

MINNESOTA PSYCHOLOGICAL ASSOCIATION 85TH ANNUAL (VIRTUAL) CONFERENCE



Thursday, April 8 & Friday, April 9 | 8:30 a.m. - 4:30 p.m.

SCHEDULE AND AGENDA

**CE credits not awarded for these activities.*

THURSDAY, APRIL 8

- 8:00 a.m. **Opening Plenary Session and Welcome**
Looking Back to Move Forward: Healing Racial Battle Fatigue in Turbulent Times (2 credits)
Beverly Greene, Ph.D., ABPP
- 10:00 a.m. **Break***
- 10:15 a.m. **Using Cognitive Behavioral Therapy for Psychosis (CBTp): An Introduction to Treating Psychosis with CBT (1 credit)**
Aimee Murray, Psy.D., LP
- 11:15 a.m. **Break***
- 11:30 a.m. **Tackling Tics: How to Use Behavioral Strategies to Manage Symptoms of Tourette Syndrome (1 credit)**
Christine Conelea, Ph.D., LP
- 12:30 p.m. **Lunch Break***
- 1:00 p.m. **The Western Disease: Autism in the Somali Community (1 credit)**
Yasmine Moideen, Ph.D., LP; Andrew Fink, Psy.D., LP
- 2:00 p.m. **Break***
- 2:15 p.m. **Poster Sessions (1 credit)**
- 3:15 p.m. **Break***
- 3:30 p.m. **The Invisible End of The Autism Spectrum: Assessment, Diagnosis and Therapy (1 credit)**
Barb Luskin, Ph.D., LP; Amy Carrison, Psy.D.
- 4:30 p.m. **Sessions end**
- 5:00 p.m. **1 Hour Social Event - Happy Hour Trivia***

FRIDAY, APRIL 9

- 8:00 a.m. **Opening Plenary Session and Welcome**
Posttraumatic Stress Disorder: Assessment and Treatment in Context (2 credits)
Christopher Erbes, Ph.D., LP, ABPP
- 10:00 a.m. **Break***
- 10:15 a.m. **The Impact of COVID-19 on the Mental Health of Frontline Healthcare Providers: A Preliminary Examination (1 credit)**
Keyne Law, Ph.D.
- 11:15 a.m. **Break***
- 11:30 a.m. **Mandated Reporting in Trauma-Informed Settings (1 credit)**
Katie Olson, J.D.; Miriam Itzkowitz, M.S.
- 12:30 p.m. **Lunch Break***
- 1:00 p.m. **Psychologists in Public Service: Successfully Navigating Unique Clinical and Ethical Challenges With Those Less Served (1 credit)**
Colt J. Blunt, Psy.D., LP; Ann LaValley-Wood, Psy.D., LP; Thomas T. Lenhardt, Psy.D., LP; Jennifer L. Harrison, Ph.D., LP; Andrew Fink, Psy.D., LP
- 2:00 p.m. **Break***
- 2:15 p.m. **Substance Abuse (1 credit)**
Michael Tkach, Psy.D., LP
- 3:15 p.m. **Break***
- 3:30 p.m. **Racial Healing (1 credit)**
Bryana H. French, Ph.D., LP
- 4:30 p.m. **Sessions end**

Program is subject to change at any time without notice.



EARN 7 CONTINUING EDUCATION CREDITS PER DAY!

LOOKING BACK TO MOVE FORWARD: HEALING RACIAL BATTLE FATIGUE IN TURBULENT TIMES BEVERLY GREENE, PH.D., ABPP

Thursday, April 8
Intermediate

This conversation hour will explore the complex realities and psychological challenges confronting Black families in the transgenerational phenomena of state sponsored violence expressed in disproportionate targeting of unarmed African Americans in traffic stops, police shootings, and harassment. The psychological challenges to the optimal mental health of African Americans will be discussed with a special focus on African American women who as wives/partners of Black men and mothers of Black boys are indirect victims of these practices. Specific attention will be paid to the differential psychological effects of this form of social marginalization on African American women who are affected directly as targets of violence, and indirectly as close family members of males who are targets. Highlighted is their role as mothers of Black sons who they are charged with socializing to be aware of their status as targets. That socialization includes teaching their children behaviors organized around helping them survive encounters with law enforcement where they are more likely to be perceived as suspicious and/or guilty of wrongdoing until proven otherwise compared to their white counterparts. Additional focus will be on the contextual social realities that are routine features in the lives of African Americans that constitutes a form of life struggle that can intensify other mundane and extreme life challenges and struggles. The lingering effects of these traumatic events and what has been called Racial Battle Fatigue can be a factor in domestic violence, child abuse, depression, anxiety, and other problems that present themselves to psychotherapists. Strategies for practitioners to assist clients will be explored. This conversation hour is co-sponsored by the MPA Women's Division and the Multicultural Division.

