

80TH ANNUAL MPA CONVENTION

PROMOTING HEALTH IN INDIVIDUALS, FAMILIES, & COMMUNITIES

Friday & Saturday: April 15 - 16, 2016

Crowne Plaza Minneapolis West Hotel, Plymouth, Minnesota

REGISTRATION BROCHURE

EARN UP TO

14

CONTINUING
EDUCATION
CREDITS!



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.

CONVENTION COMMITTEE & CE APPROVAL

Jean Chagnon, PhD, LP (Committee Chair)

Denny Anderson, MA, LP

Scott Palmer, PhD, LP

Robin McLeod, PhD, LP (MPA President)

Steve Gilbert, PhD, ABPP, LP

Susan T. Rydell, PhD, LP

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.

CONVENTION HOTEL ACCOMMODATIONS

Discounted rooms are available to attendees at the Crowne Plaza Minneapolis West hotel at the rate of \$109 plus tax for a single/double. To make your reservation, please call the hotel at (800) 227-6963 or (763) 559-6600 and indicate you are with the MN Psychological Association meeting. Discounted rooms are available until April 1, 2016 and will be available after that date on an as-available basis.



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



7:30 – 8:00 A.M.

Breakfast & Networking *

8:00 – 8:15 A.M.

Welcome & Announcements *

8:15 – 9:15 A.M.

KEYNOTE PRESENTATION: Advancing Health Equity and Optimal Health for All

Dr. Edward Ehlinger; MD from the University of Wisconsin Madison; Commissioner, Minnesota Department of Health

The common understanding is that health is created by access to high quality healthcare and good personal choices around physical activity, nutrition, and substance use. The reality is that health is mostly determined by socio-economic factors and these disproportionately affect populations of color and American Indians. This talk will describe how the current narrative about health structurally disadvantages some populations and how a new framework – the Triple Aim of Health Equity – has the potential to better address the growing health disparities in our society.

Upon completion of this session, participants should be better able to:

1. Describe the limitations of the Triple Aim of Healthcare
2. Outline the need for a Triple Aim of Health Equity
3. Clarify the determinants of health

9:15 – 10:15 A.M.

Exhibit Viewing *

Visit with exhibitors as they discuss with you the latest products & services in the field.

9:15 – 10:15 A.M.

Poster Viewing

This session provides an opportunity to review research studies, innovative clinical interventions, and unusual case studies through engagement with researchers, program developers and clinicians who are presenting their work. CE credits are available for those who spend this hour in the poster viewing area.

Upon completion of this session, participants should be better able to:

1. Articulate three evidence-based approaches to working with clients across a broad spectrum of clinical presentations
2. Identify the impact that supervision interventions can provide in improving clinical outcomes

(A complete listing of the posters is available at the end of the brochure.)

10:15 - 11:30 A.M. & 11:30 A.M. - 12:45 P.M.

Ambivalent Meanings, Schemas, and Mindfulness-Based Practices for Perpetrators of Interpersonal Violence

Jane Gilgun, PhD, LICSW; PhD in Family Studies from Syracuse University, Syracuse, NY; Professor, School of Social Work, University of Minnesota

This presentation explores what meaning perpetrators ascribe to acts of violence and compares these meanings to depictions of violence in popular media and to academic theories of violence. The implications surrounding the fact that popular media are more accurate in their understandings of the meanings of violence than academic theories is discussed. Both the media and perpetrators show ambivalence. Finally, how this finding of ambivalence impacts therapy with clients who commit interpersonal violence is explored.

* CE credits are not awarded for these activities.

Upon completion of this session, participants should be better able to:

1. Describe the meanings perpetrators ascribe to acts of violence
2. Identify the ways popular media are more accurate in depicting this ambivalence than academic theories
3. Identify how clinical applications of schema research within therapy in combination with mindfulness-based practices have the potential to resolve this ambivalence

10:15 – 11:30 A.M.

The Affordable Care Act: How to Comply and Still Preserve Your Values and Marketshare

Jean A. Christensen, PsyD, LP, LICSW; PsyD in Counseling Psychology from University of St. Thomas, St. Paul, MN; Owner, Great River Psychological Services PA.

Lisa A. Moon, RN; BS in Nursing from University of Michigan, Ann Arbor, MI; Principal, Advocate Consulting LLC

Some changes in the Affordable Care Act seem to ignore the values important to professional psychologists, including demands that seem to undermine privacy. Yet the practice environment is changing with or without us and there are ways to preserve the best things about our psychological practices and comply with what is required. This workshop maps step wise and achievable change, designed to secure the relevance of your practice in the healthcare marketplace.

Upon completion of this session, participants should be better able to:

1. Identify practice environments and appropriate partners for practice collaboration in order to form some level of integrated care
2. Discuss how to select appropriate technologies that support collaborative care in environments that are not co-located

10:15 – 11:30 A.M.

Using Adlerian Early Recollections Analysis in Therapy: Moving from Insight to Change

Marina Bluvshstein, PhD, LP, MA LMFT; PhD in Psychology with a Specialization in Clinical Psychology from Harold, Abel School of Psychology, Capella University, Minneapolis, MN; Associate Faculty, Adler Graduate School

Jill Sisk, PhD; Doctorate in Family Psychology from Harold Abel School of Psychology, Capella University, Minneapolis, MN, Adlerian Studies Program Associate, Adler Graduate School; Assistant Adjunct Professor, St. Mary's Graduate School; Core Faculty, Adler Graduate School

Adlerian analysis of Early Recollections (ER) is the heart of the assessment of client's Lifestyle, and one of the core elements in the practice of the Individual Psychology of Adler. The presentation includes a discussion about history, theoretical assumptions, and practical considerations of the Adlerian use of ERs. It concludes with a demonstration in which the presenters role-play ER analysis and invite participants to the process of interpretation of ERs, development of insight, and reorientation.

Upon completion of this session, participants should be better able to:

1. Apply knowledge about Early Recollections and Adlerian Lifestyle to analyzing clinical vignettes
2. Demonstrate skills in ER interpretations by joining the presenters' role-play
3. Identify clinical usefulness of strengths-based Early Recollections analysis in working with clients and empowering clients

10:15 - 11:30 A.M. & 11:30 A.M. - 12:45 P.M.

Healing Trauma With Mindfulness and Movement

Macarena Corral, PsyD, LP; PsyD in Clinical Psychology from Minnesota School of Professional Psychology at Argosy University, Twin Cities, Eagan, MN; Co-Founder, Center for Collaborative Health

This presentation will: introduce the research supporting the benefits of breathing, moving, and being mindful for trauma survivors; touch on the definition of complex trauma; and review the research and use of yoga in trauma specific therapy. Finally, this presentation will explore how to use mindfulness and movement techniques in different therapeutic settings. This presentation will be experiential.

