of Verbal and Physical Aggression: Anxious Versus Avoidant Attachment	Robert Casselman, PhD, LP, Winona State University; Caleb Fiala, Winona State University	Saturday
Regional Differences of Acculturation and Mental Health in Filipino/Filipino	Tou Yeng Khang, Minnesota School of Professional Psychology, Argosy University	Friday
The Co-Occurrence of Disordered Eating and Substance Abuse in College Women: A Group Therapy Curriculum	Erin Fredrick-Gray, University of St. Thomas	Friday
The Relationship Between Implementation Plans and Academic Self-Efficacy	Barbara Bindgen, University of St. Thomas Counseling and Psychological Services	Friday
What Do People Think Psychologists Do?	Kenneth Solberg, PhD, LP, St. Mary's University	Saturday

*CE credits are not awarded for these activities.

This year's program has been divided into five different tracks to allow you to attend the sessions that are right for you. Each session is assigned to a particular track. Look for these tracks when determining which sessions you want to attend. Note there is also a Student Track on Saturday.

PSYCHOLOGY & TECHNOLOGY
PSYCHOLOGY & HEALTH CARE REFORM
PSYCHOLOGY & DIVERSITY
PRINCIPLES OF CHANGE
PSYCHOLOGY & TRAMA

FRIDAY MARCH 27 2015

7:00 – 7:45 A.M. Regency Foyer

Continental Breakfast, Networking and Exhibit Viewing*

7:45 – 9:15 A.M. Regency Ballroom

KEYNOTE PRESENTATION: Resilience in Children: Longterm Program Findings (Intermediate Level)

Abigail Gerwitz, PhD, LP, PhD from Department of Clinical Psychology, Teachers College, Columbia University; Director, Institute for Translational Research in Children's Mental Health, University of Minnesota; Associate Professor with tenure, Department of Family Social Science & Institute of Child Development, University of Minnesota; Adjunct Assistant Professor, Department of Psychiatry, University of Minnesota; Adjunct Assistant Professor, Department of Psychology, University of Minnesota

The presentation will provide an overview of long-term findings from programs aimed at promoting resilience in at-risk children. Resilience refers to typical adjustment despite conditions of adversity. In studies that have followed high-risk families over many years, researchers have uncovered predictors of resilience in children who have overcome the odds to adjust well, despite adversity. These predictors include family factors, such as effective parenting, as well as individual factors. Prevention programs have demonstrated that addressing correlates of resilience in programs can improve children's outcomes. The presentation will review an example of an effective parenting program which findings indicate has resulted in long-term gains in children's psychological functioning and resilience.

Learning Objectives:

1. Apply resilience concepts to interventions in their practice
2. Explain the link between factors promoting resilience and intervention and practice components

9:15 – 9:30 A.M. Regency Foyer & Conference Room E

Exhibit & Poster Viewing *

9:30 – 10:45 A.M. Board Room 2

Principles of Change Track

The Minnesota Counselor Development and Master Therapist Research Studies: Findings from 30 Years: 1985 to 2015 (Advanced Level)

Len Jennings, PhD, LP; PhD in Counseling and Student Personnel Psychology, University of Minnesota; Full Professor, University of St. Thomas

Thomas Skovholt, PhD, LP, ABPP; PhD in Counseling Psychology, University of Missouri; Morse Alumni Distinguished Professor, University of Minnesota

Ashley Sovereign, PsyD, LP; PsyD in Counseling Psychology, University of St. Thomas; Director of Clinical Training/Associate Professor, Saint Mary's University of Minnesota

Salina Renninger, PhD, LP; PhD in Counseling & Student Personnel Psychology, University of Minnesota; Tenure-Track Assistant Professor, Director of Training, Graduate School of Professional Psychology, University of St. Thomas

This presentation traces the evolution of Minnesota-based research on counselor/therapist development. The initial qualitative study (N=100) began in 1985 and was followed by a series of master therapist studies in MN. Recently, studies using the same methodology in other countries have been analyzed and compared. Summary results will be presented.

Learning Objectives:

1. Recognize Qualitative Interview Research Methodology
2. Be Able to Explain Major Counselor Development Themes
3. See the Meta-Analysis Master Therapist Results Across Minnesota and International Studies
4. Apply These Research Findings to Their Own Professional Development

9:30 – 10:45 A.M. Conference Room B

Psychology & Diversity Track

Hmong Cultural Behaviors Impacting Psychotherapy (Introductory & Intermediate Levels)

Willie B. Garrett, MS, LP; M.S. Minnesota State Mankato, Counseling Psych, EdD in Organizational Development; Psychologist/Consultant, W.B. Garrett Consulting, LLC

Hmong-Americans came to the U.S. approximately forty years ago, as refugees from the Vietnam War. There are now approximately seventy thousand Hmong in Minnesota. They live in both rural and urban communities with the largest concentration in Ramsey County. The number of Hmong mental health professionals is increasing, but there are not enough Hmong providers to meet the demand, resulting in many persons having to seek behavioral healthcare outside of their community.

Learning Objectives:

1. Participants will learn a brief history of the Hmong exodus from Asia to the United States; and the psychological, social, and healthcare impact of a major war
2. The adapted cultural family systems and parenting styles in the United States
3. How to identify and interpret client's subtle cultural behaviors
4. Learn to identify trauma and risk behaviors with Hmong clients
5. Effectively work with interpreters in therapy

9:30 – 10:45 A.M. Studio 5

Principles of Change Track

Emotionally Focused Couple Therapy: The Power of Attachment and Affect, Part 1 (Introductory & Intermediate Levels)*Ann E. Lumry, LP, PhD; PhD in Clinical Psychology, University of Minnesota; Private Practice in affiliation with Psychological Associates**Kurt Wical, PhD, LMFT; PhD in Family Social Science, University of Minnesota; Founder and Director, MN Couple Therapy Center*

Emotionally-Focused Therapy (EFT) for couples is validated by over 25 years of empirical research on process and outcome; most recently with an fMRI study showing actual changes to the brain's response to threat in couples completing therapy. EFT focuses on emotion processing and attachment-related blocks to secure engagement. This presentation provides an overview of EFT by 1) introducing the organizing role of attachment-related emotional distress, 2) outlining a 3-stage model of change and key change processes, and 3) describing EFT interventions used to achieve key change processes. Video examples are used to demonstrate the process.

