

MPA 81ST ANNUAL CONVENTION

Psychology - It IS Our Business

Friday & Saturday: April 7 & 8, 2017

ONSITE BROCHURE

Crowne Plaza
Minneapolis West Hotel
Plymouth, Minnesota

EARN UP TO
14.5
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.

ANNUAL CONVENTION COMMITTEE

Jean Eich, PsyD, LP (Committee Chair)

Steve Gilbert, PhD, ABPP, LP

Lydia Roth-Laube, PhD, LP, LMFT

Steve Girardeau, PsyD, LP (MPA President)

Robin McLeod, PhD, LP

Susan Rydell, PhD, LP

Denny Anderson, MA, LP

Scott Palmer, PhD, LP

CONTINUING EDUCATION CREDIT

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. This program has been

approved for up to 14.5 continuing education credits by the American Psychological Association.

Attendance at an entire session is required to earn continuing education credit for that individual Keynote Presentation, Concurrent Session, or Poster Viewing.

LEVELS OF SESSIONS

Each session is of a certain level as indicated by its presenter(s). The various levels are:

- Introductory** (*information comparable to that covered in a psychology doctoral program*)
- Intermediate** (*assumes participants have equivalent of doctoral education in psychology, but no specialized knowledge in this area*)
- Advanced** (*assumes participants have equivalent of doctoral education in psychology AND additional knowledge in this area*)

CONVENTION VENUE

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



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.



7:30 – 8:00 a.m.

Regency Foyer

Breakfast & Networking*

8:00 – 8:15 a.m.

Regency Ballroom

Welcome & Announcements*

8:15 – 9:30 a.m.

Regency Ballroom

KEYNOTE PRESENTATION: Community Violence: The Role of Psychology and Psychologists

Nadine Kaslow, PhD, ABPP; PhD in Clinical Psychology from the University of Houston; Current Professional or Work Affiliation: Emory University School of Medicine Department of Psychiatry and Behavioral Sciences

Police brutality against minority communities demands attention and action by psychologists. After overviewing the psychological factors associated with this public health concern, potential roles for psychologists will be delineated: determine fitness to duty, provide mechanisms to promote officers' psychological well-being, address implicit bias in law enforcement training to ensure equitable and unbiased treatment, provide psychological treatment to victims of police brutality and their families, facilitate community healing; and advocate for psychologically-relevant policies and laws.

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

1. Recognize the role of implicit bias and systemic factors in the perpetuation of police brutality in communities of color
2. Articulate the diverse roles for psychologists in understanding and addressing community violence
3. Develop a personal action plan for engagement to address community violence

9:30 – 9:45 a.m.

Regency Foyer

Exhibit Viewing*

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

9:45 – 11:00 a.m.

Conference Room E

Executive Functioning Issues: What Are They and How Do I Help Clients With These Issues? – Part One

Amy Carrison, PsyD, LADC; PsyD in Counseling Psychology from Saint Mary's University of Minnesota; Current Professional or Work Affiliation: Autism Society of Minnesota

Barb Luskin, PhD, LP; PhD in Human Development from the University of Chicago; Current Professional or Work Affiliation: Autism Society of Minnesota

This presentation will discuss what executive functioning is (EF), how it impacts clients in their daily lives as well as in the therapy process. Tools that can help clients and tools for clinicians will be presented. This presentation will also include a panel discussion of persons on the autism spectrum discussing how deficits in executive functioning impact their lives.

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

1. Recognize, determine reliability of, and critically integrate data from various sources
2. Differentiate objective from subjective data in assessment setting
3. Carefully consider differential diagnoses in cases where indicators such as mood lability, guardedness, or discrepancies between functional status and self-report are present

9:45 – 11:00 a.m.

Conference Room I

Leaping Into the Void—Case Study, Native American Women & Therapeutic Assessment of Our Story

Gary Johnson, PhD, LP; PhD in CSPP from the University of Minnesota; Current Professional or Work Affiliation: C.A.L.M.

This is a storytelling session that describes the collection of data for a graduate dissertation exploring the experiences of traditional neurocognitive testing and the biomedical procedure of Quantitative EEG (QEEG) with Native American women. This presentation explores the cross-cultural learning that occurred while the student worked with the supervisor on the project. The focus of this presentation is to promote the learning culture that occurs when students work with experienced clinicians.

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

1. Recognize the value of sharing wisdom gained from career experience with emerging professionals
2. Apply current trends of case study to the changing healthcare landscape
3. Demonstrate how case study provides a way for psychologists to create evidence-based practice

9:45 – 11:00 a.m.

Conference Room C

The Practical Use of Analogies in Psychotherapy with Children and Teens

Janette Concepcion, PhD, LP; PhD in Clinical Psychology from Kent State University; Current Professional or Work Affiliation: Private Practice

The presentation will discuss the usage of visual analogies as intervention aids in providing psychotherapy to children and adolescents. Participants will be presented with the rationale of how/when each analogy can be used in a therapy session. Additionally, participants will be provided the true "image" of each analogy and its clinical meaning, as well as the "hand-drawn" image to quickly present these to each client in a session.

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

1. Identify therapy clients for whom using analogies is likely to be beneficial
2. Identify specific analogies and their corresponding intent for a client
3. Demonstrate technique of taking visual metaphors and drawing them with a client in session

9:45 – 11:00 a.m.