Upon completion of this session, participants should be better able to:

1. Explain the impact of complex trauma on the brain
2. Examine the research on the use of yoga in trauma therapy
3. Experience step-by-step demonstrations of easy techniques to use in sessions

10:15 - 11:30 A.M. & 11:30 A.M. - 12:45 P.M.

Unpacking Integrative Health Promotion: American Indian, African, and Hmong Perspectives

Talee Vang, MA; MA from University of Saint Thomas Graduate School of Professional Psychology, St. Paul, MN; Doctoral Level Practicum, Clinic for Attention, Learning, and Memory (CALM)

Alice Tindi, MSW, LICSW; MSW with Clinical concentration from the University of Minnesota, Twin Cities, MN; Advance Practicum Student, University of St. Thomas Counseling and Psychological Services

Consuelo Cavalieri, PhD; PhD in Counseling Psychology from the University of Wisconsin, Madison, WI; Associate Professor, University of St. Thomas

This session will describe three culturally specific models of (mental) health that reframe psychological distress as responses to oppression. We will situate our discussion of common problems faced by American Indian, African, and Hmong client populations in the emerging critical psychology literature (Fox et al., 2009). Finally, we will discuss a set of practices to enable psychologists to gain better understanding of the provision of care necessary to better meet the needs of these populations.

Upon completion of this session, participants should be better able to:

1. Identify how American Indian, African, and Hmong models of wellbeing differ from typical White models of mental health
2. Describe a more inclusive and flexible definition of health
3. Identify a conceptual framework for delivery of health to American Indian, African, and Hmong clients

11:30 A.M. - 12:45 P.M.

Integrated Care and Population Based Approaches to Caring for Patients in Primary Care

Dana Brandenburg, PsyD, LP; PsyD in Clinical Psychology with a Concentration Health Psychology from the Illinois School of Professional Psychology, Chicago, IL; Assistant Professor, Behavioral Science Education Coordinator, University of Minnesota - Department of Family Medicine and Community Health

Christine Danner, PhD, LP; PhD in Clinical Psychology from Loyola University, Chicago, IL; Psychologist, State of Minnesota

Jerica Berge, PhD, MPH, LMFT; PhD in Family Social Science from the University of Minnesota, Minneapolis, MN; Associate Professor, Family Medicine and Community Health, University of Minnesota Twin Cities Campus, Minneapolis, MN

Integrated behavioral health clinicians are integral to improving population health within primary care clinics. Through lecture and discussion this presentation highlights the behavioral health role in a primary care interprofessional team meeting approach to panel management of chronic health conditions. This presentation is recommended for those who are already working in primary care settings or for those who would like more exposure to common concepts within today's primary care clinic environment.

Upon completion of this session, participants should be better able to:

1. Describe definitions of population health, panel management and the triple aim
2. Identify 3 behavioral health interventions in panel management meetings
1. Describe 2 barriers to team panel management, as well as strategies to overcome these barriers

11:30 A.M. - 12:45 P.M.

The Impact of Adverse Experiences in Childhood on Adjustment to College

Patricia Frazier, PhD, LP; PhD in Social Psychology and Counseling Psychology from the University of Minnesota, Minneapolis, MN; Professor, University of Minnesota

Addie Merians, BS; BS in Psychology from the College of William and Mary, Williamsburg, VA; Doctoral Student, University of Minnesota, Minneapolis, MN

Majel Baker, BA; BA in Psychology from the University of San Francisco, San Francisco, CA; Doctoral Student, University of Minnesota

Viann Nguyen-Feng, MPH; MPH from Eastern Virginia Medical School and Old Dominion University, Norfolk, VA; Doctoral Student, University of Minnesota

This research showcase includes four presentations on research conducted at the University of Minnesota on the long-term effects of adverse experiences, with a particular focus on the role of adverse childhood experiences in college student adjustment. These studies assess (1) different types of adverse experiences (e.g., emotional abuse, sexual victimization), (2) well-being and academic performance as indicators of adjustment, and (3) mediators of the relations between adversity and outcomes (e.g., daily stress exposure).

Upon completion of this session, participants should be better able to:

1. Recognize the prevalence of adverse experiences in college students
2. Recognize how adverse experiences are related to college student adjustment
3. Discuss why adverse experiences are related to poorer adjustment (i.e., mechanisms)

12:45 - 1:45 P.M.

MPA Annual Business Meeting & Luncheon *

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

2:00 - 3:15 P.M.

How to Read and Understand Court Opinions: Law School 101 for Psychologists

Randall Morris-Ostrom, JD, MS; MS in Counseling Psychology from Capella University, Minneapolis, MN; Doctor of Psychology Candidate, University of St. Thomas

Psychologists must sometimes interpret statutes and court decisions; the recent judicial opinions addressing duty to warn and psychologist-patient privilege are reminders of this. Psychologists, however, are rarely trained in law or legal interpretation. In addition, lawyers are trained to write and argue in a style that can be confusing to non-lawyers. This presentation is an introduction to reading judicial opinions and understanding legal reasoning for psychologists. Discussion is expected.

Upon completion of this session, participants should be better able to:

1. Explain the fundamental problem of legal interpretation and how the legal system attempts to solve the problem
2. Identify and understand the elements of a judicial opinion
3. Increase ability to recognize and understand patterns of legal reasoning

2:00 – 3:15 P.M.

Group Programming for Clients with Comorbid Chronic Pain and Mental Health Diagnoses

Chris Malone, PsyD, LP; PsyD from Minnesota School of Professional Psychology at Argosy University, Eagan, MN; Clinical Psychologist, Mental Health Systems, PC

Morgan Cusack, PsyD; PsyD from Argosy University, Eagan, MN; Post-doctoral Fellow, Mental Health Systems, PC

Research shows that chronic pain often co-occurs with mental illness. Comprehensive and effective care for this population often includes group programming, with a balance of education and skills instruction. Biological, psychological, and social factors will be emphasized. The content of the presentation will include a description of our group program manual, how groups are run, as well as a fifteen minutes Q&A period at the end.

Upon completion of this session, participants should be better able to:

1. Describe group structure and format for working with clients with co-occurring chronic pain and mental illness
2. Identify strategies for tracking intensity of pain and emotional distress
3. Discuss biopsychosocial therapeutic interventions for clients with chronic pain and mental illness in their own practices

2:00 – 3:15 P.M.