Learning Objectives:

1. Conceptualize couple distress and relationship repair based on theories of attachment and emotion, and neuroscience findings
2. Describe the three key change events of EFT
3. Identify four specific interventions that help couples reprocess negative affect and restructure interactions, thereby creating more secure bonds

9:30 – 10:45 A.M. Conference Room C

Psychology & Trauma Track

Traumatic Stress: Children, Families, And Service Systems (Introductory, Intermediate & Advanced Levels)*Christine Bray, PhD, LP; PhD in Education Policy and Administration: Evaluation Studies, University of Minnesota; Project Co-Director, University of Minnesota Ambit Network, College of Education and Human Development; Administrative Director, University of Minnesota Institute for Translational Research in Children's Mental Health**Saprina Matheny, LICSW, Masters of Social Work, University of St. Thomas/ College of St. Catherine; Clinical Program Manager, Ambit Network*

This presentation will define the core concepts of child traumatic stress, the values and principles of trauma-informed practice, and the importance of a scientific implementation model to ensure fidelity and sustainability.

Learning Objectives:

1. Participants will understand the core concepts of child traumatic stress
2. Participants will understand the values and principles of trauma-informed practice
3. Participants will learn how implementation science has resulted in trauma-informed practice throughout MN

9:30 – 10:45 A.M. Conference Room D

Psychology & Health Care Reform Track

Update On Health Care Reform, Part 1 (Introductory Level)*Susan McPherson, PhD, LP, ABPP, PhD in Clinical Psychology, Fuller Graduate School of Psychology**Karen Wills, PhD, ABPP, LP, PhD in Clinical & Developmental Psychology, University of Iowa; Pediatric Neuropsychologist, Children's Hospitals and Clinics of Minnesota*

The Patient Protection and Affordable Care Act (ACA) is still in its infancy. This session, from MPA's Healthcare Reform Task Force, will provide an update on how the ACA impacts psychologists in Minnesota. Emphasis will be placed on the importance of evidence-based care and integration of psychological services in the medical practice, as well as new models of care for individuals with primary mental health conditions.

Learning Objectives:

1. How the Affordable Care Act (ACA) is implemented in Minnesota
2. The impact of Accountable Care Organizations on private practice
3. Models of practice supported by the ACA
4. How to document the value and medical necessity of psychological testing and treatment
5. The purpose of diagnostic tools and individual outcome measures

10:45 – 11:15 A.M. Regency Foyer & Conference Room E**Break / Exhibit Viewing / Poster Viewing *****11:15 A.M. – 12:30 P.M. Board Room 2**

Principles of Change Track

Transformational Leadership – What Consulting Psychologists Need To Know (Advanced Level)*Barb Krantz Taylor, MA, LP; Licensed Psychologist and Principal Consultant, The Bailey Group*

Executive coaches, psychologists, and consulting psychologists are employed more and more to advise CEO's and other C-Suite leaders as they seek to transform their organizations and thrive within an unprecedented level of unpredictability and uncertainty in today's organizations. Leaders must do no less than transform from the "inside out". This presentation will discuss transformational leadership, the role psychologists can play, and the skills needed to contribute to this important work.

Learning Objectives:

1. Explain transformational leadership and apply psychological and counseling skills effectively to the field of Executive Coaching
2. Broaden perspectives on the need for Executive Leaders to gain deeper self-awareness and humility

11:15 A.M. – 12:30 P.M. Conference Room B

Psychology & Diversity Track

Engagement to Build Community-University Partnerships (Introductory Level)*Geoffrey Maruyama, MA, PhD, PhD in Social Psychology, University of Southern California; Chair, University of Minnesota, Department of Educational Psychology*

Universities today need to recreate themselves so their research, teaching, and outreach/service are responsive to the challenges of a 21st century urban age. This presentation argues for the importance of community engagement and of establishing strong community-university partnerships that can undergird work in research, teaching, and service. It then illustrates partnership building efforts, and finally focuses on current work that links students to the community work.

Learning Objectives:

1. Examine the roots and importance of engaging communities for research, teaching, and service and outreach
2. Learn about some U of M efforts to build community-university partnership
3. Reflect on implications of community partnerships for their own work and/or practice

*** CE credits are not awarded for these activities.**

FRIDAY MARCH 27 2015 - CONT

11:15 A.M. – 12:30 P.M. Studio 5

Principles of Change Track

Emotionally Focused Couple Therapy: The Power of Attachment and Affect, Part 2 (Introductory & Intermediate Levels)

Ann E. Lumry, LP, PhD; PhD in Clinical Psychology, University of Minnesota; Private Practice in affiliation with Psychological Associates

Kurt Wical, PhD, LMFT; PhD in Family Social Science, University of Minnesota; Founder and Director, MN Couple Therapy Center

Emotionally-Focused Therapy (EFT) for couples is validated by over 25 years of empirical research on process and outcome; most recently with an fMRI study showing actual changes to the brain's response to threat in couples completing therapy. EFT focuses on emotion processing and attachment-related blocks to secure engagement. This presentation provides an overview of EFT by 1) introducing the organizing role of attachment-related emotional distress, 2) outlining a 3-stage model of change and key change processes, and 3) describing EFT interventions used to achieve key change processes. Video examples are used to demonstrate the process.

Learning Objectives:

1. Conceptualize couple distress and relationship repair based on theories of attachment and emotion, and neuroscience findings
2. Describe the three key change events of EFT
3. Identify four specific interventions that help couples reprocess negative affect and restructure interactions, thereby creating more secure bonds

11:15 A.M. – 12:30 P.M. Conference Room C

Psychology & Technology Track

Translating Research on Perceived Control into Online Stress Management Interventions (Advanced Level)

Samuel Hintz, PhD, LP, PhD from University of Minnesota; Staff Psychologist, Minneapolis VA Medical Center

Liza Meredith, BS, Psychology, University of Wisconsin-Madison, University of St. Thomas Counseling and Assessment Services (CAPS), St. Paul, MN, Counseling Advanced Practicum

Viann Nguyen-Feng, MPH, M. P. H., Epidemiology School of Health Professions Eastern Virginia Medical School and Old Dominion University

This session contains four 15-minute presentations with 15 minutes for discussion. It will describe research on the role of perceived control in adjusting to stressors and trauma; the development and efficacy of an online intervention designed to increase perceived control, studies evaluating improvements to intervention (e.g., by incorporating mindfulness), and finally, show that the intervention is effective in reducing distress in individuals with a history of interpersonal violence

Learning Objectives:

1. Apply counseling skills to the field of Executive Coaching
2. Counsel/coach senior executives more effectively
3. Broaden perspectives on the need for Executive Leaders to gain deep self-awareness and humility

11:15 A.M. - 12:30 P.M. Conference Room D

Psychology & Health Care Reform Track

Update On Health Care Reform, Part 2 (Introductory Level)

Susan McPherson, PhD, LP, ABPP, PhD in Clinical Psychology, Fuller Graduate School of Psychology

Karen Wills, PhD, ABPP, LP, PhD in Clinical & Developmental Psychology, University of Iowa; Pediatric Neuropsychologist, Children's Hospitals and Clinics of Minnesota

The Patient Protection and Affordable Care Act (ACA) is still in its infancy. This session, from MPA's Healthcare Reform Task Force, will provide an update on how the ACA impacts psychologists in Minnesota. Emphasis will be placed on the importance of evidence-based care and integration of psychological services in the medical practice, as well as new models of care for individuals with primary mental health conditions.