PARTICIPANTS WILL BE ABLE TO:

1. Describe psychological challenges of African American women whose spouses/partners and/or sons are targets of police brutality.
2. Describe the psychological impact and societal context of transgenerational state sponsored violence.
3. Apply strategies for practitioners to assist clients.

ABOUT THE PRESENTER:

Beverly Greene, Ph.D., ABPP

- Ph.D. in Clinical Psychology, Board Certified from Derner Institute of Advanced Psychological Studies, Adelphi University
- Professor of Psychology from St. John's University in Jamaica, New York

USING COGNITIVE BEHAVIORAL THERAPY FOR PSYCHOSIS (CBTP): AN INTRODUCTION TO TREATING PSYCHOSIS WITH CBT AIMEE MURRAY, PSY.D., LP

Thursday, April 8
Intermediate

Cognitive Behavioral Therapy for Psychosis (CBTp) is a therapy for individuals with psychosis that focuses on the individual's thoughts and behaviors and how these impact emotions. This approach has been established in the literature and has been shown to reduce positive symptoms when compared to other psychosocial interventions and improve outcomes when positive symptoms are medication resistant. It also has demonstrated client acceptance as a treatment and a reduction in the number of days in inpatient treatment. This presentation is intended to give an introduction to CBTp and encourage practitioners to consider integrating this approach into their practice. It will focus briefly on supporting literature for CBTp. It will set the context for therapy engagement and how to assess for therapy readiness. A portion of the presentation will review and give examples of cognitive and behavioral techniques for populations with psychosis. These techniques will be familiar to those who practice within a CBT frame. The participants will then have an opportunity to apply these techniques to case examples.

PARTICIPANTS WILL BE ABLE TO:

1. Review evidence base for CBTp.
2. Describe strategies to engage individuals with psychosis in therapy and assess readiness to start cognitive and behaviorally based strategies.
3. Explain cognitive and behaviorally based strategies for population with psychosis and apply strategies to cases examples.

ABOUT THE PRESENTER:

Aimee Murray, Psy.D., LP

- Psy.D., Clinical Psychology, Minnesota School of Professional Psychology, Argosy
- Assistant Professor, University of Minnesota, Department of Psychiatry

TACKLING TICS: HOW TO USE BEHAVIORAL STRATEGIES TO MANAGE SYMPTOMS OF TOURETTE SYNDROME

CHRISTINE CONELEA, PH.D., LP

Thursday, April 8
Introductory

Tic disorders and Tourette Syndrome are neurological conditions characterized by motor and vocal tics. Research over the past decade has established the benefit of behavior therapy procedures in managing tic disorder symptoms in both children and adults. In 2019, the American Academy of Neurology recommended Comprehensive Behavioral Intervention for Tics (CBIT) as a first-line treatment for tic disorders, underscoring the important role that psychologists can play in the management of this condition. In this session, attendees will learn about the contemporary neurobehavioral model of tic disorders and the theoretical and empirical basis for CBIT. Focus will be placed on practical ways to present this information clinically as part of psychoeducation. CBIT techniques, which focus on improving tic control, will be described and demonstrated. Strategies for applying behavioral principles to manage other clinical features of tic disorders will also be described, including strategies to support social, familial, and academic/occupational functioning.

PARTICIPANTS WILL BE ABLE TO:

1. Describe the rationale for behavior therapy approaches to manage symptoms of tic disorders.
2. Describe the core procedures of Comprehensive Behavioral Intervention for Tics (CBIT).