Treating Eating Disorders as a Solo Practitioner

Dirk Miller, PhD, LP; PhD in Counseling Psychology from the University of Minnesota, Minneapolis, MN; Executive Chairman and Founder, The Emily Program

Deb Schermann, MA, LP; MA in Counseling Psychology from St. Mary's College; Senior Director, Midwest Region, The Emily Program

Most eating disorder clients receive their therapy from private practitioners. This workshop will educate outpatient therapists about how to support clients as they make decisions about higher levels of care. Participants will learn how to more effectively support them in entering higher levels of care and how to support them once they leave treatment. We will review what every therapist should know regarding best practices for eating disorders.

Upon completion of this session, participants should be better able to:

1. Apply the APA level of care guidelines to clients with eating disorders
2. Identify the best practices for eating disorders treatment utilized in large eating disorder programs
3. Explain how to coordinate care with treatment received in a higher level of care

2:00 – 3:15 P.M.

Introduction to Strategies for Trauma Awareness and Resilience – the STAR Training

Donna L. Minter, PhD, LP; PhD in Clinical Psychology from the California School of Professional Psychology, Fresno, CA; Neuropsychologist/Clinical Psychologist, Private Practice in Minnesota and Wisconsin, Executive Director of the Minnesota Peacebuilding Leadership Institute

STAR was developed at a Virginia university following the tragedy of September 11, 2001. STAR is a research and practice-supported 4 ½ day training integrating neurobiology, trauma healing and resilience, restorative justice, nonviolent conflict transformation, and broadly defined spirituality accessible to individuals from diverse personal, educational, and employment backgrounds. Since 2001, STAR has been an internationally recognized and sought after multicultural training in the USA and internationally.

* CE credits are not awarded for these activities.

Upon completion of this session, participants should be better able to:

1. Examine various types of trauma impacting diverse populations and common responses to psychological trauma
2. Identify the links between unhealed trauma and cycles of victimhood and violence
3. Describe effective trauma awareness and resilience models and associated practices

2:00 – 3:15 P.M.

I Have a Native American Client...Now What?

Antony Stately, PhD, LP; PhD in Clinical Psychology from the California School of Professional Psychology, Alhambra, CA; Director, Mental Health, Chemical Health, and Employee Assistance Programs, Shakopee Mdwakanton Sioux Community

Jennifer Waltman, MBA; MBA in Counseling & Psychological Services from Saint Mary's University of Minnesota; PsyD Student, St. Mary's University of Minnesota

Native Americans experience the greatest health disparity in the U.S. often reporting difficulty finding providers they are comfortable working with. Providers report challenges working with Native clients to achieve therapeutic alliance and treatment compliance. How might we work better together? This presentation raises awareness of historical trauma endured by Native Americans and presents research with integration of actual cases from Native American providers on how to improve communication while honoring lingering effects of intergenerational trauma.

Upon completion of this session, participants should be better able to:

1. Discuss the "context" of the aftermath of historical trauma for Native American clients
2. Examine personal comfort in engaging Native American clients in treatment
3. Discuss techniques and tools to improve communication and relationship with Native American patients

3:15 – 4:15 P.M.

Exhibit Viewing *

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Poster Viewing

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4:15 – 5:30 P.M.

High Intelligence as a Primary Diagnosis and Lens for Intervention with Children and Their Families

Andrea Johnson, PsyD, LP; PsyD from the Minnesota School of Professional Psychology, Minneapolis, MN; Psychologist, Helping Children & Families

Lori Migdal, PhD, LP; PhD in Clinical Psychology from the University of Detroit Mercy, Detroit, MI; Clinical Psychologist, Migdal Psychological Services, LLC

How does high intellectual functioning impact mental health and the course of therapy? Learn what current research says about the neurobiology of the gifted brain, the traits associated with high IQ, and common misdiagnoses. Through case examples, see how this population requires a special approach for treatment.

Upon completion of this session, participants should be better able to:

1. Explain the uniqueness of the gifted population
2. Identify traits associated with gifted children and common misdiagnosis
3. Develop a lens for treatment in working with clients with high intellectual abilities

4:15 – 5:30 P.M.

The Ethics of Child Abuse Reporting

Elizabeth "Libby" Bergman, LICSW, MSW; MSW from the University of Minnesota, Minneapolis, MN; Executive Director of Family Enhancement Center

This interactive session will allow participants to explore and understand their responsibility as a mandated reporter of sexual abuse, physical abuse and neglect of children. The session will help prepare you to respond appropriately when children begin to disclose, without compromising any future investigations that may result. Participants will be able to explore ethical options when in the gray areas of child abuse reporting.

Upon completion of this session, participants should be better able to:

1. Identify the basics of the mandated child abuse reporting laws
2. Identify common ethical dilemmas faced when legal responsibilities impact work with children and adolescents
3. Explain how to make ethical decisions and maintain trusting relationships with clients

4:15 – 5:30 P.M.

Assessment of ADHD and Sensory Processing: Theory, Research, and Differential Diagnosis

C. Joe Egli, MA, PhD, LP; PhD in Clinical Psychology from the University of Memphis, Memphis, TN; Psychologist, Clinical and Developmental Services LLC, St. David's Center for Child and Family Development, and North Psychology Clinic

This presentation will guide psychologists to a clearer understanding of commonalities and differences between ADHD and sensory processing difficulties in children and adults. Theory, related research, assessment methodology, and clinical decision-making will be highlighted. Intermediate level assessment experience is recommended.

Upon completion of this session, participants should be better able to:

1. Outline the relationship between ADHD and sensory processing difficulties
2. Discuss appropriate assessment methods and factors for differential decision-making
3. Identify implications for best practice and treatment considerations/coordination

4:15 – 5:30 P.M.

Treating Anxiety, Depression and Insomnia with Cranial Electrotherapy Simulation (Alpha-Stim)

Margaret Charmoli, PhD, LP; PhD in Counseling Psychology from the University of Minnesota, Minneapolis, MN; Psychologist, Private Practice

Marsha Fields, EdD, LP; EdD in Counseling Psychology from the Northern Arizona University, Flagstaff, AZ; Psychologist, Mankato Clinic

Janice Beauduy, MD, MS, LP; MD from the University of Minnesota School of Medicine, Duluth and Minneapolis, MI; Psychologist, New Ulm Medical Center

The Alpha-Stim AID is an FDA approved Cranial Electrotherapy Stimulation (CES) device that uses low level electrical currents to safely and effectively treat anxiety, depression, and insomnia. While this intervention has been available since 1981, technological advances in the past decade have made it more portable, user friendly, and adaptable for clinical practice. This presentation will review how Alpha-Stim works, the body of research that supports it, and suggestions for clinical practice.