Learning Objectives:

1. How the Affordable Care Act (ACA) is implemented in Minnesota
2. The impact of Accountable Care Organizations on private practice
3. Models of practice supported by the ACA
4. How to document the value and medical necessity of psychological testing and treatment
5. The purpose of diagnostic tools and individual outcome measures

12:30 – 1:45 P.M. Europa Dining Room

MPA Annual Business Meeting & Luncheon*

Join your MPA colleagues and leadership as we recap the past year, and look forward to the year ahead.

1:45 – 3:00 P.M. Regency Ballroom

Psychology & Health Care Reform Track

Electronic Health Records: Realities & Controversies, Part 1 (Intermediate Level)

Moderator:

Robin McLeod, PhD, LP, PhD in Educational Psychology – Counseling and Student Personnel Psychology, University of Minnesota; Founder/Owner, Counseling Psychologists of Woodbury & St. Paul

Panelists:

Lee H. Beecher, MD, DLFAPA, FASAM; MD from University of Minnesota Medical School, former president of Minnesota Psychiatric Society

Stephen Huey, LP, PhD; PhD in Clinical Psychology, Florida State University; Psychologist, Private Practice, Minneapolis & Minnetonka, Minnesota

Bob Johnson, MPP from The Humphrey Institute at the University of Minnesota; Project Manager, Office of Health Information Technology; MDH staff, Minnesota e-Health Initiative Privacy and Security Workgroup

Karen Soderberg, MS in Health Services Research, University of Minnesota; Health Information Technology Assessment and Evaluation Coordinator, Minnesota Department of Health

Trisha Stark, LP, PhD; PhD in Clinical Psychology, University of Miami; Private Practice, Minneapolis, Minnesota; co-chair of the Behavioral Health workgroup of the Minnesota e-Health Roadmap Initiative.

Effective January 1, 2015 all health care providers in Minnesota, including psychologists, are required to use interoperable electronic health records (EHR).

EHRs hold enormous potential to improve lives of individuals with behavioral health issues by providing the coordinated, integrated care needed for optimal health. Panelists will address topics related to the EHR mandate including information about the law itself, benefits of EHR in behavioral health settings, and concerns about EHR. This session will give audience members a chance to ask questions and speak to MPA's Governing Council.

Learning Objectives:

1. Learn about MN's 2015 E H R mandate
2. Learn about potential benefits of E H R to 4
3. Discuss opportunities & controversies related to E H R

1:45 – 3:00 P.M. Studio 5

Principles of Change Track

Psychology At Work – Changing Individuals, Teams And Organizations (Introductory Level)

John Fennig, PhD, LP, PhD in Counseling Psychology, The Ohio State University; Managing Partner, DRI Consulting

NaTasha Jordan, MA; MA in Industrial Organizational Psychology; Research Coordinator, Tripler Army Medical Center

Rachael Klahr, MS; MS in Industrial/Organizational Psychology; Consultant, DRI Consulting

Meng Liu, BA; BA in Psychology & Foreign Languages Literature, National Cheng Kung University; Consultant, DRI Consulting

Lovey H. M. Walker, BA; BA in Psychology, Kenyon College

Psychology at Work – Changing Individuals, Teams and Organizations. Interns at DRI, a consulting firm, will each present a specific and different example of a kind of work typical of this kind of practice, with related theory and research, reflect on their personal experience with the work itself, and provide one tool that can be used to augment psychological practice.

Learning Objectives:

1. Know four different ways to deliver psychology in the workplace
2. Be able to use four basic consulting tools in their practices
3. Be familiar with four reasons early career psychology students choose to do psychology in the workplace

1:45 – 3:00 P.M. Conference Room D

Psychology & Health Care Reform Track

Audit? No problem! Coding And Documentation Standards For Psychotherapy And Testing, Part 1 (Intermediate & Advanced Levels)

Richard Sethre, PsyD, LP, Doctor of Psychology, with specialization in Marriage and Family Therapy, Alliant University, San Diego; Consultant, inpatient psychiatric assessments on medical units, Fairview Health Systems

Karen Wills, PhD, LP, ABPP, PhD in Clinical & Developmental Psychology, University of Iowa; Pediatric Neuropsychologist, Children's Hospitals and Clinics of Minnesota

With a new emphasis on accountability and cost containment in health care, psychologists in private practice, will be audited occasionally to ensure compliance to "best practice" standards. In this session, from MPA's Healthcare Reform Task Force, the presenters will discuss billing, coding, and documentation "best practices," and explain how to apply and match the diagnostic code (DSM-5 or ICD-10), and procedure code (CPT code), to the documentation required by clinical and ethical standards and by the policies of major payers (emphasizing Medicaid and Medicare).

Learning Objectives:

1. Accurately and ethically apply billing codes to psychotherapy or testing sessions
2. Document psychotherapy or testing procedures following CMS rules and best practices
3. Maintain personal working notes separately from professional final work product

3:00 – 3:45 P.M. Regency Foyer & Conference Rooms B, E

Exhibit & Poster Viewing*

3:45 – 5:00 P.M. Regency Ballroom

Psychology & Health Care Reform Track

Electronic Health Records: Realities & Controversies, Part 2 (Intermediate Level)

Moderator:

Robin McLeod, PhD, LP, PhD in Educational Psychology – Counseling and Student Personnel Psychology, University of Minnesota; Founder/Owner, Counseling Psychologists of Woodbury & St. Paul

Panelists:

Lee H. Beecher, MD, DLFAPA, FASAM; MD from University of Minnesota Medical School, former president of Minnesota Psychiatric Society

Stephen Huey, LP, PhD; PhD in Clinical Psychology, Florida State University; Psychologist, Private Practice, Minneapolis & Minnetonka, Minnesota

Bob Johnson, MPP from The Humphrey Institute at the University of Minnesota; Project Manager, Office of Health Information Technology; MDH staff, Minnesota e-Health Initiative Privacy and Security Workgroup

Karen Soderberg, MS in Health Services Research, University of Minnesota; Health Information Technology Assessment and Evaluation Coordinator, Minnesota Department of Health

Trisha Stark, LP, PhD; PhD in Clinical Psychology, University of Miami; Private Practice, Minneapolis, Minnesota; co-chair of the Behavioral Health workgroup of the Minnesota e-Health Roadmap Initiative.