ABOUT THE PRESENTER:

Christine Conelea, Ph.D., LP

- PhD in Clinical Psychology from the University of Wisconsin-Milwaukee
- Assistant Professor, University of Minnesota, Department of Psychiatry & Behavioral Sciences

THE WESTERN DISEASE: AUTISM IN THE SOMALI COMMUNITY

YASMINE MOIDEEN, PH.D., LP; ANDREW FINK, PSY.D., LP

Thursday, April 8
Intermediate

There is no word for Autism in Somalia. In the US, Minnesota is home to the largest Somali community, with the majority residing in the Minneapolis-St. Paul area. In 2008, the Minnesota Department of Health initiated a study to explore the prevalence of Autism in the Somali community. This study was initiated following the concerns expressed by the community about the numbers of preschool children in the Minneapolis Public Schools classified with ASD. Data released in 2013 indicated no statistically significant difference between ASD in the Somali community in MN and Caucasian community in MN. Nonetheless, the Somali community continues to have concerns about high levels of ASD in their community, stating that it did not exist in their community prior to arrival in the US. Given the aforementioned concerns, it is important to examine the cultural limitations to assessment and treatment for the purposes of better serving our clients in the Somali community.

PARTICIPANTS WILL BE ABLE TO:

1. Participants will be able to demonstrate knowledge of prevalence data of Autism in the Somali population in MN and other parts of the world.
2. Participants will be able to demonstrate knowledge of how the Somali community may view and describe Autism.
3. Participants will be able to describe cultural challenges and limitations in the assessment and treatment of Autism in the Somali population.

ABOUT THE PRESENTERS:

Yasmine Moideen, Ph.D., LP

- Ph.D., Clinical Child Psychology, DePaul University.
- Licensed Psychologist and Clinical Supervisor at the Minnesota Autism Center – Woodbury

Andrew Fink, Psy.D., LP

- Psy.D. in Clinical Psychology, Adler University
- Minnesota Autism Center, Licensed Psychologist and Clinical Supervisor

THE INVISIBLE END OF THE AUTISM SPECTRUM: ASSESSMENT, DIAGNOSIS AND THERAPY
BARB LUSKIN, PH.D., LP; AMY CARRISON, PSY.D.

Thursday, April 8
Introductory

This program will focus on assessment and diagnosis of “higher functioning” individuals on the autism spectrum who have often are diagnosed in their early 20’s or later. This program will discuss signs and diagnostic criteria for autism spectrum disorder, tools used to diagnose autism, and provide considerations for therapy sessions.

PARTICIPANTS WILL BE ABLE TO:

1. Demonstrate understanding of the diagnostic criteria of Autism Spectrum Disorder and how those criteria apply to adults.
2. Demonstrate understanding of the various diagnostic instruments for Autism Spectrum Disorder.

ABOUT THE PRESENTERS:

Barb Luskin, Ph.D., LP

- Ph.D. in Psychology from University of Chicago
- Autism Society of Minnesota

Amy Carrison, Psy.D.

- Psy.D. in Counseling Psychology from Saint Mary’s University of Minnesota
- Mental Health Practitioner Autism Society of Minnesota

POSTTRAUMATIC STRESS DISORDER: ASSESSMENT AND TREATMENT IN CONTEXT
CHRISTOPHER ERBES, PH.D., LP, ABPP

Friday, April 9
Introductory

Posttraumatic Stress Disorder (PTSD) is a prevalent and potentially debilitating psychological disorder with serious implications for those who suffer from it, assess it, and treat it. Although numerous empirically based treatment guidelines have been provided within and outside the profession of psychology, its treatment in the community remains challenging and treatment response is often disappointing. The assessment and treatment of PTSD requires careful attention to the broader psychological, family, social, legal, and empirical context in which it occurs. This presentation will use empirical evidence and the presenter’s clinical experience to discuss PTSD from multiple perspectives. It will demonstrate the importance of attention to the other (non-traumatic) stressors, other psychological disorders, different circumstances for assessment and treatment, and general and trauma-specific principles for assessment and treatment in working with PTSD. Individual and couple-based perspectives for treatment will be reviewed. Expanding the lens from which trauma and PTSD is viewed can enable more precise, focused, and effective treatment and diagnosis with traumatized populations.

PARTICIPANTS WILL BE ABLE TO:

1. Describe & challenge common misconceptions in the prevalence, assessment, and treatment of PTSD.
2. Explain the importance and methods of assessment for psychological trauma and PTSD.
3. Describe stages and characteristics of trauma-focused treatment approaches and empirically supported therapies for PTSD
4. Analyze the role of family, social, and legal context in evaluating and treating PTSD.