Upon completion of this session, participants should be better able to:

1. Describe how Alpha-Stim works to address depression, anxiety, and insomnia
2. Describe research that supports the clinical use of Alpha-Stim
3. Apply this intervention to clients

4:15 – 5:30 P.M.

Relational-Cultural Theory: A Framework for Individual Therapy, Community Healing, and Beyond

Worawan Turner, PsyD, LP; PsyD from the University of Saint Thomas, Minneapolis, MN; Licensed Psychologist, Worawan Turner Psychological Services

Relational-Cultural Theory (RCT) is a framework to conceptualize and enhance the effectiveness of various approaches. The relationship between therapist and client as well as recognition of culture are integral parts of RCT. This presentation will outline the basic premises of RCT and demonstrate its applications for therapists in any setting. Lecture, PowerPoint slides, and case vignettes will illustrate how RCT can be used to enhance psychotherapy with clients of color and all clients.

Upon completion of this session, participants should be better able to:

1. Describe the basic premises of RCT and distinguish RCT from other therapeutic approaches
2. Explain the neuroscience of connection that promotes the understanding of RCT's mechanism of change
3. Recognize how they can apply RCT in their own clinical practices

5:30 – 7:00 P.M.

Friday Evening Social *

Join us for networking time with light appetizers and drinks, followed by live comedic entertainment! We will be joined by Twin Cities' own ComedySportz as they entertain you with their improvised comedy show.

This is a new event that you won't want to miss.

Access to this Social is included in attendee registration fees. Guests are also invited!



* CE credits are not awarded for these activities.

7:30 – 8:00 A.M.

Breakfast & Networking *

8:00 – 8:15 A.M.

Welcome & Announcements *

8:15 – 9:15 A.M.

KEYNOTE PRESENTATION: When Black Lives Matter, All Lives Matter: Psychology's Role in Promoting Social Justice & the Right To Wellness

BraVada Garrett-Akinsanya, PhD, LP, CAC/BP; PhD from Texas Tech University; President, Brakins Consulting and Psychological Services, LLC and Executive Director, African American Child Wellness Institute, Inc.

There is a saying that "No one is free when others are oppressed." Recent trends in socio-cultural-political events have placed psychologists at the forefront of self-examination in terms of our ability to address issues of oppression, social justice and the promotion of wellness -- especially among disenfranchised and underserved communities. From Guantanamo Bay and "enhanced interrogations, to the Black Lives Matter Campaign and the shooting of Jamar Clark, to the use of Emergency managers and contaminated drinking water in Flint Michigan, psychologists have a role. Using the Models of Shared and Abused Power, this presentation will explore unique ethno-cultural and racial experiences that lead to the development of Oppressive Reactive Syndromes and unconscious biases within majority and minority populations that decrease their trajectories toward health.

Finally, psychologists will be introduced to the African Centered Wellness model that purports that wellness is a right and demonstrates that psychologists are ideally positioned to promote the development of positive individual and collective outcomes for children, families and communities. Participants will be motivated and challenged to explore their personal power in affecting change.

Upon completion of this session, participants should be better able to:

1. Participants will be introduced to Models of Abused and Shared Power.
2. Participants will be able to identify various Oppressive Reactive Syndromes that occur when systemic power is abused.
3. Participants will understand the components of the African Centered Wellness Model, and their personal ability to impact change by promoting social justice and wellness among African American as well as other diverse communities.

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2. Identify evidence-based interventions that integrate body-based treatment with psychotherapy

(A complete listing of the posters is available at the end of the brochure.)

* CE credits are not awarded for these activities.

10:15 – 11:30 A.M.

Eliminating Stigma About Mental Illness Through Make It OK

Karen Lloyd, PhD, LP; PhD in Clinical Psychology from Southern Illinois University, Carbondale, IL; Senior Director, Behavioral Health and Resilience, HealthPartners

Kari DuongTopp, PsyD, LP; PsyD from Fuller Theological Seminary, Pasadena, CA; Senior Manager, HealthPartners

Despite our best efforts, stigma regarding mental illness still exists. Stigma can be a barrier to accessing needed care or may interfere with relationships or roles for people living with mental illnesses. Come see a demonstration of an award winning, free and logo-free online interactive educational tool to help eliminate stigma regarding mental illness. MakeItOK.org has new content and also has a new online tool kit for organization-wide or group-based implementation.

Upon completion of this session, participants should be better able to:

1. Recognize how stigma about mental illness interferes with an individual's choice to access mental health treatment
2. Describe how to access online resources in order to embrace the task of eliminating stigma about mental illness in Minnesota
3. Observe a demonstration of the online toolkit which helps clinical practices, clinics, organizations and community groups prepare to implement a Make It OK campaign to eliminate stigma in our communities

10:15 – 11:30 A.M.

Tools for a Tele-Mental Health Practice

Patrick Aleknavicius, PsyD, LP; PsyD from Argosy University-Orange County, Orange, CA; Co-Founder/Co-Owner/Clinical Psychologist/Supervisor at Inner Fokus, PLLC

Telehealth has become a viable practice option for psychologists, and is not limited to providing therapy. Although we are in the early stages of this practice specialty, it is ready for widespread adoption, and is greatly needed. This presentation will review considerations for introducing telehealth into your practice, including discussion of benefits and drawbacks. It will also provide an overview and discussion of many telehealth services for both therapy and evaluations.

Upon completion of this session, participants should be better able to:

1. Recognize the value and opportunity for applying telehealth solutions to their clinical practice
2. Identify specific concerns for ethical implementation of telehealth solutions into their practice
3. Identify specific telehealth solutions for both online therapy and evaluation measures

10:15 – 11:30 A.M.

Culturally Competent Mental Health Treatment for African Americans in Minnesota – A Call for Action in Training and Graduate Education

Pearl Barner, II, PhD, LP; PhD in Counseling and Student Personnel Psychology from the University of Minnesota, Minneapolis, MN; Private Practice in Psychology

The delivery of culturally competent mental health services to Minnesotans is an enormous undertaking and requires more energy from psychologists and other mental health professionals, and more resources from the government, health insurers, foundations, etc. This presentation is geared for attendees with interest in enhancing their awareness of culturally competent mental health care and the African American socio-psychological experience, and in eliminating disparities in mental health outcomes for racial/ethnic minorities.

Upon completion of this session, participants should be better able to:

1. Describe key ingredients of multicultural competence
2. Discuss the varied socio-psychological experiences of African Americans, and specific strategies for working with them
3. Explore some of the barriers to graduate education for racial/ethnic minorities
4. Discuss some possible ways of increasing the number of African American psychologists

10:15 - 11:30 A.M. & 11:30 A.M - 12:45 P.M.