Electronic health information systems can play a significant role in transforming the health care system by enabling timely exchange of information to improve quality and safety of care. Minnesota enacted legislation that requires all health care providers in the state, including psychologists, to implement an interoperable electronic health records (EHR) system by January 1, 2015. Individuals with behavioral health issues have long experienced reduced access to quality health care, punctuated by poor transitions and frequent provider change. EHRs hold enormous potential to improve the lives of individuals with mental health and substance use issues by providing the coordinated, integrated care needed for optimal health. While great good can come from the use of EHRs in behavioral health, they are not without their critics. This presentation will address a range of topics including description of the 2015 mandate, the contents of EHR for behavioral health, health information exchange, and privacy and security concerns and solutions. Concerns about the use of EHR also will be presented. This session will provide key information that clinicians need, and leave ample time for discussion.

Learning Objectives:

1. Learn about MN's 2015 E H R mandate
2. Learn about potential benefits of E H R to 4
3. Discuss opportunities & controversies related to E H R

FRIDAY MARCH 27 2015 - CONT

3:45 – 5:00 P.M. *Studio 5*

Principles of Change Track

Values-Based And Meaning-Centered Psychotherapy: Research And Clinical Applications (Intermediate Level)

Robert Casselman, PhD, LP; PhD in Clinical Psychology, Northern Illinois University; Assistant Professor, Department of Psychology, Winona State University, Winona, MN

There has been an increased clinical and research interest about the role of values and meaning in psychotherapy (e.g., Acceptance and Commitment Therapy and Posttraumatic Growth). This session will explore how values-based/meaning-centered approaches may positively impact therapeutic outcomes across a variety of disorders and problems. The session will provide participants with 1) an overview of relevant research; 2) an overview of clinical applications; and 3) experiential demonstrations of relevant techniques.

Learning Objectives:

1. Identify relevant values-based psychotherapy research
2. Apply clinical techniques based on values-based psychotherapy in their own practices
3. Explain basic values-based approaches to clients and colleagues

3:45 – 5:00 P.M. *Conference Room D*

Psychology & Health Care Reform Track

Audit? No problem! Coding And Documentation Standards For Psychotherapy And Testing, Part 2 (Intermediate & Advanced Levels)

Richard Sethre, PsyD, LP, Doctor of Psychology, with specialization in Marriage and Family Therapy, Alliant University, San Diego; Consultant, inpatient psychiatric assessments on medical units, Fairview Health Systems

Karen Wills, PhD, LP, ABPP, PhD in Clinical & Developmental Psychology, University of Iowa; Pediatric Neuropsychologist, Children's Hospitals and Clinics of Minnesota

With a new emphasis on accountability and cost containment in health care, psychologists in private practice, will be audited occasionally to ensure compliance to "best practice" standards. In this session, from MPA's Healthcare Reform Task Force, the presenters will discuss billing, coding, and documentation "best practices," and explain how to apply and match the diagnostic code (DSM-5 or ICD-10), and procedure code (CPT code), to the documentation required by clinical and ethical standards and by the policies of major payers (emphasizing Medicaid and Medicare).

Learning Objectives:

1. Accurately and ethically apply billing codes to psychotherapy or testing sessions.
2. Document psychotherapy or testing procedures following CMS rules and best practices.
3. Maintain personal working notes separately from professional final work product.

5:00 – 6:00 P.M. *Regency Foyer*

Welcome Reception*

Join fellow attendees for some networking during this year's Welcome Reception.

*CE credits are not awarded for these activities.

SATURDAY MARCH 28 2015

7:00 – 7:45 A.M. *Regency Foyer*

Continental Breakfast, Networking and Exhibit Viewing*

7:45 – 9:15 A.M. *Regency Ballroom*

KEYNOTE PRESENTATION: Changing Practices, Changing Practitioners: Taking Hold of the Future (Introductory Level)

Peter Sheras, PhD, ABPP, PhD from Princeton University; Professor Chair, Dept. of Human Services Director of Clinical Training, Clinical and School Psychology, University of Virginia – Curry School of Education

In this time of increasing regulation and expanding expectation, Psychology providers need to look at how to practice, not only in the current marketplace, but in a rapidly changing future. Is there any predictability for us? Is the future only for the younger and more newly trained psychologists? How do mid-career and latter career psychologists operate now to support themselves and do the work they want to be doing?

Learning Objectives:

1. Learn to utilize change to our advantage
2. Recognize the types of change in the market place
3. Plan future strategies for practice

9:15 – 9:30 A.M. *Regency Foyer & Conference Room E*

Exhibit & Poster Viewing*

9:30 – 10:45 A.M. *Board Room 2*

Student Track

Internship Process & Preparation Panel (Introductory Level)

Shannon Goecke-Watson, MA; MA in Counseling & Psychological Services, Saint Mary's University of Minnesota; PsyD Student, Saint Mary's University of Minnesota, Minneapolis, MN

The purpose of the internship panel is to educate doctorate students about the APPIC internship process. Session attendees will have the opportunity to ask students currently in various stages of the internship process about their journey through the application process (i.e. regarding essay-writing and interview experiences).

Learning Objectives:

1. Demonstrate an increased knowledge of the APPIC internship process
2. Apply newly-learned knowledge to select internship sites for application
3. Apply knowledge write well-informed APPIC application and essays

9:30 – 10:45 A.M. *Conference Room B*

Psychology & Diversity Track

The Educational and Career Development of Native American Adolescents (Intermediate Level)

Gale P. Mason-Chagil, MA, PhD, PhD in Department of Anthropology, Minor in Educational Policy and Administration, University of Minnesota; educational evaluator who serves school and districts in the Twin Cities as well as in other locations, such as South Dakota.

Sherri Turner, PhD, PhD in Counseling Psychology, University of Missouri – Columbia; Associate Professor in Educational Psychology, Counseling and Student Personnel Psychology at the University of Minnesota – Twin Cities.

In this symposium, research regarding the challenges that Native American young people face in their career development, academic achievement, and high school graduation will be discussed. Barriers to success include lack of earlier intervention when students begin to disengage from school, lower perceived adult and peer support, and less academically-oriented counseling. Supports to success include culturally-based programming, counseling for academic, career, and social-emotional issues, teacher/counselor training/mentoring, and engaging parents. No prerequisites.