Conference Room D

Formulating Diagnostic Impressions and Pitfalls of Self-Report – Part One

Catherine Carlson, PsyD, LP; PsyD in Clinical Psychology from Argosy University (MN School of Professional Psychology); Current Professional or Work Affiliation: Specialize in Forensic Psychology

The program addresses the process of formulating diagnostic impressions and critical analysis of data. The pivotal role of the clinician is delineated and emphasized. Psychological instruments/tests are identified as tools that must not supplant clinical judgement. Sources and types of data (objective versus subjective) are reviewed with a spotlight on the pitfalls of accepting self-report at face value. Diagnostic and clinical indicators are presented along with case studies to illustrate and apply salient points.

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

1. Recognize the potential and basis for erroneous diagnoses
2. Differentiate subjective from objective data
3. Recognize the need to determine reliability of data

11:00 – 11:30 a.m.

Regency Foyer

Exhibit Viewing*

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11:30 a.m. – 12:45 p.m.

Conference Room E

Executive Functioning Issues: What Are They and How Do I Help Clients With These Issues? – Part Two

Amy Carrison, PsyD, LADC; PsyD in Counseling Psychology from Saint Mary's University of Minnesota; Current Professional or Work Affiliation: Autism Society of Minnesota

Barb Luskin, PhD, LP; PhD in Human Development from the University of Chicago; Current Professional or Work Affiliation: Autism Society of Minnesota

This presentation will discuss what executive functioning is (EF), how it impacts clients in their daily lives as well as in the therapy process. Tools that can help clients and tools for clinicians will be presented. This presentation will also include a panel discussion of persons on the autism spectrum discussing how deficits in executive functioning impact their lives.

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

1. Recognize data and apply knowledge about genuine mental illness to case examples
2. Learn specific tools used by persons diagnosed as being on the autism spectrum, and how those tools can improve a person's executive functioning
3. Learn how not understanding executive functioning challenges can impact a client's progress in therapy

11:30 a.m. – 12:45 p.m.

Conference Room C

Yes, No, Maybe: Ethical Decisions in Grey Zone

Signe Nestingen, LMFT, PsyD, LP; PsyD in Clinical Psychology from University of St. Thomas; Current Professional or Work Affiliation: Great River Therapy and Consultation, St. Mary's University

Andrea Zuellig, PhD, LP; PhD in Clinical Psychology from Pennsylvania State University; Current Professional or Work Affiliation: Melrose Center

Jil Leverone, PhD LP; PhD in School Psychology from the University of Cincinnati; Current Professional or Work Affiliation: Great River Therapy and Consultation, MN School of Professional Psychology

Some ethical directives are clear-cut (e.g. no sexual contact with clients). However so many other ethical dilemmas fall into the grey zone where we all might have different views. For example, there are different definitions of exploitive multiple relationships or differing views on the practice of accepting gifts from clients. Using a small group format, this presentation will allow participants to wrestle with ethical dilemmas taken from some of the grey, hard to define areas.

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

1. Demonstrate an understanding of the various ways a single ethical dilemma can be viewed.
2. Articulate a personal approach to ethical decision making.
3. Outline several ethical decision making models and their application to ethical dilemmas.

11:30 a.m. – 12:45 p.m.

Conference Room I

Integrated Behavioral Health in Primary Care Pediatrics

Yasmine Moideen, PhD, LP; PhD in Clinic Child Psychology from DePaul University; Current Professional or Work Affiliation: Private Practice - consults to Central Pediatrics

Robin McLeod, PhD, LP; PhD in Counseling Psychology from the University of Minnesota; Current Professional or Work Affiliation: CEO/President, Counseling Psychologists of Woodbury

This presentation will discuss the reason to consult to primary care pediatrics (high number of MH cases seen by primary care physicians, poor follow through with referrals, minimal MH training on behalf of primary care physicians, prevention). This presentation will also discuss the type of Mental Health cases seen in primary care pediatrics, how best to conduct briefer assessments and sessions in a primary care pediatric setting and how to communicate with pediatricians and other medical staff.



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

1. Recognize the need for psychological care in a primary care pediatric setting
2. Demonstrate best practices for psychological assessment and treatment in a primary care pediatric setting
3. Demonstrate best practices for documentation and collaboration in primary care pediatrics

11:30 a.m. – 12:45 p.m.

Conference Room D

Formulating Diagnostic Impressions and Pitfalls of Self-Report – Part Two

Catherine Carlson, PsyD, LP; PsyD in Clinical Psychology from Argosy University (MN School of Professional Psychology); Current Professional or Work Affiliation: Specialize in Forensic Psychology

The program addresses the process of formulating diagnostic impressions and critical analysis of data. The pivotal role of the clinician is delineated and emphasized. Psychological instruments/tests are identified as tools that must not supplant clinical judgement. Sources and types of data (objective versus subjective) are reviewed with a spotlight on the pitfalls of accepting self-report at face value. Diagnostic and clinical indicators are presented along with case studies to illustrate and apply salient points.

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

1. Recognize inconsistencies between self-report and real world
2. Recognize the subjugated role of psychological instruments and testing
3. Develop skills of critical analysis as illustrated by case examples

12:45 – 2:00 p.m.

Regency Ballroom

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.