Reclaiming the Body in Healing for Survivors of Abuse

Jean Chagnon, PhD, LP; PhD in Counseling Psychology from The Ohio State University, Columbus, OH; Sole owner and licensed psychologist, Anamaura

The experience of abuse is felt and held in the body in ways that are difficult to access through traditional talk therapy. This workshop will provide the foundation necessary to actively integrate the body in psychotherapy. Somatoenergetic techniques (body-based energy techniques) harness the power of the Human Energy matrix to release body held memories. Integrating these interventions into psychotherapy creates a more comprehensive and multi-dimensional approach to healing trauma that supports mind/body/soul healing.

Upon completion of this session, participants should be better able to:

1. Discuss an integrative worldview within their practice
2. Demonstrate familiarity with Somatoenergetic interventions
3. Identify the ethical guidelines for the use of touch in psychotherapy

10:15 - 11:30 A.M. & 11:30 A.M - 12:45 P.M.

Psychotropic Medications: What You Need to Know About Marketing and Misinformation vs Science

Glen Spielmans, PhD; PhD in Clinical/Counseling/School Psychology from Utah State University, Logan, UT; Professor of Psychology, Metropolitan State University

This presentation will discuss the evidence regarding the efficacy and safety of psychiatric medications, focusing on antidepressants and antipsychotics. The presentation will be a lecture format followed by Q & A. Attendees should have a basic understanding of research methodology at the level of a doctoral-level practitioner or scholar.

Upon completion of this session, participants should be better able to:

1. Describe marketing techniques involving psychiatric drugs
2. Critique several ways in which science is manipulated to enhance the apparent efficacy and safety of various drugs
3. Identify the requirements for FDA drug approval

11:30 A.M. – 12:45 P.M.

Internships: Learn the Ins and Outs from your Intern Colleagues

Shannon Goecke-Watson, MA; MA from Saint Mary's University of Minnesota, Minneapolis, MN; PsyD Student at Saint Mary's University of Minnesota, Minneapolis, MN

The purpose of the internship panel is to educate doctoral 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).

Upon completion of this session, participants should be better able to:

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

11:30 A.M. – 12:45 P.M.

Your Client's Inner Clock: Behavioral Health and Circadian Rhythms

Michael DeSanctis, PhD, LP; PhD from Texas Tech University, Lubbock, TX; MN State Agency Psychology Consultant

Circadian processes in human beings are not routinely addressed in the

clinical practice of psychology. Concepts related to circadian architecture, timing and neuro-hormonal elements of the inner clock and applications to routine assessment and treatment protocols will be discussed. The presenter will explore specific behavioral health implications of circadian processes in shift work, among adolescents, in the elderly and among couples. Endogenous circadian rhythms and exogenous influences (sleep, stress, social demands, etc.) on those rhythms potentially influence mental status/neuropsychological test performance (especially measures of working memory and sustained attention), and client symptom presentation.

Upon completion of this session, participants should be better able to:

1. Identify basic human chronotypes and become acquainted with the Horne-Ostberg Morningness-Eveningness Questionnaire (MEQ) and its role in clinical assessment/intervention
2. Explain the intersection of circadian phase shifts, sleep disturbance and mood and gain insights into how circadian factors play a role in evaluation and treatment of mental impairments
3. Articulate clinical applications of circadian knowledge in managing mood, school tardiness, sundowner syndrome and other circadian-related behavior problems

11:30 A.M. – 12:45 P.M.

Culturally-Sensitive Diagnostic Interviewing Protocol for Somali Immigrants and Refugees

Dasherline Cox Johnson, PsyD; PsyD from Saint Mary's University of Minnesota, Minneapolis, MN

This program describes an investigation of the mental health needs of the growing Somali population in Minneapolis and St. Paul, Minnesota by examining clinicians' views of the challenges they experience conducting mental health assessments for Somali clients. The research describes the development of a multicultural competence model and recent attempts to improve multicultural competence in assessment and treatment strategies. Findings show strong support for establishing a trusting triadic relationship with the clinician, client, and interpreter. Using slow-engagement practice, indirect open-ended questions, predicated on previous relationship, will improve rapport and obtain desired information.

Upon completion of this session, participants should be better able to:

1. Demonstrate cultural-specific understanding of Somali mental health
2. Recognize relevant issues related to Somali mental health
3. Apply cultural competent practice in multicultural assessment for Somalis

12:45 – 1:45 P.M.

Awards & Volunteer Recognition Luncheon *

2:00 – 3:15 P.M.

Body/Mind Approaches for Treating the Complex Chronic Pain Patient

Suzanne Candell, PhD, LP; PhD in Psychology from the University of Minnesota, Minneapolis, MN

On the cutting edge of health psychology, clinicians go beyond helping patients cope, and use interventions based on the neuroscience of attachment, and psychophysiological regulation, to help patients soothe symptoms, improve functioning, and live better. This workshop offers practical strategies to enable awareness, tolerance and modulation of psychophysiological dysregulation in complex chronic pain patients, especially those with histories of psychological trauma. Emphasis will be on experiential learning, including skill demonstration, and group skill practice.

* CE credits are not awarded for these activities.

Upon completion of this session, participants should be better able to:

1. Identify mind/body (psychophysiological) principles that are especially relevant to effective treatment of chronic pain patients with histories of psychological trauma
2. Identify strategies to intervene in physical and emotional dysregulation in complex chronic pain patients in clinical sessions
3. Recognize opportunities in patient/psychologist interactions that are ripe for employing re-regulating aspects of the therapeutic relationship

2:00 – 3:15 P.M.

The EPPP: What Is It About And How Can I Prepare For it?

Kenneth Solberg, PhD, LP; PhD in Psychology from the University of Wisconsin – Madison, Madison, WI; 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.

Upon completion of this session, participants should be better able to:

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

2:00 – 3:15 P.M. & 4:15 – 5:30 P.M.

PTSD: Updates on Assessment and Treatment (2 part session)

Thad Strom, PhD, LP, ABPP; PhD in Counseling Psychology from Michigan State University, East Lansing, MI; Co-owner, Minnesota Evidence-Based Therapy & Assessment Clinic, LLC

Laura Meyers, PhD, ABPP; PhD in Clinical-Community Psychology from the University of South Carolina, Columbia, SC; PTSD Treatment Team (Team-L)/DBTPE Journeys Program Coordinator, Minneapolis VA Health Care System

Treating clients with trauma histories and PTSD is complicated and intense. Recent updates to the diagnosis and assessment of PTSD and a review of evidence-based treatments will be provided. Additionally, real world applications will be discussed (e.g., treating clients with dissociation, suicidality, and chaotic lives, with the use of DBT skills). This presentation will break down these updates and provide concrete suggestions of how to help clients reclaim their lives following trauma.