Learning Objectives:

1. Recognize diversity issues in Native American education and career development
2. Analyze practice in terms of providing opportunities for success, making school relevant, broad-based support, and assistance with personal problems
3. Apply cultural understandings to counseling with Native Americans

9:30 – 10:45 A.M. Studio 5

Principles of Change Track

The Mind Within the Brain: Implications for Psychology and Psychiatry, Part 1 (Introductory Level)

David Redish, PhD, PhD in Computer Science, Carnegie Mellon University; Professor with Tenure, Department of Neuroscience, University of Minnesota; Distinguished McKnight University Professor, Department of Neuroscience, University of Minnesota

Dr. Redish will present new work on decision-making systems, examining psychological and psychiatric issues (addiction, gambling, PTSD) as breakdowns in decision-making systems. These ideas connect neuroscience (mechanism) with psychology (behavior) and will track Dr. Redish's First Friday presentation from December 2014 and Dr. Redish's new book, *The Mind Within the Brain: How We Make Decisions and How Those Decisions Go Wrong*.

Learning Objectives:

1. List new neuroscience on the physical nature of the mind
2. Recite the new psychology of the self as an interaction of multiple decision-making systems
3. Explain the new implications of these two concepts for redefining psychological and psychiatric dysfunction as engineering vulnerabilities in the decision-making systems and their interactions

9:30 A.M. – 10:45 A.M. Conference Room C

Principles of Change Track

Healing the Brain Using Targeted Treatment Interventions, Part 1 (Introductory Level)

Michael Brunner, PhD, PhD in Counseling Psychology, University of Wisconsin – Madison; Clinical Director, Fountain Centers, Mayo Clinic Health System

Mental health disorders can be thought of as impairments in, if not diseases of, brain functioning. Using drug addiction as a model, I will discuss how risk factors including neuroplastic changes to the brain results in functional impairments necessitating rehabilitation. I will offer several examples of how to tailor treatment interventions to the damage wrought by exposure to neurotoxic exposure to alcohol and other drugs.

Learning Objectives:

1. Recognize how neuroplasticity is reflected in drug addiction
2. List four brain regions affected by neurotoxic exposure to alcohol and other drugs
3. Identify treatment interventions that specifically target brain regions damaged by alcohol and other drugs

9:30 – 10:45 A.M. Conference Room D

Psychology & Trauma Track

Impact Of Bullying On Mental Health (Intermediate Level)

Sumi Mukherjee, Author and Speaker

This presentation is focused on the impact of bullying on mental health, based on his book titled "A Life Interrupted – the story of my battle with bullying and obsessive compulsive disorder". It describes onset of the disease followed by steps of diagnosis and treatment, including impact derived from a brief stay at Rogers inpatient facility. The key message is the fact that bullying can have long lasting devastating psychological impact on young people.

Learning Objectives:

1. Recognize severe anxiety disorders triggered by bullying based on cultural/ racial differences
2. Apply the knowledge about impact/usefulness of residential treatment for their patients
3. Explain the way PTSD from bullying can dictate the development and progression of a mental disorder

10:45 – 11:15 A.M. Regency Foyer & Conference Room E

Exhibit & Poster Viewing*

11:15 A.M. – 12:30 P.M. Board Room 2

Student Track

The EPPP: What Is It About And How Can I Prepare For it? (Introductory Level)

Kenneth Solberg, PhD, LP; PhD in Psychology, University of Wisconsin – Madison; Program Director, Doctoral Program in Counseling Psychology (PsyD), Saint Mary's University of Minnesota, Minneapolis, MN

Preparation for the EPPP can be a daunting task. The first part of this session will provide an overview of the EPPP, including its construction, scoring, and psychometric properties. Some common "myths" about the examination will also be discussed. The second part of the session will provide suggestions on how to study for the exam, with a focus on effective techniques for organizing, understanding, and retaining large amounts of information. Strategies for actually taking the examination will also be discussed.

Learning Objectives:

1. Describe how the EPPP is constructed
2. Explain myths about the EPPP
3. Use strategies for EPPP preparation
4. Use strategies for taking the EPPP

11:15 A.M. – 12:30 P.M. Conference Room B

Psychology & Diversity Track

Success Stories That Inform Effective Counseling Approaches With People In Homelessness (Introductory Level)

Rebecca R.S. Bertram, PsyD; PsyD in Counseling Psychology, University of St. Thomas, Minnesota; Pre-doctoral and Post-doctoral Internships, Mental Health Systems, PC & Practicum Counselor, Macalester College Health and Wellness Center

session continued on page 10 >>

SATURDAY MARCH 28 2015 - CONT

Homelessness is a significant social condition both across the United States and locally in Minnesota, and can be seen as a rising mental health issue because of the complex mental health issues that correlate with being homeless. This presentation summarizes a qualitative study investigating success stories about clients who have successfully transitioned out of homelessness while receiving counseling, to assist clinicians in understanding the client's perspective and effective interventions for people in homelessness.

Learning Objectives:

1. Demonstrate knowledge about common effects of the experience of homelessness
2. Apply study themes to effective counseling interventions for people in homelessness
3. Apply themes identified from study participants to the therapeutic relationship with people in homelessness

11:15 A.M. – 12:30 P.M. Studio 5

Principles of Change Track

The Mind Within the Brain: Implications for Psychology and Psychiatry, Part 2 (Introductory Level)

David Redish, PhD, PhD in Computer Science, Carnegie Mellon University; Professor with Tenure, Department of Neuroscience, University of Minnesota; Distinguished McKnight University Professor, Department of Neuroscience, University of Minnesota

Dr. Redish will present new work on decision-making systems, examining psychological and psychiatric issues (addiction, gambling, PTSD) as breakdowns in decision-making systems. These ideas connect neuroscience (mechanism) with psychology (behavior) and will track Dr. Redish's First Friday presentation from December 2014 and Dr. Redish's new book, *The Mind Within the Brain: How We Make Decisions and How Those Decisions Go Wrong*.

Learning Objectives:

1. List new neuroscience on the physical nature of the mind
2. Recite the new psychology of the self as an interaction of multiple decision-making systems
3. Explain the new implications of these two concepts for redefining psychological and psychiatric dysfunction as engineering vulnerabilities in the decision-making systems and their interactions

11:15 A.M. – 12:30 P.M. Conference Room C

Principles of Change Track

Healing the Brain Using Targeted Treatment Interventions, Part 2 (Introductory Level)

Michael Brunner, PhD, PhD in Counseling Psychology, University of Wisconsin – Madison; Clinical Director, Fountain Centers, Mayo Clinic Health System

Mental health disorders can be thought of as impairments in, if not diseases of, brain functioning. Using drug addiction as a model, I will discuss how risk factors including neuroplastic changes to the brain results in functional impairments necessitating rehabilitation. I will offer several examples of how to tailor treatment interventions to the damage wrought by exposure to neurotoxic exposure to alcohol and other drugs.