Conference Room E

Neuroessentialism: Theoretical and Clinical Considerations

William Schultz, MA; MA in Clinical Psychology from Minnesota School of Professional Psychology; Current Professional or Work Affiliation: Doctoral student at Minnesota School of Professional Psychology; Mental health practitioner at Maplewood Psychology

Neuroessentialism is the view that the definitive way of explaining psychological phenomena is by reference to the brain. It implies that psychological disorders are fundamentally brain disorders. Neuroessentialism is increasingly influential. It has also attracted critics. This article describes neuroessentialism, its rising prominence, and the theoretical and clinical concerns it raises. It connects these concerns to data suggesting neuroessentialistic conceptualization of depression can have negative clinical impacts worth being noted by clinicians.

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

1. Define neuroessentialism, its rising influence, and the motivations for its increased popularity
2. Analyze philosophic and neuroscientific criticism of neuroessentialism
3. Recognize the clinical significance of neuroessentialist beliefs

2:00 – 3:15 p.m.

Conference Room I

Ethics, Nonpartisan Issue Advocacy and Public Education

Karen Wills, PhD, LP, ABPP; PhD in Clinical & Developmental Psychology from the University of Iowa; Current Professional or Work Affiliation: Children's Hospitals and Clinics of Minnesota

Why is "advocacy" listed as a core competence for psychologists now? What is it? How do I do it? What ethical and practical pitfalls should I avoid? How does it interface with public education about the profession and practice of psychology? Discussion with an aim to answer these questions, and related issues raised by participants, are the focus of this workshop by MPA's Public Education Campaign Coordinator, Karen Wills

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

1. Identify opportunities and challenges for engaging in issue advocacy as psychologists
2. Recognize and analyze ethical problems and obligations with regard to doing advocacy as a psychologist
3. Recognize and identify opportunities to engage in public education about psychology within their communities

2:00 – 3:15 p.m.

Conference Room D

Addressing Moral Injury in the Treatment of Trauma

Jean Chagnon, PhD, LP; PhD in Counseling Psychology from Ohio State University; Current Professional or Work Affiliation: Anamaura

Moral injury results when one is forced to witness or engage in acts that violate one's moral code. Current research focuses on war as the antecedent of moral injury. However many experiences of personal trauma (e.g. childhood sexual abuse, domestic violence, childhood physical abuse) can lead to moral injury. This workshop will explore interventions that can be integrated into psychotherapy and help address the impact of moral injury for survivors of personal violence.

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

1. Explain the difference between PTSD and moral injury
2. Explain indigenous models of soul injury
3. Apply interventions for soul level healing within clinical practice

2:00 – 3:15 p.m.

Conference Room C

What Urban Behavioral Health Providers Need to Know about Clients from Rural Areas, and Why

Willie B. Garrett, MS, LP, EdD; PsyD in Organization Development at the MN School of Professional Psychology; Current Professional or Work Affiliation: Private practice, W.B. Garrett Consulting LLC

Kay Slama, PhD, LP; PhD in Clinical Psychology from University of Iowa; Current Professional or Work Affiliation: Slama Consulting, St. Mary's University of MN

Characteristics of life in rural areas create a culture that determines distinctive attitudes, cognitions, and behavior of rural residents. The cultural distinctions are even more important to providers of behavioral health than to medical providers. As with cultures determined by race and ethnicity, knowledge of these distinctions are important to treating the client who is referred to an urban specialty provider, is seen by an urban tele-health professional, or moves to an urban area.

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

1. Describe the general characteristics of rural culture that should be considered in treating people from rural areas
2. List specific issues in treating people from rural culture
3. Describe approaches and skills that are useful in treating people from rural areas

3:15 – 4:15 p.m.

Regency Foyer

Exhibit Viewing*

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

3:15 – 4:15 p.m.

Conference Room G

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. Analyze three concepts related to bio-psycho-social research and the connection to clinical outcomes

3:15 – 4:15 p.m.

Regency Ballroom

MPA Committee and Division Fair*

This is a unique opportunity to discover how MPA's committees and divisions are active in our community and beyond. Learn more about each committee and division and how to join!

4:15 – 5:30 p.m.

Conference Room C

When Your Client Needs More Than Therapy

Barbara Luskin, PhD, LP; PhD in Human Development from the University of Chicago; Current Professional or Work Affiliation: Autism Society of Minnesota

Monica Toledo, BS; BS in Chemistry, Spanish from Ohio Northern University; Current Professional or Work Affiliation: Autism Society of Minnesota Counseling and Consulting Services Coordinator

Amy Carrison, PsyD, LADC; PsyD in Psychology from St. Mary's University; Current Professional or Work Affiliation: Therapist Autism Society of Minnesota

At times therapists see clients who need more than therapy to cope with daily living. This session will review other resources available to individuals with severe and persistent mental illness, autism spectrum disorders, TBI, developmental disorders and similar conditions and provide information about what a therapist can do to help a client access these services.

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

1. Identify community resources and government programs available for individuals with mental illness or disability
2. Identify the diagnostic criteria used by government programs for qualifying individuals for services, and how those might differ from standard clinical practice
3. Identify the role primary therapists may play in securing additional services for clients

4:15 – 5:30 p.m.