Upon completion of this session, participants should be better able to:

1. Discuss recommendations for the treatment of PTSD
2. Describe updates in PTSD diagnostic criteria and structured assessment
3. Identify Dialectical Behavior Therapy (DBT) strategies commonly used to enhance implementation of complex PTSD treatment

2:00 – 3:15 P.M.

Transaffirmative Therapy: Working with Gender Creative and Trans*Identified Adolescents

Dianne Berg, PhD, LP; PhD in Counseling Psychology from the University of Illinois at Urbana-Champaign, Champaign, IL; Assistant Professor and Primary Supervisor for Post-Doctoral Fellowship, Program in Human Sexuality, University of Minnesota

*To set the stage for the June (2016) Friday Forum focused on clinical work and research with gender creative children and trans*identified adolescents at the University of Minnesota's Program in Human Sexuality, we will discuss our Developmental Model of Transaffirmative Therapy. In an age appropriate way, this model focuses on positive gender identity development by increasing gender literacy, moving beyond the gender binary, building resiliency to counteract stigma, and promoting sex positive pleasure and satisfaction.*

Upon completion of this session, participants should be better able to:

1. Identify the empirically based health disparities facing transgender adolescents and adults
2. Demonstrate understanding of the need for a Developmental Transaffirmative Therapy Model for gender diverse people across the lifespan
3. Discuss the following four foundational concepts of the model: gender literacy, moving beyond the gender binary, increasing resiliency, and pleasure and satisfaction based sexuality

2:00 – 3:15 P.M.

Provider-Payer Collaborations to Improve Health Outcomes: Blue Cross Behavioral Health Perspective

Robin McLeod, PhD, LP; PhD in Educational Psychology from the University of Minnesota, Minneapolis, MN; Executive Director, Counseling Psychologists of Woodbury & St. Paul

Misty Tu, MD; MD from Texas Tech Health Sciences Center, Lubbock, TX; Medical Director, Psychiatry & Behavioral Health for BCBSMN

Health insurance companies play a vital role in improving health outcomes, and so it becomes important to work collaboratively as we help our clients and patients improve their lives. This panel includes members of the BCBSMN behavioral health team who can offer their perspectives on how third-party payers and providers can form collaborative working relationships to improve the healthcare outcomes of clients.

Upon completion of this session, participants should be better able to:

1. Describe the importance of working with insurance professionals as a team with the shared goal of improved health outcomes
2. Describe the role of each team member in working collaboratively toward improved behavioral health outcomes
3. Articulate the importance of the peer review process in improving health outcomes

3:15 – 4:15 P.M.

Exhibit Viewing *

Visit with exhibitors as they discuss with you the latest products & services in the field.

3:15 – 4:15 P.M.

Poster Viewing

This session provides an opportunity to review research studies, innovative clinical interventions, and unusual case studies through engagement with researchers, program developers and clinicians who are presenting their work. CE credits are available for those who spend this hour in the poster viewing area.

(A complete listing of the posters is available at the end of the brochure.)

* CE credits are not awarded for these activities.

Upon completion of this session, participants should be better able to:

1. Articulate three evidence-based approaches to working with clients across a broad spectrum of clinical presentations
2. Identify evidence-based interventions that integrate body-based treatment with psychotherapy

4:15 – 5:30 P.M.

Behavioral Health Services in the Minnesota Department of Corrections

Stephen Huot, M. Eq., LP; BA in Psychology from the College of St. Thomas, St. Paul, MN; Director, Behavioral Health Services, Minnesota Department of Corrections

This presentation will provide attendees with information on mental health assessment and treatment, substance abuse treatment, and sex offender treatment provided within the MN DOC.

Upon completion of this session, participants should be better able to:

1. Identify current challenges in managing the mentally ill offender in prison, including an increase in the number of offenders with SPMI, medication-seeking behavior among a population that is largely substance dependent
2. Describe the treatment of substance abuse within Minnesota Department of Corrections facilities, including a review of a published study conducted in Minnesota demonstrating reduced criminal recidivism among successful participants
3. Describe the treatment of sex offenders within Minnesota Department of Corrections facilities, including a review of a published study conducted in Minnesota demonstrating reduced sexual recidivism among successful participants

4:15 – 5:30 P.M.

Outcomes Measures for Mental Health: Problems, Challenges, Solutions

James Wojcik, PhD, LP; PhD in Clinical Psychology from the California School of Professional Psychology, Fresno, CA; Chief Psychologist & Director of Training, Canvas Health & Natalis Outcomes

Richard F. Sethre, PsyD, LP; PsyD from Alliant University, San Diego, CA, Consultant, Natalis Outcomes, Procentive & Independent Practice

Behavioral health providers are increasingly asked, or mandated, to provide outcome data. The most commonly used outcomes measures provide limited information, and are disliked by patients and providers. Well-designed measures provide information that informs treatment planning, helps engage the client, and facilitate coordination of care. This presentation reviews State and Federal mandates for outcomes measures; research in support of broader measures; and the benefits of a measurement-informed practice, including using outcomes data to negotiate with MCOs.

Upon completion of this session, participants should be better able to:

1. Identify outcomes measurement requirements of state and federal oversight organizations
2. Identify the components of outcomes measurement tools that provide broader information
3. Select and use reimbursement strategies that allow best practice assessment

4:15 – 5:30 P.M.

Social Justice and Ethics: Dilemmas and Opportunities for Psychologists

Alice Tindi, MSW, LICSW; MSW from University of Minnesota, Minneapolis, MN; Advance Practicum Student, University of St. Thomas

Joy Sales, MA; MA in Counseling Psychology from the University of St. Thomas Graduate School of Professional Psychology, Minneapolis, MN; Doctoral student of Professional Psychology, University of St. Thomas

Ethical issues present dilemmas and opportunities for debate when working with marginalized populations. Social justice demands that we constantly question what is ethical, what is culturally informed, and what is legal. What about those things which are legal or cultural, but do not conform to our professional ethics? We will present historical context and current events that prompt these questions, and invite conversation about how to prepare psychologists to answer these questions.

Upon completion of this session, participants should be better able to:

1. Apply contemporary ethics codes to matters of social justice
2. Engage with historical and contemporary problems that concern the ethical role of psychology in social justice
3. Participate in a conversation about how Psychology can ethically participate in addressing areas of police brutality, media sensation of mental illness, and other areas of marginalization

4:15 – 5:30 P.M.