Learning Objectives:

1. Recognize how neuroplasticity is reflected in drug addiction
2. List four brain regions affected by neurotoxic exposure to alcohol and other drugs
3. Identify treatment interventions that specifically target brain regions damaged by alcohol and other drugs

11:15 A.M. – 12:30 P.M. Conference Room D

Psychology & Trauma Track

Violence in Schools: What Do We Know & What Can We Do? (Intermediate Level)

Peter Sheras, PhD, ABPP, PhD from Princeton University; Professor Chair, Dept. of Human Services Director of Clinical Training, Clinical and School Psychology, University of Virginia – Curry School of Education

The session will summarize what has been learned since the publication of the APA Zero Tolerance Task Force Report was released in 2006 in the area of the prevention of youth violence. Studies of Bullying prevention, threat assessment, and violent behavior are beginning to show the way forward. What are the take-away points from what has been tried? Where and how do we concentrate our efforts and address the continuing problems of implementation?

Learning Objectives:

1. Recognize & implement threat assessment
2. Explain why Zero Tolerance does not work
3. Recognize barriers to successful implementation

12:30 – 1:45 P.M. Regency Ballroom

Awards & Volunteer Recognition Luncheon*

1:45 – 3:00 P.M. Board Room 2

Student Track

MPA Mentorship Connection, Part 1 (Introductory Level)

CJ Swanlund, BA; BA in Communication, College of Saint Benedict; PsyD Student, Saint Mary's University of Minnesota, Minneapolis, MN; MPA Student Division Co-Chair

The MPA Mentorship Connection will provide an opportunity for students and new psychologists to establish mentoring relationships with experienced psychologists working in specialized areas of psychology. A brief overview of the program and mentor introductions will be provided, followed by an opportunity for students/new psychologists to connect with mentors in a "speed-mentoring" set-up. Students/new psychologists will rotate to mentor "stations" to briefly visit with mentors and learn about various careers. At the end of the session, students/new psychologists may re-connect with a mentor to begin a mentoring relationship.

Learning Objectives:

1. Provide an opportunity for students/new psychologists to establish mentoring relationships with experienced psychologists working in various specializations
2. Provide an opportunity for experienced psychologists to protect the practice of psychology by mentoring new and future practitioners
3. Foster the development of new and future professionals by introducing unique specializations and careers in psychology through mentorship relationships with experienced psychologists

1:45 – 3:00 P.M. Conference Room B

Psychology & Trauma Track

Decisions And Interventions: Client's Prenatal Diagnosis Of Severe Fetal Abnormalities, Part 1 (Intermediate Level)

Deborah Rich, PhD, LP, CPLC, PhD in Counseling Psychology, Department of Educational Psychology University of Minnesota; Founder/Director, Shoshana Center for Reproductive Health Psychology

Obstetric providers are ill-prepared to meet the psychological needs of patients whose prenatal testing results indicate severe abnormalities in their developing baby. Ideally, the trusted therapist is equipped with the knowledge and skill to effectively work with these circumstances. Through lecture, video clips and case discussion, participants will gain a foundation of medical information, skills in guided decision-making and strategies to help clients achieve optimal confidence in their time-sensitive and irreversible choices.

Learning Objectives:

1. List intervention options following fetal diagnosis of abnormality
2. List three aspects of guided decision-making
3. List three techniques for facilitating couple consensus on decisions

1:45 – 3:00 P.M. Studio 5

Principles of Change Track

Bipolar Reality: Shifting The Clinical Focus Of The Disorder (Introductory Level)

Andrew Archer, MSW, LCSW; MSW, University of Wisconsin – Madison; Therapist, Midwest Center for Human Services, Madison, WI

What's it like to have bipolar disorder? This presentation will aid clinicians in conceptualizing bipolar disorder via the integration of the presenter's personal journey through mania and depression, change accounts, and clinical interventions. The presentation will help clinicians learn to identify common misconceptions of mania, and in turn, enable better diagnostic differentiation. Clinicians will be provided with new applications for treating the disorder.

Learning Objectives:

1. Identify early symptoms of mania and core strategies for intervention
2. Utilize the DSM-5® to differentially diagnose for bipolar disorder
3. Discover integrated treatment approaches with clinical applicability

1:45 – 3:00 P.M. Conference Room C

Psychology & Health Care Reform Track

Prescription Privileges: A Successful Passage, Part 1 (Introductory, Intermediate & Advanced Levels)

Beth Rom-Rymer, PhD, FICPP, PhD from University of Illinois, Urbana-Champaign; Chief Executive Officer Helios Network

With legislative success in the spring of 2014, Illinois became the third state in the nation in which licensed clinical psychologists, with advanced, specialized training, could be eligible to prescribe psychotropic medications. Dr. Rom-Rymer will describe the path to legislative victory and then will talk about the current process of implementation of this law. Psychologists are forging new paths in healthcare delivery to meet the needs of the most underserved and at-risk residents of Illinois.

Learning Objectives:

1. Explain the steps that the IPA took to our landmark legislative victory: licensed clinical psychologists with advanced, specialized training in clinical psychopharmacology will be eligible for a license to prescribe psychotropic medications on the effective date of our new law: Public Act 98-0668
2. Describe the current status of Public Act 98-0668, particularly as it pertains to the writing of the rules and regulations
3. Explain the process for the writing of the rules and regulations for our new law
4. Discuss the specific parts of our new law that will be further explained by the rules and regulations
5. Describe the process for the implementation of Public Act 98-0668, beyond the writing of our rules and regulations
6. Explain the implications of our new law for Illinois and the rest of the country

1:45 – 3:00 P.M. Conference Room D

Psychology & Trauma Track

Developmental Neurology of Trauma, Part 1 (Intermediate Level)

Phyllis C. Solon, PsyD, LP; PsyD in Clinical Psychology, Minnesota School of Professional Psychology; Core Associate Professor, Saint Mary's University of Minnesota, Minneapolis, MN; Private Practice, Minneapolis, MN

Severe traumatization of children results in profound impairments across developmental domains. Left untreated, these continue to be impacted across the life span. Understanding neurology can inform practitioners about dysregulation because of traumatic triggers and how to appropriately treat children or adults. Participants will gain information about trauma get 'wiring' that can be useful in the therapy process. This presentation will primarily employ lecture and video and case based consultation questions. Some knowledge of trauma/PTSD helpful.