Conference Room I

Resources for Creating, or Enhancing, Professional Social Networking Sites

Richard Sethre, PsyD, LP; PsyD in Clinical Psychology from the United States International University (now Alliant University); Current Professional or Work Affiliation: independent healthcare psychologist
 Nikolais Langlois, BS; BS in Mass Communication and Arts Technology from the University of Utah; Current Professional or Work Affiliation: U. of M. Physicians, Senior Applications Developer

A professional social networking presence is increasingly necessary for successful psychologists. We will review the benefits and challenges of a professional website, blog, Facebook page and Twitter feed. An overview will be provided of what you need to know to get started with, or to enhance existing, social networking projects, including working with a website specialist (or for the more adventuresome creating, and maintaining, your own site) and creating content for your website, blog and Twitter feed.

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

1. List 5 benefits of successful professional social networking
2. List 5 things to avoid when developing a social networking presence
3. List the 5 basic resources necessary for a successful website

4:15 – 5:30 p.m.

Conference Room D

Face-to-Face Clinical Engagement with Clients: The UfaceME Method™

Jim Ayers, PhD, LP; PhD in Clinical Psychology from the University of Minnesota; Current Professional work/affiliation: Consulting psychologist at several chemical dependency programs: Salvation Army Harbor Light Center Beacon Program, RS Eden's Eden House, New Perspectives Behavioral Health

This is an interactive laboratory workshop demonstrating how the UfaceME method empowers mutual face-to-face understanding exemplified when a black coach mentors a black student about managing anger in public. Audience participants use hand-held responders to rate viewpoints between coach and student on a prerecorded session. Immediately after the viewing, graphic feedback to the audience on their viewpoint accuracy stimulates a lively discussion of critical intercultural issues such as: implicit biases, self-disclosure, and challenges of face-to-face interaction relevant to effective intervention.

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

1. Identify how poverty and cultural factors influence face-to-face disengagement
2. Identify the practical applications for using technology to make interventions more engaging and effective
3. Use an understanding of relationship learning principles as demonstrated by the UfaceME
4. Understand how subjective experiences of a face-to-face interaction can be objectively measured by the participants to promote mutually effective relationships

4:15 – 5:30 p.m.

Conference Room E

Strategies to Support Primary Care

Heidi Strohmaier, PhD, LP; PhD in Clinical Psychology from Drexel University; Current Professional or Work Affiliation: Hennepin County Medical Center

Cameron Weaver, PhD, LP, PhD in Clinical Psychology from Oklahoma State University; Current Professional or Work Affiliation: Hennepin County Medical Center

Matt Syzdeck, PhD, LP; PhD in Clinical Psychology from Clark University; Current Professional work/affiliation: Hennepin County Medical Center

Helen Wood, MD; MD from University of MN; Current Professional work/affiliation: Hennepin County Medical Center

Primary care behavioral health clinicians will present a panel discussion on strategies to support primary care providers, including the development of depression and ADHD care packages along with explanation of a contingency management pilot program in HCCM's coordinated care clinic.

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

1. Demonstrate an understanding of efforts to standardize practice in primary care behavioral health settings
2. Apply several strategies to support primary care providers in managing mental health concerns
3. Identify potential barriers in integrating mental health into primary care settings

5:30 – 8:00 p.m.

Regency Ballroom

Friday Night Social*

The rustle of silks and feathers under muted conversation was probably the last thing heard by the tragically and unexpectedly deceased at the Billionaires' Club Annual Masquerade Ball. With a mystery under each feathery façade, unmasking the killer may be quite a challenge. It's up to you to determine which partygoer is guilty, bring this crime to justice, and save the party!

Attend the Billionaires' Club Annual Masquerade Ball and help get this soirée back on track by trading clues with your guests, gathering information, and solving the crime before the masked menace gets away! Get ready for an evening of mystery, intrigue, and murder. A buffet dinner is included in this thrilling evening!



7:00 – 7:30 a.m.

Regency Foyer

Breakfast & Networking*

7:30 – 7:45 a.m.

Regency Ballroom

Welcome & Announcements*

7:45 – 9:00 a.m.

Regency Ballroom

KEYNOTE PRESENTATION: Affirming Authentic Gender Identities and Promoting Positive Sexuality: Building Blocks for Psychologists

Dianne Berg, PhD, LP; PhD in Counseling Psychology from the University of Illinois at Champaign-Urbana; Current Professional or Work Affiliation: University of MN's Program in Human Sexuality

At the University of Minnesota's Program in Human Sexuality, two models have been developed that provide the building blocks needed to affirm authentic gender identities and promote positive sexuality—the Gender Affirmative Lifespan Approach and the Sexual Health Model. This presentation will outline these models and discuss how psychologists can not only apply them in their therapeutic work with clients to improve mental health outcomes but also to promote healing and equality in broader society.

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

1. Examine the empirically based health disparities facing gender diverse adolescents and adults
2. Demonstrate understanding of the need for a Gender Affirmative Approach for both cisgender and gender diverse people across the lifespan
3. Explain the role that the Sexual Health Model can play in promoting consensual, pleasure-based sexuality in both therapeutic work and broader society

9:00 – 9:15 a.m.

Regency Foyer

Exhibit Viewing*

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

9:15 – 10:30 a.m.

Conference Room D

Adapting DBT to a Multifamily Skills Group for Early Adolescents: Considerations, Strategies, & Insights – Part One

Lexi Schmidt, PhD; PhD in Counseling Psychology from University of Missouri – Columbia; Current Professional or Work Affiliation: Mental Health Systems, PC

Shannon Robinson, MA, LPC; MA in Counseling and Psychology from Saint Mary's University; Current Professional or Work Affiliation: Mental Health Systems, PC

This presentation will describe a multifamily DBT skills group for early adolescents and their parents. Content will focus on theory, development, and goals of the program, including how DBT theory and methods can be adapted to parent skills and consultation group. Participants will learn specific strategies to promote positive outcomes in youth with emotional disorders in a group context including teaching and discussion strategies, learning activities, and interventions for multifamily and parent-only skills groups.