ABOUT THE PRESENTER:

Christopher Erbes, Ph.D., LP, ABPP

- Ph.D. in Clinical Psychology from Texas Tech University
- Associate Professor at University of Minnesota, School of Medicine Department of Psychiatry

**THE IMPACT OF COVID-19 ON THE MENTAL HEALTH OF FRONTLINE HEALTHCARE PROVIDERS:
A PRELIMINARY EXAMINATION
KEYNE LAW, PH.D.**

**Friday, April 9
Introductory**

In the United States, medical workers have been communicating their distress across various media outlets with many anecdotal reports from medical workers expressing an increase in suicidal ideation related to the trauma and distress associated with COVID-19. Although the availability of COVID-19 vaccines provides hope, we anticipate that the effects of COVID-19 on frontline medical workers psychological resilience, mental health, coping behaviors, and suicide risk will persist for months, if not years, following the pandemic. It is thus imperative to understand how to best support the mental health of frontline medical workers and mitigate their unique risk for suicide. Medical workers have consistently been shown to be at an elevated risk for suicide which has been attributed to high rates of burnout, which likely increases suicidal ideation. In addition, they also experience an elevated capacity for enacting lethal suicidal behavior given the nature of their work. The risks for suicide in this population have been exacerbated in those directly involved in the fight against the COVID-19 pandemic. As we develop and implement mental health services for COVID-19 frontline medical workers, we must take into consideration their specific needs and identify potential barriers to accessing mental health services. This presentation will provide a precursory glance at qualitative and quantitative data from an ongoing research study that is aiming to attain a comprehensive understanding of a) how COVID-19 has impacted mental health

and suicide risk in frontline medical workers, b) their perceived needs and preferences for mental health care, and c) perceived barriers to accessing and benefiting from mental health services. This information will provide insight and guidance for identifying effective and accessible mental health services that should be prioritized in supporting frontline medical workers during and after the COVID-19 pandemic.

PARTICIPANTS WILL BE ABLE TO:

1. Recognize the elevated risk for suicide in medical workers, particularly those who are at the frontlines of the United States' COVID-19 response.
2. Describe factors that appear to be impacting mental health and recognize the elevated risk for suicide in medical workers.

ABOUT THE PRESENTER:

Keyne Law, Ph.D.

- Ph.D. in clinical psychology from University of Southern Mississippi
- Assistant Professor of Clinical Psychology at Seattle Pacific University

**MANDATED REPORTING IN TRAUMA-INFORMED SETTINGS
KATIE OLSON, J.D.; MIRIAM ITZKOWITZ, M.S.**

**Friday, April 9
Introductory**

Despite there being no evidence to link mandated reporting to maltreatment prevention, Minnesota has seen a significant increase in maltreatment reports over the last several years, with over 80% coming from health care, mental health, and education professionals. This increase has contributed to an overwhelmed intake workforce and the sometimes unnecessary involvement of families in the child welfare system. Through this training, professionals will learn their legal responsibilities under the Minnesota mandated reporting statute as well as discuss ethical and cultural considerations of reporting. By incorporating evidence-based practices such as family engagement strategies, connecting families to resources, and providing culturally appropriate services, professionals will learn alternatives to mandated reporting that can prevent child maltreatment, promote family preservation, and maintain client rapport while still complying with Minnesota law. Participants will be asked to think about the legal and ethical implications of choosing to report versus not, and consider that their decisions have an impact beyond just the reporting phone call.

PARTICIPANTS WILL BE ABLE TO:

1. Explain legal obligations of mandated reporters in Minnesota, including what to report, where to report, and when to report.
2. Apply knowledge of Minnesota mandated reporting law to professional practice (will be practiced in the training through case scenarios).
3. Compare legal requirements with ethical considerations in reporting and prevention of child maltreatment.
4. Analyze evidence-based practices of trauma-informed approaches to family engagement as alternatives to reporting when appropriate.

ABOUT THE PRESENTERS:

Katie Olson, J.D.

- Juris Doctorate, Law, Loyola University Chicago School of Law
- Training Director, Institute to Transform Child Protection at Mitchell Hamline School of Law Children's Law Center

Miriam Itzkowitz, M.S.