Learning Objectives:

1. Apply Neurodevelopmental concepts to the understanding of complex trauma
2. Use neurodevelopmentally informed interventions with traumatized clients

3:00 – 3:45 P.M. Regency Foyer & Conference Rooms B, E

Exhibit & Poster Viewing*

3:45 – 5:00 P.M. Board Room 2

Student Track

MPA Mentorship Connection, Part 2 (Introductory Level)

CJ Swanlund, BA; BA in Communication, College of Saint Benedict; PsyD Student, Saint Mary's University of Minnesota, Minneapolis, MN; MPA Student Division Co-Chair

The goal of the MPA Mentorship Connection is to provide the opportunity for students and new psychologists to establish mentoring relationships with experienced psychologists working in specialized areas of psychology. A brief overview of the program and introduction of the mentors will be provided, followed by an opportunity for students/new psychologists to connect with mentors in a "speed-mentoring" set-up. Students/new psychologists will rotate to mentor "stations" to briefly visit with mentors and learn about various careers. At the end of the session, students/new psychologists may re-connect with a mentor to exchange contact information and begin a mentoring relationship.

session continued on page 12 >>

*CE credits are not awarded for these activities.

SATURDAY MARCH 28 2015 - CONT

Learning Objectives:

1. To provide students with the opportunity to establish mentoring relationships with psychologists working in various specializations in the field
2. To provide psychologists with the opportunity to protect the future of the practice of psychology by mentoring future practitioners
3. To foster the development of future professionals by introducing students to unique facets of the field and through the formation of mentorship relationships between students and practicing psychologists

3:45 – 5:00 P.M. Conference Room B

Psychology & Trauma Track

Decisions And Interventions: Client's Prenatal Diagnosis Of Severe Fetal Abnormalities, Part 2 (Intermediate Level)

Deborah Rich, PhD, LP, CPLC, PhD in Counseling Psychology, Department of Educational Psychology University of Minnesota; Founder/Director, Shoshana Center for Reproductive Health Psychology

Obstetric providers are ill-prepared to meet the psychological needs of patients whose prenatal testing results indicate severe abnormalities in their developing baby. Ideally, the trusted therapist is equipped with the knowledge and skill to effectively work with these circumstances. Through lecture, video clips and case discussion, participants will gain a foundation of medical information, skills in guided decision-making and strategies to help clients achieve optimal confidence in their time-sensitive and irreversible choices.

Learning Objectives:

1. List intervention options following fetal diagnosis of abnormality
2. List three aspects of guided decision-making
3. List three techniques for facilitating couple consensus on decisions

3:45 – 5:00 P.M. Studio 5

Principles of Change Track

Gratitude and Addiction Recovery (Introductory Level)

Amy R. Krentzman, MSW, PhD, PhD Mandel School of Applied Social Sciences Social Welfare, Case Western Reserve University; Assistant Professor, University of Minnesota, Twin Cities

We pilot tested a gratitude intervention among individuals with alcohol use disorder and found that gratitude increased unactivated (i.e., feeling calm and at ease) but not activated (i.e., feeling excited, stimulated, energized) positive mood. The gratitude practices helped participants to modify pervasive negative thinking patterns and identify good things even within stressful situations and mundane tasks. A combination of lecture and experiential learning will be employed. There are no pre-requisites, all are welcome.

Learning Objectives:

1. Apply research on gratitude to addictions
2. Demonstrate knowledge of relationship between gratitude and addiction
3. Explain effects of gratitude for individuals with alcohol use disorder

3:45 – 5:00 P.M. Conference Room C

Psychology & Health Care Reform Track

Prescription Privileges: A Successful Passage, Part 2 (Introductory, Intermediate & Advanced Level)

Beth Rom-Rymer, PhD, FICPP, PhD from University of Illinois, Urbana-Champaign; Chief Executive Officer Helios Network

With legislative success in the spring of 2014, Illinois became the third state in the nation in which licensed clinical psychologists, with advanced, specialized training, could be eligible to prescribe psychotropic medications. Dr. Rom-Rymer will describe the path to legislative victory and then will talk about the current process of implementation of our law. Psychologists are forging new paths in healthcare delivery to meet the needs of the most underserved and at-risk residents of Illinois.

Learning Objectives:

1. Explain the steps that the IPA took to our landmark legislative victory: licensed clinical psychologists with advanced, specialized training in clinical psychopharmacology will be eligible for a license to prescribe psychotropic medications on the effective date of our new law: Public Act 98-0668
2. Describe the current status of Public Act 98-0668, particularly as it pertains to the writing of the rules and regulations
3. Explain the process for the writing of the rules and regulations for our new law
4. Discuss the specific parts of our new law that will be further explained by the rules and regulations
5. Describe the process for the implementation of Public Act 98-0668, beyond the writing of our rules and regulations
6. Explain the implications of our new law for Illinois and the rest of the country

3:45 – 5:00 P.M. Conference Room D

Psychology & Trauma Track

Developmental Neurology of Trauma, Part 2 (Intermediate Level)

Phyllis C. Solon, PsyD, LP; PsyD in Clinical Psychology, Minnesota School of Professional Psychology; Core Associate Professor, Saint Mary's University of Minnesota, Minneapolis, MN; Private Practice, Minneapolis, MN

Severe traumatization of children results in profound impairments across developmental domains. Left untreated, these continue to be impacted across the life span. Understanding neurology can inform practitioners about dysregulation because of traumatic triggers and how to appropriately treat children or adults. Participants will gain information about trauma get 'wiring' that can be useful in the therapy process. This presentation will primarily employ lecture and video and case based consultation questions. Some knowledge of trauma/PTSD helpful.

Learning Objectives:

1. Apply Neurodevelopmental concepts to the understanding of complex trauma
2. Use neurodevelopmentally informed interventions with traumatized clients

The Minnesota Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The Minnesota Psychological Association maintains responsibility for this program and its content.



SCHEDULE AT A GLANCE

FRIDAY, MARCH 27

- 7:00 – 7:45 a.m.** Continental Breakfast, Networking and Exhibit Viewing*
- 7:45 – 9:15 a.m.** KEYNOTE PRESENTATION: Resilience in Children: Longterm Program Findings
- 9:15 – 9:30 a.m.** Exhibit & Poster Viewing*
- 9:30 – 10:45 a.m.** The Minnesota Counselor Development and Master Therapist Research Studies: Findings from 30 Years:1985 to 2015
- Hmong Cultural Behaviors Impacting Psychotherapy
- Emotionally Focused Couple Therapy: The Power of Attachment and Affect, Part 1
- Traumatic Stress: Children, Families, And Service Systems
- Update On Health Care Reform, Part 1
- 10:45 – 11:15 a.m.** Exhibit & Poster Viewing*
- 11:15 a.m. – 12:30 p.m.** Transformational Leadership - What Consulting Psychologists Need To Know
- Engagement to Build Community-University Partnerships
- Emotionally Focused Couple Therapy: The Power of Attachment and Affect, Part 2
- Translating Research on Perceived Control into Online Stress Management Interventions
- Update On Health Care Reform, Part 2
- 12:30 – 1:45 p.m.** MPA Annual Business Meeting & Luncheon*
- 1:45 – 3:00 p.m.** Electronic Health Records: Realities & Controversies, Part 1
- Psychology At Work – Changing Individuals, Teams And Organizations
- Audit? No problem! Coding And Documentation Standards For Psychotherapy And Testing, Part 1
- 3:00 – 3:45 p.m.** Exhibit & Poster Viewing*
- 3:45 – 5:00 p.m.** Electronic Health Records: Realities & Controversies, Part 2
- Values-Based And Meaning-Centered Psychotherapy: Research And Clinical Applications
- Audit? No problem! Coding And Documentation Standards For Psychotherapy And Testing, Part 2
- 5:00 – 6:00 p.m.** Welcome Reception*