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

1. Recognize the essential components of a multifamily DBT skills group and apply relevant components to their own practice
2. Explain how interventions used in the program address adolescents' emotional regulation
3. Apply specific teaching and discussion activities to help parents and adolescents in their own practice

9:15 – 10:30 a.m.

Conference Room E

What is MPA Doing to Protect the Profession of Psychology: A Discussion with the MPA Legislative Committee

Trisha Stark, PhD, LP, MPA; PhD in Clinical Psychology from the University of Miami; Current Professional or Work Affiliation: private practice and advocacy

Patrick Lobejko, MBA; MBA in Public Policy from the University of Minnesota; Current Professional or Work Affiliation: government relations specialist

Robin McLeod, PhD, LP; PhD in Counseling Psychology from the University of Minnesota; Current Professional or Work Affiliation: CEO/President, Counseling Psychologists of Woodbury

Steve Girardeau, PsyD, LP; PsyD in Counseling Psychology from St. Thomas University; Current Professional or Work Affiliation: Mental Health Systems

Kristin Johnson, MA; MA in Forensic Psychology; Current Doctoral Student from St. Mary's University

A core tenet of MPA's mission is to provide protection for the profession. MPA's legislative committee does just that. Come hear about our recent legislative efforts, raise issues of concern you would like to see addressed, and learn about ways you, too, can support our profession.

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

1. Summarize the main legislative efforts related to psychology and mental health in Minnesota
2. Analyze legislative issues, raise questions and make suggestions about future legislative issues to be addressed
3. Recognize a variety of ways to engage in advocacy and have our voices heard



9:15 – 10:30 a.m.

Conference Room I

Pre-Doctoral Psychology Internship--What Graduate Students Need to Know

Raja David, PsyD, ABPP, LP; PsyD in Clinical Psychology from the Minnesota School of Professional Psychology at Argosy University; Current Professional or Work Affiliation: Minnesota School of Professional Psychology at Argosy University

This presentation is designed for graduate students who will be applying for internship in the coming years. The current state of internships will be reviewed, with a focus on national data as related to the match. The process for selecting and applying to sites will also be discussed. Students will have ample opportunity to ask questions and there are no prerequisites.

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

1. Understand the current state of psychology pre-doctoral internships
2. Recognize steps needed to apply for internship
3. Identify things students can do to prepare for internship

9:15 – 10:30 a.m.

Conference Room C

Oh No! Not Another Boring PowerPoint: Best Practice Approaches for Presentation Design and Delivery

Nate Page, PhD; PhD in Counseling Psychology from Brigham Young University; Current Professional or Work Affiliation: Psychologist at Student Health and Counseling (SHAC) at Carleton College

Laurie Page, PhD; PhD in Counseling Psychology from Brigham Young University; Current Professional or Work Affiliation: Center for Human Resources

Have you ever experienced the infamous "Death by PowerPoint?" Have you ever inflicted it on others? Far too many psychologists have succumb to common presentation faux pas that limit their ability to connect with their audiences and effectuate the changes they desire. This session will increase your presentation self-awareness while providing specific instructions for improving presentation design and delivery.

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

1. Evaluate personal presentation styles and relationship with PowerPoint in order to identify both strengths and areas for improvement
2. Recognize prevailing pitfalls of presentation design and delivery that contribute to the "Death by Powerpoint" phenomenon
3. Apply best practice presentation strategies to professional contexts (e.g. community outreach, training, research dissemination)

10:30 – 11:00 a.m.

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11:00 a.m. – 12:15 p.m.

Conference Room D

Adapting DBT to a Multifamily Skills Group for Early Adolescents: Considerations, Strategies, & Insights – Part Two

Lexi Schmidt, PhD; PhD in Counseling Psychology from University of Missouri – Columbia; Current Professional or Work Affiliation: Mental Health Systems, PC

Shannon Robinson, MA, LPC; MA in Counseling and Psychology from Saint Mary's University; Current Professional or Work Affiliation: Mental Health Systems, PC

This presentation will describe a multifamily DBT skills group for early adolescents and their parents. Content will focus on theory, development, and goals of the program, including how DBT theory and methods can be adapted to parent skills and consultation group. Participants will learn specific strategies to promote positive outcomes in youth with emotional disorders in a group context including teaching and discussion strategies, learning activities, and interventions for multifamily and parent-only skills groups.

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

1. Learn how DBT concepts and methods can be combined with existing parent training and consultation knowledge base and describe the potential impact on youth
2. Identify limitations and benefits of including parent skills training and consultation
3. Demonstrate teaching and discussion strategies to engage parents and promote their positive involvement in treatment for youth

11:00 a.m. – 12:15 p.m.