- Master's of Social Work, University of Minnesota
- Director of Social Services & Trauma Informed Care, Institute to Transform Child Protection, Mitchell Hamline School of Law

PSYCHOLOGISTS IN PUBLIC SERVICE: SUCCESSFULLY NAVIGATING UNIQUE CLINICAL AND ETHICAL CHALLENGES WITH THOSE LESS SERVED

COLT J. BLUNT, PSY.D., LP; ANN LAVALLEY-WOOD, PSY.D., LP; THOMAS T. LENHARDT, PSY.D., LP; JENNIFER L. HARRISON, PH.D., LP; ANDREW FINK, PSY.D., LP

Psychologists in public service face a constant two-fold responsibility: to work hard providing the best services possible while also advocating for clients who are in need of and deserve quality mental health services. Clients often incapable of advocating for themselves encounter various public service agencies, including state and community hospitals, the Veterans Administration, Indian Country, police and public safety, corrections, and the court system. In addition, psychologists employed in these settings are expected to competently serve clients of varied multicultural backgrounds. Many psychologists are trained in public service agencies as part of their education, though recruitment and sustained employment of those skilled to work with these clients remains a need nationwide. This panel of seasoned experts, who each possess more than ten years of experience in public service, will share their clinical experiences working in these varied areas, discuss unique ethical challenges of cases faced and how such instances were successfully resolved in their tenure, share resources they have utilized to aid in consultation over the years, and discuss benefits to working within their particular setting. During the panel, co-moderators will provide a set of prepared questions to capture each professional's experiences in the varied specialized public service areas represented.

PARTICIPANTS WILL BE ABLE TO:

1. Participants will demonstrate an understanding of the various roles and diverse employment positions available in public service.
2. Participants will recognize the unique clinical and ethical challenges psychologists in public service face and list the various resources available to professionals for consultation.
3. Participants will recognize the need for competent and skilled psychologists to serve the less served.
4. Participants will apply the ethical guidelines and clinical expertise through exploring vast experiences among seasoned psychologists in public service in varied challenging case discussions.

ABOUT THE PRESENTERS:

Colt J. Blunt, Psy.D., LP

- Psy.D., Clinical Psychology with Forensic Concentration, Minnesota School of Professional Psychology
- Minnesota Department of Human Services, Direct Care and Treatment – Forensic Services (DCT-FS); Forensic Psychologist, Director of Postdoctoral Fellowship Training

Ann LaValley-Wood, Psy.D., LP

- Psy.D. Clinical Psychology, Argosy University, Seattle, WA
- Department of Justice, Bureau of Prisons (BOP) at Federal Correctional Institution – Sandstone; Chief Psychologist

Thomas T. Lenhardt, Psy.D., LP

- Psy.D. Counseling Psychology, University of St. Thomas
- Minnesota Department of Human Services, Direct Care and Treatment - Forensic Services (DCT-FS); Senior Clinical Psychologist & Director of Internship Training

Jennifer L. Harrison, Ph.D., LP

- Ph.D. Clinical Psychology with Emphasis in Forensics California School of Professional Psychology at Alliant International University – Fresno
- Minnesota Department of Human Services, Direct Care and Treatment – Forensic Services (DCT-FS) Position: Forensic Psychologist

Andrew Fink, Psy.D., LP

- Psy.D. in Clinical Psychology from Adler University– Chicago, Illinois
- Minnesota Autism Center– Clinical Supervisor-Assessment Center; Licensed Psychologist-Clinical Supervisor

Friday, April 9
Introductory

EXPLORING THE SUBTLE INFLUENCE OF SOCIAL EXPERIENCES ON SUBSTANCE ABUSE TREATMENT

MICHAEL TKACH, PSY.D., LP

Friday, April 9

Intermediate

Although substance abuse is often considered by many to be a disease of isolation, individuals with substance abuse tendencies and related diagnoses are not experiencing symptoms in a vacuum and away from societal influences. The state of relationships with family and friends (or lack thereof), media, social-media, and in-vivo experiences of key advertisements and other social cues can all affect how a person relates to and responds to treatment modalities. Social and cultural influences of in-group/out-group processing and related internalizations can also impact treatment engagement. This session explores the often more subtle but not necessarily less significant psychological influence of day-to-day experiences outside of sessions have on substance use treatment by exploring the role media, social media, socialization, family support, advertising, and self-identity may have on treatment engagement. A brief exploration of neuropsychological functioning in relation to socialization is explored as well as semiotic processing related to emotional, behavioral, and cognitive triggers to provide a more comprehensive understanding of subtle influences on substance abuse related behaviors. Clinicians are provided with key areas to explore with clients for better understanding of complexities of the client's lived experience as it relates to substances and treatment.