Psychologists and Integrative Care: Building a Working Partnership With Primary Care

Moderator: Ann Sandgren, PhD; PhD in Clinical Psychology from St. Louis University, St. Louis, MO

Panelists: Brian Gatheridge, PhD; PhD in Clinical Psychology from Washington State University, Pullman, WA; Licensed Clinical Psychologist, Sanford Health System

Doug Heck, PhD; PhD in Clinical Psychology from the University of North Dakota, Grand Forks, ND; Clinical Health Psychologist, Duluth Psychological Clinic

Jeffrey Leichter, PhD; PhD in Clinical Psychology from the California School of Professional Psychology (Now Alliant University, Los Angeles, CA); Enterprise Director, Behavioral Health Integration, Sanford Health System

Robin McLeod, PhD, LP; PhD in Educational Psychology from the University of Minnesota, Minneapolis, MN; Executive Director, Counseling Psychologists of Woodbury & St. Paul

Richard F. Sethre, PsyD, LP; PsyD from Alliant University, San Diego, CA, Consultant, Natalis Outcomes, Procentive & Independent Practice

Matt Syzdek, PhD; PhD in Clinical Psychology from Clark University, Frances L. Hiatt School of Psychology, Worcester, MA; Psychology Manager, Hennepin County Medical Center

This panel will focus on how psychologists can begin to partner with primary care groups. The panel will focus on partnering as the first step in beginning to evolve psychology practice to meet with the future of healthcare reform (building Independent Practice Organizations and contracting with Accountable Care Organizations). Attendees will hear from panelists who have either contracted with or are in the process of contracting with primary care. Future directions for psychology in the new world of healthcare reform will also be discussed.

Upon completion of this session, participants should be better able to:

1. Describe the benefits of psychologists in a consultation liaison type position
2. Discuss how psychologists can build a practice by developing a working partnership with primary care or hospitals
3. Identify models of partnering with primary care
4. Discuss how to navigate reimbursement of providing care in a clinic or hospital setting that is separate from one's private practice

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.



POSTER PRESENTATIONS

Please join your colleagues for poster sessions on Friday and Saturday, from 9:15 – 10:15 a.m. & 3:15 – 4:15 p.m.

Poster Title	Poster Presenter	Presentation Day
Causes of Sexual Offending Behaviors as Perceived by Individuals Who Have Sexually Offended	Michelle D. Brownfield, MA, MS, Florida School of Professional Psychology at Argosy University; Timothy Thornton, MA; Lauren A. Herbert, PsyD, LP	Friday
Divergence of Cognitive vs. Psychological Response Validity in a case of possible ADHD	Kelsey B. Thompson, MA, University of St. Thomas	Friday
Do Emotional Stability, Social Support, or Self Esteem Buffer the Effects of Childhood Emotional Abuse on Depression?	Patricia Frazier, PhD, LP, University of Minnesota; Shamni Uthayasoorian, Karla Wang, Viann Nguyen-Feng, Majel Baker and Patricia Frazier	Friday
Evaluating the Effectiveness of an Online Stress Management Program for Community College Students	Liza Meredith, BS, University of St. Thomas & University of Minnesota	Friday
Health Behavior Change in Pediatric Patients Following the Delivery of 5-2-1-0 Healthy Messages During Well-Child Exams: An Innovative Illustration of Integrated Behavioral Health in Primary Care/Family Medicine	Bethany L. Fiebelkorn Kennedy, PhD, University of Minnesota; Dana Brandenburg, PsyD, LP, University of Minnesota; Jerica M. Berge, PhD, MPH, LMFT, CFLE, University of Minnesota	Friday
Medication Changes Predicted by Psychosocial Stressors Among Youth	Rachel Johnson, BAS, University of Minnesota Duluth; Kathy Dowell, PhD, LP, University of Minnesota Duluth	Friday
Same Sex Couples Resiliency and Losses	Lake Dziengel, Ph.D, MSW, LICSW, University of MN: Duluth	Friday

NOTE: 1 CE unit is available per day for the poster viewing sessions.

You can attend either the morning or afternoon session and complete an evaluation to receive a CE unit.

POSTER PRESENTATIONS

Please join your colleagues for poster sessions on Friday and Saturday, from 9:15 – 10:15 a.m. & 3:15 – 4:15 p.m.

Supervision and the Relational Efficacy Model	M. Ashley Morrison, MA, MS, University of St. Thomas	Friday
The Effect of Parental, Community, and Household Type Characteristics on Sense of Agency in African American Children	Stephanie Murphy, MA, Minnesota School of Professional Psychology at Argosy University	Friday
The PARENTED Outline	Amy Tremain, BA, RN, MA, LP, St. Mary's Hospital, Mayo Clinic	Friday
Treadway: A Diversionary Program for Preadolescents, At Risk for Substance Use	Amy Carrison, MA, LADC, Winona Consortium, University of St. Mary's	Friday
Treatment Recommendations For Social Anxiety Related to Peer Victimization	Mary Benson, MA, University of St. Thomas's Counseling and Psychological Services Center	Friday
Use of Self and Supervision in Coaching Psychology	Kurt M. Gehlert, Phd, LP, Clinical Fellow AAMFT, University of St. Thomas; Kara Hardin, J.D., M.A. Candidate, Relate Counseling Center	Friday
What is the Relationship Between Family Functioning and Relationships and Worry in Children with Chronic Illness?	Kiah Bizal, MA, Minnesota School of Professional Psychology at Argosy University	Friday

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You can attend either the morning or afternoon session and complete an evaluation to receive a CE unit.

POSTER PRESENTATIONS

Please join your colleagues for poster sessions on Friday and Saturday, from 9:15 – 10:15 a.m. & 3:15 – 4:15 p.m.