Conference Room E

Climate Change and Mental Health

David Swenson, PhD, LP; PhD in Counseling Psychology from the University of Missouri-Columbia; Current Professional or Work Affiliation: Director, MBA in Rural Healthcare, School of Business & Technology, College of St. Scholastica; Psychologist in part-time private practice

Gerald Henkel-Johnson, PhD, LP; PhD in Counseling Psychology from St. Thomas University; Current Professional or Work Affiliation: Chair, Psychology Department, College of St. Scholastica; part-time private practice

Climate change has reached a 97% consensus among climate scientists with wide-ranging implications for health and human services. Likely impacts on the economy and jobs, population displacements, trauma due to environmental disasters (floods, fires, droughts), increased health stresses due to heat and diseases, exacerbate vulnerable persons as well as the general population. This presentation will take a systems approach in describing these impacts, the issues in meeting these challenges, and make recommendations for our profession.

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

1. Describe the systemic sources of climate change that will impact mental health
2. Identify the mental health issues that are likely to emerge as a result of climate change events
3. Recommend actions for mental health professionals to prepare for climate change-related mental health issues



11:00 a.m. - 12:15 p.m.

Conference Room C

Ethical Considerations in Integrative Care

Jean Chagnon, PhD, LP; PhD in Counseling Psychology from Ohio State University; Current Professional or Work Affiliation: Anamaura

Ann Sandgren, PhD, LP; PhD in Clinical Psychology from St. Louis University; Current Professional or Work Affiliation: Retired, Sanford Health Systems and Roger Maris Cancer Center

Jeff Leichter PhD, LP; PhD in Clinical Psychology from Alliant University; Current Professional or Work Affiliation: Sanford Health System, Enterprise Director, Behavioral Health Integration

Robin McLeod, PhD, LP; PhD in Counseling Psychology from the University of Minnesota; Current Professional or Work Affiliation: CEO/ President, Counseling Psychologists of Woodbury

This panel discussion will provide an overview of the ethical considerations and dilemmas when working in the integrated health care arena. The presentation will examine ethical considerations across a range of integrated care settings - large health care organizations, rural settings, and private practice providers. Participants will have an opportunity to ask questions and review interesting case examples.

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

1. Recognize key ethical considerations for integrated practice
2. Apply ethical decision making to ethical challenges in integrate care
3. Outline preventive steps to avoid common ethical dilemmas in integrated care

12:15 - 1:30 p.m.

Regency Ballroom

Awards & Volunteer Recognition Luncheon *

1:30 - 2:45 p.m.

Conference Room C

Health of Psychologists in Practice

Lois Cochrane Schlutter, PhD, LP, CCDPD; PhD in Clinical Psychology from the University of South Dakota; Current Professional or Work Affiliation: Northern Integrated Health, Inc, Professional Counseling Center, and Schlutter & Associates LLC

What you need to know about the Health Professionals Service Program (HPSP) function and role. We psychologists typically know the least of any licensed health care professionals about this organization. This presentation will discuss how the HPSP aims to promote early intervention, diagnosis and treatment for health professionals with illnesses, and to provide monitoring services as an alternative to Board discipline.

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

1. Learn what the HPSP is and understand it's legal entity and structure
2. Learn what illnesses HPSP monitors and reporting obligations as psychologists for yourself, colleagues, and as providers
3. Evaluate how HPSP protects public health and safety

1:30 - 2:45 p.m.

Conference Room E

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

1:30 - 2:45 p.m.

Conference Room D

The Anger-Guilt Axis: Using Your Social Emotions Productively

Stanley Thiele, MA, LP; Juris Doctorate in Law from the University of Minnesota School of Law; Current Professional or Work Affiliation: Clinical Psychologist, Associated Clinic of Psychology

The theoretical basis for this presentation is that anger and guilt are social regulatory emotions. Anger is a signal saying "Another is hurting me and I need to take protective action". Guilt is a signal saying "I am hurting another and I need to stop." This presentation will discuss and explore the idea that both anger and guilt are organized around the implied social duty we have not to harm each other and are needed for social survival.

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

1. Re-conceptualize anger and guilt as non-pathological social regulatory emotions based on implied social duties
2. Demonstrate productive use of these emotions by analyzing whether they are based on rational social duties
3. Demonstrate discharge of these emotions based upon universally required actions where there are rational duties

2:45 - 3:45 p.m.

Regency Foyer

Exhibit Viewing*

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2:45 – 3:45 p.m.

Conference Room G

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. Recognize key concepts related to culture and identify how these concepts impact college retention for Latino students and influence attitudes toward immigrants.
2. Articulate key concepts related to neuropsychology and identify how these concepts impact suicidal recall bias in autobiographical memory, predict treatment response in adolescents with depression and relate to IQ of parents with bipolar disorder.

4:00 – 5:15 p.m.

Conference Room E

Cultural Competence: Are We Doing It All Wrong?

Worawan Turner, PsyD, LP; Doctorate in Counseling Psychology from the University of St. Thomas; Current Professional or Work Affiliation: Worawan Turner Psychological Services

Yasmine Moideen, PhD, LP; PhD in Clinic Child Psychology from DePaul University; Current Professional or Work Affiliation: Private Practice - consults to Central Pediatrics

Fiyyaz Karim, MS; MS in Mental Health Counseling from Walden University; Current Professorial or Work Affiliation: University of Minnesota

Cultural competence and diversity are the subjects much discussed in training and practice, but have we done it in the right order? Educate the providers first, or the community first? What are the missing links for providing psychological services to culturally diverse clients? What should you do when you are not knowledgeable about a culture?