PARTICIPANTS WILL BE ABLE TO:

1. Recognize the role of neurological and psychological functioning in processing substance use related cues.
2. List at least three areas to explore with clients related to how their social environments may be influencing their treatment engagement and effectiveness.

ABOUT THE PRESENTER:

Michael Tkach, Psy.D., LP

- Doctorate of Psychology in Clinical Psychology from the Minnesota School of Professional Psychology at Argosy University

RADICAL HEALING: A PSYCHOLOGICAL MODEL FOR BLACK, INDIGENOUS, AND PEOPLE OF COLOR

BRYANA FRENCH, PH.D., LP

Friday, April 9

Intermediate

This session will review a psychological framework of radical healing from racial trauma. Advancing beyond individual-level approaches to coping with racial trauma, Dr. French will discuss a new psychological framework of radical healing for Black, Indigenous and People of Color (BIPOC) in the United States. She will contextualize this framework in a context of race and racism in the United States, its consequences for the overall well-being of BIPOC, and will review existing frameworks of liberation psychology, Black psychology, ethno-political psychology, and intersectionality. She will then discuss a psychological framework of radical healing and its components grounded in five anchors including: (a) collectivism, (b) critical consciousness, (c) radical hope, (d) strength and resistance, and (e) and cultural pride. The session will incorporate discussion and application for clinical practice, research, training and advocacy.

PARTICIPANTS WILL BE ABLE TO:

1. Summarize the four conceptual foundations of radical healing.
2. Describe a psychological model of radical healing from racial trauma.
3. Demonstrate how to support radical healing among Black, Indigenous, and People of Color clients, students, and colleagues.

ABOUT THE PRESENTER:

Bryana French, Ph.D., LP

- Ph.D., LP in Counseling Psychology, University of Illinois at Urbana Champaign

POSTER SESSIONS

This session provides an opportunity to review research 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 session.

PARTICIPANTS WILL BE ABLE TO

1. Describe the research project for each poster presentation.
2. List the key findings of the research from each poster presentation.

The Relationship of Appearance Pressures, Exercise Behaviors, and Reasons for Exercise to the Psychological Well-Being of Retired Female Athletes

Matthew Mikesell, M.A., M.S.

- Doctoral Intern at University of St Thomas

Objective Cultural Distance and Bicultural Identity Integration: A Mediation Analysis

Max Crowder, M.A.

- Doctoral Intern at University of St. Thomas Counseling and Psychological Services

College Students' Lived Experiences of Bereavement and Well-Being

Philip Imholte, M.S.

- Doctoral Intern at University of St. Thomas Counseling and Psychological Services



MINNESOTA PSYCHOLOGICAL ASSOCIATION 85TH ANNUAL (VIRTUAL) CONFERENCE

Thursday, April 8 & Friday, April 9 | 8:30 a.m. - 4:30 p.m.

REGISTRATION FORM

Must be emailed to info@mpsych.org or use online registration form

Name: _____ Degree: _____ Licensure: _____

Institution/Agency: _____

Address: _____

City/State/Zip: _____ Please check: Home Work

E-mail: _____

Phone: _____ Please check: Home Work Fax: _____

	ON OR BEFORE MARCH 5		MARCH 6 - APRIL 7	
	ONE DAY	TWO DAY	ONE DAY	TWO DAY
Member	\$135	\$250	\$150	\$300
Non-Member	\$225	\$400	\$250	\$450
Student*	\$45	\$80	\$50	\$110

CONFERENCE STUDENT SCHOLARSHIP DONATIONS

MPA joins professionals and students through the power of giving. Professional MPA members may choose to donate to the student conference scholarship fund.

I would like to contribute to the Annual MPA Conference Student Scholarship Fund which will help support student attendance at the Annual Conference.

How much would you like to contribute to the student scholarship fund? \$ _____

If you're registering for one day, please select which day you plan to attend: Thursday Friday**

* 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.

** One-day registration on Friday includes access to Thursday evening's social event.

Total Amount: \$ _____

Visa MC American Express

All credit card fields are required

Card Number: _____ Exp. Date: _____ Security Code: _____

Cardholder Name (print): _____

Cardholder Signature: _____

Credit card billing address: Same as above

Address: _____

City/State/Zip: _____

MPA CONFERENCE REFUND POLICY: A 100% refund will be made if the event is cancelled. Refunds, less a \$20 handling fee, will be given if an emailed cancellation is received at least three working days before the scheduled program begins. **No refund will be given after Monday, April 5, 2021.**

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.