SATURDAY, MARCH 28

- 7:00 – 7:45 a.m.** Continental Breakfast, Networking and Exhibit Viewing*
- 7:45 – 9:15 a.m.** KEYNOTE PRESENTATION: Changing Practices, Changing Practitioners: Taking Hold of the Future
- 9:15 – 9:30 a.m.** Exhibit & Poster Viewing*
- 9:30 – 10:45 a.m.** Internship Process & Preparation Panel
- The Educational and Career Development of Native American Adolescents
- The Mind Within the Brain: Implications for Psychology and Psychiatry, Part 1
- Healing the Brain Using Targeted Treatment Interventions, Part 1
- Impact Of Bullying On Mental Health
- 10:45 – 11:15 a.m.** Exhibit & Poster Viewing*
- 11:15 a.m. – 12:30 p.m.** The EPPP: What Is It About And How Can I Prepare For it?
- Success Stories That Inform Effective Counseling Approaches With People In Homelessness
- The Mind Within the Brain: Implications for Psychology and Psychiatry, Part 2
- Healing the Brain Using Targeted Treatment Interventions, Part 2
- Violence in Schools: What Do We Know & What Can We Do?
- 12:30 – 1:45 p.m.** Academic Awards & Volunteer Recognition Luncheon*
- 1:45 – 3:00 p.m.** MPA Mentorship Connection, Part 1
- Decisions And Interventions: Client's Prenatal Diagnosis Of Severe Fetal Abnormalities, Part 1
- Bipolar Reality: Shifting The Clinical Focus Of The Disorder
- Prescription Privileges: A Successful Passage, Part 1
- Developmental Neurology of Trauma, Part 1
- 3:00 – 3:45 p.m.** Exhibit & Poster Viewing*
- 3:45 – 5:00 p.m.** MPA Mentorship Connection, Part 2
- Decisions And Interventions: Client's Prenatal Diagnosis Of Severe Fetal Abnormalities, Part 2
- Gratitude and Addiction Recovery
- Prescription Privileges: A Successful Passage, Part 2
- Developmental Neurology of Trauma, Part 2

*CE credits are not awarded for these activities.



MHS has served the Minneapolis and St. Paul metro area for over 14 years, helping thousands of clients in the Twin Cities using evidence-based practices to inform and improve treatment outcomes. All of our programs provide comprehensive therapy and skills-building and are designed to work collaboratively with existing treatment providers.

MHS has diverse programming for a wide variety of treatment needs:

Adult DBT Programs

Adult DBT Programs focus on learning and practicing skills in a supportive *and* challenging environment. We offer DBT treatment options including a Day Treatment/Intensive Outpatient DBT Program, a State-Certified Adherent DBT Program, and a one day weekly DBT Program.

Horizons DBT Program

The Horizons DBT program helps clients with developmental challenges and mental illness. It offers modified DBT skills and therapy to individuals with borderline range of intelligence.

Integrated Dual Disorder DBT Program

This program follows national guidelines for Integrated Dual Disorder Treatment and uses a Dialectical Behavior Therapy curriculum specifically adapted for clients who struggle with both mental illness and chemical dependency.

Thrive Program for Mental Health and Chronic Pain

The Thrive Program helps people with co-occurring mental health symptoms and chronic pain to effectively manage symptoms, improve functioning and create fuller and more satisfying lives.

Adolescent DBT Program

The Adolescent DBT Program teaches skills in a hands-on format that makes it easy for adolescents to learn and apply the skills. The Adolescent DBT Program is for clients ages 15-18 and offers a monthly parent group.

Early Adolescent DBT Program

The Early Adolescent DBT Program focuses on healthy relationships and coping in a positive, strengths-based environment. The Early Adolescent DBT Program is for clients ages 12-14 and involves parents in the program.

Vision of Wellness Program

The Vision of Wellness Program combines self-care, social, and other life skills with symptom management and relapse prevention to help clients diagnosed with Schizophrenia, Schizoaffective Disorder and other Psychotic Disorders realize their individual vision of recovery.

Individual Therapy

We offer individual therapy from a variety of orientations, including DBT, cognitive-behavioral therapy and integrative approaches.

West Metro

6600 France Avenue South, Suite 230
Edina, MN 55435
Phone: 952.835.2002
Fax: 952.835.9889

East Metro

6063 Hudson Road, Suite 200
Woodbury, MN 55125
Phone: 651.714.9437
Fax: 651.714.9029

Northwest Metro

9800 Rockford Road, Suite 100
Plymouth, MN 55442
Phone: 763.416.0915
Fax: 763.416.0916

2015 ANNUAL CONVENTION SPONSORS

MPA would like to extend a special thank you to our 2015 Annual Convention Sponsors.

PLATINUM LEVEL



GOLD LEVEL



BRONZE LEVEL



2015 ANNUAL CONVENTION EXHIBITORS

MPA would like to thank the following 2015 exhibitors! Please be sure to take the time to stop by and visit the booths and network with your industry peers.

Argosy University, Twin Cities
Avera Health
Blue Cross Blue Shield of MN
The Emily Program
Fraser
Headway Emotional Health Services
Medical Revenue Solutions

MHS
Metropolitan State University - Graduate
Program in Psychology
Minnesota Board of Psychology
Paragon Billing, LLC
Pearson
Procentive

Rachel Awes, Author & Art Playgroundist
The Trust
West Metro Learning Connections, Inc.

**Secured exhibitors as of March 9, 2015*

CONVENTION HOTEL INFORMATION



Crowne Plaza Minneapolis West
3131 Campus Drive, Plymouth, MN 55441
(763) 559-6600 www.cplymouth.com



APRIL 15 - 16 2016

SAVE THE DATE & JOIN US

2016 MPA ANNUAL CONVENTION

Dates: Friday, April 15 &
Saturday, April 16

Location: Crowne Plaza Minneapolis West
Plymouth, Minnesota

More information coming later in 2015.



www.mnpsych.org