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

1. Explain important factors for providing culturally competent services
2. Demonstrate the knowledge on the referral process when working with people from different cultural backgrounds
3. Recognize ethical obligations when providing services to culturally diverse background

4:00 – 5:15 p.m.

Conference Room D

Relational Ethics: Applying the APA code in a Diverse World

Jean Chagnon, PhD, LP; PhD in Counseling Psychology from Ohio State University; Current Professional or Work Affiliation: Anamaura

Relational Ethics is a decision making model that outlines five core principles - mutual respect, relational engagement, bringing knowledge back to life, creating environment, and living questions. This workshop defines these principles and offers examples of their application. Particular attention is paid to how Relational Ethics, when paired with the APA code of ethics, allows practitioners to create ethical solutions that address a broad range of individual and specific ethical dilemmas.

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

1. Explain the difference between relational ethics and prescriptive ethics
2. Recognize the 5 core principles of relational ethics
3. Apply the principles of relational ethics to their practice

4:00 – 5:15 p.m.

Conference Room I

The Emotional Price Small Business Owners Face When Their Business is Failing

Bill English, MA, LP; M. Div. in Theology from Trinity Evangelical Divinity School; Current Professional or Work Affiliation: Interim CEO and business consultant

Business owners are a unique breed of individuals who are usually highly talented with a high tolerance for assuming risk. In this session, Bill English, MA, LP, will discuss the emotional price that small business owners pay when their business is failing, relying heavily on his own personal experience of owning a failing business. When a business is failing, the owner's families, employees, vendors, customers, partners and contractors also pay the price. Learn why these folks suffer in silence, unable to disclose the extent of their pain and why their families suffer with them. There is emotional, financial and reputational losses. We'll discuss how entrepreneurs rebound from these losses. We'll also discuss the four core things you should do as a Psychologist when working with small business owners whose businesses are failing.

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

1. List the four core things a Psychologist can do to be helpful to an owner whose business is failing
2. Differentiate helpful interventions with unhelpful interventions
3. Recognize the tradeoff decision Psychologists make when working with this population

4:00 – 5:15 p.m.

Conference Room C

Reflecting on the Graduate School Journey: Finding Meaning in a Mix of Suffering and Success

Mark Carlson-Ghost, PhD; PhD in Clinical Psychology from Wayne State University; Current Professional or Work Affiliation: Minnesota School of Professional Psychology at Argosy University

Daryl Holloway, MA; MA in Addiction Studies from Hazelden; Current Professional or Work Affiliation: Doctoral student at the Minnesota School of Professional Psychology at Argosy University

Steven Charpentier, MA; MA in Clinical Psychology from the Minnesota School of Professional Psychology at Argosy University; Current Professional or Work Affiliation: doctoral student at the Minnesota School of Professional Psychology at Argosy University

Pursuing a graduate degree in psychology involves many challenges and related stressors along the way. It is easy as a student to begin to view it as something to just plough through or endure. This panel and resulting discussion will explore ways to garner meaning and perhaps reframe the graduate school experience to enhance personal resilience and satisfaction through the use of personal experience and narrative, dialectical and existential frameworks.

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

1. Recognize common sources of emotional distress in graduate school
2. Apply existential and dialectical methods to minimize their own or student's distress
3. Recognize narrative strategies of reframing and finding new meaning in school stress



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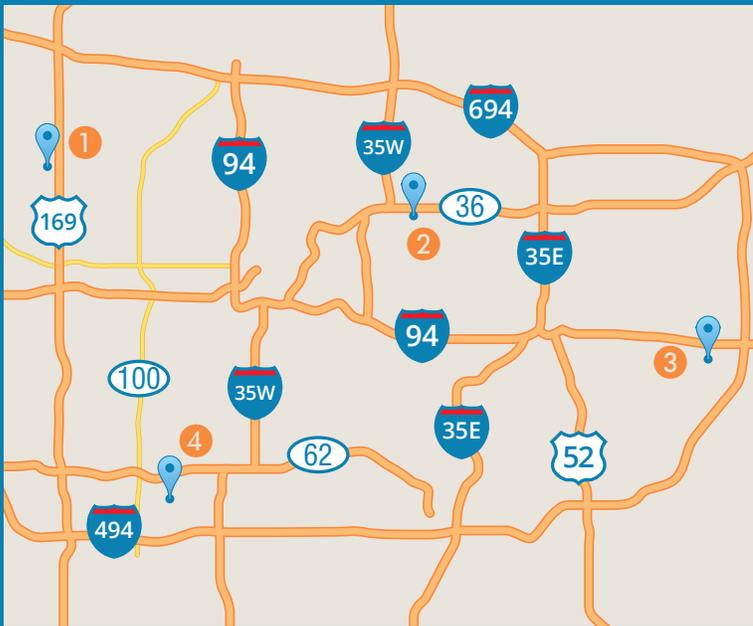




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POSTER PRESENTATIONS Friday, April 7 / 2:45 - 3:45 p.m.