Poster Title	Poster Presenter	Presentation Day
A Group-Based Psychoeducation Protocol for Male Sexual Trauma Victims	Daniel Conybeare, PhD, Minneapolis VA Medical Center; Linda Van Egeren, PhD, LP, Minneapolis VA Center	Saturday
A New Screening Instrument to Assess Psychopathology in the Corrections Population	Rosaire Daigle, BA, University of Memphis; Douglas Strohmer, PhD, University of Memphis; Megan Loew, MS, University of Memphis	Saturday
Attitudes about Mental Health Services and Professionals	Kenneth B. Solberg, PhD, LP, Saint Mary's University of Minnesota; Charles Benincasa, Gordon Baker, Matthew Brastrup, Erika Brink, Michael Brown, Mihaela DeLorenzo, Brent Haagenson, Abigail Herman, Paige Jablonski, Sara Johnstone, Theresa Lienau, Mariya Mirzoyan, Bronwyn Neeser, Christopher Siegfried and Kelly Spanier	Saturday
God Image as a Moderator Between Religiosity and Guilt and Shame Proneness	Nakisa Khoshnevis, BA, Carleton College	Saturday
Investigating Genetic Counselor Understanding and Use of the Duty to Warn: A Survey	Cassidy Measner, The College of St. Scholastica -Duluth	Saturday
Neuropsychological Assessment of Alzheimer's disease in the Context of Severe Psychopathology: A Case Study	Jennifer Dillon, MA, LPC, Interprofessional Center for Counseling & Legal Services	Saturday
Parental Factors, Rejection Sensitivity, and Emotional Dysregulation: A Mediation Study	Jessica Seys Altum, Winona State University; Aaron Crowson, Winona State University; Amanda Sargent, Winona State University; Robert Casselman, PhD, LP, Winona State University	Saturday

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POSTER PRESENTATIONS

Please join your colleagues for poster sessions on Friday and Saturday, from 9:15 – 10:15 a.m. & 3:15 – 4:15 p.m.

Parental Rejection and Emotional Dysregulation: Examining the Roles of Self-Esteem and Insecure Adult Attachment	Amanda Rae Sargent, Winona State University; Aaron Crowson, Winona State University; Jessica Seys-Altum, Winona State University; Robert Casselman, PhD, LP, Winona State University	Saturday
Promoting Family and Community Mental Health through Pragmatic Grassroots Advocacy	Shahar Globerman, MA; Hideko Sera, PsyD; Dannet P. Palacios, MS; Andrew Dahlstorm, MS, LPC; Donala K. Jordan, MS; Alexa Koster, MA, LPCC; Crystal Labbe, BS; Stephanie Murphy, MA; Peter Schaub, MA; Kimberly Szajner, MA LPC; Sarah Wiljamaa, BA - all Minnesota School of Professional Psychology at Argosy University	Saturday
Psychological and Emotional Benefits of Yoga for Breast Cancer Survivors From an Integrative Psychotherapy Perspective	Ken Ujifusa, PsyD, LICSW, Private Practice; Rynne Truh, BA, Abbott Northwestern Hospital	Saturday
Relationships Between a 20-Week Body-Based, Trauma-Focused Group Therapy Intervention and Levels of Overall Symptoms, Mindfulness, Social Connectedness and Post-Traumatic Growth Outcome Study	Rebecca Murphy, MA, Saint Mary's University of Minnesota	Saturday
The Changing Landscape of Rural Minnesota: An Examination of Rural Health Clinics and Providers in Minnesota	Tom Allen, MA, University of Minnesota	Saturday
Trauma and Addiction and New Understanding	Cheri Waters, MA, Tubman Chrysalis Center	Saturday

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MINNESOTA PSYCHOLOGICAL ASSOCIATION 80TH ANNUAL CONVENTION

Friday & Saturday, April 15 & 16, 2015 | Crowne Plaza Minneapolis West, Plymouth, MN

REGISTRATION FORM

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REGISTRATION:

	On or Before March 17 - Full Convention	On or Before March 17 - One Day	March 17 - April 8 - Full Convention	March 17 - April 8 - One Day Only	Onsite - Full Convention	Onsite - One Day Only	Total
MEMBER	<input type="checkbox"/> \$310	<input type="checkbox"/> \$210	<input type="checkbox"/> \$340	<input type="checkbox"/> \$240	<input type="checkbox"/> \$380	<input type="checkbox"/> \$280	\$ _____
NON-MEMBER	<input type="checkbox"/> \$410	<input type="checkbox"/> \$310	<input type="checkbox"/> \$440	<input type="checkbox"/> \$340	<input type="checkbox"/> \$480	<input type="checkbox"/> \$380	\$ _____
STUDENT MEMBER*	<input type="checkbox"/> \$100	<input type="checkbox"/> \$60	<input type="checkbox"/> \$140	<input type="checkbox"/> \$100	<input type="checkbox"/> \$180	<input type="checkbox"/> \$140	\$ _____
STUDENT NON-MEMBER	<input type="checkbox"/> \$125	<input type="checkbox"/> \$85	<input type="checkbox"/> \$165	<input type="checkbox"/> \$125	<input type="checkbox"/> \$205	<input type="checkbox"/> \$165	\$ _____

*The registration fee includes breakfast, lunch, refreshment breaks, conference materials, CE certificates and access to Friday evening's reception & entertainment.
 To receive the student rate, you must be a full-time student. MPA reserves the right to request copies of student fee statements to verify status.

If you're registering for one day only, please select which day you plan to attend. Friday Saturday



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Will you be attending the Friday Night Social? How many guests will be attending the Social with you? _____

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I would like to contribute to the MPA Annual Convention Student Scholarship Fund which will help support student attendance at the Annual Convention. \$ _____

I am a MPA member and a full-time student. I am requesting financial assistance with my registration. Please contact me regarding this opportunity.

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SCHEDULE AT A GLANCE

FRIDAY, APRIL 15

7:30 – 8:00 am	Breakfast & Networking
8:00 – 8:15 am	Welcome & Announcements
8:15 – 9:15 am	KEYNOTE PRESENTATION: Advancing Health Equity and Optimal Health for All
9:15 – 10:15 am	Exhibit & Poster Viewing
10:15 am – 12:45 pm	Breakout Sessions
12:45 – 1:45 pm	Annual Business Meeting & Luncheon
2:00 – 3:15 pm	Breakout Sessions
3:15 – 4:15 pm	Exhibit & Poster Viewing
4:15 – 5:30 pm	Breakout Sessions
5:30 pm	Friday Night Social - NEW!

SATURDAY, APRIL 16

7:30 – 8:00 am	Breakfast & Networking
8:00 – 8:15 am	Welcome & Announcements
8:15 – 9:15 am	KEYNOTE PRESENTATION: When Black Lives Matter, All Lives Matter: Psychology's Role in Promoting Social Justice & the Right To Wellness
9:15 – 10:15 am	Exhibit & Poster Viewing
10:15 am – 12:45 pm	Breakout Sessions
12:45 – 1:45 pm	Awards & Volunteer Recognition Luncheon
2:00 – 3:15 pm	Breakout Sessions
3:15 – 4:15 pm	Exhibit & Poster Viewing
4:15 – 5:30 pm	Breakout Sessions

EXHIBITORS & SPONSORS

Get involved today by exhibiting or supporting the 80th Annual Convention! As an exhibitor and supporter, you will receive recognition throughout the convention and through many other avenues! Details on how you can participate can be found on our website at www.mnpsych.org/annual-convention.



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