POSTER TITLE

AUTHOR(S)

Effects of Non-Invasive Prefrontal Brain Stimulation on Cognition in Psychosis

Riley Capizzi, Research Assistant, University of Minnesota

Coping with Fibromyalgia Syndrome: A Clinical Training Manual for Mental Health Professionals

Brian Follick, MS; Doctoral Intern, University of St. Thomas

Preliminary Quantitative Analysis of Strategies for Trauma Awareness and Resilience-the STAR Training Effectiveness in Minnesota

Donna Minter, PhD, LP; Executive Director, Minnesota Peacebuilding Leadership Institute / private practice in neuropsychology and forensic psychologist

Feeling the Flow: Mindfulness Meditation and Flow Experiences

Benjamin Merklung, MA; University of St. Thomas Counseling and Psychological Services

Emic Perspectives: Exploring the Lived Counseling Experiences of Transgender-Identified People and the Psychologists Who Work with Them

Stephany Himrich, M.A. - Doctoral Student with the University of St. Thomas; Psychological Trainee with Northern Integrated Health, Inc.

Hypothalamic-Pituitary-Adrenal Axis Regulation following Acute Stress in Adolescents with Non-Suicidal Self-Injury

Erin Begnel, BSc; University of Minnesota; Bonnie Klimes-Dougan, PhD; University of Minnesota; Melinda Westlund Schreiner, MA; University of Minnesota; Michelle Thai, BA; University of Minnesota; Li Shen Chong, University of Minnesota; Kathryn Cullen, MD; University of Minnesota

You Can't Answer Your Cell Phone. How Does That Make You Feel?

Stephen Morgan, PhD; Concordia University; David Bielenberg, Undergrad Student; Clare Beardsley, Undergrad Senior Psych; Emma Lange, Undergrad Senior Psych; Anna Pioske, Undergrad Senior Psych

Social Media Usage and Cyberbullying Among Adolescents in Belize

Daniel Houlihan, PhD; Licensed School Psychologist; MNSU - Mankato Clinical Faculty; Christopher Fast, BS; MNSU - Mankato; Hunter King, BA; MNSU - Mankato; Grace Kasahara, BA; MNSU - Mankato; Gregory Lee, BA; MNSU - Mankato

Latino College Students: Perceived Bicultural Competence as a Buffer Against Conflicting Cultural Pressures

Emily Rischall, MA; St. Thomas Counseling and Psychological Services

Neurocognitive Markers of Predicted Treatment Response in Adolescents with Depression

Anna Wagner; University of Minnesota

POSTER PRESENTATIONS Saturday, April 8 / 2:45 - 3:45 p.m.

POSTER TITLE

AUTHOR(S)

Development of the Attitudes Toward Immigrants Scale

LaRae Jome, PhD, LP; Saint Mary's University of Minnesota

Neuroticism in Daily Life: Stress, Coping, and Perceived Control

Federico Romano; University of Minnesota-Twin Cities; Viann Nguyen-Feng, MPH, MA; University of Minnesota-Twin Cities; Majel R. Baker, BA; University of Minnesota-Twin Cities; Patricia Frazier, PhD, LP; University of Minnesota-Twin Cities

Suicidal Recall Bias in Autobiographical Memory: A Longitudinal Review

Elizabeth Babkin; Undergraduate Degree in Psychology; University of Minnesota's Department of Psychiatry

IQ of Offspring of Parents with Bipolar Disorder: A Literature Review

Lamisa Chowdhury; Research Assistant, University of Minnesota

CONTACT THE MPA OFFICE FOR ANY ADDITIONAL PRESENTER BIOGRAPHICAL INFORMATION.



SCHEDULE AT A GLANCE

Program is subject to change at any time without notice. * CE credits are not awarded for these activities.

FRIDAY, APRIL 7

7:30 – 8:00 a.m.	Breakfast & Networking*
8:00 – 8:15 a.m.	Welcome & Announcements*
8:15 – 9:30 a.m.	KEYNOTE PRESENTATION: Community Violence: The Role of Psychology and Psychologists
9:30 – 9:45 a.m.	Exhibit Viewing*
9:45 – 11:00 a.m.	Breakout Sessions
11:00 – 11:30 a.m.	Exhibit Viewing*
11:30 a.m. – 12:45 p.m.	Breakout Sessions
12:45 – 2:00 p.m.	Annual Business Meeting & Luncheon*
2:00 – 3:15 p.m.	Breakout Sessions
3:15 – 4:15 p.m.	Exhibit & MPA Committee & Division Fair*
3:15 – 4:15 p.m.	Poster Viewing
4:15 – 5:30 p.m.	Breakout Sessions
5:30 – 8:00 p.m.	Friday Night Social*

SATURDAY, APRIL 8

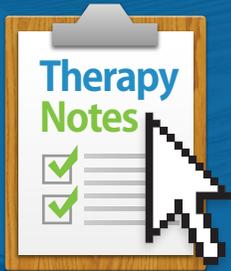
7:00 – 7:30 a.m.	Breakfast & Networking*
7:30 – 7:45 a.m.	Welcome & Announcements*
7:45 – 9:00 a.m.	KEYNOTE PRESENTATION: Affirming Authentic Gender Identities and Promoting Positive Sexuality: Building Blocks for Psychologists
9:00 – 9:15 a.m.	Exhibit Viewing*
9:15 – 10:30 a.m.	Breakout Sessions
10:30 – 11:00 a.m.	Exhibit Viewing*
11:00 a.m. – 12:15 p.m.	Breakout Sessions
12:15 – 1:30 p.m.	Awards & Volunteer Recognition Luncheon*
1:30 – 2:45 p.m.	Breakout Sessions
2:45 – 3:45 p.m.	Exhibit & Poster Viewing*
3:45 – 5:00 p.m.	Breakout Sessions

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Presenting Problem:

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